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## Attitudes of parents and teachers toward bilingual education

Gilda Rios  
*University of Texas-Pan American*

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ATTITUDES OF PARENTS AND TEACHERS  
TOWARD BILINGUAL EDUCATION

A Thesis

by

GILDA RIOS

Submitted to the Graduate School of the  
University of Texas -Pan American  
In partial fulfillment of the requirements for the degree of

MASTER OF EDUCATION

May 2011

Major Subject: Bilingual Education



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TOWARD BILINGUAL EDUCATION

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GILDA RIOS

COMMITTEE MEMBERS

Dr. Jose A. Ruiz-Escalante  
Chair of Committee

Dr. Leo Gomez  
Committee Member

Dr. Jennifer J. Esquierdo  
Committee Member

Dr. Zulamaris Diaz  
Committee Member

May 2011



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## ABSTRACT

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The importance of bilingual education has caught the attention of public school administrators. The current study used a quantitative approach to investigate the perceptions of bilingual education of teachers and parents from a selected elementary school in South Texas. Bilingual education is used in this study to describe the study of two languages among students. The term “bilingual education” can have multiple meanings to many people so we wanted to understand what people believed of educating students among two languages being that the area in which this study was conducted has traditionally rejected bilingual education. There were a total of 91 subjects who volunteered participation. The analyses of the data used a Two – Way ANOVA with the F Distribution to measure whether there was a significant difference between the means of group and trials and tested the null hypothesis at a .05 alpha level of significance. The difference between trials was significant at the .01 alpha level even when utilizing the conservative degrees of freedom. The difference between groups and the difference between groups and trials were not statistically significant. The findings of this study have implications for school districts who desire to better understand the perceptions of parents and teachers toward bilingual education.





## DEDICATION

This is dedicated first of all to God for giving me the strength and courage to complete this Thesis. Secondly, this thesis is dedicated to my exceptionally supportive husband Rudy. His unwavering support, especially caring for our two children, never went unnoticed. To my two sons; Christian and Nathaniel as they are truly are a blessing given to me and they inspire me to keep going. I also dedicate this work to my mother, Guadalupe Cantu, who as a single mom, has supported me through-out all my education with encouragement and thoughtfulness and always made herself available. I would like to thank my “brothers” and “sisters” in my ABF (Adult Bible Study) class “Rebelution”. Their love and prayers were always with me and that supported me every step of the way. Lastly, but certainly not least, a very loving thank you goes to my good friend Dr. Marti Flores, who through her unconditional love and support encouraged me to stay focused on what I needed to accomplish. Thanks for everything as I could not have attained this goal without the love and support you provided.

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## TABLE OF CONTENTS

	Page
ABSTRACT .....	iii
DEDICATION .....	iv
ACKNOWLEDGEMENTS .....	v
TABLE OF CONTENTS .....	vi
LIST OF TABLES .....	x
CHAPTER I. INTRODUCTION .....	1
Background of the Problem .....	3
Statement of the Problem .....	3
Purpose of the Study .....	3
Research Questions .....	4
Theoretical Framework .....	4
Definitions of Terms .....	5
Limitations .....	7
Summary .....	7
CHAPTER II. REVIEW OF THE LITERATURE .....	9

Introduction.....	9
Historical Perspectives of Bilingual Education .....	10
Support of Bilingual Education .....	12
Non-Support of Bilingual Education .....	15
Teachers’ Role/Perception Toward Bilingual Education .....	16
Parents’ Role/Perception Toward Bilingual Education .....	17
Summary .....	18
<b>CHAPTER III. METHODOLOGY.....</b>	<b>20</b>
The Quantitative Paradigm .....	20
The Researcher’s Role .....	20
Data Sources .....	21
Data Collection .....	22
Data Analysis .....	23
Ethical Considerations .....	23
Summary .....	24
<b>CHAPTER IV. INTERPRETATION OF DATA.....</b>	<b>25</b>
Introduction.....	25
Presentation and Analyses of Data .....	25
Demographic Statistics.....	26
Quantitative Research Questions – Analyses of Data.....	27
Quantitative Research Questions Two- Way ANOVA .....	27
Two – Way ANOVA Research Question One .....	27
Two – Way ANOVA Null Hypothesis One .....	28

Two – Way ANOVA Research Question Two.....	29
Two – Way ANOVA Null Hypothesis Two.....	34
Two – Way ANOVA Research Question Three.....	34
Two – Way ANOVA Null Hypothesis Three.....	34
Results for Two – Way ANOVA Hypotheses One - Three.....	35
Null Hypothesis One.....	35
Null Hypothesis Two .....	35
Null Hypothesis Three .....	35
Added Comments on the Survey .....	35
Summary.....	36
 CHAPTER V. SUMMARY, CONCLUSION, IMPLICATIONS	
AND RECOMMENDATIONS .....	38
Introduction.....	38
Quantitative Research Conclusions .....	38
Implications for Theory .....	39
Implication for Practice.....	39
Recommendations for Future Research .....	40
Summary.....	41
REFERENCES .....	43
APPENDIX A – Letter to University IRB.....	50
APPENDIX B – Letter to Principal/R.D. Martinez Elementary .....	52
APPENDIX C – Letter to Teacher.....	54
APPENDIX D – Letter to Parent .....	56



APPENDIX E – Carta para padres .....	58
APPENDIX F – Informed Consent Document.....	60
APPENDIX G – Forma de consentimiento informado .....	62
APPENDIX H – Survey of Teachers.....	64
APPENDIX I – Survey of Parents.....	68
APPENDIX J – Cuestionario de padres.....	72
Biographical Sketch .....	77

## LIST OF TABLES

	Page
Table 1: Descriptive Statistics.....	29
Table 2: Multivariate Test.....	31
Table 3: Box's Test of Equality .....	31
Table 4: Mauchly's Test.....	32
Table 5: Test of Within – Subject Effects .....	33



## CHAPTER I

### INTRODUCTION

#### **Background of the Problem**

In recent years, there has been considerable research on the growing number in population of students who are speakers of languages other than English. In fact, researcher Martha Zuniga (2004) reports the fastest growing linguistic minority group in the United States currently is Spanish-speaking. According to a report from the National Center for Education Statistics (NCES),

between 1979 and 2008, the number of school-age children (children ages 5-17) who spoke a language other than English at home increased from 3.8 to 10.9 million, or from 9 to 21 percent of the population in this age range.

In pursuit of educational equity to all students, the maintenance of the students' native language and fostering bilingual education is essential to academic achievement in a diverse school setting. Researchers Thomas & Collier (1997) state we must close the equity gap by providing enrichment schooling for all. We need to have a program of education that will take into consideration the different socialization of children and will be designed to conform to their needs (Chapa, 1977).

Bilingual education can be described as a program in which learners are taught academics through two languages. Students' native language (L1), known as the mother tongue, should be used as the main instruction; whereas, the second language (L2) should be incorporated

gradually into the curriculum. Cummins (1986) explains bilingual education is the vehicle for both communicative and academic proficiency and it is the basis for L1 and L2 literacy development. The outcome expected is that the students will be successful learning content and skills once the cognitive ability in their native language has been accomplished.

The rapid increase of Limited English Proficient (LEP) students in Texas public schools generates the need to properly identify those students who may be eligible to participate in bilingual education or English as a Second Language (ESL) programs (Zuniga, 2004). It is evident that parents are first to guide, nurture, and teach their children of the family's language and culture but schools take a high position when considering bilingualism in educating students from diverse backgrounds. This increase should bring awareness to parents and challenge educators to provide effective language programs with quality instruction for students who are culturally and linguistically diverse (Alanis & Rodriguez, 2008).

According to Texas Education Agency (TEA), the State Profile Report for 2008-2009 shows a total of 4,728,204 students with the Ethnic Distribution of Hispanic at 2,264,367 (47.9%) and Limited English Proficient (LEP) at 799, 801 (16.9%). This descriptive data reflects how the Hispanic population among students within the state of Texas acquires almost half of the total student population. This same report from TEA shows that the Enrollment Program for Bilingual/ESL Education for Region One is 141,940 (36.4%). Simplifying this data to a school in South Texas, located within Region 1, the report shows 2,593 (28.0%). (Data from: TEA: Enrollment Program for Bilingual/ESL Education, <http://www.tea.state.tx.us/perfreport/aeis/>). Recognizing these facts justifies how imperative education is to students who are culturally and linguistically diverse. It is relevant that this large population of students receive quality instruction though enriching content and skills in their native language.

## **Statement of the Problem**

A report entitled Statistical Analysis Report - Dropout Rates in the United States shows that over the past quarter of a century, annual estimates of the dropout rate have fluctuated between 4.0 and 6.7 percent. Among this vital percentage, students who were Hispanic showed to be of the highest population.

Hispanic students were more likely than white and black students to leave school before completing a high school program: in 1998, 9.4 percent of Hispanic students were even dropouts, compared with 3.9 percent of white and 5.2 percent of black students (NCES, 1999).

Texas Education Agency (TEA) reports in their Annual Dropout Rate Table (Gr. 7-8) that in the 2006-2007 school year, the number of Hispanic dropouts reached 1,626. This drop out rate reflects a high population for Hispanic students so maintaining their native language in school becomes a primary concern for parents and educators who assist these English language learners.

Cummings (2001) states that the influence of the societal power structure is mediated by the way educators define their roles in relation to student' language and culture, community participation, pedagogy, and assessment. With such staggering information among the Hispanic population, it is crucial that parents and educators examine carefully the main constraints among this huge populace and shift towards educating our diverse population in improving educational achievement among biliteracy for diverse students. The problem addressed in this study was to determine if the attitudes of parents and teachers suggest bilingual education for students.

## **Purpose of the Study**

The purpose of this quantitative study was to investigate the attitudes of parents and teachers toward bilingual education for students in the Hidalgo county area of the Rio Grande Valley of Texas. The study compared the perceptions of parents and teachers to determine if any

functional relationship exists in supporting second language acquisition for students. Parents and teachers were asked to comment on language preference(s) for students (English and/or Spanish) when used in both: academics and at home/classroom. The subjects were asked to complete a survey in effort to examine the attitudes of parents and teachers. Parents did not have to meet a criterion to participate in the survey; however, teachers had to be certified educators to participate. The results of the study may assist school leaders to support bilingual education for all students. They may be able to evaluate second language acquisition among students' academic performance and determine whether to implement more practical teaching in language acquisition instruction within the regular instructional program.

### **Research Questions**

The following research questions were used to guide the research:

1. Is there a significant difference between teacher and parent perception of bilingual education?
2. Is there a significant difference among trials (6 items)?
3. Is there a significant difference among cell means for teachers and parents and trials?

### **Theoretical Framework**

This study represented an analysis and interpretation of the attitudes that parents and teachers have toward bilingual education for students, in particularly among the early childhood levels of kindergarten through sixth grade. Attitudes toward language play a huge factor when teaching children. These attitudes, whether supporting or opposing bilingual education for students, may either influence or impair the learner academically.

The theoretical framework for this study was based upon addressing the achievement gap among minority students that come from a culturally and linguistically diverse background.

Researcher Jim Cummins (2001) found that:

By contrast, a focus on human relationships assigns at least equal weight to the ways in which identities are negotiated in the interactions between educators and students. In social conditions of unequal power relations between groups, classroom interactions are never neutral with respect to the messages communicated to students about the value of their language, culture, intellect, and imagination (p. 650).

The perceptions under which teachers and administrators make decisions can also influence the parents' stance on bilingual education and whether parents choose bilingual programs for their children (Zuniga, 2004). Teachers play a vital role in the teaching and learning process of students (Garcia-Nevarez, 2005). Parents, teachers, and administrators may not be well informed on the purposes and value of bilingual education; as a result, their perceptions may be negative (Zuniga, 2004). This study analyzed parents and teachers perceptions and thus motivates school leaders to promote bilingual education without sacrificing students' native language, yet achieving minority language student success.

### **Definition of Terms**

*Additive bilingualism*-refers to the acquisition of an additional language a no cost to one's first language.

*Bilingual* - A person who can speak two languages at a functional level even if he/she may be more proficient in one than the other.

*Bilingual education* - The use of two languages, one of which is English, as mediums of instruction for the same pupil population in a well organized which encompasses all or parts of



curriculum and includes the study of history and culture associated with the mother tongue (Gomez & Ruiz-Escalante 2005, p.97).

*Bilingual learner* - “students whose language and culture differ from those in the school and wider society” (Cummins, 1995, p.104). Bilingual learners acquire academic knowledge through pedagogical practices in two languages (Coronado, 2009).

*Biliteracy* - the state of being literate in two or more languages in speech and writing.

*English language learner (ELL)* - person who is in the process of acquiring English and has a first language other than English.

*Hispanic* – an American whose first language is Spanish.

*Language acquisition* the process of learning a native or a second language.

*L1* - a person’s native language, which was learned first according to social and cultural context, also known as mother tongue.

*L2* - the second language that will be acquired by the minority language individual.

*Limited English Proficient (LEP) Students*- label applied to children who have difficulties in speaking, comprehending, reading, and writing English, which therefore impairs their academic performance in Texas Public Schools. (Zuniga, 2004)

*Mexican American* – a Mexican (or person of Mexican descent) living in the United States.

*Region One* – The Region One Education Service Center is part of a state-wide system of 20 regional education service centers created by the 59th Texas Legislature to assist school districts across the state. Located in South Texas on the United States/Mexico border, Region One ESC serves 37 school districts and 24 charter school campuses in the seven county areas of Cameron County, Hidalgo County, Jim Hogg County, Starr County, Webb County, Willacy County, and Zapata County (<http://www.esc1.net/129310814135137920/site/default.asp>).

*Texas Education Agency (TEA)* - The Texas Education Agency (TEA, each letter pronounced separately) is a branch of the state government of Texas in the United States responsible for public education. [en.wikipedia.org/wiki/Texas\\_Education\\_Agency](http://en.wikipedia.org/wiki/Texas_Education_Agency)

*The National Center for Education Statistics (NCES)* -The primary federal entity for collecting and analyzing data related to education. (<http://nces.ed.gov/>)

*The Rio Grande Valley (RGV)* - or the Lower Rio Grande Valley, informally called The Valley, is an area located in the southernmost tip of South Texas. It lies along the northern bank of the Rio Grande, which separates Mexico from the United States ([http://en.wikipedia.org/wiki/Rio\\_Grande\\_Valley](http://en.wikipedia.org/wiki/Rio_Grande_Valley)).

### **Limitations**

A limitation of this study was found among teachers and parents as they self rate their response on a scale from “strongly agree” to “strongly disagree”. Another limitation was that teachers only submitted their survey to the researcher, further study through interviews and observations of actual classroom performance by the researcher was not conducted. Additionally, limitation of importance was found among grade levels considered for this study. Teachers from grade levels kindergarten through sixth grades were selected to participate in this investigation due to the contribution of language development among students in these areas. This investigation did not take into consideration numeral perceptions and various environments. The result of this research should not be perplexed as a universal effect.

### **Summary**

The current study is organized into five chapters. The first chapter introduced the problem, purpose and significance of the current study, as well as the research questions, limitations and definition of terms. Chapter two is a review of the literature related to the topics

addressed in the research questions and the purpose of the study. Chapter three describes the methodology that was utilized to conduct the study. Chapter four includes the interpretation of the data and Chapter five consists of the summary, conclusions, implications, and recommendations.

CHAPTER II  
REVIEW OF LITERATURE

**Introduction**

Parents and educators have incredible responsibility toward educating our students. Parents and teachers hold an interest when choosing and supporting the language in which students should be taught in. To further understand this concept, this review of the literature will help exemplify what research says about the impact that parents and educators have toward bilingual education. This review will also assist in examining and identifying fundamental awareness, informing about best practices, and changing instruction among social and community programs, recommending the best practices in bilingual education.

Many classrooms in elementary schools are now showing great diversity among student ethnicity. In fact, Wiles, J. & Bondi, J. (2007) state that elementary schools are serving as the great melting pot of the nation as new languages, customs, and cultures are brought to the school. Elementary schools in South Texas do show an increase in population among students whose first language is not English. According to TEA (Texas Education Agency), in 2008-2009, a count of 757, 146 students were enrolled in a Bilingual/ESL Program. This is an increase from 721, 119 in 2007-2008. Millions of new immigrants have dramatically increased the number of non-English-speaking students in public schools. (Wiles, J. & Bondi, J., 2007).

Data from the National Center for Education Statistics (2005) show that the number of school-age children who spoke a language other than English reached almost 10 million in 2004 (Alanis & Rodriguez, 2008). The largest subgroup by percentage of the U.S. population are Mexican-Americans (65%), followed by people of South American heritage (14%), Puerto Ricans (10%), people of Central American heritage (7%), and Cuban Americans (4%) (Vornberg, 2008). These statistics reflect the rising number of culturally diverse citizens across America. Therefore, it seems evident that high academic and linguistic quality among our diverse population in students becomes top priority to school officials.

Attitudes toward bilingual education can play an essential role toward students' academics. A variety of factors and circumstances can contribute to the degree to which there will be maintenance or shift. When our approach to language education involves eradicating a student's native language in an effort to transform their identities, the results are predictably negative (Gandara & Contreras, 2009).

### **Historical Perspectives of Bilingual Education**

To establish a better understanding and long term overview of the perspective and the processes of bilingual education, this section begins with a historical outlook beginning in the early 20th century, culminating in the 21st century.

In the United States, during the 1960's, "Spanish Detention" was assigned afterschool to students who would speak Spanish in school. Using a language other than English as a medium of public instruction was not allowed (Crawford, 1999). This detention remained a formal punishment in the Rio Grande Valley of Texas until the early 1970's. Disciplinary actions were taken seriously for students who did not follow the rule of not speaking Spanish in the classroom. Author Carlos Blanton (2004), reported the following:

Throughout the 1960s teachers and administrators continued to punish students for speaking Spanish on school grounds. These disciplinary measures were intended to demean the language and its speaker-to shame a student into speaking English at all times. A civil rights report published in 1972 contained the writing exercises of a group of seventh grade Mexican Americans assigned to relate their own grade-school experiences with English-Only. One wrote, “In the first through the fourth grade, if the teacher caught us talking Spanish we would have to stand on the ‘black square’ for an hour or so.” Other students repeated similar punishments such as paying fines of a penny to a nickel, staying after school for detention, or getting extra homework.

The history of the elementary school during the past several years has been one of continuous change (Wiles, & Bondi, 2007). By conservative estimate, the numbers of students in the United States whose command of English is limited is in the millions (Escamilla, 1989). Throughout the 1970’s, bilingual education was gradually gaining acceptance from the education community, however, the bilingual program still remained underfunded. The state of Texas in the 1970’s and early 1980’s continued to promote bilingual education in the face of mounting controversy, yet compromised between the pedagogy’s adherents and its critics (Blanton, 2004).

In January 2002, Congress passes an act entitled No Child Left Behind (NCLB). NCLB symbolizes a historic extension of the federal government in public education (Pankake, Littleton, & Scroth, 2005). In essence, NCLB states that children who are not proficient in English- immigrants included- should develop high academic skills, all while meeting the same state academic standards as other children are expected to meet (Zuniga, 2004). Another major provision of this act is to develop highly effective language instruction programs in teaching English to those children who are Limited English Proficient (LEP). Improvement of LEP

children each school year is considered effective as parental and community involvement is encouraged and promoted among language instruction by NCLB. As NCLB favors English acquisition and promotes a subtractive form of bilingual education instruction, it is evident that President Bush was not in favor of promoting bilingual education.

Schools in the United States, like the nation itself, are in transition (Wiles, & Bondi, 2007). By examining the history of education, it is apparent that the increases of non-English speaking immigrants bring an increase of a diverse society among elementary schools. Drop out rates are rising today for Hispanic students. The majority speak Spanish as their native language; of those, the majority are Mexican Americans (Escamilla, K., 1989). Due to this result, educators should be familiar with bilingual education programs and familiarize themselves with the purpose, objectives, and goals to help create a multilingual generation of students. It is evident to suggest that schools should determine themselves in implementing effective education programs for all LEP students.

### **Support of Bilingual Education**

Serving LEP students with effective instructional model and delivery is of concern for this empirical study. In an article entitled “*Two Languages are Better than One*” authors Thomas and Collier (1997, 1998) find that among the underachieving youth in U.S. schools, students with no proficiency in English must overcome enormous equity gaps. Thomas and Collier (1997, 1998) go on to detail that for more than three decades, as we have struggled to develop effective models for schooling English learners, we have mostly considered the choices available to us from a deficit perspective.

Thomas, Collier, and Abbott (1993), point out that among the major goals of immersion are additive bilingualism, high levels of literacy in two languages, and academic success.

Bilingual enrichment models are called dual language, bilingual immersion, two-way bilingual and developmental bilingual education. Researchers in literacy, bilingualism, and second language acquisition; teachers; teacher educators; and policymakers have taken an interest in these programs because they promote success for both language-majority and language-minority students (Gomez, Freeman, & Freeman, 2005). Thomas and Collier (1997, 1998) recommend these models as forms of mainstream education through two languages that will benefit all students.

Two-Way or Dual Language Bilingual Education occurs when approximately equal numbers of language minority and language majority students are in the same classroom (Baker, 1993). When a school follows this model, you will find that both languages are used as forms of instruction within the classroom. The primary goal of this type of instruction is to achieve bilingualism, (Baker, 1993) with literacy being acquired in both languages either simultaneously or with an initial emphasis on native language literacy. When implementing Dual Language instruction, curriculum organization can mean that each language is used on alternate days. For example, Spanish will be used one day, English the next, in a strict sequence (Baker, 1993). Gandara & Contreras (2009) state that researchers have concluded that intergroup relations can be positively affected by educating students in contexts in which the first and second languages share equal status, such as in dual language classrooms.

To maintain a continuous cognitive challenge, teachers do not repeat or translate lessons in the second language, but reinforce concepts taught in one language across the two languages in a spiraling curriculum (Thomas & Collier, 1997, 1998).

They go on to suggest the successful two-way bilingual education as it includes,

- a minimum of six years of bilingual instruction;



- focus on the core academic curriculum rather than on a watered-down version;
- quality language arts instruction in both languages;
- separation of the two languages for instruction;
- use of the non-English for at least 50 percent of the instructional time and as much as 90 percent in the early grades;
- an additive bilingual environment that has full support of school administrators;
- a balanced ratio of students who speak each language (for example , 50:50 or 60:40, preferably not to go below 70:30);
- promotion of positive interdependence among peers and between teachers and students;
- highly-quality instructional personnel; and
- active parent-school partnerships

When students do academic work in their primary language for more than two to three years (the typical support time in a transitional bilingual program), they are able to demonstrate with each succeeding year that they are making more gains than the native English speaker-and closing the gap in achievement as measured by tests in English across the curriculum (Thomas & Collier, 1997, 1998).

This type of bilingual instruction attempts to keep boundaries between languages in support of the cultural heritage of language minority students and creating an additive bilingual and multicultural environment. This benefits all students as it educates them into becoming bilingual. School personnel and parents must support and value bilingual education as it offers children learning opportunities in both languages and (Thomas & Collier, 1997, 1998) closes the equity gap by providing enrichment schooling for all. If parents, teachers, and administrators can

come together, they can form a bridge of effective instructional surrounding for all students. A feeling of acceptance needs to be in the offering (Ediger, 2009).

### **Non-support of Bilingual Education**

Many types of non-supportive factors toward bilingual education contribute to the affect of a second language acquisition for students. These forms may include sociocultural factors, peer attitudes, and ineffective programs supported by state regulations. In the realm of sociocultural factors that influence the educational progress of English learners, studies find that attitudes toward language learning do, indeed, affect acquisition and that teachers are influenced by the primary language (or dialect) that students speak, holding higher expectations for some language groups than others (Gandara & Contreras, 2009). Schools often view English learners as a “problem” and a common procedure is “remediate” the LEP student by sending them to a specialist in a remedial program. Also, when facing negative attitudes by peers, second language acquisition is put at risk by the English language learners and they tend to detain for fear of being teased or ridiculed. If a learning environment is psychologically threatening to English learners, it can affect the acquisition of the English language.

In 1998, Ron Unz, a Silicon valley entrepreneur who had aspirations for political office but absolutely no experience in education or the education of English learners, seized on the controversial topic of bilingual education as a vehicle to carry him to statewide visibility (Gandara & Contreras, 2009). Ron Unz originated and advocated to mandate that English be the language of instruction for all students as (Zuniga, 2004) he launched a drive to get 433,000 signatures to put an end to bilingual education in California schools. In June 2, 1998, “Proposition 227” was passed and this new law changed the way language instructional programs were implemented for students in California schools. In essence, Proposition 227

stated that all children in public schools be taught in English by being in an all English language classroom. This proposition (Zuniga, M. 2004) also added that children who are limited English proficient should be taught through part-time English immersion in classrooms for the period of no more than one year.

After winning California, Unz succeeded in Arizona in 2000, and Massachusetts (a state with only 5 percent English learners) in 2002 (Gandara & Contreras, 2009). As Unz debated against bilingual education, his campaign was hindered and did not last very long. His campaign was finally stopped in Colorado, which voted down the initiative in 2002 after launching a carefully crafted counteroffensive, paid for in large part by a wealthy Anglo parent of a child in a dual-language program (Gandara & Contreras, 2009).

### **Teachers' Role/Perception Toward Bilingual Education**

Teachers play an essential role of languages in a multilingual community and thus explain how the community operates in general and how its children are educated. Researcher Ana Garcia-Nevarez (2005) states, "They have the power to be agents of change and are empowered to become proactive in their students' lives" (p. 295). Teachers play a vital part in educating students as they are instruments in building upon the knowledge students have already have acquired. Gandara & Contreras (2009) agree with this as they find that teaching is most effective when new learning is tied to what students already know.

Teachers' attitudes toward children's language are an important factor in the reaching and learning process (Garcia-Nevarez, 2005). Teachers are crucial educators because they are the ones who carry out instruction within the classroom as lessons are taught. How teachers feel about their ability to teach students has been shown to actually predict their success in the classroom, so these attitudes are important (Gandara & Contreras, 2009).

Research indicates that teachers' attitudes toward language may influence their evaluation of student performance and achievement and may affect their evaluation of children's language ability (Garcia-Nevarez, 2005). Gandara and Contreras (2009) agree with this as they found that student self-perceptions are related to teacher perceptions and are better predictors of academic performance than some other measure of ability.

However, negative teacher attitudes toward ELL's native languages may produce teacher behavior that can lead to, or at least sustain, teachers having negative attitudes toward students themselves, which in turn affects their achievement (Garcia-Nevarez, 2005). This significant element can lead an English learner student to be retained and thus lead into low self esteem for the learner. A negative evaluation may result in underestimating achievement for ELL's (Garcia-Nevarez, 2005).

When the school does not support maintenance of the first language, the impact on the child's life away from school can be profound (Gonzalez & Maez, 1995). Emerging English language learners (ELLs) too quickly into English can only create a problem because we overlook the fact that these students do not acquire the sole language of English only in their sociocultural environment. This quandary can be serious as the means of communicating with immediate family becomes restrictive, leading parents to hold back their ability of passing on family values and cultural traditions. Researchers Gonzalez & Maez (1995) state that as children abandon their native language, important links to family and other members of the social infrastructure are gradually weakened and lost altogether.

### **Parents' Role/Perception Toward Bilingual Education**

Parents play an essential role of languages in a multilingual community and thus translate how that community operates in general and how its children are educated. All parents,

regardless of class, ethnicity, gender, race, ability/disability, sexual orientation, or religious orientation, have a rich culture – including their history, language, and traditions – that deserves to be honored, respected, and cultivated (Orozco, 2008).

It is given that schools need to involve parents in schooling: however, to participate, parents need to know how the school system functions (Gonzalez & Maez, 1995). Parents who are better educated and educationally involved are better informed of programs that are more likely to access whatever resources exist to benefit their child. In addition, they need to know about their rights and responsibilities in the education process (Gonzalez & Maez, 1995). Knowing their rights and responsibilities allows parents to become more involved with their child's education thus evade from becoming isolated from full participation in their children's education. Schools can help develop different means of communication to promote involvement and encourage parents to participate in their children's education.

### **Summary**

As many classrooms show an increase in the population among student diversity, the education for English-language learners is critical and becomes an important factor. The ongoing debate of whether bilingual education is the best interest for language minority students has been ongoing for years. Students who are recent immigrants and lack the English language skills are enrolled in our schools today. This literature presents an overview of historical perspectives as early as the 1960's up to the present and also detailed some political influences that have affected bilingual education.

After carefully reading and analyzing this review of literature, one cannot help but wonder what will become of this controversial issue in days to come. Statistics show that the population of limited English proficient students is on the rise so educators and administrators

must not ignore their needs. For students who speak a language other than English, it is critical to his/her identity that their native language is nurtured, so that it builds a positive self-concept and healthy attitude in the school learning process.

Together, we must confront this issue and become more knowledgeable of effective means of educating English-language learners. This type of support can later offer useful tools for learners in communication within the workplace. Offering bilingual education to all students and welcoming the diverse heritage, culture, language, and background differences, can establish and strengthen the family and encourage the preservation of the first language in a step toward the right direction.

## CHAPTER III

### METHODOLOGY

#### **The Quantitative Paradigm**

The chapter will present a synopsis of information concerning the methods and procedures followed while conducting this study: (1) The Researcher's Role; (2) Data Sources; (3) Data Collection; (4) Data Analysis; and (5) Ethical Considerations. The answers to the following two questions were investigated through surveys.

1. Is there a significant difference between teacher and parent perception of bilingual education?
2. Is there a significant difference among trials (6 items)?
3. Is there a significant difference among cell means for teachers and parents and trials?

To gain a more thorough perception of parent and teacher attitudes toward bilingual education, participants had the choice of answering an open-ended question that read, "Provide any suggestions you believe would help improve academics for students while attending a bilingual program".

#### **The Researcher's Role**

The researcher's role was to collect, examine, and validate the data for this study. The collection of data consisted of parents and teachers' completing a survey as the aim of this investigation is to attain insight into their perception toward bilingual education. In this survey, participants had a choice describing the extent to which they agree or disagree with statements regarding bilingual education. Good communication among the researcher and participants was

imperative to ensure reliability of this study. Honesty throughout this research was suggested. Notification of Informed Consent was presented and it stated that the participants' responses were confidential. Surveys were securely stored and individually identifiable responses were not shared with anyone outside of the research team. The researcher validated that the data was reliable, made statistical analysis among variables used, and classified the data according to participants and variables used in this study.

### **Data Sources**

Quantitative data was gathered through a self constructed survey which was completed by participants that concentrated on statements about the English and Spanish language used among children in today's schools. The participants in this research were parents and teachers involved with students in an elementary school in South Texas. The school is located within a community that is 15 miles of The Rio Grande River and the United States border with Mexico. According to a 2009 Census report, a school in South Texas, within fifteen miles from the Mexico border, had a population of 68,990 (U.S. Census Bureau, [www.census.gov](http://www.census.gov)). The region is biculturally rich and the population is predominantly of Mexican origin (Coronado, 2009).

The teacher sample used for the current study teach in grade levels kindergarten through sixth grade. According to the Campus Profile Report in TEA, the student population of this selected school for the 2008-2009 school year was 768. Of these 768, 674 students were of Hispanic descent and 291 LEP (<http://www.tea.state.tx.us/perfreport/aeis/>). In the current study, numbers were assigned to the surveys so that the coding system would be implemented for data analysis.



## **Data Collection**

A self constructed survey instrument was utilized to garner the data. The purpose of the survey was to identify parent and teacher attitudes toward bilingual education in the classroom. The subjects in this study consisted of all voluntary parents and teachers who are over the age of 18. Neither parents nor teachers had to be involved with students who were in a bilingual setting. All participants had the choice and discretion of choosing to complete or not complete all or parts of the survey. All data collected from the participants was kept confidential and any information was only utilized by the researcher and the research team.

The quantitative data of this study was collected by means of a self constructed survey instrument titled Survey of Parents' Perceptions toward Bilingual Education and Survey of Teachers' Perceptions toward Bilingual Education, which was developed spring 2010. This survey was divided into three different axes: demographic information, perception questions, and improvement measures. The demographic information axes measured basic identifiable information of the participant and included their level of education. The perception question axes measured a range of supporting or opposing choices toward bilingual education for students. The improvement measure axes allowed participants to provide any suggestions they felt would improve academics for students attending a bilingual program.

A pilot survey was conducted to determine adequacy of the item questions, rule out any uncertainty within the item questions, and determine the reliability and validity of the instrument. This pilot survey consisted of 19 items which included: demographic information, perception questions, and improvement measures. The pilot survey was conducted with 10 participants from a similar population that includes parents and teachers. After the pilot survey was collected and analyzed, 1 item was deleted in the teacher's survey.

The final survey consisted of 6 demographic items, 9 attitude items, and 2 improvement measure questions for teachers and 6 demographic items, 11 attitude items, and 2 improvement measure questions for parents. Of the 50 surveys distributed to teachers, a total of 41 surveys were returned for an 82% return rate. Of the 50 surveys distributed to parents, a total of 50 surveys were returned for a 100% return rate. For the improvement measures axes of the survey, positive suggestions from participants were rated as 6 (high) through 1 (low), and negative suggestion items will be rated as 1 (high) through 6 (low); therefore, higher scores represent more positive attitudes.

### **Data Analysis**

This study utilized a quantitative methodology of data collection and analysis using a Two-Way Analysis of Variance. The statistical software utilized for the data analyses will be The Statistical Package of Social Sciences (SPSS-17) for Windows. Data results were presented in tabular form after being statistically analyzed using the appropriate formulas with the SPSS software. The analyses of the data uses inferential statistics, which included the F Distribution to measure whether there was a significant difference between the means of group of teachers and parents. The null hypotheses were tested at a .05 alpha level of significance.

### **Ethical Considerations**

The researcher followed the rights as those stated in the Belmont Report. As the researcher distributed surveys, participants were provided with a copy of the informed consent document to read and their completion of the survey signified voluntary consent in participating in the current study. The consent form document included a description of the study, the age required to participate, and a statement assuring participation as voluntary. Participants were

assured confidentiality throughout the completion of the survey as data will only be utilized by the researcher and the research team.

### **Summary**

Chapter three provided information on the research design and included the research questions. It also provided information on the participants and the site selection. The data collection and data analysis procedures were explained. Upon final analysis of the data, the information will be shared with the selected school and or participants wishing to receive results of the findings.

CHAPTER IV  
INTERPRETATION OF DATA

**Introduction**

The main purpose of the current study was to investigate the perceptions of parents and teachers toward bilingual education. The perceptions were examined in effort to identify differences between parents and teachers, between six trials, and lastly between the groups and the trials.

This chapter presents the data collected to create an analysis between the two groups (parents and teachers), between six trials, and between the groups and the trials. The first portion of the analysis consisted of three research questions with two main effects and one interaction effect. Each question and hypothesis was addressed separately by using the data collected from a self constructed survey instrument, Survey of Teachers'/Parents' Perceptions toward Bilingual Education. The survey instrument was constructed in English and Spanish.

**Presentation and Analyses of Data**

A quantitative research method design was used for this study (Gay, Mills, & Airsian, 2006). This method allowed the researcher to garner data via a survey instrument. The quantitative research data along with the findings are organized and presented by the research questions and its null hypothesis. Included is a report indicating whether there is a correlation between the two groups of subjects. The discussion of the findings also indicates if there is a significant difference or no difference at all between the groups and gender and between six

trials. Statistical analyses of quantitative data were conducted through the use of Statistical Package for the Social Sciences (SPSS, version 17). Null hypotheses were rejected if p-value for any of the analyses were significant at the .05 level of significance. A two- way ANOVA was conducted for the quantitative analyses.

The subjects for the current quantitative study ( n =91), included a purposive sampling of teachers and parents from a selected South Texas public school. The grade levels of the teachers were kindergarten through sixth grade and the parents were those who had students attending the selected South Texas public school. Of the 50 teachers invited to participate in the current study, 41 agreed to complete the survey. Additionally, 50 parents were invited to participate, and all 50 parents responded. This provided a 91% return rate. The following details the manner in which the different subjects and items were coded in the data view of the data entries.

The teachers were coded as group (1) and the parents were coded as group (2). The males were coded as gender (0) and the females were coded as gender (1). The six survey entries that were seeking the same information from both parents and teachers were coded using trials. Trial (1) was the questions asking if parents/teachers believed that an education in English and Spanish will offer a better life. Trial (2) was the question asking if the student should speak two languages. Trial (3) was the question asking if English should be the only language in the U.S./academics. Trial (4) was the question asking if students get confused learning English and Spanish content. Trial (5) was the question asking if students should learn to read and write two languages. Trial (6) was the question asking if English only would offer a student a better life.

### **Demographic Statistics**

Part I of the survey instrument garnered demographic information to include gender, age, and educational level. All the teachers received the survey instrument in English and all the

parents received the survey instrument in their preference, English or Spanish. There were eight male teachers and six male parents for a total of 14 males who participated in the study. There were 33 female teachers and 44 female parents for a total of 77 females who completed the survey instrument. The average age range of both teachers and parents was between ages 30 -39. The average educational level of the teachers was a bachelor's degree and the average educational level of the parents was some college, including vocational and technical.

### **Quantitative Research Questions – Analyses of Data**

The data analysis for each null hypothesis utilized for the current study is presented in tables and in narrative form. Each null hypothesis was tested with the F Distribution at the .05 alpha level and was either rejected or failed to reject based on the statistical significance presented in the tables (Hinkle, Wiersa, & Jurs., 2003). A null hypothesis states that there is no difference between variables, and that any difference found will be a chance difference and not a true one (Gay, Mills, Airasian, 2009). Statistical analyses of quantitative data were conducted through the use of Statistical Package for the Social Sciences (SPSS, version 17). Null hypotheses were rejected if p-value for any of the analyses were significant at the .05 level of significance. Effect size ( $\eta^2$ ) is indicated for each question (Tabachnick & Fidell, 2007).

### **Quantitative Research Questions Two –Way ANOVA**

To better understand parents' and teachers' perceptions of bilingual education, the answers to the following questions were investigated using a Two-Way ANOVA (Tabachnick & Fidell, 2007).

#### **Two –Way ANOVA Research Question One**

The first research question for the two-way ANOVA was: Is there a significant difference between teacher and parent perception of bilingual education?

The descriptive data in Table 1 represents survey responses of 91 subjects from a selected south Texas public school. The parents and teachers answered 6 questions that were the same on both surveys. The six survey entries that were seeking the same information from both parents and teachers were coded using trials. Trial (1) was the questions asking if teachers/parents believed that an education in English and Spanish will offer a better life. Trial (2) was the question asking if the student should speak two languages. Trial (3) was the question asking if English should be the only language in the US/academics. Trial (4) was the question asking if students get confused learning English and Spanish content. Trial (5) was the question asking if students should learn to read and write two languages. Trial (6) was the question asking if English only would offer a student a better life. Item responses for each trial ranged from a score of 1 to 5, with 5 indicating “Strongly Agree,” 4: “Agree,” 3: “Neither Agree nor Disagree,” 2: “Disagree,” and 1: “Strongly Disagree.” Responses from teachers compared to those of parents were very similar.

### **Two- Way ANOVA Null Hypothesis One**

The Two-Way ANOVA first null hypothesis is: There is no difference between teacher and parent perception of bilingual education. Table 1 represents the results of the mean analysis between the teachers and parents. The mean of each trial is provided under each corresponding question to portray the results of the study. The data indicates that the responses from teachers compared to those of the parents were very similar.

Table 1 Descriptive Statistics

**Descriptive Statistics**

	Group	Mean	Std. Deviation	N
BothESBetlife	1.00	4.5854	.54661	41
	2.00	4.7000	.64681	50
	Total	4.6484	.60321	91
Speak2Lang	1.00	4.4390	.63438	41
	2.00	4.6800	.68333	50
	Total	4.5714	.66904	91
EnglinUS	1.00	2.1220	1.09989	41
	2.00	2.6600	1.59860	50
	Total	2.4176	1.41473	91
ConfuseEngSp	1.00	2.6829	.98588	41
	2.00	2.4600	1.24884	50
	Total	2.5604	1.13733	91
ReadWrite2Lan	1.00	4.0000	.94868	41
	2.00	4.5000	.81441	50
	Total	4.2747	.90757	91
EnglOnlyBetlife	1.00	2.8293	1.13803	41
	2.00	2.7400	1.45420	50
	Total	2.7802	1.31489	91

**Two –Way ANOVA Research Question Two**

Research question 2 for the Two –Way ANOVA was: Is there is a significant difference among trials (6 items)?



The alpha value was .005 and is smaller than the testing alpha. The survey responses of 91 subjects from a selected south Texas public school contained 6 questions that were the same on both surveys. The six survey entries that were seeking the same information from both teachers and parents were coded using trials. Trial (1) was the questions asking if teachers/parents believed that an education in English and Spanish will offer a better life. Trial (2) was the question asking if the student should speak 2 languages. Trial (3) was the question asking if English should be the only language in the US/academics. Trial (4) was the question asking if students get confused learning English and Spanish content. Trial (5) was the question asking if students should learn to read and write 2 languages. Trial (6) was the question asking if English only would offer a student a better life. Item responses for each trial ranged from a score of 1 to 5, with 5 indicating “Strongly Agree,” 4: “Agree,” 3: “Neither Agree nor Disagree,” 2: “Disagree,” and 1: “Strongly Disagree.”

Table 2 is the multivariate test for the Two-Way ANOVA and is illustrating the significance of the trials using Pillai-Trace, Wilks’ Lambda, Hotelling’s Trace, and Roy’s Largest Root. The partial Eta square shows that 79% of the total variance is attributed to among and within the 6 trials. However, the data in Table 3 represents the Box’s Test of Equality demonstrating that the survey data failed to meet the assumption of equality of covariance. Additionally, the data failed to meet the assumption of sphericity as noted in Table 4. The Mauchly’s W is .081 and the significance was .000. The alpha represented is smaller than the testing alpha which would reject the null hypothesis indicating our data is different that the Gaussian curve. Not meeting the assumption of sphericity is more dangerous (likely to commit a Type I error) more so than not meeting normality and distribution of variance. However, for our

data Table 5 indicates that it is still significant even when using the conservative degrees of freedom testing.

Table 2 Multivariate Test

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power <sup>b</sup>
Trials	Pillai's Trace	.791	64.220 <sup>a</sup>	5.000	85.000	.000	.791	321.099	1.000
	Wilks' Lambda	.209	64.220 <sup>a</sup>	5.000	85.000	.000	.791	321.099	1.000
	Hotelling's Trace	3.778	64.220 <sup>a</sup>	5.000	85.000	.000	.791	321.099	1.000
	Roy's Largest Root	3.778	64.220 <sup>a</sup>	5.000	85.000	.000	.791	321.099	1.000

Table 3 Box's Test of Equality

**Box's Test of Equality of Covariance Matrices<sup>a</sup>**

Box's M	44.905
F	1.982
df1	21
df2	26804.418
Sig.	.005 <b>TOO SMALL!!!!!!</b>

Table 4 Mauchly's Test

**Mauchly's Test of Sphericity<sup>b</sup>**

Measure: MEASURE\_1

Within Subjects Effect	Mauchly's W	Approx. Chi-Square	df	Sig.	Epsilon <sup>a</sup>		
					Greenhouse-Geisser	Huynh-Feldt	Lower-bound
Trials	.081	218.639	14	.000	.563	.589	.200

Table 5 Test of Within – Subject Effects

**Tests of Within-Subjects Effects**

Measure: MEASURE\_1

Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power <sup>a</sup>
Trials	Sphericity Assumed	503.537	5	100.707	94.922	.000	.516	474.611	1.000
	Greenhouse-Geisser	503.537	2.813	179.032	94.922	.000	.516	266.973	1.000
	Huynh-Feldt	503.537	2.946	170.899	94.922	.000	.516	279.678	1.000
	Lower-bound	503.537	1.000	503.537	94.922	.000	.516	94.922	1.000
Trials * Group	Sphericity Assumed	10.666	5	2.133	2.011	.076	.022	10.053	.674
	Greenhouse-Geisser	10.666	2.813	3.792	2.011	.117	.022	5.655	.496
	Huynh-Feldt	10.666	2.946	3.620	2.011	.114	.022	5.924	.509
	Lower-bound	10.666	1.000	10.666	2.011	.160	.022	2.011	.289
Error(Trials)	Sphericity Assumed	472.122	445	1.061					
	Greenhouse-Geisser	472.122	250.317	1.886					
	Huynh-Feldt	472.122	262.229	1.800					
	Lower-bound	472.122	89.000	5.305					

a. Computed using alpha = .05

### **Two- Way ANOVA Null Hypothesis Two**

The Two-Way ANOVA null hypothesis 2 is: There is no difference among trials (6 items). Since the data did not meet the assumption of equality of covariance and the assumption of sphericity, test with the conservative degrees of freedom were utilized. These tests included Greenhouse, Huynh-Feldt and Lower Bound. The trials all had an effect size of .516 and tested at a .000 level of significance. The p-values are less than the .05 and .01 alpha levels and demonstrate a significant difference between trials. The results of all three aforementioned conservative tests with the addition of the sphericity assumed are found on table 5.

### **Two –Way ANOVA Research Question Three**

Research question 3 for the Two – Way ANOVA was: Is there a significant difference among cell means for teachers and parents and trials? Table 5 also demonstrates that all tests including the one assuming sphericity indicate trials and group means are not significant and all resulted in an alpha greater than .05. The test assuming sphericity and the three conservative tests resulted in a p-value greater than the testing alpha; therefore, there was no significant difference among the groups and trials.

### **Two- Way ANOVA Null Hypothesis Three**

Two- Way ANOVA Null Hypothesis 3 is: There is no difference among cell means for teachers and parents and trials. Table 5 illustrates there was no significant difference between the groups and trials.

## **Results for Two –Way ANOVA Hypotheses One – Three**

### **Null Hypothesis One**

There is no difference between teacher and parent perception of bilingual education. The mean differences between the groups were very similar; thus, the null hypothesis one was not rejected.

### **Null Hypothesis Two**

There is no difference among trials (6 items). Using tests with the conservative degrees of freedom, Greenhouse, Huynh-Feldt and Lower Bound, the level of significance results were .000. Therefore, the null hypothesis two was rejected.

### **Null Hypothesis Three**

There is no difference among cell means for teachers and parents and trials. The mean differences among groups and trials resulted in a p-value greater than the testing alpha. Therefore, the null hypothesis three was not rejected.

Furthermore, a more in depth investigation was conducted using a Three-Way ANOVA. This allowed the researcher to compare main effects, first and second order cell interactions.

### **Added Comments on the Survey**

The survey instrument provided the subjects an opportunity to provide improvement measurements and/or additional comments. A total of 11 teachers wrote in comments on the survey itself. These remarks were unsolicited and offered some insight into these individuals' reactions to the issue of bilingual education. These comments included teachers' supportive beliefs for students being educated in their native language, how we should stop associating being bilingual with low academic performance. Most comments were in support bilingual education. One teacher commented that education should be offered in many other languages

such as Chinese, Hindi as these countries will be the most populous nations. Additionally, 16 parents wrote in comments on the survey itself. These remarks, too, were unsolicited and offered some insight into these individuals' reactions to the issue of bilingual education. These comments included how a bilingual has more and better opportunities in employment and a higher level of social-economic status in the future. Another parent mentioned how at their home, 3 languages are spoken, English, Spanish, and Philippino. Another parent says it's important for her that her children continue speaking their native language so that they may continue to communicate with grandparents. Most comments from parents were in supports of bilingual education.

### **Summary**

Chapter four presented the analysis of the data collected from the Survey of Teachers'/Parents' Perceptions toward Bilingual Education.

The quantitative portion of the study investigated three research questions using a Two-Way ANOVA. Confirmatory data analysis was used to analyze the quantitative data for the purpose of testing each null hypothesis.

The results if the Two-Way ANOVA indicated that there is a significant difference between the trails when conducting the repeated measures. However, there was no significant difference between the groups or between the groups and trials.

The data collected from quantitative portion of this study will add to the existing literature concerning the perception of bilingual education. It will help public school administrators and teachers interesting in learning more about the perceptions of bilingual education. By increasing the body of knowledge in the area of bilingual education, it will make more gains in closing the achievement gap for all students and provide a more meaningful

education to today's high diverse population of students. Lastly, understanding the perception of bilingual education is relevant. For example, Survey of Teachers'/Parents' Perceptions toward Bilingual Education provided a more meaningful input for support of educating our students in a bilingual setting.

Chapter five will provide a summary of the conclusion, implications and recommendations of the findings.



CHAPTER V  
SUMMARY, CONCLUSION, IMPLICATIONS, AND RECOMMENDATIONS

**Introduction**

The findings reported in Chapter 4 represent the quantitative data collected for this study in response to the following 3 research questions analyzed using a Two-Way ANOVA.

The researcher conducted the quantitative component of the study using a 12 question self-constructed survey instrument which was distributed to 100 subjects meeting the study criteria. A 91% return rate (91) of the survey was received and used to answer the quantitative question of the study.

This chapter will provide conclusions of the quantitative research findings of this study. Bilingual education is used in this study to describe the study of two languages among students. The term “bilingual education” can have multiple meanings to many people so we wanted to understand what people believed of educating students among two languages being that the area in which this study was conducted has traditionally rejected bilingual education. Lastly, recommendations for further research on bilingual education were offered.

**Quantitative Research Conclusions**

In this study, the data rejected 1 null hypothesis using the Two-Way ANOVA; therefore, suggesting that there is a significant difference in the trials. Several conclusions were derived and include:

- (1) Using the Two-Way ANOVA, the difference between trials is significant at the .01 alpha level even when utilizing the conservative degrees of freedom

- (2) Using the Two-Way ANOVA, the difference between groups is not statistically significant at the .05 alpha level
- (3) Using the Two-Way ANOVA, the difference between groups and trials is not statistically significant at the .05 alpha level

### **Implications for Theory**

The quantitative findings of this study have strong implications for school districts and parents as they support Thomas & Collier (1997, 1998). These authors state that when students do academic work in their primary language for more than two to three years (the typical support time in a transitional bilingual program), they are able to demonstrate with each succeeding year that they are making more gains than the native English speaker-and closing the gap in achievement as measured by tests in English across the curriculum.

### **Implications for Practice**

By increasing the body of knowledge and building awareness in the area of bilingual education, especially for school officials and educators, this understanding contributes toward:

- (1) Assisting public school districts to develop academic and financial support systems for bilingual programs especially those offering early-exit programs.
- (2) Assisting bilingual teachers to develop retention strategies for newcomer students who are new to district and whose native language is not English.
- (3) Assisting school districts to enhance dual enrollment advisement programs to help make students aware of the importance of acquiring their native language while learning a new one.
- (4) Assisting school districts to recognize the need for academic achievement while closing the gap among all learners.

(5) Establishing and maintaining a strong bilingual education program communication system between home and school.

The findings of the present study emphasize the need to strengthened collaboration between school districts and the bilingual education programs that the district offers. Dual language shows to be successful among schools and can achieve bilingualism among all students in public schools.

For example, this study revealed that parents and teachers almost feel about the same in regards to students acquiring two languages; therefore, it behooves institutions of higher education to promote the effectiveness of bilingual education through dual language programs. This can be accomplished by educating more of our parents and teachers how research findings prove that dual language is successful. Additionally, college professors may serve as mentors for high school teachers needing help with the concept of college rigor. The results may provide a true image of the student's college ability and provide adequate academic preparation which will be necessary for a successful college career. Then what don't we develop a program that will help parents get involved. If parents believe such as teachers do, then they can help students be successful.

### **Recommendations for Future Research**

This study has contributed to the data base on perception of bilingual education. The results of this study will be provided to any of the participants requesting access as well as to the selected institution.

Further research is needed by replicating the study with another student population especially one from other districts. This study encompassed one school in one school district, but a larger coverage may add to the findings. Another recommendation is to conduct a study by

refining the self made survey instrument to better capture the various perceptions. Also, a recommendation for further study would be a case study of bilingual education teachers and the relationship of their credentials with student retention.

Future research is recommended to respond to the following questions:

1. What are the perceptions of teachers and parents concerning bilingual education from a different district?
2. What is the relationship between teacher credential and bilingual education student success?
3. What is the difference between bilingual education perception of parents and teachers from a metropolitan district?
4. What factors do bilingual education students perceived as helpful for academic success?

### **Summary**

Chapter five provided a summary of the conclusion, implications and recommendation of the findings. The purpose of the quantitative research of the current study was to investigate the perceptions of parents and teachers concerning bilingual education.

The quantitative component revealed the mean differences between the trials and was supported by the Two-Way ANOVA using the F Distribution test of significance. The quantitative data rejected the null hypothesis; therefore, suggestion that there is a significant difference between the means of the trials in regards to parent and teacher perception of bilingual education. Using tests with the conservative degrees of freedom, Greenhouse, Huynh-Feldt and Lower Bound, the level of significance results were .000. Therefore, the null hypothesis two was rejected.

The practical implications for the findings of the current study may assist those working with bilingual education programs in public education. The results illustrated the importance of parent perceptions, particularly male parents. Additionally, further research investigating the relationship between high school teacher credentials and student success may help to increase retention rates. Additionally, a qualitative study to learn about student experiences in bilingual education is warranted. A phenomenological study may help to identify factors that students consider necessary for their academic success. Public school administrators may gain pertinent knowledge which may enhance current bilingual education programs.

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## APPENDIX A

## APPENDIX A

### LETTER TO UNIVERSITY IRB

The University of Texas-Pan American  
1201 West University Drive  
Edinburg, Texas 78539

Dear IRB,

As part of my graduate studies at the University of Texas Pan American, I am studying the perceptions of parents and teachers toward bilingual education. The objective of this study is to investigate if teachers and parents are informed and supportive of the bilingual program for students. The study will focus on opinion statements answered on a survey by parents and teachers toward the English and Spanish language. The data collected from this study will be kept confidential and used only as the bases for a research thesis.

If your permission is granted, the qualitative portion of the study will require the researcher to contact the selected school of choice; Sharyland ISD, to request permission in soliciting volunteers needed for this study. The volunteer participants will include parents and teachers as they will be provided with a clear description of the research study. Participants will also be assured confidentiality and informed they have a right to discontinue participation at any time in the study.

Thank you for your attention to this request.  
Respectfully submitted,

Gilda Rios  
UTPA Graduate Student

## APPENDIX B

## APPENDIX B

### LETTER TO PRINCIPAL/R.D. MARTINEZ ELEMENTARY

R.D. Martinez Elementary  
2571 East 4<sup>th</sup> Street  
Mission, Texas 78572

Dear Ms. O'Donnell,

As part of my graduate studies at the University of Texas-Pan American, I am studying the perception of bilingual education among students. The objective of this study is to investigate teachers' and parents' opinions about the English and Spanish language. The study will be conducted on parents and teachers who may or may not be acquainted with bilingual education. The data collected from this study will be kept confidential and use only as the bases for a research thesis. To conduct this research, voluntary participation from teachers and parents is essential.

I am requesting your help to complete this research endeavor. If you agree to assist me, would you please allow me permission to visit with random teachers and parents from your campus? I will provide each teacher and parent with a clear description of the research study. They will also be assured confidentiality and informed they have a right to discontinue participation at any time in the study.

Enclosed is a tentative schedule of my visit, and I would appreciate your concurrence. Please complete and return in the enclosed pre-paid self-addressed envelope at your earliest convenience.

Thank you for your attention to this request.

Sincerely,

Gilda Rios  
UTPA Graduate Student

## APPENDIX C



## APPENDIX C

### LETTER TO TEACHER

Dear Teacher,

As part of my graduate studies at the University of Texas-Pan American, I am studying the attitudes of parents and teachers toward bilingual education. The objective of this study is to investigate teachers' and parents' opinions about the English and Spanish language. The data collected from this study will be kept confidential and used only as the bases for a research thesis.

I am requesting your voluntarily help to complete this survey. If you agree to assist me, please review the following documents attached to this letter, complete all information being as honest as possible, and return it to me in the white envelope provided. I have provided you with a clear description of the research study and the survey. Be informed that you have a right to discontinue participation at any time in the study.

Please complete and return in the enclosed pre-paid self-addressed envelope at your earliest convenience.

Thank you for your attention to this request.

Sincerely,

Gilda Rios  
UTPA Graduate Student

## APPENDIX D

APPENDIX D  
LETTER TO PARENT

Dear Parent,

As part of my graduate studies at the University of Texas-Pan American, I am studying the attitudes of parents and teachers toward bilingual education. The objective of this study is to investigate teachers' and parents' opinions about the English and Spanish language. The data collected from this study will be kept confidential and used only as the bases for a research thesis.

I am requesting your voluntarily help to complete this survey. If you agree to assist me, please review the following documents attached to this letter, complete all information being as honest as possible, and return it to me in the white envelope provided. I have provided you with a clear description of the research study and the questionnaire. Be informed that you have a right to discontinue participation at any time in the study.

Please complete and return in the enclosed pre-paid self-addressed envelope at your earliest convenience.

Thank you for your attention to this request.

Sincerely,

Gilda Rios  
UTPA Graduate Student

## APPENDIX E

APÉNDICE E  
CARTA PARA PADRES

Estimado padre,

Como parte de estudiante graduada de La Universidad de Texas-Pan Americana, estoy conduciendo una investigación acerca de las opiniones de padres y profesores hacia la educación bilingüe. El objetivo de este estudio es investigar las opiniones de padres y profesores' sobre el use del idioma de inglés y de el idioma español en el aula de clases. Los datos de este estudio serán mantenidos confidencialmente y serán utilizados solamente como las bases para una tesis de la investigación.

Le pido su participación voluntaria para contestar este cuestionario. Si usted está de acuerdo en colaborar, lea siguientes documentos, y conteste todas las preguntas tan honestamente como sea posible finalmente devuélvame en el sobre blanco. Así mismo incluyo una descripción clara del estudio de la investigación y del cuestionario. Su participación en este estudio es voluntaria; usted puede detener su participación en cualquier momento.

Gracias por su atención a esta petición.

Sinceramente,

Gilda Ríos  
Estudiante graduada de UTPA

## APPENDIX F

Approved by:  
UTPA IRB  
Expires: NA  
IRB#2010-064-06

## APPENDIX F

### INFORMED CONSENT DOCUMENT

Study title: Parents and Teachers Perceptions toward Bilingual Education

This research is being conducted by Gilda Rios from the University of Texas – Pan American/UTPA in partial fulfillment of a Masters Thesis. The Thesis Chair is Dr. Jose Ruiz Escalante (ruizj@utpa.edu, 956-381-3440) from the Bilingual Education Department.

The research study aims to investigate how parents and teachers feel about the bilingual program. The survey should take about 25 minutes to complete.

If you would prefer not to participate in this study, simply return the blank survey. Your responses are confidential; surveys will be securely stored and individually identifiable responses will not be shared with anyone outside of the research team. We ask that you try to answer all questions. However, if there are any questions that you would prefer to skip, simply leave the answer blank. You must be at least 18 years old to participate. *If you are not 18 or older, please inform the researcher and do not complete the survey.*

Researcher contact information:      Name: Gilda Rios  
Title: Graduate Student  
Dept: Bilingual Education Department  
The University of Texas-Pan American  
Phone: (956) 739-9159  
Email: gildarios@sharylandisd.org

This research has been reviewed by the Institutional Review Board for the Protection of Human Subjects (IRB). If you have any questions about your rights as a participant, or if you feel that your rights have been violated, please contact the IRB at 956-381-3002 or [irb@utpa.edu](mailto:irb@utpa.edu). You may also submit anonymous comments to the IRB at [www.utpa.edu/IRBfeedback](http://www.utpa.edu/IRBfeedback)

*Please keep this sheet for your reference.*

## APPENDIX G



## APÉNDICE G

### FORMA DE CONSENTIMIENTO INFORMADO

Título: Opiniones de los padres y de los profesores acerca la educación bilingüe.

Esta investigación está siendo conducida por Gilda Ríos de La Universidad de Texas-Pan Americana en el cumplimiento parcial de una tesis de su estudio de maestría. El consejero de la facultad es el Dr. José Ruiz Escalante ([ruizj@utpa.edu](mailto:ruizj@utpa.edu) 956-381-3440) del departamento de la educación bilingüe.

El estudio de la investigación es investigar como los padres y los profesores se sienten sobre el programa bilingüe. El cuestionario debe tomar cerca de 25 minutos para terminar.

Si usted prefiere no participar en este estudio, simplemente devuelva el cuestionario en blanco. Sus respuestas son confidenciales; los cuestionarios serán guardados con seguridad y las respuestas identificables no serán compartidas individualmente con cualquier persona fuera del equipo de investigación. Les pedimos que usted intente contestar a todas las preguntas. Sin embargo, si usted prefiere no contestar algunas preguntas, deje el espacio en blanco. Para participar, usted debe tener por lo menos 18 años de edad. *Si usted es menor de 18 años, informe por favor al investigador.*

Información de contacto del investigador:   Nombre: Gilda Ríos  
  Título: Estudiante graduada  
  Dept: Departamento de la educación bilingüe  
  La Universidad de Texas-Pan Americana  
  Teléfono: (956) 739-9159  
  Correo electrónico: [gildarios@sharylandisd.org](mailto:gildarios@sharylandisd.org)

Esta investigación ha sido revisada y aprobada por el Comité Examinador Institucional para la Protección de los Seres Humanos (IRB). Si usted tiene alguna pregunta sobre sus derechos como participante, o si usted siente que sus derechos no fueron satisfechos por el investigador, por favor póngase en contacto con el IRB al 956.381.3002 o a través de [irb@utpa.edu](mailto:irb@utpa.edu). También se le invita a que nos de retroalimentación anónimamente al IRB visitando la página de internet [www.utpa.edu/IRBfeedback](http://www.utpa.edu/IRBfeedback).

## APPENDIX H

## APPENDIX H

### SURVEY OF TEACHERS' PERCEPTION TOWARD BILINGUAL EDUCATION

Instructions: Listed below are some statements about the English and Spanish language. Please answer whether you agree or disagree with these statements. Be advised that there are no right or wrong answers. Answer the following being as honest as possible.

#### Part I. Demographic Information

Name \_\_\_\_\_

Telephone number \_\_\_\_\_

Email Address \_\_\_\_\_

1. What is your gender?
  - a. Male
  - b. Female
  
2. What is your age range?
  - a. 20 -25
  - b. 25 -29
  - c. 30-39
  - d. 40-49
  - e. 50-59
  - f. 60-69
  
3. What is your highest level of education? (Select ONE choice)
  - a. Bachelor's degree / ACP Teaching Certification
  - b. Bachelor's degree
  - c. Master's degree
  - d. Doctoral degree

Part II. Perception Questions

4. Getting an education in English only can offer a student a better life. (Select ONE choice)
- a. Strongly agree
  - b. Agree
  - c. Neither agree nor disagree
  - d. Disagree
  - e. Strongly Disagree
5. Getting an education in both English and Spanish can offer a student a better life. (Select ONE choice)
- a. Strongly agree
  - b. Agree
  - c. Neither agree nor disagree
  - d. Disagree
  - e. Strongly Disagree
6. I believe that students should be able to speak in at least two languages. (Select ONE choice)
- a. Strongly agree
  - b. Agree
  - c. Neither agree nor disagree
  - d. Disagree
  - e. Strongly Disagree
7. I want my students to speak both English and Spanish. (Select ONE choice)
- a. Strongly agree
  - b. Agree
  - c. Neither agree nor disagree
  - d. Disagree
  - e. Strongly Disagree
8. I believe English should be the only language taught in U.S. schools. (Select ONE choice)
- a. Strongly agree
  - b. Agree
  - c. Neither agree nor disagree
  - d. Disagree
  - e. Strongly Disagree

9. I believe bilingual teachers should give instruction in both English and Spanish. (Select ONE choice)
- a. Strongly agree
  - b. Agree
  - c. Neither agree nor disagree
  - d. Disagree
  - e. Strongly Disagree
10. I believe bilingual teachers should try to immerse ELL students quickly to English only. (Select ONE choice)
- a. Strongly agree
  - b. Agree
  - c. Neither agree nor disagree
  - d. Disagree
  - e. Strongly Disagree
11. I believe students get confused when learning content in English and Spanish. (Select ONE choice)
- a. Strongly agree
  - b. Agree
  - c. Neither agree nor disagree
  - d. Disagree
  - e. Strongly Disagree
12. I believe that students should learn to read and write in two languages. (Select ONE choice)
- a. Strongly agree
  - b. Agree
  - c. Neither agree nor disagree
  - d. Disagree
  - e. Strongly Disagree

### Part III. Improvement Measures

13. Provide any suggestions you believe would help improve academics for students while attending a bilingual program. (If you need additional space, feel free to use additional pieces of paper).

14. Comments:

Thank you for your participation

## APPENDIX I

## APPENDIX I

### SURVEY OF PARENTS' PERCEPTION TOWARD BILINGUAL EDUCATION

Instructions: Please read each question or statement carefully and answer by placing a (✓) in the appropriate box. All information will only be used for the purposes of this study.

#### Part I. Demographic Information

Name \_\_\_\_\_

Telephone number \_\_\_\_\_

Email Address \_\_\_\_\_

1. What is your gender?

- c. Male
- d. Female

2. What is your age range?

- a. 20 -25
- b. 25 -29
- c. 30-39
- d. 40-49
- e. 50-59
- f. 60-69

3. What is your highest level of education? (Select ONE choice)

- e. Less than high school
- f. High school or GED equivalent
- g. Some college, including vocational/technical
- h. Bachelor's degree

#### Part II. Perception Questions

4. I prefer my child to speak Spanish at home. (Select ONE choice)

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly Disagree

5. I prefer for my child to speak Spanish and English at home. (Select ONE choice)
- a. Strongly agree
  - b. Agree
  - c. Neither agree nor disagree
  - d. Disagree
  - e. Strongly Disagree
6. It is important that my child communicates with our family in Spanish. (Select ONE choice)
- a. Strongly agree
  - b. Agree
  - c. Neither agree nor disagree
  - d. Disagree
  - e. Strongly Disagree
7. It is important that my child communicates with our family in English. (Select ONE choice)
- a. Strongly agree
  - b. Agree
  - c. Neither agree nor disagree
  - d. Disagree
  - e. Strongly Disagree
8. I believe my child only needs English for academics. (Select ONE choice)
- a. Strongly agree
  - b. Agree
  - c. Neither agree nor disagree
  - d. Disagree
  - e. Strongly Disagree
9. I believe that getting an education in English only can offer my child a better life. (Select ONE choice)
- a. Strongly agree
  - b. Agree
  - c. Neither agree nor disagree
  - d. Disagree
  - e. Strongly Disagree
10. I believe that getting an education in both English and Spanish can offer my child a better life. (Select ONE choice)
- a. Strongly agree
  - b. Agree
  - c. Neither agree nor disagree
  - d. Disagree
  - e. Strongly Disagree



11. I believe speaking two languages is not difficult. (Select ONE choice)
- a. Strongly agree
  - b. Agree
  - c. Neither agree nor disagree
  - d. Disagree
  - e. Strongly Disagree
12. I want my child to speak both English and Spanish. (Select ONE choice)
- a. Strongly agree
  - b. Agree
  - c. Neither agree nor disagree
  - d. Disagree
  - e. Strongly Disagree
13. I believe my child gets confused while learning in English and Spanish. (Select ONE choice)
- a. Strongly agree
  - b. Agree
  - c. Neither agree nor disagree
  - d. Disagree
  - e. Strongly Disagree
14. I believe that children should learn to read and write in two languages. (Select ONE choice)
- a. Strongly agree
  - b. Agree
  - c. Neither agree nor disagree
  - d. Disagree
  - e. Strongly Disagree

### Part III. Improvement Measures

15. Provide any suggestions you believe would help improve academics for students while attending a bilingual program. (If you need additional space, feel free to use additional pieces of paper).

16. Comments:

Thank you for your participation

## APPENDIX J

## APPENDICE J

### CUESTIONARIO PARA PADRES

Instrucciones: A continuación se enumeran algunas declaraciones sobre el idioma inglés y sobre el idioma español. Por favor marque si usted está de acuerdo o en desacuerdo con estas declaraciones. No hay respuestas correctas o incorrectas solo conteste tan honestamente como sea posible.

#### Parte I. Información Demográfica

Nombre \_\_\_\_\_

Número telefónico \_\_\_\_\_

Correo electrónico (e-mail) \_\_\_\_\_

##### 1. Sexo

a. Masculino

b. Femenino

##### 2. Edad

a. 0 -25 años

b. 25 -29 años

c. 30-39 años

d. 40-49 años

e. 50-59 años

f. 60-69 años

##### 3. ¿Cuál es su más alto nivel de educación?

a. Secundaria o menos que secundaria

b. Preparatoria o su equivalente (GED)

c. Algo de universidad, incluyendo vocacional/técnico

d. Licenciatura

## Parte II. Preguntas acerca de su opinión

4. Prefiero que mi niño hable español en el hogar. (Seleccione UNA opción)

- a. De acuerdo
- b. Algo de acuerdo
- c. Ni de acuerdo ni desacuerdo
- d. Algo desacuerdo
- e. Totalmente en desacuerdo

5. Prefiero que mi niño hable español e inglés en el hogar. (Seleccione UNA opción)

- a. De acuerdo
- b. Algo de acuerdo
- c. Ni de acuerdo ni desacuerdo
- d. Algo desacuerdo
- e. Totalmente en desacuerdo

6. Es importante que mi niño se comunique con nuestra familia en español. (Seleccione UNA opción)

- a. De acuerdo
- b. Algo de acuerdo
- c. Ni de acuerdo ni desacuerdo
- d. Algo desacuerdo
- e. Totalmente en desacuerdo

7. Es importante que mi niño se comunique con nuestra familia en inglés. (Seleccione UNA opción)

- a. De acuerdo
- b. Algo de acuerdo
- c. Ni de acuerdo ni desacuerdo

- d. Algo desacuerdo
- e. Totalmente en desacuerdo
8. Creo que mi niño solo necesita el idioma inglés para el aprendizaje académico. (Seleccione UNA opción)
- a. De acuerdo
- b. Algo de acuerdo
- c. Ni de acuerdo ni desacuerdo
- d. Algo desacuerdo
- e. Totalmente en desacuerdo
9. Creo que una educación en inglés solamente puede ofrecer mi niño una vida mejor. (Seleccione UNA opción)
- a. De acuerdo
- b. Algo de acuerdo
- c. Ni de acuerdo ni desacuerdo
- d. Algo desacuerdo
- e. Totalmente en desacuerdo
10. Creo que una educación en inglés y español puede ofrecer mi niño una vida mejor. (Seleccione UNA opción)
- a. De acuerdo
- b. Algo de acuerdo
- c. Ni de acuerdo ni desacuerdo
- d. Algo desacuerdo
- e. Totalmente en desacuerdo

11. Creo que hablar dos idiomas no es difícil. (Seleccione UNA opción)

- a. De acuerdo
- b. Algo de acuerdo
- c. Ni de acuerdo ni desacuerdo
- d. Algo desacuerdo
- e. Totalmente en desacuerdo

12. Quisiera que mi niño hablara inglés y español. (Seleccione UNA opción)

- a. De acuerdo
- b. Algo de acuerdo
- c. Ni de acuerdo ni desacuerdo
- d. Algo desacuerdo
- e. Totalmente en desacuerdo

13. Creo que mi niño se confunde cuando aprende en inglés y español. (Seleccione UNA opción)

- a. De acuerdo
- b. Algo de acuerdo
- c. Ni de acuerdo ni desacuerdo
- d. Algo desacuerdo
- e. Totalmente en desacuerdo

14. Creo que los niños deben escribir y leer en dos idiomas. (Seleccione UNA opción)

- a. De acuerdo
- b. Algo de acuerdo
- c. Ni de acuerdo ni desacuerdo
- d. Algo desacuerdo
- e. Totalmente en desacuerdo

### Parte III. Medidas de mejoría

15. Proporcione cualquier sugerencia que usted crea que ayudaría a mejorar el nivel académico de los estudiantes que participan de un programa bilingüe. (Si usted necesita espacio adicional, sentase libre utilizar el reverso de esta hoja).

16. Comentarios:

Gracias por su participación

## BIOGRAPHICAL SKETCH

Gilda Rios, daughter of Miguel Angel Gonzalez and Guadalupe Cantu was born in McAllen, Texas in 1975. She attended The University of Pan American where she earned a Bachelor's degree in EC-4 Bilingual teacher in spring 2007. In fall 2009, she was accepted to the College of Education Master's Program at The University of Pan American and took her first course toward earning a Master's Degree in Bilingual Education.

Currently, Gilda is employed a third grade teacher at Sharyland Independent School District. She has distinguished herself as a strong advocate for bilingual education and feels honored to serve a diverse population of students in her district as she is a bilingual teacher.