

AN EXPERIMENTAL STUDY COMPARING STRUCTURED ENGLISH  
IMMERSION AND TRANSITIONAL BILINGUAL EDUCATION PROGRAMS

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A Dissertation

Presented to

The Faculty of the Department of Educational Leadership  
and Counseling

Sam Houston State University

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In Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

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by

Mia Sunny Day

May, 2010

AN EXPERIMENTAL STUDY COMPARING STRUCTURED ENGLISH  
IMMERSION AND TRANSITIONAL BILINGUAL EDUCATION PROGRAMS

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by

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Genevieve H. Brown, Ed.D.  
Dean, College of Education

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## **DEDICATION**

Please note that the page numbers are lower case Roman numerals and are centered at the bottom of the first several pages (Page numbers will change since you will have only one signature page from the examples above- the Dedication Page should be page III in Roman numerals, not page IV as it is showing here due to the extra example of the front signature page.). Also, ensure that your margins are not justified and that your indentions are exactly the same throughout the document. Double spacing is required in APA; however, times may occur in a qualitative dissertation when *quotes from participants* may be placed in single spaced indented quotes. Additionally, all tables will be double spaced and at 12 point font, with the exception of use of single space between clusters of words and 10 point font to have the table fit on the page (Other exceptions may be negotiated with the Library.). An additional note on spacing is that you should leave one or two spaces after periods at the end of sentences; be consistent use only one space or only two spaces.

Also note the signature page. Your Chair may wish to use the degree (Ed.D. or Ph.D.) rather than the appellation of “Dr.” Please defer to your chair for titles for your committee members. If you use the Ed.D. or Ph.D., please alter the Dean’s signature format as well to state Genevieve H. Brown, Ed.D., Dean, College of Education. Use the middle initial of a professor unless asked not to do so. See the other form at the end of this document.

A dissertation committee traditionally consists of five members; however, the University and College policy only requires a three-member committee. Please defer to your Chair and Departmental/Program requirements. In addition, please note if your

members use a middle initial in their professional name; this can be found in their vitas. You will need to prepare one signature page printed on cotton bond paper per the SHSU Guidelines and bring it to your final defense. Once the page is signed on the day of your defense (or once they are finally approved by the committee), you will need submit the signature page to the doctoral secretary who will forward it in a folder to the Graduate Programs Office in the Dean's Office in the College of Education, Teacher Education Center, on Second Floor.

## **ABSTRACT**

Day, Mia S. *An experimental study comparing structured English immersion and transitional bilingual education programs*. Doctor of Education (Educational Leadership), May, 2010, Sam Houston State University, Huntsville, Texas.

The purpose of this experimental study was to examine the difference between two program types for English language learners: structured English immersion and transitional bilingual education. From this point, the purpose statement should be stated in the same exact wording throughout the dissertation. Also, be certain that your dissertation is set up with a 1.5 inch margin on the left (binding side) and 1 inch margins on all other sides.

The word, **ABSTRACT**, is in all capitals and is bolded per SHSU Guidelines Sample page. The content of the abstract that follows this citation will vary according to the subject area. The abstract should be concise and informative; however, the abstract must be less than 350 words in length. In general, it should state the purpose and describe the subjects and the methodology used in the study. The abstract should also describe the findings, conclusions, and implications of the study. Students should consult their thesis/dissertation director and style manual to determine the content of the abstract. First person may be used per APA (personal communication, 2012) in the Abstract. Please be consistent with this person usage, and also check with the preference of your chair.

A list of key words must be included at the bottom of the abstract; however, key words and the title information do not count toward the 350 word total. Key words should be specific terms or phrases used in the thesis/dissertation that would enable a person to locate successfully the content of the document if it were in a library database. If one of the key words is a proper noun, follow the normal rules of capitalization. Similarly,

italicize or underline foreign words or appropriate scientific nomenclature. The first word of each key term should be capitalized.

Briefly describe your method. You may use side heads to separate sections in your abstract. Whether you do so or not is a matter of preference of you and your chair.

Briefly describe the findings of the study.

Place key words, as depicted four spaces (two double spaces) below the full abstract.

**KEY WORDS:** African American teachers, Hispanic students, Culturally responsive pedagogy

## **ACKNOWLEDGEMENTS**

I am appreciative to many individuals for their help during my doctoral pursuit. It is with the most sincere gratitude that I acknowledge those who were a special part of this educational endeavor.

I thank Dr. Suzy Que who invited me to apply for the doctoral program. She also taught me in the proposal class. It was there that my final push toward the dissertation began.

I thank Dr. Bea B. Good for never giving up on me and believing in me throughout this entire process. He pushed, inspired, and stayed the course.

I want to give a very special thanks to my other co-chair, Dr. Ima M. Perfect. I thank her for the leadership and expertise you provided. Her support and guidance through the process has been invaluable.

I thank the members of my committee for helping me shape this dissertation research: Dr. B. Happy Day, Dr. Fin DeSemana, and Dr. Itsa G. Fineday. The recommendations they all made strengthened this work.

I would like to thank the teachers and students involved in this experimental study. Their willingness to provide feedback along the way enabled me to think deeply about the underlying educational issues related to English language learners.

Lastly, I would like to thank each member of SHSU Cohort 56. I now have friendships that will last a lifetime. Thanks to Dr. High Sky, Dr. Fly High, Success Full, Dr. Blue Sky, Ye Lo Sun, and Gloria Night.



Special thanks to Dr. I Amfine and Dr. Frein Li. The rides to class, the reviews in the car, and the friendships formed will always be appreciated and remembered. I appreciate all that you did for me.

**Note:** In the Table of Contents that follows, the TOC is flush to the left. The COE felt that is an easier format for you. If you choose to use the automatic Table of Contents, please be attentive to the fact that if you change any of your pages in the text, the TOC will not automatically change, you must go back to the TOC and refresh it. *Please get assistance on this feature.* Please, note that the Library discourages the use of the automatic TOC, LOT, LOF feature. If you choose to use the feature, you will be responsible for any corrections that occur during any stage of the process.

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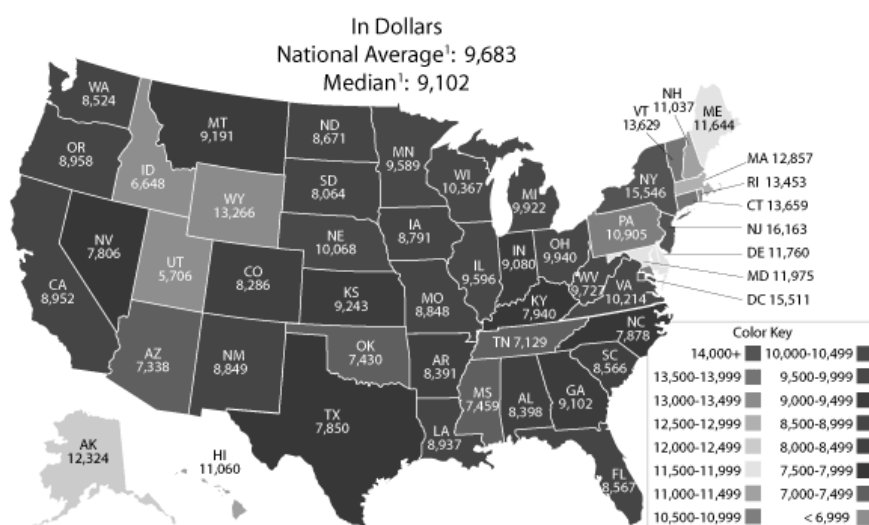
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## CHAPTER I

### INTRODUCTION

COE requires bolded and fully capitalized chapter titles as noted above. As indicated in the COE Doctoral Handbook, your dissertation may look very different from the traditional five-chapter dissertation. That is up to your Chair and you. Ensure that your purpose statement is written exactly the same throughout your document and on your abstract. A figure title looks like the one below. The figure caption is placed beneath the figure with the words, Figure 1, italicized and followed by a period. Also, note that the title of the figure is in lower case letters with a period at the end. Please note that this figure was a color figure changed to grayscale; however, it will not copy well since the colors of the legend are hard to read. Make certain your figures are able to be read using patterns in the legends to differentiate each item. Again, this is a non-example of coloring and patterns and such should be altered for readability.



*Figure 1.* Current per-pupil expenditures for public elementary and secondary education in the United States: 2006–07. SOURCE:U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey (NPEFS)," fiscal year 2007, Version 1a.

### **Organization of the Study**

On the organization of your study, you may construct it similarly to this model. Five chapters comprise this investigation. Chapter I includes the purpose of this study. Chapter II contains pertinent literature in relation to key elements of the study. Chapter III is descriptive of the design and methodology used in the study including data collection and data analysis. Chapter IV includes the results of the experiment. Chapter V is discussion of findings. Recommendations are offered for consideration based upon the problem, findings, and conclusions. In each chapter that follows, it is good practice to have a summary paragraph at the end.



## CHAPTER II

### REVIEW OF THE LITERATURE

A good guide for the review of the literature is included in the COE Dissertation Handbook. A table is provided as an example. Ensure that the decimals are aligned and the headers are centered, with the exception of the first one which is flush left. Also ensure that place values are aligned. Decimal values are carried out to the tenths and hundredths; however, each measurement differs (see APA section 4.35). There is an extensive section on creating tables in APA Chapter 5. A helpful checklist is provided on page 150 of the *APA Publication Manual*.

Table 1 is set up using the Insert Table function in Word. It is important to use this feature for every table. Do not copy and paste a figure from SPSS output or Excel. After you have created the table and inserted all the information, you can then remove the grid lines by selecting the table, right clicking, and selecting Borders and Shading. The labels in the first column are left aligned, according to APA. You can center the table headings. “Table layout should be logical and easily grasped by the reader” (APA, 2010, p. 128). Table 5.2 (p. 130) is used to show the basic features of an appropriate table.

Table 1

*Percentages of Ethnicity of Preschool-Age Children in School in the United States and Texas*

Ethnic Group	United States	Texas
White	19.1	20.2
African American	22.3	23.3
Hispanic	27.5	31.4

Related to quotations, it is important to give credit to the author(s). Direct quotes must be accurate. For quotations with 40 or more words, please use a block quotation, as explained on page 171 of the *APA Publication Manual*. The author, year, and page number must always accompany a direct quote. (When you have an indented quotation, use the indention function and do not insert returns at the end of each line.) Here is an example. Banks and Banks (2001) asserted that:

If only the standard language, the standard American history, and the voices of White men appear in the curriculum, then the further implicit message (by what is left in and what is left out of the knowledge presented as legitimate by the school) seems to be that the real United States and real schools are only about the cultural mainstream and its establishment ideology. This approach especially marginalizes the students of color who come to school already marginalized by life experience and by the historical experience of oppression in their ethnic or racial communities. (p. 47)

The dissertation can be held up at any level for plagiarism. Even paraphrasing too closely can be considered plagiarism. Be very careful. Review how to avoid plagiarism by consulting the SHSU Student Handbook, the APA Manual, the SHSU Thesis/Dissertation guidelines, and the COE Doctoral Handbook.

Also, the number of spaces after a period should be consistent throughout your document. It does not matter if it is one or two spaces; it simply needs to be consistent. Please consult with your chair.

Smite (2001) discussed value-added education. As in this previous sentence, ensure that your review of literature is in past tense. Following is an outline for five

levels of headings in the *Publication Manual of the American Psychological Association*, 6th Edition (see p. 62).

### **Center Header**

### **Side Header**

#### **Indented side head.**

*Indented side head modifying the previous indented side head.*

*Indented side head modifying the previous indented, indented side head.*

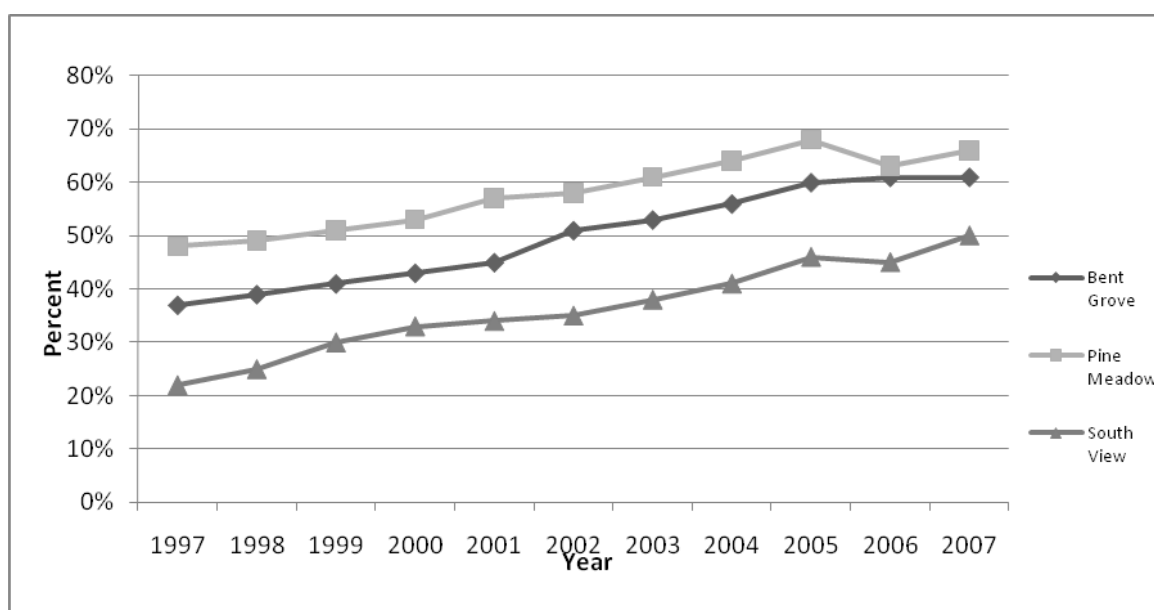
When using Word, you should take advantage of the settings that can help you check for spelling and grammar. You will find this feature under the Microsoft symbol in the top left corner of Word 2007. Select Word Options, Proofing, Grammar & Style, and then settings. This feature can help you find inconsistent use of one or two spaces after the period! The feature can also identify split infinitives and missing commas in a series of three or more items.

## CHAPTER III

### METHOD

The method(s) is presented in this chapter. Consult your Chair for guidance. If you have a figure that is copied from some source, you will need to obtain permission to use the document. Please see the SHSU guidelines for how to obtain the requisite permission.

If you have a figure that you have adapted, you will note that as in Figure 2.



*Figure 2.* Hispanic enrollment trends in three Texas schools. Adapted from “Trends in Texas Schools,” by Texas Rose, 2008, *Journal of Hispanic Culture and Science*, 22, p. 300. Copyright 2010 by the Hispanic Cultural and Demographic Society. (Per APA)

Or you would note it as follows per SHSU Guidelines if you have permission to use and reprint the material.

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*Please do not include* an actual test protocol from a company such as Riverside or ETS unless you have express permission in writing to share and publish their protocols (instrument, test, measure).

## CHAPTER IV

### FINDINGS

Tables can be double spaced between clusters of information as in Table 2.

Table 2

*Emergent Themes on High School Student Success from Focus Group Data*

Theme	Concept	Low Inference Descriptor
Mother's Influence	Mother is seen as great influence in student's success	"My Mother was the person who taught me to study, though she never finished high school."
Caring Teacher	A single teacher is seen as caring and nurturing	"Mr. B. took an interest in my ability in science; I want to major in biology and give back to other students like Mr. B.."

Note how to split Table 3 as follows. Always mention a table prior to displaying it.

Table 3

*Students' Leadership Experiences Protocol Sample Items and Categories*

Item Number	Category of Item	Sample Item
1	Student's leadership experience	What outside experience have you had in leading groups?

Table 3 (continued)

Item Number	Category of Item	Sample Item
2	Student's experience with other ethnicities	How have you interacted with students of other ethnicities? Please provide examples.
3	Student's most influential force in learning to lead	Who has been the most influential person in helping you to become a leader? Please share an example.

Table 3 can be discussed further now, but prior to the table appearing, you have noted it as is written on the previous page. This table is presented to illustrate how to split a table that carries over to another page. Note that no line is present at the bottom of the table on the first page signifying that the table continues to the next page. Also note that the table has the Table 3 (cont.) at the top of the second part and the headers are copied and inserted again.

## **CHAPTER V**

### **DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS**

You may have summary, discussion, implications, and recommendations for future research as a title. Please check with your chair as to how the title of the final chapter should occur in your dissertation.



## REFERENCES

- Onwuegbuzie, A. J., & Collins, K. M. T. (2007). A typology of mixed methods sampling designs in social science research. *The Qualitative Report*, 12, 281-316.
- Perez, L. X. (1999). *The interface of individual, structural, and cultural constructs in Latino parents' effort to support their children in planning for college*. (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 9952503)
- Ruiz-de-Velasco, J., & Fix, M. (2000). *Overlooked and underserved: Immigrant students in U.S. Secondary schools*. Retrieved from <http://www.urbaninstitute.org/pdfs/overlooked>

Please refer to the APA style manual on how to cite references. An APA Blog is also available to which you may refer to for expert answers on APA. Sponsored by APA, this blog can be located at <http://blog.apastyle.org/> When formatting the references, it is strongly recommended that you use the “hanging indent” feature in Word and not insert returns at the end of each line. To do this in Word 2007, select/highlight only the references, go to Paragraph on the Home tab, select Special, and then Hanging with 0.5 inches. When edits are made to references, this will prevent you from having to adjust the spacing every time a correction is added. Please check with your chair on how to complete the reference section.

## APPENDIX A

Be certain to put any permissions to print figures or tables that you have copied here. You may have a permission to use, but that does not mean—permission to print. You must also have permission in writing to adapt a figure. Be certain to obtain written permission to use *and* permission to print. Also, in an appendix, include your IRB approval letter.

## **VITA**

### **Mia Sunny Day**

You may write a vita as a biographical sketch as noted in the SHSU Guidelines, or you may write a traditional vita format.

If you choose to use a traditional vita, the COE prefers that you follow APA format for included presentations and publications. The SHSU Guidelines Manual for the traditional Vita does not follow APA. **See sample below.**

The title, **VITA**, should be in bold according to the SHSU Guidelines.

## **VITA**

**Mia Sunny Day**

### ***Educational History***

Doctorate of Educational Leadership, May 2010  
*Sam Houston State University, Huntsville, TX*  
Dissertation: Place Title Here

Master of Education in Educational Administration, May 2003  
*Texas Woman's University, Houston, TX*

Bachelor of Science in Elementary Education, Cum Laude, May 2000  
*University of Houston, Houston, TX*

### ***Professional Experience***

Sunshine Elementary, Principal  
(2005-present)

Foggy Bottom Elementary, Assistant Principal  
(2004-2005)

RainBow Elementary, Teacher  
(2000-2004\_

### ***Scholarly Research Activity***

Day, M.S. (2009). Becoming an elementary principal. Paper presented at the Texas Council of Professors of Educational Administration, Austin, TX.

Day, M.S. (2010). Teacher retention in Texas. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Day, M.S. (2008). The conflict at Drury Elementary. *Connexions*. Retrieved from <http://www.connexions.org/conflict>

Day, M.S. (2009). Attracting minority principals. *International Journal of Educational Leadership Preparation*, 5(6). Retrieved from <http://www.ijelp.org/principals>

### ***Professional and Organizational Affiliations***

Texas Elementary Principals and Supervisors Association  
Learning Resources Network Member

***Skills/ Training***

Proficient in Spanish  
Huntsville 2009 Leadership Academy Fellow

\*Note that the vita *may be* in the form of a biographical sketch as outlined in the SHSU Guidelines.