2019

Reading Perceptions of Hispanic English Language Learner Families in New York City

Ligoria Berkeley-Cummins
Walden University

Walden University

College of Education

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Ligoria Berkeley-Cummins

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Review Committee
Dr. Deborah Focarile, Committee Chairperson, Education Faculty
Dr. Wade Smith, Committee Member, Education Faculty
Dr. Paula Dawidowicz, University Reviewer, Education Faculty

Chief Academic Officer
Eric Riedel, Ph.D.

Walden University
2018

Abstract

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by

Ligoria Berkeley-Cummins

MS, Brooklyn College, 2010

MS, Brooklyn College, 2008

BS, Brooklyn College, 2003

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Abstract

Historically, Hispanic English language learners (ELLs) in the United States have had low reading achievement and low high school graduation and college entry rates, which has limited their employment opportunities. Although research indicates parental involvement is important to reading success, little is known about Hispanic ELL parents' perspectives on their children's reading development. The purpose of this basic qualitative study was to understand how parental involvement in 3rd grade Hispanic ELLs' reading development, as perceived by their families, may contribute to these students' reading proficiency. The framework for this study was Hedegaard's model of children's learning and development. The participants were 5 mothers of 3rd grade Hispanic ELLs at an urban public school in a large city in the Northeastern United States. Interviews with participants were analyzed for open and axial codes using NVivo software to identify themes and patterns. Study results revealed that mothers of Hispanic ELL students were involved in and had a positive view of their children's reading development. However, participants perceived their lack of English language skills as a barrier to their parental involvement in their children's reading development; they also viewed siblings, teachers, libraries, and technology as major resources to help their children develop their reading aptitude. This study supports social change by providing information to schools and administrators, the latter of whom may be able to improve reading programs in ways that can help Hispanic ELL families to promote their children's reading development.

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Dedication

I dedicate my dissertation to my family and friends, especially my late father, Theophilus Berkeley, who instilled in us a passion for education and my late mother, Eudora Berkeley, who demanded the best from us. Also to my son, Andrew Cummins, and my many nieces, nephews, great nieces, and great nephews, especially my great nieces Cydni Berkeley and Dennisha Ligoria Neptune, who inspired me to help all children excel at reading and learning.

Acknowledgments

First and foremost, I am thankful to God for sustaining me through this journey to complete my PhD. Thank you, God, my strength. My deepest thanks to my late parents, Theophilus and Eudora Berkeley, and my siblings, Vilma (deceased), Elma (deceased), Theodisha, Rita, Helena (deceased), Brenda (deceased), Milton, Philbert, Daphne, and Ingrid, who nurtured a passion for education and social justice in me. Vilma and Elma died during my journey to complete my PhD. Elma was an English Language Arts teacher, who instilled in many of us a love of English and reading. Thanks also to my many nieces, nephews, great nieces, and great nephews who were supportive during this journey. Thanks especially to my nephew Dr. Bennie Berkeley (Elma's son) and his wife Cherryl for their love and support. Finally, thanks to my son, Andrew, who inspired me to make a positive difference in the lives of young children through an equitable education, and to my husband, Grahdy Cummins, and his family for their love and support. My deepest gratitude goes to Walden faculty and staff who have made this doctoral journey possible. Special thanks to my committee chair, Dr. Deborah Focarile, for her support and encouragement, and to Dr. Wade Smith for his guidance. Thanks also to the Walden Writing Center staff for their many readings of my dissertation and their expert writing advice.

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Chapter 1: Introduction to the Study

Introduction

Reading is a critical English language skill that supports academic achievement for all students (Nation, 2017; Park, Chaparro, Preciado, & Cummings, 2015). Students use reading skills to acquire and apply content knowledge and for communication. Early reading skills can facilitate language and literacy development in young children (Brown, 2014; Dogan, Ogut, & Kim, 2015; Goodrich, Farrington, & Lonigan 2016; Nation, 2017; Song, Su, Kang, Liu, Zhang, McBride-Chang & Shu, 2015). Achieving proficient reading skills by third grade is critical because students at this grade level move from foundational knowledge to application and because reading proficiency at this grade level supports academic success in elementary school (Lepola, Lynch, Kiuru, Laakkonen, & Niemi, 2016). Cartwright, Marshall, and Wray (2016) found that children who were proficient readers by second grade were motivated to achieve further reading success. English language learners (ELLs) who are proficient in English in the early grades are able to maintain high levels of reading achievement (Wood & Gabas, 2017).

Lack of reading and literacy skills hinders ELLs' academic success, fosters poverty, and limits their ability to transition to college and career (Sonnenschein, Metzger, Dowling, & Baker, 2017). Employment opportunities are reduced for individuals without a high school diploma (Jimerson, Patterson, Stein, & Babcock, 2016). Hispanics are the second largest unemployed group in the United States; the high unemployment rate places a burden on the country's economy (Mora, Dávila, 2017).

By 2030 researchers estimated that Hispanic ELLs will account for almost 40% of the U.S. workforce spread across several states. U.S. demographic trends show Hispanics as the largest growing minority group (Hall, Tach, & Lee, 2016; Johnson & Lichter, 2016; Roth et al., 2017). Hispanic ELLs need to be proficient in English to access higher paying jobs and to better participate in the global economy (Mora, 2015).

Hispanics make up almost a quarter of all students enrolled in U.S. public schools (Garcia & Chun, 2016; McFarland et al., 2017). According to Krogstad and Gonzalez-Barrera (2015), almost 75% of Hispanics ELLs are under 5 years of age. Five of the top states to educate more than half of all U.S. ELLs include New York, Texas, Florida, Illinois and California (López, McEneaney, & Nieswandt, 2015; National Center for Education Statistics & Educational Testing, 2013).

Historically, the majority of American ELLs in elementary schools have not been proficient readers (Grasparil & Hernandez, 2015; Murphy, 2014). Several factors affect reading for these ELLs including bilingualism, socioeconomic status (SES), and poverty. Calvo and Bialystok (2014) found that bilingualism and SES hindered children's reading development. Many ELLs are witnessing a cycle of poverty that can be attributed in part to a lack of education and training due to low high school graduation and college admission rates (Conteras & Conteras, 2015). Hispanics have the highest level of poverty of any minority group in the United States (Visser & Meléndez, 2015). Poverty is a major socioeconomic factor that affects academic achievement for children at the elementary school level (Korzeniowski, Cupani, Ison, & Difabio, 2016) and high school (Berger & Archer, 2016), thus impacting their transition to college.

Researchers have noted that individuals with a bachelor's degree earn twice as much as individuals without a high school diploma (Kena et al., 2015). Dadgar and Trimble (2015) confirmed that a post high school degree is connected to earning higher wages. However, in 2015, only 66% of Hispanic students graduated from high school compared to 88% of White students. An even starker contrast is between the percentage of Hispanics who had earned a bachelor's degree (22%) and the percentage of White students (42%) who had done so (Ryan & Bauman, 2016). Using human capital theory, Torres (2016) confirmed that Hispanic ELLs need a post high school degree with proficient reading skills to be gainfully employed in the United States. One reason is that employment opportunities are reduced for individuals without a high school diploma.

However, researchers have found that Hispanic ELLs' access to, enrollment in, and subsequent completion of college is lower than that of other U.S. students. Cook, Pérusse, and Rojas (2015) found that Hispanic ELLs had limited access to college and lag behind other minority students in college achievement; additionally, they found that Hispanic ELLs had lower college enrollment that non-Hispanic students. Contreras and Contreras (2015) concluded that Hispanics had a low rate of college completion, and Ryan and Bauman (2016) surmised that Hispanics continue to experience low high school graduation and college enrollment rates. Historically, ELLs without a high school education cost the American economy almost $300,000 in lost taxable income and gross national product (GNP; Hernandez, 2011). Jimerson et al. (2016) confirmed that dropping out of high school is connected to reduced financial and employment opportunities for Hispanics. ELLs, thus, need a post-high school degree with proficient reading skills

necessary to obtain employment and to sustain the U.S.'s GNP and preserve the country's position as a leader in the global economy.

Because reading supports learning and academic success for all students and because many Hispanic ELLs are not proficient readers, additional improvements in reading proficiency for Hispanic ELLs are needed to ensure that these children have the skills necessary to transition to high school and college, to support their families, and to make positive contributions to the U.S. economy. Findings from this study may provide educators with strategies they can use to improve the reading proficiency and achievement of Hispanic ELLs, which may allow these students to have better personal livelihoods and contribute more fully to the national economy. In this chapter, I will focus on the background of the problem for Hispanic third grade ELLs; the significance and rationale of the study; the research paradigm; the conceptual framework; the research questions and key definitions; and the assumptions, scope and delimitations, and limitations of the study.

Background

The Importance of Reading in Third Grade

Proficient reading between first and third grade is predictive of reading outcomes up to 10th grade (Sparks, Patton, & Murdoch, 2014). Park et al. (2015) found that proficient reading by third grade supported academic achievement in successive grades. Traditionally, young ELLs who lacked reading proficiency by third grade experienced reading and academic failure and most often dropped out of high school (Chiang et al., 2017).

Hispanic ELLs and Reading

There is a reading achievement gap for Hispanic ELLs in U.S. elementary schools in that these children continue to trail behind their non-ELL counterparts in reading achievement (Grasparil & Hernandez, 2015). Gandara (2017) noted that 21% of Hispanic fourth graders were proficient on the National Assessment of Educational Progress (NAEP) reading assessment in 2015. Historically Hispanic ELLs have the lowest reading achievement scores of any American ethnic group or race (Lonigan, Farver, Nakamoto, & Eppe, 2013) and the lowest high school graduation and college entry rates (Murphey, Guzman, & Torres, 2014). The reading gap for Hispanic ELLs begins as early as kindergarten (García & Weiss, 2015). This reading achievement gap means that Hispanic ELLs are leaving elementary schools without the reading skills necessary to succeed in high school. Hispanic ELLs without proficient reading skills in elementary school are more likely to lack the knowledge and skills necessary to find gainful employment than native English speakers, which contributes to the cycle of poverty for their families (Conteras & Conteras, 2015). Because a high school education is necessary to access gainful employment opportunities (Jimerson et al., 2016), Hispanic ELLs who lack a high school education and advanced literacy skills will most likely earn lower wages, become unemployed, and live in poverty. As Gándara and Mordechay (2017) noted, most Hispanic ELLs are living at or near the poverty level in the United States, and poverty is a major factor in reading proficiency and high school drop-out rates for these children.

Parental involvement is a critical factor in reading and academic achievement and high school graduation for all students (Dotterer & Wehrspann, 2016; Wilder 2014) and

even more so for Hispanic ELLs (Jeynes, 2017). Because literacy skills begin in early childhood and parents are their children's first teachers, parental involvement in ELLs' reading development may be key to ELLs' reading success (Dumont, Trautwein, Nagy, & Nagengast, 2014). Winsler, Kim, and Richard (2014) found that Spanish speaking ELLs with sound parental attachment and good social skills began to master English as early as age 4 and were more likely to become proficient readers by kindergarten . Bitetti and Hammer (2016) found that Hispanic mothers who read to their children positively affected their children's literacy progress. Quirk, Grimm, Furlong, Nylund-Gibson, and Swami (2016) noted that Hispanic students' cognitive abilities in the early grades effectively predicted literacy achievement for these students in later grades. He, Gou, and Chang (2015) observed that parental involvement in ELL reading development influenced their children reading achievement.

From a sociocultural perspective, language and reading development are influenced by cultural and family interactions (Marjanovič-Umek, Fekonja-Peklaj, Sočan, & Tašner, 2015). Reading development begins at birth and continues with parental involvement at home and explicit instruction from teachers in formal school settings (Hutton, Horowitz-Kraus, Mendelsohn, DeWitt, & Holland, 2015). Sociocultural factors such as poverty, parental level of education, parental reading habits with children, the family home environment, and parental knowledge of child development affect parents' involvement with their children's reading development (Marjanovič-Umek et al., 2015). ELL parents who are engaged in their children's education contributed to high reading achievement for these ELLs (Jung et al., 2016). ELL parents' literacy practices with their

children promoted reading development for these children (Gonzalez et al., 2017; Jeynes, 2017).

Although there is some research on parental involvement and ELL children's reading development (Casarez, 2014; Espitia Mendoza, 2014; Melendez, 2013; Mendoza, 2014; Snyder-Hogan, 2010), there is scant research on the impact of Hispanic ELL parent involvement on their children reading development in the early grades. Gándara (2015) confirmed that the education of Hispanic ELLs in the United States has not been fully explored. According to Gándara, this area deserves to be studied because this is an issue that can help Hispanic ELLs achieve academic success in U.S. schools. More specifically, there needs to be more research on parental perceptions of ELLs' academic achievement to discover ways that parental involvement may improve ELLs' academic achievement (Melendez, 2013). Núñez et al. (2015) found that parental involvement positively affected Hispanic students' academic performance and suggested further studies be conducted on parental involvement including parents' perspectives. Wassell, Hawrylak, and Scantlebury (2017) noted several barriers to parental involvement in Hispanic ELL academic achievement and suggested further studies be conducted with Hispanic families to help schools better understand how to reduce these barriers. Furthermore, researchers have reinforced the significance of proficient reading by the third grade and recommended future research on practices that help students with reading development in the early grades (Chiang et al., 2017). Other researchers discovered that Hispanic mothers of first graders believed their lack of English proficiency was a barrier to their involvement in their child's education and suggested future research be conducted

on Hispanic parents' educational experiences with their children beyond the school environment (Johnson et al., 2016). This study will contribute to the research on Hispanic ELL reading development. Specifically, it will fill the gap in knowledge about third grade Hispanic ELL parents and guardians' involvement in their children's reading. This study is needed so that parental involvement strategies of proficient Hispanic third grade readers can be replicated by similar parents, to help improve reading achievement for these children.

Problem Statement

Historically Hispanic ELLs have the lowest reading achievement scores of any U.S. ethnic group or race (Lonigan, Farver, Nakamoto, & Eppe, 2013) and the lowest high school graduation and college entry rates (Murphey et al., 2014). Hispanic ELLs continue to lag behind non-ELL children in reading achievement (Grasparill & Hernandez, 2015), and they experience low high school graduation rates (Ryan & Bauman, 2016). Although educators are using best educational practices to support ELLs, Hispanic ELLs consistently underperform on national and state reading exams (National Center for Education Statistics & Educational Testing, 2013). This is especially relevant in New York (NY) because NY is one of the states that educates the most ELLs in the United States today (National Center for Educational Statistics & Educational Testing, S. 2013).

Low levels of reading proficiency impact Hispanic ELLs because lack of reading skills affects academic achievement for these children (Sonnenschein, Metzger, Dowling, & Baker, 2017) and limits their opportunities to further their education (Jimerson et al.,

2016). There are many possible factors contributing to this problem, including poverty, family, SES, home-school connections, and parental involvement (Niehaus, Adelson, Sejuit, & Zheng 2017).

Parental involvement is a critical factor in student achievement and high school graduation for all children and is key to children's reading and academic success (Dotterer & Wehrspann, 2016; Wilder, 2014). Daniel, Wang and Berthelsen (2016) observed that parental involvement positively affected children's academic achievement in an early childhood setting in Australia and recommended further research on parental involvement at the early childhood level. Kim et al (2014) noted the need for further studies on ELLs' language experiences at home, to understand how parents and teachers can better support their reading and academic achievement. Wheeler (2014) suggested using a qualitative approach to determine further barriers to parents' participation with their children's reading development. Ciullo, Lembke, Carlisle, Thomas, Goodwin and Judd (2016) concluded that RTI strategies improved reading for middle school students, including ELLs, and suggested that further studies be conducted with ELL children and their home language to better understand how these children develop reading skills.

An appreciative qualitative study of the parental involvement of proficient 3rd grade Hispanic ELL's can reveal strategies and resources to support reading achievement for other Hispanic 3rd grade ELLs and provide solutions to this problem of low reading achievement for Hispanic ELLs. Studies have been done on Hispanic families' involvement with their children's reading (Casarez, 2014; Espitia Mendoza, 2014: Melendez, 2013; Mendoza, 2014; Snyder-Hogan, 2010), but to date there are no studies

on 3rd grade Hispanic ELLs parental perspectives on their children's reading development.

Several studies have suggested the need for further research on parental involvement of Hispanic parents in their child's reading development (Casarez, 2014; Espitia Mendoza, 2014; Melendez, 2013; Mendoza, 2014; Snyder-Hogan, 2010). Casarez (2014) studied the relationship between ELLs parental involvement and reading comprehension and concluded that parents positively affected their child's reading comprehension. Casarez suggested that an examination of ELLs and their family experiences with parental involvement may reveal opportunities to improve parental support with reading. Snyder-Hogan (2010) examined parental involvement practices of Latino parents of kindergarten students and found that Latino parents were less involved in their children's education than non-Latino White parents. Snyder-Hogan also found that social economic status (SES) contributed to Latino parents' limited parental involvement. Snyder-Hogan suggested that further studies be conducted to examine Latino parents' perception of parents' involvement with their children's education at home. Melendez (2013) used a case study design to explore parent and teacher perceptions of Hispanic ELLs performance on state standardized tests and found that participants perceived parental involvement, teacher professional development and school-based resources as factors that affected Hispanic ELLs performance on state standardized tests. Melendez suggested that further studies be conducted on Hispanic ELLs parents' and teachers' perceptions of the achievement gap for Hispanic ELLs. Espitia Mendoza (2014) examined Mexican parents' knowledge of their ELLs bilingual

programs in Texas and found that lack of communications and understanding about the program prevented parents from effectively supporting their children with reading. Furthermore, Espitia Mendoza (2014) suggested that parental engagement practices be examined in other states or districts, to identify strategies and resources that promote reading development and achievement for Hispanic ELLs at home.

Purpose of the Study

There are many possible reasons for low reading achievement for Hispanic ELLs, such as poverty, parental involvement, family, socio-economic (Gonzalez et al., 2017: Jeynes, 2017; Marjanovič-Umek et al., 2015). Given all the possible reasons, this study will focus on the role of parental involvement on Hispanic ELLs reading development. There are three reasons why this study has parental involvement as a focus. First, there is evidence that parental involvement at home affects students reading competence (Bitetti & Hammer, 2016). Second, there is a gap in the literature concerning parents'of Hispanic ELLs involvement with reading at home (Gándara, 2015). Third, ascertaining Hispanic ELLs parents' perception on their involvement with their children's reading is one way of studying this problem. Sonnenschein, Stapleton & Metzge (2014) noted that few studies have been done on parents' perceptions about their children's academic abilities and proposed that this is important for parents to know so that they can help their children improve academically. Researchers found that home language practices positively affected kindergarten ELL reading development and argued that there is a need for further research on ELLs and their home reading practices (Hipfner-Boucher, Milburn, Weitzman, Greenberg, Pelletier& Girolametto, 2015).

The purpose of this study was to describe and get a better understanding of the factors that influence proficient reading for 3rd grade Hispanic ELLs in New York City (NYC), through the perceptions of their families. Researchers have noted the significance of family involvement in the role of reading achievement. Most of the literature reviewed for this study highlighted the factors that impede Hispanic ELLs reading development and few studies examined the factors that contribute to reading proficiency for Hispanic ELLs. The goal of this study was to understand how one factor, parental involvement in Hispanic ELLs reading development, as perceived by their families, may contribute to 3rd grade Hispanic ELLs reading proficiently.

Research Questions

I based the following research questions on the conceptual framework and the literature review (see Chapter 2):

RQ1. What are the perceptions of Hispanic third grade ELL parents or guardians of their children's experiences of learning to read?

RQ2. What kind of support systems (resources, home-school connections, community partnerships) do third grade Hispanic ELL parents or guardians report that they use to help their children with reading?

RQ3. What activities or practices do Hispanic ELLs' parents or guardians report that they use to help their children with reading?

RQ4. What internal or external characteristics do third grade Hispanic ELLs' parents or guardians report as helping their children to learn to read such as motivation, religion or family traditions?

Conceptual Framework

This study drew on the socio-cultural theory of Vygotsky (1978) as conceptualized by Hedegaard's Model of Children's Learning and Development (2009). Hedegaard argued that children learn through emotional, cognitive and motivational participation in various institutions within society including their home and school and is characterized by communication and engagement in shared activities with other individuals in these institutions (Hedegaard, 2009, p.73). These institutions include extended family, day cares and formal school. Activities and practices in these institutions may include playing, reading and interacting with peers. Differences in activities or practices within these institutions account for varying development and competency levels in children. The historical aspect of this framework involves artifacts, tools or cultural traditions that are used by individuals and children within the three institutions of home, school or work. More recently, Aronsson, Hedegaard, Højholt and Ulvik (2018) confirmed that children learn through interactions with other adults and children in their society. For this study Hedegaard (2009) model helped to frame research questions and to view 3rd grade Hispanic ELLs parents and guardians' responses on their perceptions of their children learning to read.

Using Hedegaaard's Model of Children's Learning and Development (2009) as a conceptual framework, the premise for this study was that Hispanic ELL parents' involvement contributes to the reading development of Hispanic ELLs. Parental involvement is critical to build reading skills from day care to formal school and to ensure that Hispanic ELLs are proficient readers by 3rd grade. Hedegaard's model

highlights the significance of cultural traditions, artifacts and motivation as factors that contribute to Hispanic ELLs reading development.

Nature of the Study

This study used a qualitative descriptive interview design to collect data about participants reading perceptions in the natural context where families read with children, using interviews. Qualitative description aligns with the purpose of this study, which is to describe and understand parental perspectives on one of the factors, parental involvement, that may influence the proficient reading of 3rd grade Hispanic ELLs.

Qualitative descriptive studies help researchers to describe and get a clear understanding of the experiences of participants (Sandelwoski, 2010). Jacobson, Myerscough, Delambo, Fleming, Huddleston, Bright and Varley (2008) used qualitative descriptive interviews with a focus group of 27 patients to understand their perceptions about their planned total knee replacement surgery (TKR). Jacobson et al. found themes extrapolated from patients' perceptions during preoperative and postoperative interviews revealed that patients' needed to be better educated before knee surgery so that they can make informed choices to better aid their recovery.

Mendez-Shannon (2010) noted that qualitative descriptive interviews helped her to gain a precise description of immigrant experiences to understand survival issues of undocumented Hispanic immigrants. Mendez-Shannon (2010) interviewed 15 Hispanic immigrants to get their perceptions on factors that impede or support their ability to live in the US and concluded that Latino immigrants face several challenges to living in the US which should be further investigated from the social work perspective. Carroll and

Bailey (2016) used a qualitative descriptive study to describe the extent to which ELLs were classified as proficient or non-proficient based on their performance on English Language proficiency tests in fifth grade. Carol and Bailey (2016) concluded that there was a notable difference in the proficiency classifications for these ELLs.

Definitions

Key terms relating to ELLs in this study include the following:

Academic language proficiency: A state that occurs when students meet the standards or benchmark scores set for them by schools, districts, or states (Kim & Sunderman, 2005).

English language learner: Students ages 3 to 21 with limited English proficiency (LEP) who do not have sufficient mastery of English to be achieve academic proficiency in an English-language class (NCLB Act of 2002).

Families: A group of people living together as a household and typically consisting of parents and their offspring (Oxford Online Dictionary). For the purposes of this study, families refer to the parents or guardians with whom third grade Hispanic ELLs live. These individuals are not restricted to the children's biological parents but may include extended family members or guardians who spend a considerable amount of time with these children (Morrison, 1998).

Hispanic or Latino: An individual of Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, irrespective of race. (National Center for Education Statistics).

Non-ELLs: Students who were never identified by schools as ELLs (Flores, Batalova, & Fix, 2012).

Assumptions

The overarching goal of this study was to understand how one factor, parental involvement, in Hispanic Ells reading development may contribute to 3rd Grade ELLs reading proficiently. The purpose of the study was to describe the perceptions of parents and guardians of 3rd grade Hispanic ELLs on these childrens' reading development. It is assumed that 3rd grade Hispanic ELLs parents and guardians who agree to participate in this study will be open and honest with their responses to all interview questions.

Scope and Delimitations

The scope of this study was limited to participants' perceptions on learning to read in 3rd grade. Delimitations will include the following parameters:

a) Participants included 3rd grade Hispanic ELLs parents or guardians.
b) The study site was confined to a single elementary school in one New York City school district.
c) Parents or guardians' responses were confined to their personal experiences and reflections on their efforts to prepare their children for reading proficiency.

Limitations

Limitations to the qualitative descriptive case study design may include the inability to generalize study findings due to small samples (Yin, 2003). The purposive sampling strategy that was used with this study is another limitation, as it limited

participants to parents and guardians of proficient 3rd grade Hispanic ELL readers in one NYC DOE school. Additional potential limitations of this study included the following:

a) Researcher bias: To reduce researcher bias for this study, several strategies will be incorporated including the use of member checking, triangulation of data sources and the use of memoing.
b) Sampling strategies: A convenience sampling will be utilized to select information rich participants from various Spanish-speaking cultures within the school. A description of possible participants who will be excluded from the study will be included or those who were overrepresented.
c) Participants' responses: Participants' responses will be limited to their perceptions and experiences with reading at home.

Significance

This study is significant because the results may provide solutions for educators to improve the reading proficiency and achievement of Hispanic ELLs. While there has been an improvement in the reading achievement of ELLs in US schools, there is a disparity in the reading outcomes of Hispanic ELLs at the elementary and high school level. Hispanic ELLs continue to lag behind non-ELLS in reading in elementary and high school, as much as two grade levels. This phenomena needs to be explored to better understand the reasons for this low reading achievement of Hispanic 3rd grade ELLs, and to support solutions and interventions to improve reading achievement for Hispanic ELLs. Hispanic ELLs who read proficiently at 3rd grade level are more likely to do well

academically and progress to the other grades and high school. Hispanic ELLs who are successful at high school are more likely to attend college and get the job ready skills necessary to enter the US workforce to make positive contributions to their family and the US economy. This level of success of Hispanic ELLs represents positive social change for their community.

Summary

In this first chapter of the study, the research problem was framed and connected to the research questions and theoretical framework with a description of the nature of the study. Key definitions were explained with an explanation of the scope, limitations, delimitations, rationale and significance of the study. Chapter Two will provide a synthesis of the current literature on reading for ELLs and Hispanic ELLs along with the gap in the literature on reading development and achievement for Hispanic ELLs.

Chapter 2: Literature Review

Introduction

Hispanic ELLs, both children and adults, living in the contemporary United States face challenges, which include education and employment (Wassell, Hawrylak, & Scantlebury (2017). In order to examine the current literature surrounding ELLs and Hispanic ELLs, I will review three main areas of literature in this chapter. In the first section on reading development, I focus on how children develop oral language and reading skills. The next section centers on best practices in reading instruction for ELLs. I present effective and developmentally appropriate instructional strategies, resources, and interventions supports for ELLs. Then, in the section on challenges facing ELLs, I synthesize the literature on the challenges ELLs face in education and employment. Finally, current education and job statistical data for ELLs are presented for the top 5 U.S. states that educate ELLs.

The Problem of Reading Achievement for ELLs and Hispanic ELLs

In this study, I focused on the low reading achievement for Hispanic ELLs and the role of parental involvement in improving reading achievement for these children. ELLs consistently have low reading achievement (Gandara, 2017; Grasparil & Hernandez, 2015; Murphy, 2014; McFarland et al., 2017) as evidenced at the state and local level (U.S. Department of Education, 2012). Parental involvement has the potential to help improve reading achievement for Hispanic ELLs (Rowe, Denmark, Harden, & Stapleton, 2016) and therefore should be further examined in NYC. New York State (NYS) is amongst the five U.S. states with the highest Hispanic ELL population, and

NYC is one of the cities with the highest Hispanic ELL populations in elementary school (NYC Department of Education, 2018

The purpose of this study was to describe the perceptions of parents and guardians of third grade Hispanic ELLs of the impact of parental involvement on their children's reading development. I will begin the chapter by providing an overview of my literature search strategy and conceptual framework. I will then review the literature relevant to the topic of third grade Hispanic ELLs' reading achievement and parental involvement.

Literature Search Strategy

To explore the topic of Hispanic ELL reading achievement and the role of parental involvement in improving reading for these children, I used the following sources to obtain literature review: (a) ProQuest research and dissertation databases, (b) Education Resources Information Center, (c) peer-reviewed journals and books, (d) Academic Search Complete, (e) Education Research Complete, (f) SocioIndex, and (g) Teacher Reference Center. Key terms used to search databases included *Hispanic children*, *English Language Learners (ELLs)*, *reading achievement*, *national reading achievement*, *state reading achievement*, *New York State reading achievement*, *New York City reading achievement*, *Hispanic parents*, *parental engagement*, *reading development*, *language development*, *language development theories*, *child development*, *state testing*, *school-home connection*s, and *teaching Hispanic ELLs reading.*

Conceptual Framework

The conceptual framework for this study was Hedegaard's (2009) cultural-historical framework for child development, which was based on Vygotsky's (1978)

sociocultural theory. Vygotsky asserted that children learn from interactions with others in their society. Hedegaard's extended this theory to include the influence of institutional practices on child development. Several researchers have used Hedegaard's framework to examine parents' perspectives on the relationship between family and school practices (Wong, 2012), the roles of parents and school staff in the development of the child (Needham & Jackson, 2012), and the influence of culture and society on the development of the child (Ridgeway, 2010).

Key Statements and Definitions in the Conceptual Framework

Hedegaard (2009) views society, people, and institutions as encompassing three distinct aspects affecting child development. These perspectives are, as follows:

- people or the individual perspective, which includes motivation, interaction, religion, needs, and practices;
- society or the state perspective, which includes laws, customs, rules, and beliefs about how children develop and which outlines the activities that children can partake in; and
- institutions or the institutionalized perspective, which involves the habits and perceptions about children (Hedegaard, 2009). Institutions such as family and day care initiate practices such as communication and learning activities that affect the development of the child (Hedegaard, 2009).

The diagram in Figure 1 depicts Hedegaard's (2009) model of child development.

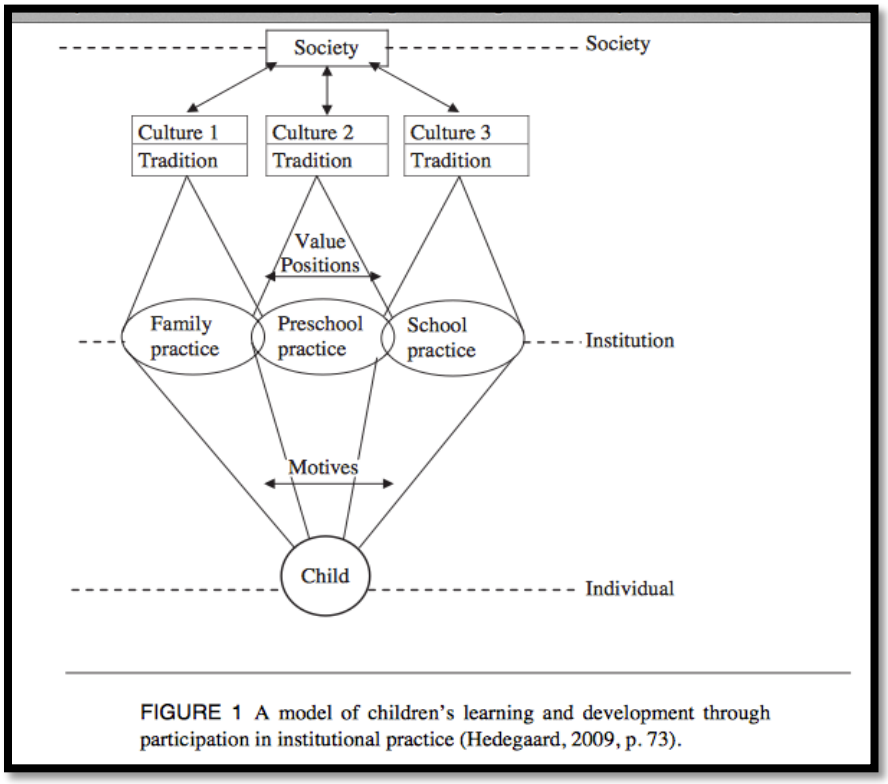

Figure 1. Hedegaard's cultural historical model. Republished from "Children's Development from a Cultural–Historical Approach: Children's Activity in Everyday Local Settings as Foundation for Their Development, Mind, Culture, and Activity," by M. Hedegaard, 2009, Mind, Culture and Activity, *16*(1), p. 73. doi:10.1080/10749030802477374. Reprinted with permission.

Hedegaard (2009) argued that children learn through emotional, cognitive, and motivational participation in various institutions within society including their home and school. In this way, learning is characterized by communication and engagement in shared activities with other individuals in these institutions (Hedegaard, 2009, p. 73). These institutions include extended family, day care, and formal school. Activities and practices in these institutions may include playing, reading, and interacting with peers along with motivation from adults and peers. Differences in activities or practices within

these institutions account for varying development and competency levels in children. The historical aspect of this framework involves artifacts, tools, or cultural traditions that are used by individuals and children within the three institutions of home, school, or work. I used Hedegaard's model to help frame research questions regarding parental involvement in reading development and to view third grade Hispanic ELLs' parents and guardians' responses on their perceptions of their children's learning to read.

Using Hedegaaard's (2009) model of children's learning and development as a conceptual framework, the premise for this study was that parents' involvement contributes to the reading development of Hispanic ELLs. Parental involvement is critical to build reading skills from day care to formal school and to ensure that Hispanic ELLs are proficient readers by 3rd grade. Hedegaard's model highlights the significance of cultural traditions, artifacts and motivation as factors that contribute to Hispanic ELLs reading development.

Literature Review Related to Key Variables and/or Concepts

This literature review is an analysis of the theory and best practices on reading development, challenges facing ELLs as students and adults in the US today and current US ELL data. In order to examine the current literature surrounding ELLs, three main areas of literature will be reviewed. First, the section on reading development focuses on a conceptual framework for reading development that help to explain ways in which human beings learn to read. Second, the section on best practices in reading instruction for ELLs presents effective and developmentally appropriate instructional strategies, resources and interventions supports for ELLs. Next the section on challenges facing

ELLs synthesizes the literature on the challenges ELLs face in learning and applying English reading skills in elementary, high school, college and the US workforce. Finally, current ELLs education and job statistical data is presented for the top 5 US states that educate ELLs.

Reading Development: Cognitive and Sociocultural Models of Development

Reading involves cognitive and socio-cultural processes. This discussion of cognitive process is based on the work of Piaget (1958) whereas the one on socio-cultural process is based on the work of Vygotsky (1978). Piaget argued that cognitive abilities involving schemas facilitate mental, emotional and language development in humans (Olson, 2015). Schemas may be thought of as units of information that help children construct their own understanding of the world around. Children use these schemas to organize information in their environment into first symbolic thought and then abstract to understand and interpret the world. Schemas are then used to assimilate and accommodate new information (Craig, 1984). Piaget's ideas of cognitive development suggests that teachers should facilitate learning using dynamic learning strategies where children are active participants in the learning process (Yilmaz, 2011). As active learners, children create and use schemas to learn new information such as the alphabetic principle, then apply this information to read and comprehend texts at school and in their society.

Piaget (1958) outlined four key stages of development including: 1) sensorimotor-object permanence between 0 to 2 years, 2) preoperational-egocentrism between 2 to 7 years, 3) concrete operational – conservation between 7 and 11 years, 4) Formal

operational – abstract Reasoning from 11 years and above. Based on Craig's (1984) research on Piaget's cognitive development theory, reading development can be linked to Piaget's stages of development, as shown in Table 1.

Table 1: *Reading Aptitude and Cognition Following Piaget's Stages of Development*

Piaget's stage	Age	School level	Cognitive/Reading	Reading skill
Sensorimotor	Birth – 2	Day care or Preschool	Sensory and motor explorations	Learning to say names of objects and people
Preoperational	2 to 7	Pre-school to end grade	Learning to read	Decoding words to read sentences
Concrete Operational	7 -8	2nd to 3rd grade	Reading independently	Comprehending text and developing and Fluency
Concrete Operational	8-13	3rd grade to junior high school	Reading for information	Interpreting author's point of view, comparing texts
Formal Operational	14-18	High school	Deductive reasoning, critical reading	Text analysis, identification of author bias, multiple solutions to a problem in a text

Educational researchers Ensar (2014), Goswami (2015) have used Piaget's (1958) cognitive development theory in educational research. For instance, Ensar (2014) noted that teachers using the constructivist approach born from Piaget's cognitive development theory, use cognitive terminology, adapt teaching to students' cognitive abilities and encourage inquiry with open-ended questioning and discussions. Relatedly Lefmann, Combs-Orme (2013) used Piaget's cognitive development theory in social work practices

to explain that cognitive development in early childhood shapes human character and affects behavior and learning later in life. JeongChul, Sumi, Koch and Aydin (2011) applied Piagetian child development in their investigation of L1 and L2 confirming that language development begins in early childhood by 7 years old. Finally, in a report on children's cognition Goswami (2015) found that cognitive development played a significant role in language development for children who use cognition to develop phonological awareness, phonics and literacy skills.

From the sociocultural perspective, reading development takes place within the social context of the reader and involves various individuals and environments within society (Vygotsky, 1978). Vygotsky found that social and cultural factors influenced human development, language use and learning. Vygotsky argued that children learn first at their Zone of Proximal Development (ZPD) with adult support then move toward independent learning. The ZPD may be considered as the child's actual developmental level in relation to the standard developmental level.

For children reading development is influenced by cultural and family interactions (Marjanovic-Umek et al., 2015) which begins with their parents as their first teachers in the home as they read and talk together, then at school reading development continues as children learn to apply reading strategies to understand text (Hutton et al 2015). Children continue to gain and practice reading skills as they interact with members of society such as at the grocery store to identify and read food labels. Liang (2012) used Vygotsky's cultural historical approach to study a Chinese family living in Australia to investigate the role of family interactions in language development of the child. Liang found that

constructive play interactions between adults and children fostered language and reading development. From the socio-cultural perspective, learning occurs within various environments and institutions within society (Fleer and Richardson 2009).

The cognitive (Piaget, 1958) and socio-cultural development theory (Vygotsky, 1978) discussed in this section point to the fact that learning to read English is a systematic process that begins in early childhood, through cognitive and socio-cultural processes. These processes can be supported by research based best practices and intervention in reading development at the elementary school level, which will be discussed in the next section.

Best Practices in Language and Reading Development for ELLs

From the theoretical perspectives presented in the previous chapter, learning to read involves complex processes that begin during infancy and occurs with the socio-cultural context of the learner. These processes become even more complex for ELLs learning to read and write English because they have to first learn the foundations of English then apply this to academic content (Solari, Aceves, Higareda, Richards-Tutor, Filippini, Gerber, & Leafstedt, 2014). Yazejian, Bryant, Freel and Burchinal (2015) found that Hispanic ELLs who were enrolled in early school infant or toddler programs were better prepared academically for kindergarten than those ELLs who did not attend early school infant or toddler programs. The time it takes for ELLs to learn English varies depending on when the ELL entered school and the initial English abilities (Hammer, Hoff, Uchikoshi, Gillanders, Castro & Sandilos, 2014). Therefore, ELLs entering grades 2 to 10 are at a disadvantage to learn the foundations of reading while completing

academic tasks in English. Language and reading development researchers suggested several best practices to support ELLs with reading, including early school readiness, ELL identification, home-school connections, small group intervention, Response to Intervention (RTI), and a culturally relevant approach.

Vygotsky's (1978) theory of child development supports the idea of early school readiness, where children are exposed to English in formal structured learning environment. Early school readiness is a key ingredient in learning to read for Hispanic ELLs (Lewis, Sandilos, Hammer, Sawyer & Méndez, 2016; Oliva-Olson, Estrada & Edyburn, 2017; Richards-Tutor, Baker, Gersten, Baker, & Smith, 2016). Diamond, Furlong and Quirk (2016) agreed that early school readiness is important for all students and concluded that early school readiness helped Hispanic kindergartners improve academically in reading. Murphey, Guzman and Torres (2014) confirmed that early school and intervention programs can benefit Hispanic students both academically and socially but those who do not attend early school are not ready for formal school.

Dearing, Walsh, Sibley, John, Foley and Raczek (2016) used a quasi-experimental design to examine the results of a student based intervention on first generation immigrant children including ELLs and concluded this intervention helped students improve in reading and mathematics. Researchers agreed that early intervention helped improve reading achievement for Hispanic ELLs and found that an early reading intervention positively affected the reading development of preschoolers (Correa, Lo, Godfrey-Hurrell, Swart & Baker, 2015). Driver and Powell (2017) used a quasi-experimental study to examine the impact of a literacy intervention to help ELLs read

mathematical word problem and determined that the intervention positively helped students read and understand the mathematical word problems. Intervention may also include small group and Response to Intervention (RTI). Baker, Burns, Kame'enui, Smolkowski and Baker (2016) found that Hispanic ELLs in first grade benefitted from a reading intervention of small group instruction. Ciullo et al. (2016) found that literacy RTI positively influenced reading development for middle schoolers.

Small group or whole group instruction should include culturally relevant materials and resources from the ELLs native language or culture to help the student make personal connections to learning English language (Méndez, Crais, Castro & Kainz, 2015). Hedegaard (2010) recommended consideration of the cultural-historical perspective of the family school and society in educating the child. Vygotsky (1978) noted that society and culture determined the strategies students use to recall and apply language. With the Vygotsky's socio-cultural model in mind Behroozizad, Nambiar and Amir (2014) theorized that learning occurs within the socio-cultural context of families and that skills such as reading are constructed based on these socio-cultural interactions. Kim, Curby and Winsler (2014) confirmed that socio-cultural and emotional factors were associated with young ELLs early development of L2 English. Likewise Jia, Gottardo, Poh Wee, Xi and Pasquarella (2014) found that socio-cultural factors contributed to proficient L2 English development in adolescent ELLs.

Early identification of ELLs with low language skills can ensure effective L2 reading intervention is provided based on their individual needs. Through parent surveys and identification tools, ELLs can be supported early in the school process with reading

intervention. Petersen and Gillman (2015) concluded that early reading assessment of Hispanic kindergarten children can help identify potential for reading difficulty. Through this ELL identification tool L2 interventions can be initiated to support ELLs. In this way the parent is effectively engaged in their child's education and can develop strong home-school connections to foster ELL development of the English language.

Parental engagement and strong home-school connections are crucial for ELLs because literacy practices of ELLs and their families affect L2 acquisition of the English Language for the child. Parents are their children's first teachers and as such can prepare their children for early reading by reading with their children and talking about what they read (Hernandez, 2011). Inoa (2017) noted that parental involvement is a significant factor in the academic success of Hispanic children. Nitecki (2015) used an inductive qualitative study on pre-school students' parental involvement and concluded that parental involvement positively affected these children academic achievement and confirmed the positive impact of parental involvement on children academic achievement in early education. Additionally, researchers have found that parental involvement at home played a positive role in the academic achievement of Hispanic and Black children (Calzada, Huang, Hernandez, Soriano, Acra, Dawson-McClure, Brotman (2015). Calzada et al., (2015) suggested that socio-economic factors such as poverty proved a major barrier to Hispanic and Black parental involvement. Calzada et al., (2015) argued that cultural aspects of Hispanic and Blacks parents facilitated strong home-school connections of both Hispanic and Black parents which helped to reduce socio-economic barrier of poverty and increased their parental involvement. Hispanic children whose

mothers were well educated and married. In addition, as Hispanic families tend to have strong family traditions that affect their involvement in their children's education (Donnel & Kirkner, 2014: Murphey, Guzman & Torres, 2014), schools should develop and sustain strong connections with parents to communicate with students' families regarding academic and non-academic events in the child's school.

Considering sociocultural factors Miller, Mackiewicz and Correa (2017) found that the use of culturally responsive text positively affected the reading performance of 3rd grade Hispanic ELLs. Jimerson, Patterson, Stein, Babcock (2016) concluded that socio-economic factors played a major role in Hispanic ELLs graduation from high school and their transition to college. Jimerson et al., 2016 suggested that additional studies on ELLs can provide parents and educators with intervention to better support these students' successful completion of high school and college entry. Using a culturally responsive multi-modal intervention with 3rd grade Hispanic ELLs, Miller, Mackiewicz and Correa (2017) found that this intervention positively affected reading development for these children. Garcia and Chun (2016) investigated culturally responsive teaching (CRT) with minority students including ELLs and found that CRT helped improve students' academic performance.

Along with culturally relevant text technology can be an effective tool in helping young ELLs learn English using the socio-cultural perspective (Gonzalez-Acevedo, 2016). In a study on ELLs and technology Cassady, Smith, and Thomas (2017) found that computer-assisted instruction helped first graders in reading. Li, Snow, Jiang, and Edwards (2015) investigated ELLs and non-ELLs use of technology with computer

assisted reading instruction and found that technology positively affected reading achievement for both ELLs and non-ELLs. Chen, Carger and Smith (2017) used a case study approach to investigate the impact of computer tablets (Ipads) on ELLs writing abilities and concluded that use of the computer tablets helped improve these ELLS writing abilities.

Despite the fact that many US schools utilize the best practices outlined in this section, ELLs continue to face challenges in learning to read and apply English skills. These challenges include, poverty, education, job training and placement, which will be discussed in the following section.

ELL Trends and Challenges

US demographic trends show Hispanics as the largest growing minority group (Hall, Tach & Lee, 2016; Johnson & Lichter, 2016). Allison and Bencomo (2015) noted that Hispanics make up the largest student minority group in US schools and by 2023 Hispanics students will constitute one third of all students in elementary and high school. Hispanic ELL make up over 77% of all ELL enrolled in US elementary schools from kindergarten to 12th grade (McFarland et al., 2017). Almost 75% of American Hispanics ELLs are under 5 years of age (Krogstad & Gonzalez-Barrera, 2015), and this warrants an investment in these children English reading development to ensure their academic success. By the year 2030 researchers estimated that Hispanic ELLs would account for almost 40% of the US workforce spread across several states. The top states to educate more than half of all US ELLs include New York, Texas, Florida, Illinois and California (López, McEneaney & Nieswandt, 2015).

New York, Texas, Florida, Illinois and California are among the top states to educate most of the ELLs in the United States (López et al., 2015; National Center for Education Statistics & Educational Testing, 2013). State level data are aggregated for all ELLs; information on individual ELL subgroups is not available at the state level. Table 2 show number of public school students in ELLs in these states (New York, Texas, Florida, Illinois, and California).

Table 2: *Top US States for ELLs*

State/Jurisdiction	Number of students	Students eligible for free or reduced lunch by %	Number of ELLs
50 U.S. States	49,484,181	48.0	5,208,247
New York	2,734,955	47.8	27,634
Texas	4,935,715	50.0	726,823
Florida	2,643,347	56.0	260,202
Illinois	2, 091,654	46.6	176,262
California	6,289,578	53.8	1,467,989

Note. From "National Center for Educational Statistics & Educational Testing, S. (2013). The Nation's report card: Mega-states--An analysis of student performance in the five most heavily populated states in the nation. NCES 2013-450. *National Center For Education Statistics*

According to New York City Department of Education (NYC DOE) of the 2, 741, 196 students enrolled in NYS public schools he 2015-2016 school year, 248, 284 were ELLs, and the majority of these ELLs were Hispanic (64.9%). In addition, more than half of these ELLs (57.1%) were in elementary schools. While there are some positive

academic trends for Hispanic students including increased enrollment in community colleges, several negative trends exist due to challenges that put these students are risk for low reading academic achievement.

Challenges facing ELLs in the US today include poverty, reading and academic proficiency and employment. These challenges have created negative trends of low reading and academic achievement, low high school graduation, low college enrollment, lack of gainful employment and the perpetuation of the cycle of poverty for ELLs. Most Hispanic ELLs are living at or near the poverty level in the US, and poverty is a major factor in reading proficiency and high school dropout rates for ELLs, (Gándara & Mordechay, 2017). Jimerson et al., (2016) confirmed that socio-economic factors such as poverty significantly contributes to Hispanic ELLs high school dropout and college entry.

As national and state reading tests data indicates ELLs continuously score lower than their non-ELL counterparts in reading on the NAEP 4th grade test (Polat, Zarecky-Hodge, & Schreiber, 2016). In 2016, 8.7% of current 3rd grade ELLs passed the NYS reading test (New York City Department of Education, 2018). From a historical perspective, as far back as the 2012-2013 school year less than 10% of ELLs were proficient on the NYS reading test.

Socio-economic factors such as poverty contributes to low reading achievement for all students including ELLs (Jimerson et al., 2016). Poverty contributes to absenteeism for ELLs, as many cannot afford transportation to school, or have to remain at home to take care of younger siblings while their parents are at work. ELLs who are absent from school miss out on reading instruction, application of reading skills across

content areas, English language use through socialization with their peers and often engage in delinquent behaviors. With poverty comes increased health risks for ELLs along with delinquent behaviors through lack of health care (Murphey, Guzman and Torres, 2014).

Poverty is a major socioeconomic determinant in ELLs academic success (Korzeniowski et al. 2016). Poverty is a significant factor in reading achievement and high school graduation of (Gándara & Mordechay, 2017; Jimerson et al., 2016). ELLs with low reading skills lack the abilities to graduate from high school or transition to college and have limited economic opportunities (Slama, Molefe, Gerdeman, Herrera, Brodziak de los Reyes, August & Southwest Educational Development, 2017). Thus lack of reading skills and limited education and training excludes ELLs from the US job market and limits their ability to support themselves and their families while placing a financial burden on the US economy and tax paying citizens. Limitations to gainful employment affect families' contributions to the next generation of ELLs. As Behroozizad, Nambiar and Amir (2014) pointed out families are an integral part of the literacy learning experience of ELLs, which will be further discussed in the next section.

Family and School Roles in ELLs' Reading

From the socio-cultural perspective of Vygotsky (1978) both the family and school as members of society are involved in the reading development of the ELL. Behroozizad et al., (2014) affirmed that learning is a social process that occurs within the environment of the learner. Using the Vygotsky socio-cultural theory, Gonzalez-Acevedo (2016) explored the use of technology with young ELLs to help them learn English, and

found that technology helped ELLs learn English. Gonzalez-Acevedo posited that learning English as a second language for these young ELLs, is socially and culturally constructed through interactions both inside and outside of the classroom. Thus ELLs learn reading skills from interactions with members of their society and culture.

Child literacy development begins at home through social interactions with family members (Dexter & Stacks, 2014; Wildová & Kropáčková, 2015) and influences reading development and achievement at school (Hedegaard and Fleer, 2008; Kim, Im & Kwon, 2015). Kim et al 2018 examined preschool literacy development and concluded that home literacy skills positively affected children's literacy development. Child literacy development is influenced by socio-cultural factors such as family interactions, income and home environment (Marjanovic-Umek, Fekonja-Peklaj, Socan & Tasner, 2015). With their results from a 5-year longitudinal study Alston-Abel and Berninger (2018) surmised that parental reading practices with their children at home positively impacted reading development for these children.

Child literacy is further developed in formal school setting (Medford & McGeown, 2016) and is typically focused on reading comprehension from pre-kindergarten to 3rd grade (Chiang, Walsh, Shanahan, Gentile, Maccarone, Waits & National Center for Education Evaluation and Regional Assistance, 2017). Researchers observed that school level factors such as teacher responsiveness affected reading development for kindergartners and impacted these children reading abilities in first grade (Silinskas, Pakarinen, Lerkkanen, Poikkeus & Nurmi, 2017). Effective teacher training on ELLs and literacy can better prepare teachers to help ELLs with reading

development (Evans, 2017) and increase teachers' cultural sensitivity to ELLs (Bell, Granty, Yoo, Jimenez & Frye, 2017). Bell et al., (2017) surmised that teachers can leverage their cultural sensitivity to create stronger home-school partnerships with ELLs parents to support reading development for ELLs.

As the preceding researchers have found, ELLs reading proficiency is improved through social interactions with family and school. Thus families and schools are a vital part of the socio-cultural learning environment of ELLs and play a pivotal role in the reading and academic success of ELLs. Hedegaard's (2009) model of child learning and development which will be discussed in the next section, crystalizes the socio-cultural aspect of learning.

Summary and Conclusions

Finally, the challenges facing ELLs are negatively affecting their reading and academic performance, and should be examined within the wider context of the society to determine and provide corrective steps to best prepare ELLs for the 21st century. Moreover, Hedegaard's (2009) model deepens Vygotsky (1978) socio-cultural theory and provides an opportunity to consider the specific roles of institutions including the family in developing the child. Thus, it is in this way that this model was used with this study to frame questions and view study findings to determine specific ways that institutions within the society can best support reading development for ELLs. Hedegaard's model was be used to design the study, which will be further discussed in next chapter.

Chapter 3: Research Method

Introduction

The purpose of this study was to describe the attitudes and opinions of third grade Hispanic ELLs parents and guardians about their children's reading development. I used a qualitative descriptive interview design to collect data about participants' perceptions of their children's reading development. I did so in the context of participants' homes, where families read with their children.

This chapter begins with a restatement of the research questions, the central phenomenon of the study, and the research tradition and rationale for this chosen tradition. Next, I discuss my role as the researcher, including personal or professional relationships, potential biases, and ethical issues. Then, the research methodology is described in depth including instrumentation and procedures for participant selection, data collection, and data analysis. Finally, issues of trustworthiness and ethical procedures are described followed by a summary of this chapter.

Research Design and Rationale

Research Questions

The research questions for this study were the following:

RQ1. What are the perceptions of Hispanic third grade ELL parents or guardians of their children's experiences of learning to read?

RQ2. What kind of support systems (resources, home-school connections, community partnerships) do third grade Hispanic ELL parents or guardians report that they use to help their children with reading?

RQ3. What activities or practices do Hispanic ELLs' parents or guardians report that they use to help their children with reading?

RQ4. What internal or external characteristics do third grade Hispanic ELLs' parents or guardians report as helping their children to learn to read such as motivation, religion or family traditions?

Central Phenomenon

The phenomenon addressed in this study was low reading achievement for Hispanic ELLs. According to researchers, there is a reading achievement gap for Hispanic ELLs as they lag behind other non-ELL students in reading achievement (Hemphill & Vanneman, 2010; Lonigan et al., 2013; Russakoff & Foundation for Child Development, 2011). This reading achievement gap is often evident as early as kindergarten (García & Weiss, 2015) and often widens by third grade (Chiang et al., 2017).

Research Tradition and Rationale

There are three main types of research methods: qualitative, quantitative, and mixed methods (Creswell, 2013). Qualitative methods are generally used by researchers to explore and comprehend the meaning that individuals assign to phenomenon or life events, while quantitative methods are used to examine or test relationships amongst variables (Creswell, 2013). Mixed methods are a combination of qualitative and quantitative approaches. The qualitative research paradigm is rooted in the constructivist or interpretivist worldview where individuals socially construct knowledge (Patton, 2002). Qualitative research has become an acceptable methodology in education research

due to its connection to sociology and anthropology (Creswell, 2013). Conversely, the quantitative design draws on the positivist or postpositivst worldview that reality can be observed and measured (Creswell, 2009). Qualitative researchers use several methods of inquiry including case studies, ethnography, grounded theory, narrative, and phenomenology (Creswell, 2013).

Characteristics of qualitative research include the following: (a) the research occurs in the natural setting of participants, (b) the researcher is the main source of data collection, (c) the research facilitates inductive analysis of data, and d) the researcher gains more understanding of participants' perspectives. Qualitative designs other than descriptive were also considered but rejected because they did not address the research questions. Case studies involve intensive analysis of participants and the phenomenon affecting them and can include interviews (Creswell, 2013). Ethnographic studies immerse the researcher in the culture of the participant to understand the phenomenon (Creswell, 2013). Narrative analysis involves collecting and parsing themes from participants' stories (Creswell, 2013). Grounded theory involves comparison of data to identify themes while use of the phenomenological approach facilities description of an event or phenomenon (Creswell, 2013).

A qualitative research design was used in this study to describe and understand the reading development of third grade Hispanic ELLs. A quantitative design was not chosen because the research questions for this study were concerned with describing and understanding the experiences of participants.

I used a qualitative descriptive interview design to describe and understand the perceptions of third grade Hispanic ELLs families on their children's reading development. Conducting qualitative descriptive studies helps researchers to describe and obtain a clear understanding of the experiences of participants (Sandelwoski, 2010). I determined that a qualitative descriptive study design was best suited for the research questions and purpose of this study because I sought an in-depth understanding of parents' and guardians' perspectives.

Qualitative descriptive research has been used by several researchers to gain insight about participants' perspectives. Jacobson et al (2008) used qualitative descriptive interviews to understand patients' perceptions regarding knee surgery and found that patients needed to be better educated before knee surgery. Mendez-Shannon (2010) noted that conducting qualitative descriptive interviews helped her to gain a precise description of immigrant experiences and to understand survival issues of undocumented Hispanic immigrants. I determined that a qualitative description of participants' responses would facilitate a better understanding of the role of parental involvement in reading achievement for third grade Hispanic ELLs.

Role of the Researcher

For this study my role was limited to that of a researcher. I interviewed participants, recorded, transcribed and analyzed the data. I did not have any personal relationships with participants: I am a principal in one elementary school in NYC and the study was conducted in another school. To maintain a high level of objectivity throughout this study, I did the following:

- Develop an audit trail to document my reflections and control potential biases that may arise.
- Use member checking for participants to review the accuracy of their transcripts.

Use a research journal to help focus on the data collected and control my preconceived notions.

Invite another researcher to peer review my preliminary analysis.

Methodology

In this methodology section, I will discuss my logic for choosing participants, data collection instruments, procedure for recruitment, data analysis plan, ethical issues, issues of trustworthiness, credibility, transferability, dependability, confirmability and ethical procedures.

Participant Selection Logic

The population for this study was the parents or guardians of 3rd grade Hispanic ELLs in one school in New York City (NYC). A convenience sampling was utilized to select 10 to 20 information rich participants from various Spanish-speaking cultures within the school. Through this small sample size a better understanding of these participants' perspectives will be gained (Creswell, 2013). Smaller numbers of participants facilitate exhaustive interviews and tighter connection to the conceptual framework (Cleary, Horsfall & Hayter, 2014). For instance, in a qualitative descriptive study concerning Hispanic immigrants' perceptions of factors that support or hinder their ability to live in NYC, Mendez-Shannon (2010) found that interviewing 15 participants

was sufficient for saturation and yielded sufficient data to draw conclusions. Similarly, Casarez (2014) determined that a small sample size of 5 to 12 participants would be sufficient to achieve data saturation in a qualitative case study about factors that influenced Hispanic high school students English and academic achievement. Data saturation can be achieved when further interviews will yield no new information or there is enough information to duplicate the study (Fusch & Ness, 2015; Mason, 2010; O'Reilly & Parker, 2012; Walker, 2012). Interviews will be discontinued after a minimum of ten participant interviews and when saturation has been reached. Saturation would have been achieved when participants can offer no new information on reading development of their 3rd grade Hispanic ELL child.

The first step in gaining access to participants, was to email the New York City Department of Education (NYC DOE) Institutional Review Board (IRB) to gain approval to contact principals. From NYC DOE public data, a list was created of the elementary schools with the highest percentage of Hispanic ELLs. With permission from NYC DOE IRB the next step was to email the 5 principals whose schools have the highest levels of Hispanic ELLs (Appendix C); I choose the school of the first principal who agreed to participate in the study. If none of these principals choose to participate in this study, the plan was that the next 5 principals would have been emailed and invited to participate, and so on. The principal who agreed to participate in the study, provided a list of 3rd grade Hispanic ELL parent or guardian demographic information with contact numbers and addresses. These 3rd grade Hispanic ELL parents and guardians were mailed a survey about the study and an invitation to participate (Appendix A). Criterion for selection was

parents or guardians of Hispanic 3rd grade ELLs, and participants will be selected on a first come first served basis. The plan was, from this survey data a sample size of between 10 to 20 participants would be selected. The first 10 to 20 participants who responded to the survey and agreed to participate in the study would have been invited to do so via mail or email depending on their preference. A debriefing process was used after each interview, to review the study with participants and clarify any questions.

Instrumentation

An interview protocol was used to collect interview data during interviews with participants. The interview protocol (Appendix D) was created by this researcher and will include semi-structured and open-ended questions that will be asked of each participant. Questions in this protocol were created based on the literature review and conceptual framework for this study, and focus on the child's social interactions, language and reading development. Interview questions were semi-structured and open-ended to give participants the opportunity to provide as much information as possible about their child's reading development. Semi-structured interview questions facilitate the use of open-ended and conceptual questions that allow participants to use their own experiences to provide answers (Galletta, 2013).

Interview protocol. The interview protocol was developed based on the research discussed in the literature review for this study and include demographic and research questions. Demographic questions will elicit participants' responses on their child's native country, home language, race and ethnicity. Demographic questions include the following:

1. What country is your family from?
2. What language do you speak with your child at home?
3. How would you rate your fluency with reading English?

Participant's responses to demographic questions would have added to the richness of the data collected and help determine the child's level of exposure to the English language at home. Main research interview questions elicited participant's responses on the types of activities, resources, strategies or traditions that their children use at home, challenges that their children face learning to read English and participants perceptions of their child's experiences learning to read. Main research interview questions were semi-structured and open-ended with sub-questions, and will include the following:

1. What activities or practices do Hispanic ELLs parents or guardians report that they use to help their children with reading?
    a) What do you do at home to help your child with reading English?
    b) What challenges do you have helping your child learn to read English?
    c) What have you found to be the most successful strategy to help your child learn to read English?

Participants' responses to these research questions facilitated a description of the attitudes and opinions of 3rd grade Hispanic ELLs parents and guardians about their children's reading development and help to examine the central phenomenon on low reading achievement for Hispanic ELLs. Additional sub-questions were asked of

participants so that they could have provided detailed information about their child's experiences learning to read English. Probing questions were asked so that parents can give more details about their experiences, including questions such as the following: Can you tell me more about this experience?

Procedures for Recruitment, Participation and Data Collection

An interview protocol was used as a data collection instrument for this study. Participant recruitment will begin with NYC DOE IRB approval, and invitation letters that was sent to the first 5 principals whose schools have the highest levels of Hispanic ELLs (Appendix C). In this letter, I identified myself as a Walden University doctoral student and NYC educator, described my study, requested permission to contact parents to participate in the study and described the interview protocol (Appendix D). The principals who agreed to participate signed the consent forms to permit me to email or mail surveys to their Hispanic ELLs parents or guardians. With the principal's consent, 3rd grade Hispanic ELL parents and guardians were mailed an invitation to participate (Appendix A) and consent form (Appendix B). If neither of these 5 principals agree to participate in the study then the plan was for the next 5 principals on the list of school with the highest 3rd grade Hispanic ELL population will be invited to participate in the study.

The first principal who agreed to participate in the study was invited to do so and provided with detailed information about the study. The principal provided this researcher with the home and email address of 20 Hispanic 3rd grade ELL parents and guardians. Invitation letters were mailed with return postage paid envelopes to 20 3rd

grade Hispanic ELL parents through US mail to the participants' home address for participants. This researcher provided all participants with oral and written descriptions of the study along with consent forms. All information about the study was be provided in English and Spanish. A Spanish-English translator was provided for participants who need one. Parents or guardians who agreed to participate and signed consent forms were invited to participate in the study and given a list of possible dates and times for the study. Participant consent forms (Appendix B) were given to the parents and guardians who agreed to participate in the study and this form provided a detailed explanation of the study including potential risks, benefits, confidentiality and the voluntary nature of the study. A more detailed participant consent form was used immediately before the first interview with participants that was signed by the researcher and the participant. I reviewed this consent form with the participant and reminded the participant that participation in the study is voluntary and the participant may decline to participate in the study at any time. The Spanish translator translated the consent forms in Spanish to participants.

Interviews were to be conducted for 2 months at the participants' child's school. All interviews were conducted at the participants' child's school. Based on the school principal dates for availability of school space for interviews, a list of possible dates and times was presented to the participant. When the participant agreed to the study, this list of possible dates and times was presented to the participant and the participant determined the best date and time for them to participate in the interview. Initial interviews will be conducted for approximately one hour with a follow up interview with

each participant within a week. During initial interviews participants were asked to respond to all of the demographic questions and four to five of the research questions. During follow up interviews participants were to be asked one to two research questions and any additional questions that needed clarification or probing from the initial interview. However, follow up interviews were not necessary.

To begin each interview, this researcher introduced herself, explained the purpose of the interview, how the data would be used, steps to protect participants' rights, the participants' right to decline participation at any time during the study and thanked the participant for agreeing to participate in the study. This researcher asked the participant whether they had any questions about the study and answered participants' questions. This researcher gave the participant a detailed consent form in English and Spanish to read and sign that they agreed to participate in the study.

Initial face-to-face interviews were conducted for approximately 1 hour at participants' child's school, for a month. First, this researcher asked the participant two to four demographic questions (Appendix D) from the following list of questions as follows:

1. What country is your family from?
2. What language do you speak with your child at home?
3. How would you rate your fluency with reading English?
4. At what age did you learn to speak English?
5. What race/ethnic group do you identify with?

Next, this researcher asked the participants interview questions from a list of semi-structured and open-ended questions with sub questions and probing questions (Appendix D) including the following:

1. What kind of support systems (resources, home-school connections, community partnerships) do 3rd grade Hispanic ELL parents or guardians report that they use to help their children with reading?
2. What types of resources have you used to help your child with learning to read English?
    a) What type of home-school connections have you found useful with helping your child learn to read English?
    b) What types of community partnerships have you used to help your child learn to read English?

To close each interview and debrief with participants, this researcher asked the participant if they have any additional questions about the study and answered the participants' additional questions about the study.

This researcher conducted all interviews and recorded questions and participants' responses using an audio tape recorder. This researcher took notes and memos in a notebook during the interview to help this researcher reflect on the interview. These notes included participants' reaction to questions and actions. After the interview this researcher continued to reflect on the interview and took additional notes on the structure of the interview, related theories and concepts and the researcher's personal reaction and thoughts during the interview. Researchers proposed that note-taking and reflection on

the qualitative interview process will help to improve the validity of study (Patel, Auton, Carter, Watkins, Hackett, Leathley & Lightbody, 2015).

Interviews were conducted for 2 months. A Spanish-English translator was provided for participants who need one. Interview protocol questions solely sought participants' responses on their perceptions of their children's reading development. The interview protocol (Appendix D) included 6 semi-structured interviews open-ended questions with sub-questions and demographic information including the following:

1. What are the perceptions of Hispanic 3rd grade ELL parents or guardians of their children's experiences of learning to read?

a) What are your child's first experience with learning to read English?

b) What are some challenges your child has had with learning to read English?

c) What successes has your child had with learning to read English?

2. What types of resources have you used to help your child with learning to read English?

c) What type of home-school connections have you found useful with helping your child learn to read English?

d) What types of community partnerships have you used to help your child learn to read English?

This interview protocol was sufficient to collect data on participants' perspectives because interviews helped researchers clearly view participants' perspectives (Starks &

Trinidad, 2007) and is the most common form of qualitative data collection (Patton, 2002). The interview protocol is a good way to measure parents' perceptions on their children's English language development because parents' interactions with children at home influence their children's language and reading development.

Data Analysis Plan

Interviews were recorded using an audio recorder device with verbatim transcription. Participants had the opportunity to check the transcripts for accuracy. Participants had the opportunity to share artifacts such as homework or reading resources that they use at home, which would have been scanned and uploaded into NVivo. Nvivo was chosen because it allows documents such as scanned artifacts and research from the literature to be imported into the software program and included in the data analysis process. However, none of the participants shared any artifacts. Imported data was color coded so that they are more visible to the researcher. Nvivo allowed the researcher to create memos about imported documents, thoughts and events during the data collection process and helped connect these data to text and research from the literature.

Data analysis included a combination of predetermined codes and emergent codes to label and categorize responses to identify themes. Based on the conceptual framework, research questions and literature review, a coding scheme was used to develop a set of 10 predetermined or a prori codes, with a word a phrase to identify each category. These codes were kept in a code book and refined before the interview process. Emergent or posteriori codes extracted from transcribed interviews using the qualitative data analysis tool NVivo software, helped to code additional interview transcribed text (Bazeley, 2012;

Hilal & Alabri, 2013). Transcribed interview data was imported into NVivo software and labeled with a code to identify participant. Using NVivo software, nodes were used to categorize themes and a memo was created to summarize reflections on data collected and nodes. A member checking process was used and transcribed interviews was sent to participants via mail to verify accuracy. Member checking contributes to accuracy of study findings (Creswell, 2013).

Issues of Trustworthiness

Credibility

Internal validity was demonstrated through triangulation of data and member checking (Maxwell, 2013). Participants' submission of artifacts such as home-work or reading resources was planned to help triangulate data, however none of the parents submitted any artifacts. To facilitate member checking, participants had the opportunity to check the interview transcripts and initial interpretations and confirm their accuracy.

Transferability

External validity or generalizability are essential to qualitative research to allows the transference of findings to other students outside the scope of this study. (Maxwell, 2013). To ensure external validity is achieved, an in-depth explanation of the methodology for this study was provided along with a rich description of participants' environment and researcher observations of participants during the interview process.

Dependability

The ability to replicate this study will help assure dependability of study findings. Reliability will be assured through the triangulation of data, the use of an audit trail and

researcher reflection journal. Triangulation of data would include artifacts from participants' culture or home, however none of the participants submitted any artifacts. This researcher used an audit trail and included a detailed journal of interview dates, research questions and any problems encountered during the study.

Confirmability

Confirmability is the degree to which other researchers agree that the study findings are authentic and can be duplicated (Cope, 2014; Maxwell, 2013). Procedures that can help to establish conformability include an audit trail and data triangulation. An audit trail is the researchers field notes about their thoughts, actions, decisions, influences and observations regarding the study that help to document the process for the study (Carcary, 2009). I used an audit trail that included my thoughts and observations during the data collection and was updated each day of the study Triangulation involves the inclusion of other data sources or research methods (Patton, 2002). To facilitate data triangulation, participants were allowed to include artifacts such as reading resources, cultural artifacts or samples of their children academic work. However, none of the participants submitted any artifacts. A description of the process for drawing conclusions from the data, with participants' quotes was used to strengthen confirmability and was kept in a reflection journal as recommended by Cope (2014).

Ethical Procedures

Ethical concerns should be considered with the design of any research study and may include, research design, data collection and participant rights (Maxwell, 2013). Creswell (2013) further stated that ethics in research can involve research purpose,

credibility, authenticity, personal privacy and professional conduct of researchers. Ethical issues will be considered and outlined to increase the integrity of study findings.

Some ethical concerns with this study included, participants' rights, researcher bias, data collection and research design. To help secure participant's rights, each participant was provided with a detailed description of the study including consent forms and the option to withdraw from the study at anytime. Copies of the consent forms were sent to the IRB at Walden University.

The following was done to avoid researcher bias with this study: used a clear and sound research design that connected all components of the study as recommended by Maxwell (2013), maintained rigorous data collection, organization and analysis as proposed by Patton (2002 and remained objective throughout the data collection process as proposed by Miles, Huberman and Saldana (2014).

To ensure sound ethical practices and a quality study, this researcher has done the following:

- Developed and used an interview guide with participants rights and study purpose with an explanation of how the research data will be used
- Included a detailed data collection process in the methodology section of the proposal
- Collaborated with committee members to draft a sound research qualitative proposal using established qualitative methods
- Received committee and IRB approval for this study
- Identified and control bias

Summary

This chapter presented the research questions, the central phenomenon of the study, the research tradition and rationale for this chosen tradition. Next the role of the researcher was defined including personal or professional relationships, potential biases and ethical issues. Then the research methodology was described in depth including instrumentation, data collection, procedures for participants' selection, and data analysis plan. Finally, issues of trustworthiness were described including ethical procedures. Chapter 4 will present the findings of this study and focus on the major themes identified from the data collected.

Chapter 4: Results

Introduction

The purpose of this study was to understand the perspectives of parents and guardians of third grade Hispanic ELLs regarding the impact of parental involvement on their children's reading development. It is necessary to understand these parents' and guardians' perspectives because, historically, Hispanic ELLs have had the lowest reading achievement of any U.S. ethnic group (Lonigan et al., 2013)). Researchers agree that reading development begins in early childhood and is affected by parental involvement (see CITE). Researchers have further proposed that proficient reading by third grade facilitates reading and academic success for all students (Park et al., 2015; Sparks, et al., 2014). However, there is scarce research on reading development for third grade Hispanic ELLs and parental involvement. In this section, I present the setting, demographics, data collection process, data analysis, evidence of trustworthiness, and the results of the study.

Setting

The setting for this study was an urban public school in one of the boroughs in NYC. The location for all interviews was a resource room, designated by the assistant principal, at the elementary school of participants' children.

Demographics

In this NYC DOE public school, there were 451 students in 2016, of whom 50 were ELL students. On the NYS 2016 English Language Arts (ELA) test, 8% of these ELLs were proficient at Level 3 or Level 4. Participants were delimited to only parents

and guardians of third grade Hispanic ELLs in this school. Five mothers of third grade Hispanic ELLs agreed to participate in the study.

Data Collection

I began the data collection process for this study after I received approval from Walden IRB (Appendix J) and the public school system serving the participants' children. After I received approval, I sent study invitation letters to principals via regular mail. Two principals returned the signed forms, and the first of the two principals was selected. I called the first principal to schedule a meeting to discuss my study in June 2017 but did not obtain an appointment for a meeting until September 2017; this delay was because elementary schools were closed for the summer months of July and August. In September 2017, I met with the assistant principal and discussed my study.

Invitations were then mailed to all parents of one class of third grade ELLs; nine parents returned signed participation forms. Before interviews began, I again met with the assistant principal to determine a room for interviews and to select the best times for interviews. I contacted those parents who returned signed consent forms to set up a time for the interviews. Although nine parents returned signed consent forms indicating that they would participate, only five parents attended the interview sessions. Before each interview began, I gave participants a copy of the consent forms and the translator read the consent forms in Spanish. The translator and I asked participants the interview questions, and participants responded to these questions. Most of their responses were in Spanish, but some responses were in both Spanish and English.

With the assistance of the translator, I interviewed participants once for about 30 minutes to an hour in the resource room. All interviews were recorded using an audio recorder. Interviews were transcribed in Spanish by the Spanish translator into a Microsoft Word document. Participants had the opportunity to view and read their transcribed interview in Spanish for accuracy. A copy of their transcribed interview in Spanish was mailed to participants. The translator and I then translated each interview from Spanish to English into a Microsoft Word document, which I then uploaded into NVivo 11. At the end of each interview, the translator and I thanked all participants.

Initially, my data collection plan included 10 or more participants. However, only five participants agreed to participate in the study. I contacted my committee chair for advice regarding the number of participants. My chair suggested that I contact Walden IRB, which I did. The staff at Walden IRB explained that my committee should decide whether five participants would be sufficient for data collection. My committee members asked that I explain my rationale for five participants. As stated in Chapter 3, researchers have noted that a small size sample is better to help understand participants' perspectives (Creswell, 2013). Smaller size samples also facilitate exhaustive interviews and tighter connections to the conceptual framework (Cleary, Horsfall, & Hayter, 2017). In a qualitative descriptive study concerning Hispanic immigrants' perceptions of factors that support or hinder their ability to live in NYC, Mendez-Shannon (2010) found that interviewing 15 participants was sufficient for saturation and yielded sufficient data to draw conclusions. Similarly, Casarez (2014) determined that a small sample size of five to 12 participants would be sufficient to achieve data saturation in a qualitative case study

about factors that influenced Hispanic high school students' English and academic achievement. Presented with this rationale, my committee members approved my use of five participants as sufficient for data collection for my study.

In addition, I initially planned to upload audio-recorded interviews into NVivo11. However, due to technical issues with the new version of NVivo 11 for Apple Mac computers, NVivo representatives explained that only transcribed interviews could be uploaded as a Word document. I communicated this issue with NVivo11 to my committee chair, and she approved the use of my transcribed interviews into Nvivo 11, instead of the audio recordings. Another issue with NVivo occurred when labels generated from the nodes were not displayed on the hierarchy map. NVivo representatives explained that labels were not shown for all cells in the hierarchy chart due to space constraints; however, I could hover the mouse over the cell to see the node.

During her initial meeting with me, the assistant principal invited me to attend a parent night with the parents of one third grade Hispanic ELL student on the same night of our initial meeting. The assistant principal explained to me that third grade Hispanic ELL parents would be very skeptical to participate in my study because they would be worried that I might be working for the United States immigration and that they would be deported. She further explained that she and the teacher would have to first introduce me to parents, and explain to them that I was a college students and not from the United States Immigration. She also said that she will have to explain to parents what my study was about and give them some printed information on my study. I agreed to attend the parent night with the assistant principal, and I emailed my committee chair for guidance.

My committee chair advised me to contact Walden IRB for further direction, which I did. Walden IRB advised me to halt my study until they could clarify why I attended the parent night. Walden IRB approved the continuation of my study after they received clarification from the assistant principal that she invited me to attend the parent night.

Data Analysis

Prior to data analysis, codes were developed based on the research questions and participants' responses. Codes are common ideas that can come from research questions or data collection. Pre-determined codes were developed based on the research questions and included challenges, motivation and support. Emergent codes such as technology, was extracted from participant responses. These codes were used with all participant responses to create nodes. I then re-read participants interviews that were uploaded to Nvivo 11 and manually coded these interviews to the nodes. Nodes are virtual containers to hold all interview data with the same codes in Nvivo 11. The hierarchy tree map chart in Figure 2 depicts the themes revealed from the nodes.

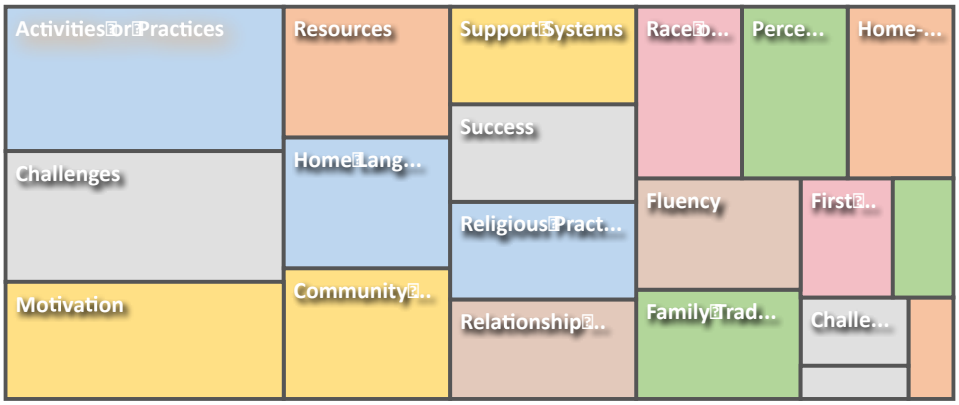

Figure 2: *Hierarchy tree map*

To begin the data analysis process, transcribed and English translated interviews were uploaded to Nvivo 11, as a Microsoft Word document. I found no discrepant cases with all of the transcribed interviews. Using Nvivo, each transcribed and uploaded interview was coded to nodes based on research questions and interview data. Coding stripes were used to easily view themes. A tree map was generated in Nvivo 11 for a visual view of themes.

Evidence of Trustworthiness

To ensure trustworthiness of the study, credibility, transferability, dependability, confirmability, and ethical procedures were considered. For credibility, internal validity was demonstrated through member checking. To facilitate member checking, all participants checked their interview transcripts in Spanish, for accuracy. Participants were given the opportunity to submit artifacts such as homework or reading resources, that would have been triangulated, however, none of the participants submitted any artifacts. To guarantee transferability, an in-depth explanation of the methodology for this study was provided in Chapter 3, and this researcher used an audit trail to create a rich description of participants' environment and a journal including observation of participants during the interview process. To safeguard dependability, I used a journal to record my reflections and an audit trail of the data collection process, including a detailed journal of interview dates, research questions and any problems encountered during the study. I also created memos in Nvivo11, on my observations and reflections on the interview data. A problem recorded in my audit trail and reflections, occurred when the assistant principal invited me attend a parent night so that she could introduce me to

participants. I attended the parent night and immediately contacted my chair regarding this. My chair advised me to contact Walden IRB which I did. Walden IRB guided me to halt my study until they clarified my attending the parent night with the assistant principal. After Walden IRB clarified my attending the parent night with the assistant principal, I was approved to continue my study. Confirmability was achieved with the use of an audit trail including my thoughts and observations during the data collection process, and a description of the process for drawing conclusions from the data, including participants quotes to reinforce the veracity of study findings. Ethical procedures included safeguarding participants' rights as each participant received a detailed description of the study with consent forms and the opportunity to withdraw from the study at any time. Ethical procedures also included controlling research bias, with the use of a clear and sound research design connected throughout all components of the study, maintaining rigorous data collection process, effective organization and analysis of interview data with the use of Nvivo11 and remaining objective throughout the data collection process.

Results

For data analysis, all of the recorded and analyzed interview data focused on the perceptions of 3rd grade Hispanic ELL parents or guardians, of their children's experiences learning to read English. Nvivo 11 was used to help organize the interview data, using pre-determined codes and emergent codes, into nodes based on the 4 main research questions. The 4 main research questions served as the core for this research,

and along with the emergent codes developed from participants' responses, helped to reveal additional themes from the coded data as follows:

Research Question 1

All participants held a positive perception of their child's experiences learning to read. They believed that it was a good thing for their children to learn to read in English because this meant that their children are learning both Spanish and English. Participants were proud that their children communicated in English at school and then in Spanish at home. Participants shared that their lack of English proficiency hindered their ability to help their children with reading at home. For example, one participant stated, "It's good because he is learning both languages." Participants believed that their lack of English skills was a major challenge in their ability to help children English reading development. Participants said that they were unable to help their children at home with learning to read English. One participant said "Sometimes he has trouble pronouncing words. I can read it but I can't pronounce it either and that's when he helps me out. Sometimes I know a word that he doesn't and sometimes he knows a word that I don't. So we just help each other." When probed to share more about her response, the participant responded: "The challenge is the language. Like I told you there are some words that he might not know so we look it up on Google. With homework we find different ways to make it work and do it correctly." Another participant said "When he reads words in a book, since some words he hasn't learned yet and he often asks questions like Mami what does this word mean, I try to help him understand but sometimes the translator does not work and I tell him to ask his teacher".

Research Question 2

Most participants reported that siblings, the teacher and the library were resources that they used to help their child learn to read English. Participants said that siblings helped their children to read in English at home and the teacher helped their children learn to read English at school. They also said that the school made books easily available for their children in a library box that was easy accessible in the school. One participant said, “I believe the teacher helps him improve in his English. At home we do not speak English but his siblings do. When he has trouble with a word he goes to his siblings to understand it better.” Another participant said “I’m always in contact with her teachers and I explain where I see her difficulty in English and if they can help her in that area. So far the teachers she has have helped her a lot and I have a lot of backing from them.” Participants also said that they used the dictionary and technology such as bilingual cartoons, online books and Alexa to help their children read English.

Research Question 3

According to participants, having their children read a lot at home on a regular basis helped their children learn to read English. Participants also said they listened to their children as they read and asked them questions about what they were reading. One participant said, “We encourage her to read every day and if she doesn’t understand a word to look in the dictionary to help her develop more vocabulary. I ask her to repeat the words that give her the most difficulty.”

Research Question 4

Some participants said that their children were motivated to read and others said that they motivated their children to read. Participants reported that their children were motivated by reading different genres and learning new vocabulary words. One participant said, “Once in a while when my son is lazy he doesn’t want to read. I motivate him with bilingual cartoons so he can learn and from there he can learn.” Another participant said “She is very motivated by the language because she loves learning English. She learned English words by 3 months. She is unmotivated when she has difficulty in grammar.” “She loves fiction books I encourage her to read the books she loves so she can become a better reader. If she doesn’t like it, she has to force herself to learn it and it will help her get better.”

Summary

In chapter 4, I presented the analyzed data from the interview with participants, on their perceptions of their 3rd Grade ELL reading development. I first shared the setting, demographic, data collection process, data analysis, evidence of trustworthiness and study with excerpts of participants’ responses from interviews. Results were based on participants’ responses and the 4 main research questions as follows:

1) What are the perceptions of Hispanic 3rd grade ELL parents or guardians of their children’s experiences of learning to read?
2) What kind of support systems (resources, home-school connections, community partnerships) do 3rd grade Hispanic ELL parents or guardians report that they use to help their children with reading?

3) What activities or practices do Hispanic ELLs parents or guardians report that they use to help their children with reading?
4) What internal or external characteristics do 3rd grade Hispanic ELLs parents or guardians report help their children learn to read such as motivation, religion or family traditions?

From the analyzed interview data for this study, most participants reported a positive perception of their 3rd grade ELL learning to read English. Most parents reported that a challenge for them was that they are not able to help their children learn to read English because they lacked the English reading skills necessary to help their children learn to read English. In the next chapter, Chapter 5, I will discuss my conclusions with implications for social change, and recommendations based on my study.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

The purpose of this study was to describe the perceptions of parents and guardians of third grade Hispanic ELLs of their children's reading development. In the previous chapter, Chapter 4, I presented the data collection process and study results. In this chapter, Chapter 5, I will interpret the results that I presented in Chapter 4, discuss my conclusions and the implications of my research, and offer recommendations based on the results of this study.

Interpretation of the Findings

Reading development begins at home, researchers have noted. Furthermore, parental involvement can potentially improve reading achievement for Hispanic ELLs (Hutton et al., 2015; Inoa, 2017; Jeynes, 2017; Marjanovic-Umek et al., 2015; Rowe et al., 2016). My study findings revealed that participants were involved in their children's reading development and that they held a positive view of their children's reading development. Study findings also revealed that participants perceived that their lack of English proficiency hindered their ability to help their children with reading development at home, a finding which aligns with Espitia Mendoza's (2014) conclusion that lack of English proficiency prevented Mexican parents from effectively supporting their children with reading. Study findings also support Wassell et al.'s (2017) and Iona's (2017) results showing that Hispanic parents' lack of English proficiency was one of the barriers to their ability to support their children academically and that this impeded home-school communication.

Study results confirmed other researchers' findings regarding the positive impact of teachers and technology on ELLs' reading development. Parents' insight that technology was a resource to help their children learn to read English supports Chen et al.'s (2017) discovery that computer tablets (iPads) helped improve ELLs' writing abilities and Gonzalez-Acevedo's (2016) finding that teachers' use of culturally relevant text and technology helped ELLs learn English. Parents' belief that bilingual cartoons and online texts supports reading is in line with Miller et al.'s (2017) finding that the offering of culturally diverse text through various mediums including technology helped third grade Hispanic ELLs improve their reading performance. Garcia and Chun's (2016) findings that teachers' use of diverse teaching strategies including CRT and communication helped them improve academic performance for Hispanic ELLs aligned with this study finding that parents perceived their child's teacher as a major resource to help their child learn to read.

Limitations of the Study

One limitation to this study was that participants were limited to parents and guardians of third grade Hispanic ELLs. According to the sociocultural perspective, language and reading development are influenced by cultural and family interactions (Marjanovič-Umek et al., 2015), beginning at birth and continuing with parental involvement at home and explicit instruction from teachers in formal school settings (Hutton et al., 2015). Therefore, teachers could have been included as participants in this study. Teachers' perspectives on third grade Hispanic ELLs' reading development would have shed further light on how teachers and schools support Hispanic ELL parental

involvement to help these children read. Including teachers as participants would have also improved triangulation of data sources.

I used a convenience sample to help select participants for this study. Participants had to be parents or guardians of third grade Hispanic ELLs. Participants who consented to participate in this study did so voluntarily. A limitation of the study was that only parents or guardians of third grade Hispanic ELLs in one public school were invited to participate in this study. Including parents and guardians of third grade Hispanic ELLs in other public and private schools would have helped to improve the study's reliability by providing more participant responses and data.

Another limitation was the interview questions. Interview questions were limited to the participants' perspectives on their children's reading development. Including additional interview questions regarding family and home dynamics would have helped to elicit more detailed responses about family and home interactions. Also, including interview questions regarding participants' family could have shed light on the family dynamic at home and how this affected parental involvement. Such questions may have focused on how long third grade Hispanic ELLs were in the country, the number of children living at home, the length of time that the family has resided in the United States, and whether participants' children were first or second generation immigrants.

Recommendations

I recommend that additional research be conducted on parental involvement and reading development for Hispanic ELLs. Further studies on Hispanic ELLs and reading development are needed to better support these children with reading development in the

early grades. A mixed-methods study with a quantitative analysis of Hispanic ELLs' academic achievement in third grade and a qualitative analysis of the attitudes of their teachers, administrators, and parents would provide some understanding of the connections among parents, home-school, and student achievement. A longitudinal study of Hispanic ELLs' progress from kindergarten to third grade would shed light on reading benchmarks and support systems necessary at each of these grade levels to support English reading development by third grade. A qualitative study of the community partnerships available to support Hispanic parents in developing their English reading skills would provide insight into the role that these partnerships can play in supporting reading development for Hispanic ELLs.

Implications

This study revealed that lack of English proficiency was a major barrier to third grade Hispanic ELLs' parental involvement in their children's reading development. Therefore, for positive social change to occur, educators need to address this barrier of English proficiency in order to improve third grade Hispanic parental involvement in their children reading development. To improve Hispanic ELLs parental involvement at home, schools can partner with parents to provide English as a Second Language (ESL) workshop to parents and provide bi-lingual copies of books that their children are reading in school, in both Spanish and English for parents. This way parents can easily interpret and understand the books their children are reading to help them with their homework and reading development. Schools can also connect 3rd grade Hispanic parents and

guardians to community based organizations such as libraries and museums to provide additional English reading resources that engage the entire family with reading.

Conclusion

The purpose of this study was to describe the perceptions of 3rd grade Hispanic ELLs parents and guardians on their children's reading development. According to Nation (2017) and Park et al., (2015) reading is a critical English language skill that supports academic achievement for all students. Wood and Gabas (2017) found that ELLs who are proficient in English in the early grades are able to maintain high levels of reading achievement. There is a persistent reading achievement gap for Hispanic ELLs in US elementary schools, (Grasparil & Hernandez, 2015: Lonigan, Farver, Nakamoto & Eppe, 2013). Parental involvement positively contributes to reading and academic achievement for Hispanic ELLs (Jeynes, 2017).

The findings of this study confirmed the positive effects of parental involvement on children's reading development. Study findings also revealed that English proficiency was a major barrier to 3rd grade Hispanic parental involvement in their children reading development. Recommendations in the previous section, highlight the need for future studies on Hispanic ELLs and reading development. Implications for collaborations among Hispanic ELL parents, teachers, schools and community based organizations can potentially reduce this barrier of English proficiency and improve Hispanic ELLs parental involvement in their children's reading development.

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Appendix A: Participant Invitation Letter

English Reading Development Perspectives of ELL Families

Description of the research and your participation

You are invited to participate in a qualitative research study conducted by Ligoria Berkeley-Cummins. The purpose of this research is to examine the perspectives of English Language Learners parents and guardians on their children's reading development.

Your participation will involve an interview with 10 to 11 questions.

Risks and discomforts

There are no known risks associated with this research.

Potential benefits

There are no known benefits to you that would result from your participation in this research. However this research may help educators understand how ELLs prepare for the state reading test.

Protection of confidentiality

Your identity will remain confidential and will not be revealed in the published study.

Voluntary participation

Your participation in this research study is entirely is. You may choose not to participate in this study and you may withdraw your consent to participate at any time. You will not be penalized in any way should you decide not to participate or to withdraw from this study.

Do you have any questions?

Consent

I have read this consent form and have been given the opportunity to ask questions. I give my consent to participate in this study.

Participant's signature_____ Date:_____

A copy of this consent form will be given to you for your personal records and a copy will be kept on file with the university.

Appendix B: Researcher Introduction Letter and Initial Participant Consent Form

Researcher: Ligoria Berkeley-Cummins

University: Walden University

June 10th, 2016

Dear Participant,

Thank you for taking the time to participate in this study. My name is Ligoria Berkeley-Cummins and I am a graduate student at Walden University. At Walden University I am enrolled in a research course in which students are expected to conduct interviews to collect data on a specific research topic. Your participation in this interview will help collect valuable data to assist in this research project.

Your participation in this interview is entirely voluntary and you may decide to cancel the interview at anytime. Your identity will remain confidential and any responses you provide will only be used with the study.

You will be provided with a set of questions on the following pages. Your responses will be used in this research to help understand the role of admiration in personal motivation. Please feel free to stop at any time and ask for clarification or for more information about this study.

My research topic is on the perspectives of English Language Learners (ELL) families i.e. parents and guardians on learning to read and my overall question is as follows: What is are the perspectives of 3rd grade Hispanic ELL parents and guardians on their children learning to read?

Obtaining Your Consent

If you feel you understand the study well enough to make a decision about it, please indicate your consent by signing below, and your preferred method of contact:

Printed Name of Participant _____

Preferred Method of Contact:
(Please indicate if it is best to
contact you via phone or email)

Date of consent

Participant's Signature

Researcher's Signature

Thank you for taking the time to participate in this research project.

Sincerely,

Ligoria Berkeley-Cummins
Walden University Graduate Student
Email: redacted
Cell Phone: redacted

Appendix C: Letter to Principals

June 10th, 2016

Re: Dissertation Study at Walden University

Dear Principal ( ),

My name is Ligoria Berkeley-Cummins and I am a doctoral student at Walden University. I am an elementary school educator in New York City working as the Principal of at N-8th grade elementary school and an Adjunct Professor in a graduate school of education.

To complete my doctoral program at Walden University I need to conduct an independent research study for my dissertation. My study focuses on reading achievement for English Language Learners (ELLs) and seeks to gain the perspectives of parents on their child's reading development.

With your consent, I would like to invite 3rd grade ELLs parents and guardians at your school to participate in this study. Participation in this study is completely voluntary and all participants and interview responses will remain strictly confidential. The attached interview protocol details the interview process and possible questions.

Please feel free to contact me with any questions or concerns via email at [redacted] or by phone [redacted].

Sincerely,

Ligoria Berkeley-Cummins

Appendix D: Interview Protocol

Researcher: Ligoria Berkeley-Cummins

University: Walden University

Demographic Information Questions

1. What country is your family from?
2. What language do you speak with your child at home?
3. How would you rate your fluency with reading English?
4. At what age did you learn to speak English?
5. What race/ethnic group do you identify with?

Interview Questions

1. What is your relationship to the child?

    3. What are the perceptions of Hispanic 3rd grade ELL parents or guardians of their children's experiences of learning to read?

    d) What are your child's first experience with learning to read English?

    e) What are some challenges your child has had with learning to read English?

    f) What successes has your child had with learning to read English?

4. What kind of support systems (resources, home-school connections, community partnerships) do 3rd grade Hispanic ELL parents or guardians report that they use to help their children with reading?
5. What types of resources have you used to help your child with learning to read English?

e) What type of home-school connections have you found useful with helping your child learn to read English?

f) What types of community partnerships have you used to help your child learn to read English?

5. What activities or practices do Hispanic ELLs parents or guardians report that they use to help their children with reading?

d) What do you do at home to help your child with reading English?

e) What challenges do you have helping your child learn to read English?

f) What have you found to be the most successful strategy to help your child learn to read English?

6. What internal or external characteristics do 3rd grade Hispanic ELLs parents or guardians report help their children learn to read such as motivation, religion or family traditions?

a) What do you see that makes you believe your child is motivated or unmotivated to learn to read English?

b) What methods do you use to motivate your child to learn to read English?

c) How does your religious practices affect your child's learning to read English?

d) What family traditions have you used to help your child learn to read English?

Appendix E: E-Mail From Dr. Hedegaard Granting Permission to Use the Model of Children's Learning and Development

On Wed, Apr 22, 2015 at 4:47 AM, Mariane Hedegaard (Email redacted)

Dear Ligoria Berkley-Cummins

You are welcome to use the model, if you give a reference to which article you use.

It is published several places.

Best wishes Mariane

Fra: Ligoria Berkeley-Cummins (Email redacted)
Sendt: 22. april 2015 03:09
Til: Mariane Hedegaard
Emne: ELL Dissertation Proposal

Dr. Hedegaard,

Hope this email finds you well.

Your research on child development is helping to shape my research proposal on English Language Learners. Specifically your "Model of children's learning and development", aligns with my conceptual framework for my proposal.

Would you be able to grant me permission to use your "Model of children's learning and development" for my research proposal, or direct me to where I may gain permission?

Thanks again for your research which has informed my proposal.

Appendix F: Participant Invitation Letter in Spanish

Carta carta de invitación del participante

Las perspectivas de desarrollo de la lectura en inglés ELL Familias

Descripción de la investigación y su participación.
Usted está invitado a participar en un estudio de investigación cualitativo realizado por Ligoria Berkeley-Cummins. El objetivo de esta investigación es examinar las perspectivas de los estudiantes del idioma Inglés a los padres y tutores en su desarrollo de lectura infantil.
Su participación incluirá una entrevista con 10 a 11 preguntas.

Riesgos e incomodidades

No existen riesgos conocidos asociados con esta investigación.

Beneficios potenciales

No se conocen los beneficios que resultarían de su participación en esta investigación. Sin embargo, esta investigación puede ayudar a los educadores a entender cómo los estudiantes ELL se preparan para la lectura del estado de la prueba.

Protección de la confidencialidad

Su identidad permanecerá confidencial y no será revelada en el estudio publicado.

Participación voluntaria

Su participación en este estudio de investigación es totalmente. Usted puede elegir no participar en este estudio y usted puede retirar su consentimiento a participar en cualquier momento. Usted no será penalizado en modo alguno en caso de que decida no participar o retirarse de este estudio.

¿Tienes alguna duda?

Consentimiento

He leído este formulario de consentimiento y se les ha dado la oportunidad de hacer preguntas. Doy mi consentimiento para participar en este estudio.

Firma del participante_____ Fecha:_____

Una copia de este formulario de consentimiento será dada a usted por sus expedientes personales y una copia se guardará en el archivo con la universidad.

Appendix G: Researcher Introduction Letter and Initial Participant Consent Form in Spanish

Investigador Carta de introducción y participante inicial Formulario de consentimiento

Investigadora: Ligoria Berkeley-Cummins

Universidad: Universidad Walden

Junio 10th, 2016

Estimado participante,

Gracias por tomar el tiempo para participar en este estudio. Mi nombre es Ligoria Berkeley-Cummins y soy un estudiante de posgrado en la Universidad de Walden. En Walden University estoy inscrito en un curso de la investigación en la que se espera que los estudiantes realicen entrevistas a recopilar datos sobre un tema específico de investigación. Su participación en esta entrevista ayudará a recopilar datos valiosos para ayudar en este proyecto de investigación.

Su participación en esta entrevista es totalmente voluntaria y usted puede decidir cancelar la entrevista en cualquier momento. Su identidad permanecerá confidencial y cualquier respuesta que usted proporcione será utilizada solamente con el estudio.

Se le proporcionará un conjunto de preguntas en las siguientes páginas. Sus respuestas se utilizarán en esta investigación para ayudar a comprender el papel de admiración en la motivación personal. Por favor siéntase libre para parar en cualquier momento y pedir una aclaración o para obtener más información acerca de este estudio.

Mi tema de investigación es sobre las perspectivas de los estudiantes que están aprendiendo inglés (ELL) a las familias, es decir, padres y tutores en el aprendizaje de la lectura y en general, mi pregunta es la siguiente: ¿Cuáles son las perspectivas de 3er grado hispanos ELL los padres y los tutores de sus hijos para aprender a leer?

La obtención de su consentimiento.

Si usted se siente que usted entiende el estudio lo suficientemente bien como para tomar una decisión acerca de él, por favor indicar su consentimiento firmando abajo, y su método de contacto preferido:

Nombre impreso de participante _____

Método de contacto preferido: (Por favor indicar si es mejor ponerse en contacto con usted por teléfono o correo electrónico). _____

Fecha de autorización. _____

Firma del participante. _____

Firma del investigador _____

Gracias por tomar el tiempo para participar en este proyecto de investigación.

Atentamente,

Ligoria Berkeley-Cummins
Walden University Graduate Student
Correo electrónico: [redacted] Teléfono celular: [redacted]

Appendix H: Letter to Principals in Spanish

Carta a directores

Junio 10th, 2016

Re: Tesis Estudio de Walden University

Queridos principal ( ).

Mi nombre es Ligoria Berkeley-Cummins y soy un estudiante de doctorado en Walden University. Soy educador en una escuela elemental en la Ciudad de Nueva York, trabajando como principal de N-8º grado en la escuela primaria y profesor adjunto en la escuela de graduados de educación.

Para completar mi doctorado en la Universidad de Walden necesito para llevar a cabo un estudio de investigación independiente para mi tesis. Mi estudio se centra en el logro de lectura para los estudiantes que están aprendiendo inglés (ELL) y procura obtener la perspectiva de los padres en su desarrollo la lectura de su niño.

Con su consentimiento, me gustaría invitar a 3º Grado Los estudiantes ELL y a los padres y tutores en su escuela para participar en este estudio. La participación en este estudio es completamente voluntaria y a todos los participantes y las respuestas de la entrevista será estrictamente confidencial. El protocolo de entrevista adjunta detalla el proceso de entrevista y posibles preguntas.

Por favor, no dude en ponerse en contacto conmigo con cualquier pregunta o inquietud a través del correo electrónico Ligoria.berkeley-cummins@waldenu.edu o por teléfono al 718-809-6719.

Atentamente,

Ligoria Berkeley-Cummins

Appendix I: Interview Protocol in Spanish

Investigadora: Ligoria Berkeley-Cummins

Universidad: Universidad Walden

Información Preguntas demográficas

1. Qué país es su familia?
2. ¿En qué idioma hable con su niño en casa?
3. ¿Cómo calificaría su fluidez con la lectura en inglés?
4. ¿A qué edad aprenden a hablar inglés?
5. ¿Qué raza/grupo étnico ¿te identificas?

Las preguntas de la entrevista

1. ¿Cuál es su relación con el niño?
    a) ¿Cuáles son las percepciones de los hispanos de 3er grado ell a los padres o tutores de las experiencias de sus hijos para aprender a leer?
    b) ¿Qué son la primera experiencia de su hijo a aprender a leer en inglés?
    c) Cuáles son algunos de los desafíos que su niño ha tenido con aprender a leer en inglés?

d) ¿Qué logros ha tenido su hijo a aprender a leer en inglés?

2. ¿Qué tipo de sistemas de apoyo (recursos, las conexiones entre la casa y la escuela, las asociaciones comunitarias) ¿3ª grado hispanos Ell informe de los padres o tutores que utilizan para ayudar a sus hijos con la lectura?

3. ¿Qué tipos de recursos se han utilizado para ayudar a su niño a aprender a leer en inglés?

a) ¿Qué tipo de conexiones de hogar-escuela has encontrado útil de ayudar a su hijo a aprender a leer en inglés?

b) ¿Qué tipos de asociaciones en la comunidad ha utilizado usted para ayudar a su niño a aprender a leer en inglés?

4. ¿Qué actividades o prácticas Hispanic Ell informe de los padres o tutores que utilizan para ayudar a sus hijos con la lectura?

a) ¿Qué se puede hacer en el hogar para ayudar a su hijo con la lectura en inglés?

b) ¿Qué desafíos tiene para ayudar a su hijo a aprender a leer en inglés?

c) Lo has encontrado a ser la más exitosa estrategia para ayudarle a su niño a aprender a leer en inglés?

5. ¿Qué características internas o externas no hispana de 3er grado los estudiantes ELL informe de los padres o tutores para ayudar a sus niños a aprender a leer como la motivación, la religión o la tradición familiar?

a) ¿Qué ve usted que le hace creer que su hijo está motivada o desmotivados a aprender a leer en inglés?
b) ¿Qué métodos utilizas para motivar a su hijo a aprender a leer en inglés?
c) ¿cómo sus prácticas religiosas afectan el aprendizaje de su niño para leer en inglés?
d) ¿Qué tradiciones familiares ha utilizado usted para ayudar a su niño a aprender a leer en inglés?

Appendix J: Walden IRB Approval

Dear Ms. Berkeley-Cummins,

This email confirms receipt of the approval notification for the community research partner and also serves as your notification that Walden University has approved BOTH your doctoral study proposal and your application to the Institutional Review Board. As such, you are approved by Walden University to conduct research.

Congratulations!

Libby Munson
Research Ethics Support Specialist, Office of Research Ethics and Compliance

Leilani Endicott
IRB Chair, Walden University

Information about the Walden University Institutional Review Board, including instructions for application, may be found at this link: http://academicguides.waldenu.edu/researchcenter/orec

Appendix K: Publisher Permission to Use the Model of Children's Learning and Development

Taylor & Francis
Taylor & Francis Group

Our Ref: P121418-05/HMCA

14/12/2018

Dear Ligoria Berkeley-Cummins on Behalf of Walden University,

Material requested: Model of Children's Learning and Development, page 73, in
Mariane Hedegaard (2009)
Children's Development from a Cultural–Historical Approach: Children's Activity in Everyday Local Settings as Foundation for Their Development *Mind, Culture, and Activity*, 16 (1): 64-82.
DOI: 10.1080/10749030802477374

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