ENGLISH LITERACY PROMOTED THROUGH HOME-SCHOOL CONNECTIONS IN FIRST GRADE

Yanneth Leticia Parra Pirazán

Universidad Distrital Francisco José de Caldas

School of Science and Education

Master of Arts in Applied Linguistic to Teaching English as a Foreign Language

Bogotá, Colombia

2016
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Yanneth Leticia Parra Pirazán

Thesis Director:
Amparo Clavijo Olarte Ph.D.

A thesis submitted as a requirement to obtain the degree of
M. A. in Applied in Applied Linguistic to Teaching English as a Foreign Language

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2016
Note of acceptance:

Thesis Director:
Amparo Clavijo Olarte Ph.D.

Juror: ________________________________
Name:

Juror: ________________________________
Name:
Acuerdo 19 de 1988 del consejo superior Universitario

Artículo 177: “La Universidad Distrital Francisco José de Caldas no será responsable por las ideas expuestas en esta tesis”.
Acknowledgments

First, I want to thank God that gave me strength to achieve this important goal. There were difficult moments and He gave me the necessary encouragement to persist and continue. I really acknowledge the support of my advisor Dr. Amparo Clavijo Olarte because of her theoretical guidance during the development of this project. Her advices regarding the topic of study provided me with the tools and inspiration to finish this document. She is an outstanding professional and extraordinary human being.

I want to express my love and gratitude to my husband because of his support and patience in this process. I recognize many moments in which he was in charge of many things in our household. I really appreciate your help. You are my strong support every time. Thank you!

I also want to express my gratitude to Dr. Harold Castañeda, Dr. Clelia Pineda and Prof. Sindy Moya, great professors who gave the theoretical support that reshapes my insights and perceptions of being a teacher and teach.

I truly thank the parents and children who participated in the development of this project. I acknowledge their commitment, attitude, and active participation in each meeting. Your insights and perceptions were relevant in the construction of this document. Blessings!

Finally, I want to acknowledge Mrs. Adela Cruz, the principal of the school where this study took place and the school staff because you were eager to provide me the necessary elements to carry out this project.
Dedication

I would like to dedicate this research study to my mother who guided me into the amazing world of reading and writing. Her hard work and sacrifice gave me the opportunity to achieve the goal to be a professional. I also want to dedicate it to my children Juan Andrés and Laura Sofía as a legacy for their future academic life.
Abstract

This paper aims at describing the influence of parents’ involvement in first grade students’ English literacy development in a bilingual school. The term ‘involvement’ is used here to refer to the guided participation of parents in all the activities that promote the development of their children’s English literacies at home. In order to achieve this goal parents participated in a program called NYschool-home connection. They took part of some workshops where they participated in activities which intended to develop language literacies; reading, writing and multimodal activities.

Additionally, the use of Literacy Bags (LBs) was a strategy used to promote parents and children literacy practices at home and they enriched children’s literacy environment. This strategy was a weekly rotation of fiction, informative and non-fiction books among participating families. Parents were asked to share books with their children and motivate the development of reading strategies such as predict, infer, summarize and evaluate. Besides, they were also asked to promote literature discussions on the content of the texts relating it to their personal experiences, encourage the vocabulary construction, and stimulate the development of oral skills.

The findings revealed that children became more confident to read a picture book in English due to guided process followed with their parents at home using the literacy bags. They read about 8 books in two months and through time they felt more confident to read and understand a book independently; retell a story, and connect the content of the text with the pictures and with their personal lives to make meaning.

Furthermore, parents recognized that literacy workshops as a relevant tool to support their children’s English literacies at home. They felt empowered to perform literacy activities and assist their children. Likewise, findings showed that English literacy development is promoted
by the parents and child interactions through the literacy bags. Children showed that through the usual shared reading experiences with their parents they became more confident to talk and express ideas on the text; they related the story to their personal experiences to construct their own ideas; they built vocabulary in the context of the text and became more engaged in reading.

Finally, the reading experiences with the literacy bags (LBs) not only turned into a common literacy practice in which parents help children to foster their reading skills and language literacy but it became special family time in which parents stimulate children learning of values and enjoy sharing together in a meaningful way.

Key Words

Parental involvement, literacy bags, shared reading, and meaningful learning
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Chapter 1

Introduction

This study intends to describe how the language teacher and parents work together as a team to achieve a common goal, fostering children’s English literacies in a bilingual school. Parents’ literacy practices shared with their children can be supported and enriched by the teacher with the purpose of having effective and meaningful literacy experiences at home that in turn can help children to improve their performance at the school.

During the last decade, there has been a growing interest from the Colombian government in including low-income parents in the education of their children. Government is concerned in providing this minority group, the necessary support to help their children at home. Since 2011 La Secretaría de Integración Social (SDIS) established an operative committee that started working under the Plan de Desarrollo Bogotá Humana 2012-2016 in which children up to 3 years, parents or caretakers receive guidance through special programs that aim to assist them in different areas such as: health, nutrition, education, free time management, values etc.

This program is called “Ámbito Familiar”. It is made up two kinds of meetings:

‘Encuentros pedagógicos grupales’ (EPG) where a group of pregnant mothers, children up to 3 years with their parents or caretakers join together the last Friday of every month with an interdisciplinary group of teachers, social workers and nutritionists to train parents in all the aspects related to children’s well-being. Teachers are in charge to instruct parents or caretakers in aspects such as pre-reading and introducing basic concepts of mathematics. Teachers use songs, games, and handcraft activities to teach parents how to assist their children at home. Social workers are responsible of guiding talks and workshops about child abuse, parenting skills,
family problems and values. Nutritionists are in charge of giving advice regarding children nutrition and recording the height and weight of each child.

The other kind of meeting is called ‘Encuentros pedagógicos domiciliarios’ (EPD), in those meetings teachers visit 14 households a day from Monday to Friday. During those meetings parents literacy practices with their children are monitored and guided by the teacher. They also provide parents with the necessary feedback related to the activities developed. Teachers’ training time in each house is about an hour each week; they guide activities to children with the help of mothers. At the end of each meeting homework is assigned.

SDIS is concerned to train parents appropriately in order to foster children’s pre-reading and pre-math abilities and also to raise happy and healthy children. It is important to clarify that this type of support is addressed only to a low-income group of families in all the localities in Bogotá whose characteristics do not let them to have egalitarian opportunities as other social groups.

The previous description is an example of parents’ participation in children’s education guided by an interdisciplinary group. Parents received training and they use those experiences to assist their children at home. This program provides parents relevant information in diverse aspects such as education, health and parenting guidelines.

Teachers on their side offer parents varied opportunities to acquire strategies that help them to develop children’s pre-reading and numeracy skills. Besides they empower parents to carry out an appropriate children’s early literacy development. Parents and teachers make a team in which there is a shared goal; parents know the ways their children learn and they have the possibility to accomplish a personal work with their children and teachers provide parents the necessary instruction and feedback to improve their practices with their children at home. This is
what the Ministry of National Education is currently doing in relation to the participation of the family or caretakers in education and particularly in emergent literacy development.

Additionally, Law 115, 1994 established a concept called ‘Comunidad Educativa’, Education Community, which is made up of school administrators, teachers, parents, students, and a representative of the productive sector. This concept intends that all its members work together with the purpose of training students according to the reality in which they are immersed; they are also in charge of promoting their academic development. In that sense, parents can participate in the construction of the PEI (Proyecto Educativo Institucional) that is built considering the socio-economic and cultural conditions of the community. (Decree 1860/1994). With this decree parents have the right to participate in the school governance electing or been elected in the parents’ association whose main purposes are improving education processes and training parents in all issues related to their children’s growth.

However, parents commonly attend schools if they are asked to talk with teachers or directive staff due to children’s behavioral or academic problems or if there are parents meetings. The latter is the main strategy that schools have to integrate parents in the process of education of their children but this is not enough to guarantee a good level of education of our students. The Colombian Congress through the Law 1404 of 2010 declares:

Artículo 1º. Objetivo. La presente ley tiene como propósito fundamental integrar a todos los padres y madres de familia, así como a los acudientes a un cuerpo organizado que se articule con la comunidad educativa, principalmente docentes, alumnos y directivos, asesorados por profesionales especializados, para pensar en común, intercambiar experiencias y buscar alternativas de solución a la problemática que se presente en la formación de los hijos e hijas, la recuperación de valores, el fortalecimiento de instrumentos adecuados en técnicas de estudio y la comunicación e integración de la familia. (Congreso de Colombia, Ley 1404 del 2010)
Thus, Colombian private and public schools are open to the participation of parents in the construction of a new vision of education which intends to overcome the current necessities of the school according to the socio-economic and cultural conditions of the community. In this sense, the participation of parents is relevant in a new panorama.

In this order of ideas, this study focuses its attention in the relationship established between parents and teachers to enhance children’s English literacies through rich and significant practices at home. Teachers provide direct instruction to parents on literacy development and varied opportunities to help them learn strategies to guide literacies at home. Teacher also provides parents with feedback regarding their performance when having reading experiences with children. Parents on their side, acknowledge their interest on participating in their children’s schooling attending the invitation sent by the school to receive training about literacy learning and they put it into practice during the literacy experiences with their children at home.

Finally, this study expects that this partnership between parents and teacher results in an improvement in first grade students’ outcomes on English literacy.

**Statement of the problem**

This research project took place at the New York School, a private, bilingual, coeducational institution located in the north of Bogotá. This institution makes part of the International Baccalaureate Organization (IBO) since 2013 and it has over 1,200 students from pre-garden to eleventh grade.

This study began because of my experience with first graders and their parents during the first semester of the school year. First grade children at the school are led through the development of reading, writing and oral skills by means of the use of different types of authentic texts, fiction and nonfiction.
In this scenario, children have academic constraints because of many reasons: they have difficulties understanding the complexity of the texts that are guided by the teacher. They also have difficulties understanding and following indications and commands in English. I noticed that most of them come from non-bilingual institutions; about 44% of the students in a first grade classroom are newcomers. Besides, they have problems performing homework because instructions are in English and many parents expressed their lack of confidence to help their children. They stated that they use translator as a tool to help children to perform school assignments; they are concerned about their children schooling and they want to know what to do to help children with the language instruction in a bilingual school.

In order to identify parents and children literacy practices at home and parents’ insights in relation to their participation in their children’s schooling, I conducted a questionnaire from August to September 2014. The excerpts below present common literacy practices at home and parents’ beliefs on their role in education.

¿Quién es la persona o personas encargadas de ayudar al estudiante con sus actividades académicas? Marque con una X.

<table>
<thead>
<tr>
<th></th>
<th>a) Mamá</th>
<th>b) Papá</th>
<th>c) Hermanos</th>
</tr>
</thead>
<tbody>
<tr>
<td>d) familares</td>
<td>e) cuidador</td>
<td>f) profesor en casa</td>
<td></td>
</tr>
</tbody>
</table>

*Figure 1. Excerpt from questionnaire about the people in charge of helping children with their school work.*
¿Cuáles de las siguientes actividades realiza usted con su hijo(a)? Marca con una (X)

<table>
<thead>
<tr>
<th>ACTIVIDADES</th>
<th>SI</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Leer historias en inglés</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>2. Hacer tareas</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3. Repaso de vocabulario visto en inglés</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>4. Cantar canciones en inglés</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>5. Escuchar y cantar rimas en inglés</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>6. Decir palabras en inglés</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>7. Ver películas en inglés</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>8. Ver videos en inglés con propósitos educativos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Escuchar CDs del libro texto</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>10. Realizar actividades interactivas relacionadas con el aprendizaje del inglés en la Internet</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>11. Utilizar Apps para aprender inglés</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>12. Practicar el dibujo en inglés</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>13. Realizar actividades de deleite con palabras en inglés</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>14. Preparar recetas en la cocina</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>15. Compartir juegos de video juegos</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>16. Ir al parque</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>17. Hacer experimentos</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>18. Hacer actividades manuales</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>19. Hacer actividades con los niños</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>20. Practicar algún deporte</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>21. Leer sobre temas específicos de interés del estudiante</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Figure 2. Common literacy practices between parents and their children.

Figures 1 and 2 show how parents and caretakers work together to enhance children’s literacy practices; parents expressed that they should be doing all the activities in the list given but lack of time and an appropriate English command do not let them develop all those activities with their children. This is what a parent said during the first workshop session after filling out the questionnaire. “… se supone que deberíamos haber chuleado todas las actividades.”

¿Existe alguna influencia entre el rol de los padres en casa y el proceso educativo en el colegio? Si ____ No ____

Si su respuesta es sí ¿Cuál es la relación entre el colegio y la casa en términos de aprendizaje?

In regards to this question, most of the parents answered ‘yes’. They stated that their participation in school activities is necessary in order to achieve the expected outcomes. They also expressed that their role is very important because children at that age follow parents’ instructions easily.
In relation to the literacy activities they used to develop as a family, they expressed that they read with their children the books proposed in the Spanish class, through a reading strategy called ‘Plan Lector’.

Compártanos que actividades de lectura y escritura realizan como familia en donde participe su hijo(a).

They informed that they read books from the Plan lector with their children.

¿Qué procedimiento sigue al desarrollar una tarea de inglés? ¿Qué dificultades enfrenta? ¿Cómo las supera?

Parents answered that first they read the homework with their children. Then, they as parents find out the objective of the homework. In that sense, they make use of dictionary or virtual translator. After that, they share that information with their children. Finally, they monitor and support the performance of the homework. Parents also informed that the greatest difficulty that they have is their limited command of English. They are afraid of making pronunciation mistakes or misunderstanding the concepts studied.

On the other hand, according to the information received from the admissions department, every year, the largest group of newcomers belongs to first grade; each class of first grade has about 44% of new students and the 85 % of them come from non-bilingual institutions. There are 5 to 6 groups in first grade each year; each course holds maximum 25 students for a total of 150 first graders.

For these newcomers, the school offers an English leveling course on Saturdays; it prepares students to deal with content in English, Math and Science. It takes 20 sessions, 3 hours every Saturday for a total of 60 hours a year. Its main purpose is to help students feel at ease by studying the topics from those subjects in advance.
I considered the characteristics of first grade newcomers in a bilingual school and the complications they have to experience in the process. So that, I reflected on the possibility that parents and teacher work in a coordinated form to assist their children to achieve the expected academic outcomes. The idea was implementing a supportive program that included parents and students in an enriched literacy environment in which parents became aware of the importance of their active participation in the development of their children’s literacies. In this sense, the language teacher would be in charge of creating practical and meaningful literacy activities that parents could use at home as part of their daily routines.

In regards to literacy development, Albers (2016) claims that when parents, especially mothers, know how to guide the reading of a book by asking questions about the story, promoting discussion, and giving positive reinforcement, children are benefited because they feel more engaged to read books, to talk about stories, to relate pictures with texts and to build vocabulary in the context of read stories.

Likewise, Darling (2005) states that when parents and teacher work together with the purpose of fostering reading skills even children at risk evidence improvements. She also states that it is important that parents and teachers have some knowledge on what happens in the classroom and what happens at home to support reading practices. Children are aided when parents and teacher focus on the same literacy practices. So that, when children are engaged in frequent book reading it becomes an important strategy to help them become better readers.

Therefore, there is a necessity to guide parents and children in an English literacy process in which parents can feel enabled to assist their children in joyful, and meaningful manner. Burningham and Dever (2005) state that family literacy programs involve parents and teachers
Parents have the opportunity to relate directly with their children’s literacy learning while reading with them. They become their children’s tutors.

Parents are aware that enrolling their children in a bilingual environment is not an easy job at the beginning; they need school guidance and support to foster children’s English literacy. Language teachers and parents need to work together and create some connections between school and home that can respond to parents’ and children’s needs. Within this process, it is necessary a two-way, effective communication to reach the goals proposed.

(Desforges & Abouchaar, 2003; Domina, 2005) claim that home-school connections could produce some benefits in the students’ academic achievement and or students’ behavior at the school. Huang (2013) acknowledges that parents’ involvement helps children foster English literacy. Furthermore, in a study oriented by the British Council in 2014, Linse, Van Vlack, and Bladas state that parents and teacher’s relationships should be reconsidered because parents can be teacher’s allies who can provide relevant help in and out of the classroom. In other words, engaged parents with school goals will work hard to make them true.

In short, a school program that promotes parents’ involvement to foster children’s English literacy development in the initial grades would benefit newcomers providing the necessary tools to have enriching and joyful literacy experiences. Parents would be important actors that integrate home and school literacy practices. With this information in mind, this study intends to respond to the following research question and objectives.

**Research Question**

What is the influence of parents’ involvement in first graders’ English literacy development in a bilingual school?
**Research Objectives**

To determine the way parents’ involvement influences first graders’ English literacy development in a bilingual school.

To characterize parents and language teacher connection to guide children’s school and home English literacy practices.

**Justification**

The importance of this study lied on the necessity to explore parents’ academic involvement in children’s English literacy development in a bilingual institution. Parents can be teacher’s partners in the literacy process of their children. The literacy practices that parents and their children usually have at home can be enriched by the teacher’s instruction. Albers, 2016 states that when parents know how to guide the reading of a book and interact with their children asking questions about the story and giving positive feedback. Children become engaged to share books with their parents, they talk more about the content of the text and they are also able to relate a story with their personal experiences and illustrations with the meaning of the story.

In addition, this study can inform a way to integrate parents in the school community making them aware of the importance and pertinence of their participation in their children’s English literacy growth. Campbell, 2007 claim that parents and teacher relationship in regards to children’s literacy learning made great gains in all the children even the ones that were considered at risk. Teachers can offer parents a new perspective on the way to assist their children at home.

In this sense, this study can contribute with significant information about a parents’ literacy program in a bilingual school; the way it is organized in terms of schedule, place, books and materials; the literacy knowledge shared with parents and the process used to engage children in
meaningful and enjoyable reading experiences at home. Therefore, parents can have information on the literacy process at the school; they can evidence the way children learn literacy in English and they can develop a higher sense of self-efficacy when having interesting literacy practices with their children. It is an opportunity for the school staff to work with parents in a coordinated way which in turn can benefit the whole community.

Furthermore, bilingual institutions in our country can provide useful information on the way English literacy is achieved within bilingual curricula. For instance, English in the New York School is seen in two ways: as a vehicle for learning content and as a subject area itself. Besides, literacy is developed through varied authentic fiction and nonfiction texts that foster students’ reading and writing.

In short, this research project could contribute informing data on elementary English literacy development based on parents’ active participation to assist their children. These findings can be useful in later studies.
Chapter 2

Theoretical Framework

This literature review aims at presenting the main constructs that lead this study that is, parents’ involvement in education and children’s literacy development given by the relationship between parents and the language teacher. It portrays the way home-school connection stimulates parents’ participation in the development of children’s literacies. Besides it presents a revision on Literature-Based (LB) instruction as an important construct that supports the development of children’s English literacies by means of parents and child reading experiences.

Parents’ involvement in education

This construct intends to illustrate some features related to parents’ involvement in children’s schooling aspects that influence parents’ involvement, reasons to participate in children’s learning process and the effectiveness of this involvement in children’s attainment. It also portrays the main characteristics school programs to promote parents’ involvement.

The concept of parents’ involvement in terms of academic attainment is described in different ways for instance; Epstein (2004) provides six main types of parental involvement for the schools to choose the most suitable ones that meet parents and students’ necessities to support school and family partnership programs. Parenting relates to helping families provide home-based support for learning; communicating deals with designing effective two-way communication about school programs and children’s progress; volunteering (recruiting and organizing parents to support school programs); learning at home provides information and ideas to families about how to help students at home with homework and other curriculum-related activities; decision making includes parents in school decisions, developing parents’ leaders and representatives and collaborating with community deals with identifying and integrating
resources and services from the community to strength school programs, family practices and student learning and development.

(Poza, Brooks, & Valdés, 2014) claim that “parents’ involvement is understood as an investment of resources towards an educational goal” (p. 121). Linse et al. (2014) state that “Experience primary school teacher know true partnership can benefit the child when schools and home collaborate on behalf the child. When teachers and parents work together they can support children, and as a team, help children reach their potential” (p. 3). Moreover, Kyle (2011) claim that Parents’ involvement is a relation that parents and children have until children establish a clear life project. In a guide written by the Ontario Ministry of Education in 2007 states that “Involving family and community members in the classroom, however, provides children with positive role models and affirms the connection between home and school”(p.21).

For this study, parents’ involvement has to do with all the activities that parents do at the school and at home to help their children to enhance their English literacies. For instance, parents who attend a literacy program oriented at the school demonstrate their interest for participating in their children’s schooling; they perform varied meaningful and practical literacy practices and intend to better understand children’s English literacy process.

At home, parents’ involvement refers to the literacy practices that parents have and share with their children; for instance, reading the newspaper, magazines, bills, flyers, messages, books or talking about a school day or TV programs etc. Likewise, parents’ involvement at home also refers to the reading experiences that parents and children have after their participation in the school literacy program. They sit down with their children to read and/or listen to the reading of picture books, talk about the content of the text, relate it with children’s personal experiences, exercise on some reading skills and perform varied follow-up reading activities.
(Desforges and Abouchaar, 2003) claim that aspects such as family social class, mother level of education, material deprivation have strong influence in parental involvement. Family ethnicity according to the authors has a lesser influence. They also assert that parent’s involvement reduces when the child gets older but it is very strong and effective at any age when the children approve it.

Orozco, 2008 in his study about the culture of low-income, Latino, immigrant parents found that there are some pre-conceptions regarding their participation in the United States education. They are seen as indifferent to their children’s schooling, they are not able to assist them with the school assignments and they do not place high value on education. Additionally, they have unequal resources to provide their children the same opportunities as other social groups and they have assume inappropriate racist beliefs in which they deserve lower status than the dominant group with whom they live.

In contrast with the previous impressions, (Orozco, 2008 and Poza et al, 2014) state that Latino parents are really concerned about their children’s education, they are aware of the importance of knowledge and education in their lives, they work hard to provide their children with the necessary opportunities to educate, they have high expectations on what they children can achieve, they participate in the activities proposed by the school and make use parents networks to help each other.

Hoover-Dempsey and Sandler (1997) intended to explain the reasons why parents engage with their children’s schooling. They assert that parents’ involvement and decisions are made based on parents’ insights and experiences, parents’ sense of efficacy, and school invitations, opportunities and demands.
The first reason is parents’ construction of the parental role; it has to do with parents’ beliefs of what they have to do in relation to their children’s education. The second is parents’ sense of efficacy for helping children to succeed at the school. That is, the parents who have a high sense of self-efficacy to help their children will tend to see themselves capable to solve school activities and they are likely to face school demands with an appropriate attitude. The last reason is general invitations, demands, and opportunities for parental involvement. It refers to the parents’ believe that child and school want them to be involved in the school. Parents are eager to participate if parents perceive a welcoming environment at the school.

Parents participated in the present study mainly because an invitation was sent by the school to help parents to guide their children’s English literacies through a family literacy program. This invitation opens the possibility to create a new relationship between parents and language teacher to achieve a common goal.

There is vast information on parents’ involvement in the school but it is always interesting to know children’ academic achievement as a result of that involvement. Kyle (2011) conducted a longitudinal study of 13 years with a group of students and she revealed that their academic performance in the early years in literacy according to the state tests most of the student fell in the ‘stuck’ category; it means a student that remains at a low level of school performance. Stuck kid, is a term used to summarize what children’s progress meant. In mathematics, they showed better academic performance.

It is relevant to depict the relation between parents and the school during the early years. Teacher and researcher participated in home visits in order to consolidate trustful relationships to engage parents in the ongoing activities in the classroom. Teachers communicated with parents through letters, journals and surveys; they invited parents to take part of school projects. In
addition, researchers and teachers held several encounters called family nights in which parents received instruction on mathematics and literacy.

Likewise, Kyle displayed participating students’ academic performance in high school. They have to take a state test called ACT. It portrayed that only two of seven students demonstrated reliable outcomes and others fell in the lower categories. The academic performance obtained in the last years of high school were not surprising for the researcher bearing in mind the result in the early years. Three of the seven students of the study were accepted in the college; one was admitted to community college for plans for college; one has plans for community college and two started training programs.

Regarding the relation between parents and teachers from middle school and last years; this study informed that home-school communication regularly decreased. But teachers from this kept on contacting parents through home visits and interviews in which parents and students talked about their goals and expectations. The author found that communication between parents and participant students was a key aspect to obtain the given outcomes.

On the contrary, (Domina, 2005) claims that the effectiveness of parental involvement in elementary school represented in activities such as attending parents and teachers’ conferences, volunteering at the school, assisting and monitoring homework is not a trustworthy fact because it depends on aspects such as parents’ socioeconomic background and prior students’ academic achievement in state’s tests.

Therefore, the effectiveness of those involvement activities on children’s academic achievement is negative or irrelevant. But this study found a strong effect between parents’ involvement and the reduction of students’ behavioral problems when parents volunteer at the
school, assist and monitors students with their homework. In conclusion, the author states that the effect of parents’ involvement in children’s attainment is ambiguous.

Finally, this construct intends to determine the main features of family programs to foster students’ academic achievement. In a review for the Department for Education in UK, Goodall and Vorhaus (2010) identified three main kinds of implementations according to the area of study; on numeracy or math, on students’ behavior and literacy programs. They also emphasized on the main aspects that constitute successful interventions such as explicit communication with parents, participation and training of all school staff and parents’ needs.

Communication is a relevant aspect in family school programs according to Linse et al. (2014) there are three elements present in successful contacts between schools and homes. The first has to do with the modes or channels used to communicate effectively with parents. These types of communication with parents depend on the context of the school such as school diary, phone calls, face-to-face meetings, home visits, teacher conferences, digital communications etc. The second element has to do with the importance of two-way communication. Teachers consider that communication with parents is relevant in order to establish a team to help children. The third element refers to the fact of using home-language to have a fluent and successful communication with those parents who come from different places of the world.

In the present research study communication not only deals with the modes of communication used at the school but with clear and sufficient information given to parents during the workshop sessions.

Moreover, Poza et al. (2014) argue that schools which effectively involve parents in supporting their children to achieve interesting academic outcomes offer flexible schedules for the meetings, childcare, transportation, and they provide clear and sufficient information for
parents to know what to do with their children. In addition, they integrate a multicultural curriculum and interventions are focused on children’s attainment.

Teacher’s training on working with parents is another aspect to consider when implementing a family program. British Council research paper, (2014) states that most of the teachers have not received any formal training to work with parents and sometimes it is considered a burden. Teachers do not like to be observed by parents when they attend the open house, a special day in which parents go to school to observe the current activities at the school. Teachers can be wise and profit the opportunity to ask parents to help and contribute with the class activities. In fact, a teacher that can recognize parents as allies can understand that this relation can bring some mutual benefits.

In regards to the family needs (Dail & Payne, 2010 and Burningham, & Dever, 2005) states that family school programs must be created bearing in mind the context of the participants. Since, if parents belong to unequal backgrounds, the most suitable programs for them would focus on the development of their parenting skills but if families belong to better socioeconomic background they can take part of other type of family programs to enhance children’s academic attainment based on families funds of knowledge. In addition, school programs have to consider parents’ necessities in relation to their participation in the family programs like transportation, childcare, materials, etc.

Considering family needs, this study intends to make use of effective strategies that empower parents to help their children with their academic performance.

In sum, parents’ involvement in education can show some benefits in children in children’s attainment and behavioral problems in the school. Besides, the schools which integrate
parents school’s community should consider two-way communication, parents’ needs and training of the school members.

**Children literacy development: A result of parents and the language teacher partnership**

> “Good readers know they are seeking meaning, not symbols or sounds.”
>  
> Tunnels and Jacobs, (1989)

This construct aims at describing the relationship established by parents and the language teacher to enhance children’s English literacies. This partnership is created and oriented by the school through the implementation of family literacy programs or studies in which parents and the language teacher work together to connect and enrich home and school literacies.

Parents in turn, are called to interact with their children in meaningful and enjoyable literacy practices at home to foster their literacy learning process in English. In order to achieve this goal this study decided to use the literature-base instruction as the theoretical framework that would guide parents and children literacy practices.

Literature-based instruction according to Tunnel & Jacobs, (1989) focuses on the communication purpose and the meaning that a reader can build from a text keeping in mind readers’ beliefs, socioeconomic background and culture. The reading material used in this approach is rich, varied, and “real”. Thus, it involves different kinds of texts such as picture books, big books, folktales, fables, myths, fantasy, plays, science fiction, poetry, historical fiction, nonfiction informational books, and biographies.

Tunnel & Jacobs claim that literature based instruction programs bring fabulous results with different types of learners; students from low socio-economic backgrounds and students with limited English speaking. Eldredge and Butterfield state, “The use of children’s literature to teach children to read had a positive effect upon students’ achievement and attitudes towards

Tunnels et al. described seven basic elements in a literature based program as follows: reading as a natural activity for children; when they have access to books at home and they habitually read at the school, this activity start being a usual activity. Texts used in this approach are natural or authentic material. It means that graded books are not used in this type instruction. Use neurological impress method, it was a system created by Rod Heckelman in 1969 to help poor readers to read fluently with the help of a teacher; it is described as a system of unison reading where the teacher and the student read aloud simultaneously, at a rapid rate. Reading aloud, teacher is committed to read aloud to her children daily; this is a key element to promote children literacy growth. During reading aloud teacher is a model of reading for her students and being read to is an essential element of natural readers. Sustained Silent Reading (SSR) is the time in which students have the possibility to select their favorites, reread them without any interruption. Teacher modeling, during this time teacher read a book using gestures, varied intonations and enjoyment. Emphasis on changing attitudes, this element refers to enjoyment and the joy for reading that the child develops through the process of reading, they express their like to read.

Literature-based instruction is a movement that initiated in the 80s and its visions have changed through the time; current visions ground in reading-response theory (Rosenblatt, 1994) She states that meaning in the text is constructed by the reader’s own interpretations, thus the reader bears in mind his experiences, feelings and, emotions while reading. In that process the reader shape the text and at the same time the text shapes the reader by creating new experiences.
Additionally, Rosenblatt identified two stances readers might take while reading a text, depending on the purpose of reading: aesthetic and efferent. In the first one, the focus of the reader is on the feelings, ideas, situations, scenes, personalities and intuitions, tensions, and resolutions of ideas. In this evocation and not the text, is the object of the reader’s response and interpretation. While taking an efferent stance, there is an emphasis on the relevant information of the text in the moment of reading and the reader use it after the reading experience. Readers decide which stance to take and they can shift from one stance to another.

(Arya, Martens, Wilson, Altwerger, Jin, Laster, & Lang, 2005) state that in literature-based programs teachers must include activities such as shared reading, reading aloud, guided reading, independent reading, reading discussions, guided and independent writing. Teachers have to consider children’s interests and needs. Skills and phonics are taught but in meaningful contexts. After transacting with the texts, children are involved in social constructions of meaning by sharing their texts’ insights. They are encouraged to make inferences, relate the text with personal experiences, with other books, and the world. Additionally, teachers foster comprehension using activities such as K-W-L, comparing and contrasting charts like Venn diagrams, time lines and graphic organizers.

Arya et al (2005) conclude that when using literature-based (LB) programs children are immersed in discussions, they transact with the text, they use what they know about language and the world, and integrate different strategies to construct meaning.

In regards to the LB teacher’s profile, Au (2000) states that teacher has to offer children wide-range of opportunities for children to learn reading and writing. Teacher must have rich print classroom and use a big repertoire of strategies to provide systematic instruction to the whole class, teacher has to promote a familiar atmosphere in which exist mutual support; students
learning and teaching from each other. Finally, the author states that valuing all the students’ efforts may be beneficial to the children’s literacy learning.

Reading pictures books with children is one of the activities done when following literature-based instruction and they were used during the development of this project. According to Martens, P., Martens, R., Doyle, Loomis & Aghalarov (2012, p. 291) picture books are a special kind of books that weave art and written text for the fully understanding of the book. Picture book discussions can include talks about the relation of the story with their personal experiences and questions about elements of line, color and shape. Authors state, “The children understood that art like written language, communicates meaning and that artists, like authors, make conscious, deliberate decisions about the use of line, color and shape.”

In conclusion, through literature-based instruction teacher and parents can provide children with the main tools to become literate. It means using language for understanding ideas and developing thoughts, for communicating with people, for sharing and expressing thoughts, belief and feelings, for giving and obtaining information, for learning.

Parents can take advantage of the special bonds that exist between parent and child to have joyful reading experiences while inviting children to construct meaning with them. This occurs when they talk about the content of the text and take into account their personal experiences and feelings. In addition, during the reading of stories, parents can encourage children to make inferences and learn reading skills and enrich their vocabulary in meaningful contexts (Lee, 2008; Huang, 2013; Campbell, 2007 & Albers, 2016).

Arya et al (2005, p.71) claim that children in the first grades of the school must focus their attention in constructing meaning whilst they are reading. Additionally, they state the benefits of this approach in educational life. “This approach to reading will serve them for many years and
with many different types of texts. The students in the literature-based programs (…) were superior in comprehending and comprehension at higher levels.”

This approach of reading aligns with the meaning of parents’ involvement in this study in the sense that parents’ participation in education serve to contribute in the growing of good readers able to use language and their personal experiences and the experience of other people to construct meaning. Likewise, teacher’s instruction during the workshop sessions or family literacy program was based on the complexities of this approach. For instance, teacher instructed parents to use comprehension strategies such charts and graphic organizers, ask and answer open questions, retell stories, make inferences, have literature discussions, relate pictures to construct meaning and build vocabulary in context.

In regards to family literacy programs, Diane Tracey (2000) presented an overview of the issues related to a supportive literacy environment in the home and the need for strong and continuing alliances between school and home. She considers the relationship between children’s home and school literacy experiences and defines the concept of family literacy as a need to support children school literacies.

Family literacy according to the author “is an umbrella term under which are gathered numerous issues, ranging from the role of the family in the development of children’s literacy to the design of structured programs to support this relationship” (p. 47). She also claims that family literacy programs influence children’s development of literacy.

She classified family literacy programs in two groups depending on the kind of communication with parents. The first one is called transmission model, it involves one-way communications; parents receive specific information from the school about what they have to do with their children the second is called intergenerational family literacy initiatives. In this type of
programs parents and children receive direct instruction on literacy. School administrators or specialized organizations or government usually promote these initiatives. Data collected informed that these types of programs have stronger outcomes than the transmission model.

In family literacy programs the language teacher and parents work together to achieve the same goal. Teachers provide parents with concepts and skills, strategies and activities focused on phonics, vocabulary construction and comprehension (Campbell, 2007 and Quintero, 2006). The language teachers are asked to use appropriate methodology and didactics in order to make learning interesting and meaningful. This training should serve parents as a model to guide their children at home. Therefore, the emphasis of those meetings is to increase parents’ knowledge of children’s language and literacy learning (Press, 2008).

Tracey found that when parents receive specific information to guide reading with their children; those interactions produce achievements in oral language and reading. She also claims that using family’s funds of knowledge to enhance children’s literacy development is another strategy teacher may consider creating home-school connections that foster children’s literacies.

Teacher can encourage parents telling their children family stories, writing letters, memory books, creating photo journals, and audio or videotaped recordings to their children about family experiences. All of them can be used in the class to create a new connection with families and perform activities that are more meaningful for their children.

Finally, Diane Tracey suggests inviting parents to the classroom as another form to create home-school literacy connections. Parents are invited to participate in children’s literacy learning at school by reading stories to children, telling stories about parents’ childhood or recent important experiences or parents can describe different moments in which they use reading and writing in their jobs.
Moll (1994) defined funds of knowledge as bodies of information that communities have and exchange in their social relationships. He used this concept with low-income Latino families. He intended to change the preconceptions that the school of United States had in relation to Latino families’ potential to support children’s schooling. Moll demonstrated that these families have rich social and intellectual resources that can be used at the school. Moll states that, (…) properly used social and cultural practices can serve as powerful resources for children’s schooling, especially for the development of literacy” (p.180). Children became active learners that use and apply literacy to communicate meaning. In this sense, teacher’s role is to enable and guide activities that involve students in meaningful tasks. In the classroom, teacher mediated students’ interactions with the text and with their social resources. In short, he also suggested strategies that combined children’s knowledge of their communities and school’s literacy curriculum.

Ortiz and Ordoñez-Jasis, 2005 state that the potential of parents’ involvement requires the active participation of the school. It means that teachers and school administrators through special family literacy programs have the possibility to enhance children’s literacy development creating partnership with parents.

Parents’ involvement in children’s literacy can be developed bearing in mind a sociocultural perspective of literacy in which reading, writing and language are not isolated or decontextualized activities. That means that parents can make use of family culture and experiences and the communication purpose of each literacy practice to foster children’s literacy.

In this sense, family literacy is defined by Ortiz et al. as “(…) an activity continually in flux – being changed and modified by a number of economic and social, political and personal factors to fit the needs of the family as well as each family member” (2005, p. 113).
Ortiz et al. (2005) in their article reexamined the wide range of manners in which the school can integrate parents in the literary lives of their children. For instance, they state that parents can use daily activities such as spelling words, reading signs on the road, reading a book while waiting or reading labels at the supermarket. This is an example in which spontaneous practices can benefit the development of children literacies.

The main conclusion the authors offered through this article, have to do with the role of the parents in the children’s literacy development. It was established that schools must incorporate parents in their children’s learning. Parents had the opportunity to help their children become literate and reflect on the importance of reading and writing in the society. Additionally, the authors state that parents through their literacy practices at home help their children to become literate and understand their implications in their lives.

For instance, Quintero (2006) states that families have different literacy practices and they bring some knowledge that can be included in the school to support literacy development. Additionally, teachers lack of interest on knowing children's family experiences avoid including some funds of knowledge in the literacy class.

Quintero also asserts that the most common way schools involve parents in the literacy activities with their children is through shared reading. In her article, she presents three different studies that involve parents in the development of literacy in new interesting ways. The first one is a study conducted by Barillas (2000). It was an experience guided by the teacher in which parents and children write about their personal experiences by using different types of texts such as letters, poems, stories and personal positions towards certain topics. Students bring their written texts to the school to share with the class. This study found that children were eager to
write because they founded meaningful to their life experiences. It has a purpose and it was real and connected to their lives.

The second strategy to develop children’s literacy was conducted by Harding (1996) in which kindergarten students recreate a story from the pictures of a book, children tell it to their parents. Then, parents read to children the actual story. The author concluded that even though children do not know how to read or decode a text; they were able to construct meaning from it. In addition, children learn to read and write with the idea that these activities are connected to real purposes.

The third strategy by Hannon (1995) consisted in encouraging children to read aloud to their parents different kinds of texts that interest children and belong to their surroundings such as newspapers, advertisements, cornflakes boxes, road signs and even flash cards can be appropriate to read. Parents not only listen to their children but they assist them to make sense of what they read, as well as provide feedback and assistance on reading. Due to the fact that this an activity performed at home parents can devote more time for supporting the reading process to their children something that is difficult to develop at school because of the number of students in a class.

The author concluded that this kind of reading aloud strategy help children to develop literacy and recognize the social use and the power of being literate. At the same time families create opportunities bring together.

State of the art

The following state of the art intends to show the influence of parents’ involvement in children’s education and especially in children’ literacy development. It is based on research articles in which parents’ involvement is understood as a manner to enhance children’s literacy growth. The
impact of sociocultural aspects of parents’ involvement in schooling, parents’ believes on the way they can support their children, the relevance of home learning environments, two-way home-school communications, are issues considered here.

**About home-school connections**

The first research study presented is one by Avila & Garavito (2009) which characterizes the way parents involve with the school activities, in this case homework performance and the relations immersed between parents and learners when performing it. Homework in this research was defined, as the mean by which parents and learners have the possibility to work collaboratively to improve academic achievement. The question that guided this research was: What is revealed about parental involvement in homework tasks? And a related question was: What is the role of tasks in children and parents’ collaborative learning?

The main goals were to describe what happens when parents are involved in the development of their children’s English homework and identify the role of parents’ experiences and knowledge while working with their children. This study was carried out with girls of a public school in Bogotá, 10 girls (5 from third grade and 5 from fourth grade) and their parents. The girls’ ages ranged from 8 to 10 years old and 13 parents, 10 mothers and 3 fathers who had various occupations such as housewives, managers, independent workers, merchants, dressmakers, assistants, cashiers and teachers. This was a descriptive research that followed the principles of a qualitative case study.

There were two important findings that emerged from the data collected, the first one was that task is the pathway used from parents and their children to discover unknown things from each other. The second one was that tasks provide worthy spaces to share and work collaboratively between parents and children.
Homework in this study was a problematic issue in the sense that some parents had difficulties performing it because they did not feel confident to provide the appropriate help to their children.

Hernandez (2005) conducted a study that aimed at contributing to the understanding of the role of the relationship between parents and teachers in the development of a child L2. It was a case study in which the participants were a mother, a father, a child, and the teacher researcher.

The author used a collaborative plan between parents and teachers that consisted in listening and reading some short stories, make predictions and ask some comprehension questions in L1. The findings of this research revealed that the collaborative work between parents and teacher provides positive outcomes in the development of child’s L2. Parents changed their practices at home; they read short stories, watched videos, and sang songs and it became usual activities at home. In addition, according to the author, parents were keen to know the ways to facilitate their child’s English learning process. Parents showed a good rapport with the teacher and this fact benefit the student’s development in L2.

Finally, the author concluded that despite of parents’ limitations in the target language, the learning process was enhanced as a result of their collaborative work. This study relates to this research because we share the main goal of contributing with the development of the English literacy development through a partnership between parents and teacher.

In connection to the participation of parents in children’s schooling and literacy experiences, there are varied studies that refer to parents’ successful practices and tensions.

Huang (2013) carried out an ethnographic study in China with 18 participating parents. The research questions addressed in this study were how do the Literacy Bags (LBs) foster Chinese parental involvement and engagement in their children’s English language development
and literacy learning? How do these Chinese parents use literacy strategies to assist their children’s English development? Therefore, the purpose suited by this study was to describe the use of LBs to promote parental involvement in Chinese children’s literacy learning in the English language.

The study was held in a public elementary school in a suburban area in Taiwan. The school has six first-grade classes, and each class has approximately 20 students. The school begins teaching English since the first grade. The students were given a two-hour English lesson per week.

One first grade class was chosen randomly to follow this study, the class had 18 students (9 boys and 9 girls), ranging in age from 6 years to 7 years. The participating parents of this study included 17 mothers and 1 father. The father held a master’s degree in teaching English as a second language (TESOL) from the UK. Two of the mothers had master’s degrees; one of them received her degree from the USA. Six other mothers earned bachelor’s degrees, and the remaining participants obtained associate degrees or high-school diplomas. All participants were employed with the exception of three stay at home. The findings of this study revealed that parents were involved in children’s literacy development through the usual reading of books. Literacy bags (bags that contain books and extra material to work on literacies) provided effective literacy instruction to shape parents’ strategies. The literacy bags influenced Chinese parents’ attitudes in relation to children’s language learning and literacy development and fostered Chinese parents’ motivation to work with their children’s English language literacy skills.

Literacy bags in the context of the present study refer to the interaction between parents and children while they were sharing a book at home. Parents and children used literacy bags
under the foundations of literacy-based instruction. Parents read to children or children read to parents and performed a procedure in which the main purpose was the development of children’s English literacies through the use of literature-based approach. Therefore, children and parents are immersed in rich literacy environments in which they read; transact; have parent and children discussions; make inferences; talk about the relation of the story with themselves, other texts and the world; use different strategies to construct meaning, and learn phonics and skills in meaningful contexts.

Lopez (2009) for instance, conducted a study that promoted literacy development and biliteracies. Moll (2001) explained the concept of biliteracies as a process by which a student uses social processes and cultural resources to develop his literate competences in English and Spanish. This study took place in US East Coast. The participants were Natalia (a six year old girl), her mother, father and her teacher. They are a Uruguayan family who moved to US when their daughter was in first grade. Her parents enrolled her in a school where native language (L1) and English are used for instruction until the English level of the students was considered well enough for full participation in a regular classroom. That means that the school managed the Transitional Bilingual Education program (TBE). The girl’s parents are monolingual in Spanish, her dad works as a carpenter and her mom is a cleaning lady. Ms. Mendez, the teacher, is a Puerto Rican, fluent English speaker and has been teaching for 16 years mainly in elementary bilingual programs in the US.

The research questions that guided this inquiry were what are the characteristics of Natalia’s school and home native language reading? ; How have Natalia’s L1 reading experiences shaped her understanding of reading? In addition, how her L1 reading experiences influenced her biliteracy development? This is a qualitative, comparative study; the researcher used constantly
comparative methods from Glaser & Strauss to analyze observations, interviews and family reading sessions in order to understand the literacy opportunities available to Natalia in the school and at home. The pedagogical objective of the study was to provide Natalia and her family varied opportunities to develop literacy and biliteracy.

This study reveals that habitual literacy practices at home in L1 can help children to give the first steps towards literacy development in Spanish and English. At the same time, those practices enabled her to enjoy reading, participate in the classroom, identify her as Spanish reader and encourage her to build abilities to read in English.

On the other hand, Poza, Brooks, & Valdés (2014) informed through their study about the obstacles that immigrant parents faced in their efforts to interact with schools in conventional ways. The participants of this study were families that live US since different periods. Some live there over 24 years ago and families that are just adapting to new context. They help each other through social networks and many times have to suffer cultural and racist misconceptions in relation to the way parents participate in their children’s academic development.

The researchers interviewed 24 families and they found some commonalities; for instance, schools have the tendency of looking at parents as apathetic and lack of interest in attending school activities such as volunteering and school governance. They also consider that Latino families do not have rich literacy home environments that enhance normal literacy practices.

This qualitative study reveals that Latino parents are concerned with their children schooling, they organize by themselves participating in different groups outside of the school such as organizations that provided support to recent immigrants, Catholic and Evangelical church, and the public library. This study presents some suggestions to be considered by school policy makers; for instance, teachers are asked to value and consider family cultures in the
construction of the curriculum. In this way, parents have the possibility to feel included in the academic development of their children.

Another study that refers to the tension that Latino parents suffer when trying to involve in their children’s schooling, is a study conducted by Orozco (2008). A qualitative case study that restated the fact that schools often take the position of being the experts in a child’s education, discounting a child’s culture and background. The main research question was what are the perceptions of low-income Latino, immigrant parents on parenting roles in the United States? Moreover, the research purpose was to gain fundamental knowledge on immigrant Latino low-income parents that help institutions to relevant information for school personnel to know.

This study examines 11 hours of archival material containing 11 radio talk shows of La Placita Bilingüe (A radio program addressed to the interests of Latino immigrants). The number of participants on each of the shows varied from two to six for a total of 18 parents on the shows that are part of this study. All of the parents volunteered to be on the show and none had previous radio experience. They talked about varied topics of their interest during the shows. The majority of the parents came from low socioeconomic backgrounds.

The researcher audiotaped the radio programs and made direct observations. That information revealed that parents’ involvement is a two-way process where parents are knowledgeable about what is taking place with their children’s education, and educators must understand and seek input from the communities from which the children come.

Additionally, immigrant parents also internalize racist beliefs prevalent in U.S. society and come to see themselves as deserving lower status. Finally, minority populations, in particular, are big sources of knowledge and information about how their children can be reached
more effectively. Parents and teachers should be immersed in meaningful two-way communication to become active participants in the education of children.

The previous studies informed about the way Latino, immigrant parents involve with their children schooling and the tensions that they have to face because many times there is a mismatch between the common practices used in their home country and current school experiences in US.

The papers so far presented have some commonalities; for instance, they agreed on the importance of a partnership between school and home to consolidate learning processes. In addition, it is relevant to highlight those parents from minority groups experience some tensions in the moment to establish academic relations with schools. It is necessary that parents hold high expectation regarding their children academic performance. Finally, the development of English literacy can be reinforced by the habitual reading of books in the mother language.

**About family literacy programs**

Another group of studies that considered the development of children’s literacies through parental involvement is presented here. Li (2007) aimed at examining the students’ reading and writing practices in school and at home at the same time. It intended to understand children’s thoughts, beliefs, resources, and concerns when they are socialized into different sociocultural discourses. The participants of this ethnographic study were two six years old Chinese Canadian girls, Sandy Chung and Alana Tang. Sandy’s family immigrated to Canada from Hong Kong in 1990. Both parents have high school education in Hong Kong. Moreover, Alana came to Canada with her family in 1999. Both of her parents have degrees from colleges in China.

Both girls do not speak English at home because their parents have a basic level of English performance. The research questions that guided this study were What are the children’s
learning experiences at home and at school? What are the teachers’ and parents’ perspectives of their children learning in these settings? And what are the factors that shaped the children’s learning experiences at home and at school? The researcher conducted interviews, with parents, children and their teacher. They also used field notes when observing the girls interacting with their peers in the classroom and interacting with their parents at home.

This data revealed that there is a great linguistic and cultural discontinuity between the Chinese children’s school and home language and literacy experiences. The children view school and home literacies as separate entities rather than a continuum. Children’s learning experiences were also influenced by the conflicts between the school’s cultural values and those of their families. Hence, schools should implement more effective instruction for students from minority groups and consider home visits in order to build trustful relationships with parents.

The next study from Burt (2008) intended to characterize the way parents learning experiences with their children help them to improve children’s language literacy development. Burt’s longitudinal qualitative study that aims at examining the extent to which the home learning environment and parental perceptions of self-efficacy are related to positive emergent literacy for children living in poverty.

The participants of this study were 65 parent-child dyads of newly enrolled 3-year-old children of Lincoln Public School. 30% were males and 35% females. The sample was racially diverse with 32.3% Caucasian, 13.8% African American, 38.5% Latino, 1.5% American Indian, and 13.8% other. The majority of parent participants were mothers (90.8%). Correlation analyses were computed to investigate the relationship between the home learning environment, parents’ sense of self-efficacy and child emergent literacy.
Parents’ involvement in this study is related to the home learning environment, which provides varied learning experiences to their children. In addition, this term also refers to the way parents protect their children from bad experiences that are lived in the community where children are growing.

The main data collection instrument that the researcher used was interview. From that information emerged the next outcomes: learning environment was found to be a significant predictor of child emergent literacy, parenting behaviors could have a significant relationship with child outcomes. Likewise, data revealed that for monolingual (English only) and bilingual (Spanish and English) speaking children language and literacy may develop skills differently.

Another study that revealed outcomes in relation to parents’ involvement in children’s literacies in English is this one conducted by Lee (2008). A qualitative study aimed to explore parental involvement in third-grade children's English language learning in the context of Taiwan. Besides, he wanted to gain a fuller and more in-depth understanding of the relationship between parents and children's English learning experience. The questions that guided this study were what are Taiwanese parents' beliefs, values, and attitudes regarding their third-grade children's English language learning? Do Taiwanese parents of children with different English language proficiency levels report different types of involvement and/or practices?

The participants of this study were 20 parents of third-grade children in Taiwan. Three different cities were chosen to carry out this study. Three public elementary schools in Taipei, Tainan, and Hualien were chosen based on the variations in the demographic compositions of school populations and school environment they presented. The researcher used interviews, artifacts and documents as the main instruments for data collection.
The main findings of this study revealed that parents expressed strong willingness to support English learning. It was influenced by their perceived value of English in the global context and in the context of Taiwan, and their own English learning experiences.

In addition, parents face some difficulties; for instance, their English level performance to help their children. The second one is financial pressure; parents think that it is unfair that children need extra support outside the school because tuitions are very expensive and sometimes children take after school programs in the school and they pay extra money. The third challenge that they face is time constraints; children and parents have many activities to develop during a day and there is no extra time to help their children at home. But they are aware that children need extra help to achieve good academic outcomes.

The next two papers are guides created by government organizations that have something in common, the fact that native language and children’s culture are important input in the development of English literacies. The first was created by Ontario Ministry of Education in (2007) and it intended to answer the following questions: What can we do in our classrooms to create an environment in which children of varied cultures and languages thrive and grow? How can we increase our own knowledge, awareness, and teaching practice to appropriately support the children’s ongoing learning needs? How can we value and respect the experiences of all children?

This guide aimed at documenting the way teachers, administrators, and other school staff can support English Language Learners (ELLs) in achieving overall expectations of kindergarten program. It also intended to provide (ELLs) tools for a quality beginning school experiences. The participants were Immigrant parents from different countries that lived for some years in Canada.
The main findings revealed that valuing children’s first language at home do not affect their English learning. On the contrary, to learn any other language, children need a solid base in their native language. Moreover, children need to relax at home speaking their mother language. Indeed parents contribute with the English learning process when they talk with their children about the world around them and about what they are learning at the school.

The other guide was created by Colorín Colorado Web-based Service in (2011). It was addressed to Immigrant parents from different countries that enroll their children in American Schools. They posed the next question: What is already in place to make this family feel welcome? What programs does the school offer that would inspire and challenge their children? What still needs some work? They understood parents’ involvement as the engaging participation of parents in programs and activities that help their families. They were encouraged to proposing ideas and work on their achievement with the help of the school staff.

The main findings showed that parents have the possibility to help school in different ways; for instance, they must appreciate their mother language reading stories to their children, visiting libraries and talking with children about different topics. Additionally parents can monitor and revise children’s homework; they can have steady communication with the teachers to know about child’s progress and they can be informed about help programs before or after school and programs offered by the public library.

Campbell (2007) conducted a study that aimed to examine the needs of low-income families with children ages four through six with regard to literacy and parent involvement. Its purpose to increase the children's early learning experiences with literature and to teach, encourage and motivate the parents to assist their children in reading readiness which will eventually be generalized into other subject areas such as math, science, or social studies.
For this study, parental involvement is defined as an additional benefit to the students' education. The participants of this study were 10 pre-kindergarten, 10 kindergarten, 10 first grade at-risk students ages 4-6, and their parents. The question that guided this study was how do early education, parent involvement, and establishing a home environment to support learning influence a direct relationship between home and school in order to increase a student's early childhood aptitude and achievement in reading within an inner-city school in Miami-Dade County?

The implementation of this study included parent-child workshops held every other week. The program involved the introduction of concepts, skills, strategies and activities that focused on phonemic awareness, phonics, vocabulary, fluency, and comprehension.

The data revealed that all of the children made gains. Students whose parents attended the parent-child workshops, parent conferences and followed up with an educational home environment made greater gains as opposed to the children whose parents did not fully participate in all of the project's activities. Through this project, children and parents learned together; parents learned the way to assist their children’s reading skills and children recognized their full potential through the support of parents and teachers.

The next study deals with the importance of family practices regarding children’s acquisition of literacy and describes the way family literacy programs influence those family literacy practices. Parry, Kirabo & Nakyato (2014) carried out this study and it aimed at developing new ways of joining the home-school gap in Uganda and helping parents understand the importance of developing children’s proficiency their mother language. The participants of this study were nine women, two men and from two to six children in each home. Some of them
with AIDS. They were from preschool to primary. Parents have minimal literacy and English command.

The implementation took place in the community library parents attended 10 sessions in which they read picture books, retell stories, write their own stories and translate a color book. They were asked to share all the activities done at the library with their children at home. For some sessions, children were invited to participate. At the end of the implementation, parents felt empowered because of the direct training received. Parents and children were stimulated to read more; they recognized the value of reading for pleasure. In addition, the evidence showed that the children enjoy participating in literacy events with the adults who take care of them and that those who are old enough want to share the experience, especially of the books, with their siblings and schoolmates.

Finally, Becerra (2006) present a study that intends to work on conflict resolution and cooperative learning in the English classroom in a primary public school in Bogotá. She used an inquiry-based approach by using the authoring cycle from Short, Harste & Burke. She gave children the opportunity to work in groups and inquire about a topic of their interest. They followed the authoring cycle steps and used twin texts in her implementation because twin texts combine inquiry-oriented processes and literacy development. Twin texts gave students the chance to wonder and learn about different topics from two perspectives. In general terms, twin texts are an integration of a fiction and informational texts to create different perspectives from a topic.

[T]win texts are two books, one fiction and one non-fiction (informational), on the same (or related) topic (. . .). While the non-fiction book answers questions in a more straightforward manner, the story structure of a fiction book may be less difficult for children to comprehend. Teachers can integrate language arts, science, social studies, and other content areas by using children’s
literature as a bridge. (Camp, 2000. p. 400)

Becerra concluded from her study that conflict in her classroom decreased when children were immersed in an inquiring process that started from the questions that they posed. In addition, cooperative learning was promoted while children were solving the questions proposed in their teams. Finally, implementing literature in the teaching of English and using it to promote an inquiry-oriented cycle is a powerful resource.

The next chapter describes the research design followed. Aspects such as the type of study, participants, context, data collection instruments and ethical issues are explained in order to understand how this qualitative research was carried out.
Chapter 3

Research Design

Research design is the plan that the researcher uses to carry out a study, it includes an approach or the perspective from which a problem is addressed. In addition, the researcher should construct a solid theoretical framework and it implies to formulate appropriate strategies for collecting, interpreting and analyzing data. This chapter deals with the type of study and the path to follow the research.

Type of study

This study aims at determining the way parents’ participation in children’s literacy practices at home are evidenced in first graders’ English literacy development in a bilingual school. In addition, it pretends to characterize parents’ insights in regards to their literacy practices with their children after a guided support given by the language teacher during a family literacy program. In this sense, this qualitative, descriptive and interpretative study describes parents’ literacy practices with their children through the guided assistance of the language teacher and the way they experience and interpret those practices.

Likewise, this study is interested in the meaning parents assign to that experience in relation to their children’s English literacy development. According to Meriam (2009), “Qualitative researchers are interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences (p.5).

Yin, (2011) established five features that characterize a qualitative study; first he claims that this kind of research focuses its attention in the meaning of people’s lives, presents the participants’ perspectives and views, describes the context of the participants, explains a social behavior through participants’ insights and uses a wide variety of data collection methods.
Additionally, Heigham and Croker (2009) state that researchers ask specific questions to the participants in order to know their subjective constructions of the world, what meanings, perceptions they make from their personal experiences. Researchers in a qualitative study use participants’ own words and views to represent their worlds when analyzing data and presenting findings.

**Setting of the study**

This study takes place in the New York School, a bilingual, coeducational institution located in the north of Bogotá, member of the International Bachelorette Organization (IBO) from 2013. It has over 1,200 students from pre-kindergarten to eleventh grade. Students belong to 3, 4 and 5 socio-economic background.

There are 5 to 6 first grades each year; each course holds maximum 25 students for a total of 150 first graders. Classes are held from Monday to Friday, typically from 7:45 a.m. to 3:00 p.m.

Students in this institution are expected to become integral individuals able to function successfully in an increasingly demanding and competitive world. New York School has been growing, strengthening, seeking academic and administrative excellence, educating through the pedagogy of affection and personal growth in and for love, non-violence and peace. These are the main pillars of the *Proyecto Educativo Institucional PEI*.

The mission of the school is to train students to reach high academic and personal development to enable them to function effectively in the current globalized world by the use of English as a foreign language. It also develops a formative process that guarantee a good interaction with people everywhere. Likewise, New York School fosters a school climate of
affection, autonomy, self-esteem and assertiveness that guarantee the development of the students.

Its vision is positions the school within the group of the best educational institutions of Bogotá and the country because of the formative and academic development of its students which implies a good command of English, quality of services offered and the excellent quality of its human resources.

New York School as member of the International Baccalaureate Organization (IBO) follows the foundations of three established programs: Primary Years Program PYP from preschool to fifth grade; Middle Years Program MYP from sixth to ninth grade and Diploma that corresponds to tenth and eleventh grade. This study is focused on first grade so the program described in this document is the PYP.

PYP aims to create a transdisciplinary curriculum that is engaging, relevant, challenging and significant for students between 3–12 age ranges. PYP curriculum is divided into three main aspects. Written curriculum that are all the contents and pedagogical model, it is presented as what the student is worth learning through the development of concepts, skills, attitudes and actions that evidence learning; taught curriculum responds to the question, how best will we learn, it refers to all the learning activities in which students are immersed; and assessed curriculum is focused on the quality of the learning process and on the outcomes of the learning. It means the actions students can take after learning.

According to the authors of the PYP, “The classroom becomes a center of a structured inquiry in which students acquire skills, and build new knowledge. They do so in a climate that fosters positive attitudes, and offers opportunities for responsible actions” (IBO, 2007, p.57). In this order of ideas, the PYP planner synthetizes the essential aspects of the PYP, teachers
elaborate collaboratively transdisciplinary units of inquiry where all the subject areas participate. Teacher and students generate questions and inquiries related to the central idea of the unit. It is important to point out that inquiry units do not constitute the school’s whole program, subject areas participate in the inquiry unit when their participation is pertinent but their integrity and essence is respected.

English in the New York School is seen in two ways: as vehicle for learning content and as a subject area itself. Subjects such as: mathematics, science and music are developed in English in the school, teachers use different textbooks created for native students to design materials for working in the class. For English instruction first grade students are following a textbook called Common Core English Language Arts from Sadlier School publishers. It is a reading-based book constituted by reading units of fiction and nonfiction texts that foster reading and writing. At the same time, this textbook promotes follow-up activities in which students discuss the content of the texts, look for extra information related to the topic read and share this information with the class. This textbook pretends to prepare children to be strong readers and writers.

Participants
The participating parents in this study included 11 first grade parents; 6 women and 5 men who belong to 3, 4 and 5 socio-economic background. Parents range in age from 35 to 48 years. One father held master’s degree, 9 earned bachelor’ degrees, one obtained an associate degree. All participants were employed with the exception of two that stays-at- home mother and other has her own business. In this group of parents there are varied English levels but there are no certifications that evidence their English proficiency. In a questionnaire conducted to the parents at the beginning of the implementation, they stated that they always help their children assist and
monitor homework; they also informed that if they have any problem performing homework, they use translators or ask for help to a relative who has the appropriate command in English. Furthermore, they expressed that they have difficulties with activities that demand oral skills like reading a story, singing songs or telling rhymes because they are afraid of making mistakes. Finally, they asserted that they would like to have a clear instruction on how to help their children develop literacies in English in a motivating way.

**Sampling technique**

The sampling technique used to select the participants was volunteering sampling it is described by Cohen, Manion and Morrison, 2007 as non-probabilistic sample in which the access to the participants is not easy and the researcher has to look for volunteers; for instance, personal friends, or friends of friends, or participants who respond to a newspaper advertisement. In this study particularly, I sent an invitation to all the first grade parents whose children attend to the leveling course on Saturdays morning. This leveling course is directed to first grade newcomers in the institution. They replied to the invitation and they seemed to be interested in the program. It is important to point out that this sample do not represent the broader population but they make this research possible.

**Ethical issues**

Ethical issues may originate according to the problem investigated and the methods that the researchers use to obtain valid and reliable data. In fact, this means that each stage in the research sequence maybe source of potential ethic problems. For that reason, it is required to review matters of privacy, anonymity, confidentiality, and teacher evaluation.

In social research, it is essential to examine the informed consent it means the cooperation of the subject who are participate in the research and in the case educational research, the
headmaster’s informed consent. Consents protect and respect the right of individuals whether to participate in a research study after being informed of the facts of the study or withdraw once the research has begun. Cohen et al, 2007. In this study, consent forms were administered to the parents and the principal of the school to be filled out. (See Annex A).

Additionally, privacy understood as the right of participants to decide for themselves when and where, what circumstances their opinions, doubts, fears, personal attitudes can be communicated to others or withheld from others (Cohen et al. 2007) is respected in this study.

Finally, the promise of confidentiality understood as the second form to protect participants’ right of privacy (Cohen et al. 2007) was also considered in this study the names used were changed for pseudonyms

Data collection instruments

This research involved the use of four main data collection instruments: semi-structured interviews, individual and focus-group interviews; blog comments found in a blog called School-home Connection; parents’ journals, and artifacts. The first instrument used was interview, which is described as a talk between two individuals or a group to talk about a particular aspect of a research study. During this conversation the researcher intends to elicit relevant information that is not possible to see during the interaction with them, such as their feelings, intentions, and thoughts; it means that the interview helps the researcher to discover the way the participants understand the world Merriam (2009).

There are three main types of interviews in terms of the structure: high structured, semi-structured and unstructured. In this qualitative study, I conducted 11 individual, semi-structured interviews in different stages of the pedagogical implementation; semi-structured interviews are
the most common because the interviewees have more opportunities to express their opinions and thoughts freely Merriam, 2009.

I also conducted a focus group interview at the end of the pedagogical intervention. It is a type of conversation in which the researcher gathers data from a group of people. Researchers ask a few questions and elicit information from all the participants. They can be very helpful when all the participants are eager to participate and provide relevant information that answers the research questions of the study Creswell (2012).

During the first stages of the intervention, the interviews focused on identifying parents’ insights in regards to their participation in their children’s English literacy development and their expectations in relation to the parents’ literacy program that I called School-home Connection. The main purpose of the last interviews was to elicit information related to their thoughts, feelings and insights related to their reading experiences with their children at home, to find out information on the way parents perceive the usefulness of the literacy program in their children’s English literacy and also to elicit data that reveals parents’ opinions and personal insights.

The questions and the guiding protocol followed throughout the interviews were validated by my thesis advisor and piloted with a mother from the school. In relation to the focus interview, my thesis advisor and Doctor Alberto Abouchaar an expert in parents’ involvement in education validated the guiding protocol. (See Annex B)

The second instrument that I used was a blog that I called, NYschool-home connection and its link is http://nyschoolhomeconnection.blogspot.com/ (See AnnexC). It is a non-observational instrument used to collect additional information on the topic of the study, data that is not previously expected in the research but important evidence that could enrich it.
Information from a blog could also take the research question beyond and it would expand the profile of the participants (Merriam, 2009).

The purpose of this instrument was to create a blog for parent’s support in which they have the opportunity to use varied material to guide their children at home. It contained specific information about the schedule of the face to face and virtual sessions carried out with parents on Saturdays. I uploaded videos used during the training workshops, children’s eBooks (Books with audio and animation) pictures of instructional sessions with parents and videos where children were invited to participate in varied literacy activities with their parents.

Likewise, parents could share their experiences about literacy practices at home by posting their comments. Participants posted their comments in the blog when they were asked by the teacher after two workshop sessions. But many of them did not do use it steadily after each reading experience as it was asked. However, the blog provided me valuable information about how parents experienced children’s literacy and it was rich data instrument to document children literacy supported by parents.

My thesis advisor gave the validation process, I shared the material of the blog with her and she gave me relevant feedback to enrich it and promoting parents’ active participation. Additionally, I asked some parents from the school to check the material uploaded and express their impressions. This blog offered parents varied material that would help them to have enjoyable literacy experiences with their children because it includes video, audio, print, suggested online games and iPads or tablet applications.

In short, there was an extra available material to support parents with their children’s English literacy by using multimodal forms of learning and making meaning. I learned from the
creation and improvement of the material of the blog that it was a good alternative for parents to provide their children varied activities and opportunities to develop literacy.

The third data collection instrument used was a parents’ journal which I called ‘walking journal’ because it was included in the literacy bags as another usual item. It went home and generated the possibility for parents to read other parents’ insights, complement them or write their own comments. It is a non-observational instrument. In regards to this data collection instrument Creswell, 2012 states “[It] provides valuable information in helping researchers to understand the central phenomena in qualitative studies” (p. 223). I used it to collect parents’ perceptions descriptions, and reflections regarding their reading experiences with their children using the literacy bags at home. (See Annex D)

The fourth instrument that I use to gather information, were the artifacts, valuable sources of data for teacher- researchers. In this sense, Hubbord and Miller, 1999 claim “[They] are tangible evidence of what kids are able to do and of the range of responses kids make to different learning tasks (p.102). The artifacts used in this study are the follow-up written activities performed by the children with the assistance of parents after their reading experiences. They were included in the literacy bags (LBs) as another usual item. I collected and organized them by student. (See Annex E)

This section describes the design and procedures used in the research study in order to understand the complexities of helping parents understand and promote literacy in English with first grade children. The following chapter provides details of the pedagogical implementation carried out between April to September 2015 in 12 sessions with 11 parents.
Chapter 4

Instructional Design

The instructional design presented in this chapter aims at identifying how the English literacy processes of first graders is influenced by the relationship between parents and language teacher. Likewise, it provides the theoretical framework that supports the implementation with the purpose of portraying how these concepts illustrate the pedagogical activities, the goals and the assessment processes.

According to the sample technique used in this study, an invitation was sent to the parents whose children are newcomers and attend the leveling course on Saturdays. The parents who accepted the invitation were the participants in the parents’ literacy program. This pedagogical implementation was held at the New York Bilingual School in 12 workshop sessions during 3 months. Parents wanted to help their children to be literate in English and for that reason; they were interested in participating in the training program that the school provided on Saturdays.

This chapter also characterizes the vision of curriculum, language, and learning for the pedagogical implementation to provide parents a way to guide their children in their English literacy development. Tudor states “The reality of language teaching emerges from the dynamic interaction of … different rationalities, a process which is unique to each classroom and which can rarely be predicted in advance” (1998, p 319).

Curricular Platform

The curricular platform proposed in this instructional design was framed within literature-based instruction. Tunnel & Jacobs, (1989) claim that literature-based instruction brings fabulous results to literacy with different types of learners. Students from low socio-economic
backgrounds and students with limited English speaking. The authors defend that reading material used in this approach is rich, varied, and “real”. Thus, it involves different kinds of texts such as: picture books, big books, folktales, fables, myths, fantasy, plays, science fiction, poetry, historical fiction, nonfiction informational books, and biographies.

I believe that a literature-based instruction program is a suitable approach to teach first grade bilingual students because it is more of a meaning related activity in which students are asked to express their ideas according to what they read. It does not have to do with the decoding process that converts symbols to sounds. White, Vaughan & Rorie, (1986) state, referring to their experience using this approach with a group of children. “[P]rint was something that permeated [children’s] day… Books became theirs, in a natural way, in a real way.” (As cited in Tunnels & Jacobs, 1989, p 472) They talked about the affectivity of literature based; children want to read and they considered it worthy.

**Vision of Curriculum**

The vision of curriculum that this pedagogical intervention contemplates is literature-based instruction because promotes real readers and writers able to express their ideas regarding their contexts Tunnel et al. (1989). Parents and children were exposed to different literature genres such as fables, rhymes and informational texts. Thus, this research study selects picture books as the main source to promote the joy for reading and informational books as a means to engage children with texts that provide real facts in personal inquiry. Both children and parents became acquainted with the two texts genres.

**Vision of Learning**

Within this implementation, learning is seen as a meaning construction process through multimodal reading. Students read eBooks, picture books, YouTube sources, and printed texts.
This implementation considers the multimodal forms to learn a language important; for example in pictures books; “[T]he meaning of the whole [text] involves the weaving together of multiple modes, including the linguistic (written text), visual (illustrations), spatial (evident in the design, layout, and composition), gestural (found in the positions and movement in the illustrations)” (Martens, P., Martens, R., Doyle, Loomis, & Aghalarov 2012, p 287).

Additionally, the activities that followed the reading of a text were not centered in comprehension and writing. Sustained time for discussion between parents and children were included. In that sense, activities such as looking for virtual information related to the topic of the text, handcrafts, listening, acting out, and retelling the story made reading a multimodal experience.

Clavijo (2001) inspired in her understanding about the Halliday’s theory of language learning which involves three aspects: learning language, learning through language and learning about language; portrayed her interpretation and application in a diagram that intends to explain how literature discussions and shared reading can help achieve the teaching-learning goals (See Figure 3). It means that language learning aspects given by Halliday occur simultaneously when learners are using language for real purposes in real contexts. For instance, when children are reading, having talks about a book or writing they use language for a functional purpose, they think about how the language functions to be able to learn the language being read.

In this particular case, children learnt language while they were reading picture books with parents. They learnt through language when they look for extra information related to the story read in the Internet. And they learnt about language, while they attempted to build sentences to talk about the texts read.
Figure 3. Clavijo’s Interpretation and application of Halliday’s model.

Vision of Language

Language is viewed from a Vigotskian perspective. His concept of zone of proximal development (ZPD) helps me explain the collaborative learning between parents and children. Vigotsky ZPD as “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under
adult guidance or in collaboration with more capable peers.” (cited in Lee, Smagorinsky, 2000, p. 194)

Vigotsky’s (1978) analysis suggest that “school learning may occur optimally when the novice has sufficiently developed spontaneous concepts learned in practical community contexts that are related to scientific concepts learned in formal school contexts” (Lee & Smagorinsky, 2000, p. 194). Authors explained that a novice or beginner that is able to solve a problem independently is then placed in a social context with a more expert teacher who digging, modeling and questioning, help the novice to solve new more challenging task. The learning context is considered social so that, the learner does not learn new tasks or scientific concepts in isolation.

In the context of this study, parents are the capable peers who help children enhance children’s literacy development. Parents are prepared to ask questions, elicit information from the students to take them to the comprehension of a text. Moreover, during the shared reading experiences parents lead children to relate the text with their personal experiences to make it meaningful. Children and parents talk about the texts and construct meaning while they transact with the text.

**Pedagogical Implementation**

This working plan was performed during the pedagogical intervention held from April to September, 2015 in 3-hour workshop sessions on Saturday at New York School. This implementation was divided in three stages: awareness, hands-on and closing.

*Awareness stage* refers to the time that parents and teacher reflected about parents’ involvement in education and parents’ current literacy practices to support their children at home and the ways they would help children to develop literacy in English. *Hands-on stage* was the instructional part that I, as the language teacher, shared with parents with the purpose of
providing them with useful strategies they can use with their children at home. It also refers to the parents-child time during the parental literacy program in which they shared books and performed follow-up activities after the reading experience. Finally, there was a *Closing stage* that intended to identify parents’ insights and thoughts regarding literacy training program.

The collaborative work with parents was divided in face to face session on Saturdays morning and virtual sessions held in especial dates when the school was not available for the program with parents. These virtual meetings were accomplished by the use of the blog created for this academic purpose. [http://nyschoolhomeconnection.blogspot.com/](http://nyschoolhomeconnection.blogspot.com/). Its aim was to have a steady contact with parents and provide them with meaningful information that they can use when they consider necessary.

The next is a narration of the learning experiences in each stage. There is also a chart that details the whole pedagogical intervention, it illustrates the stage, topic, linguistic or social objectives, learning activities and collected data, this part of the working plan seeks to inform the teacher-researcher how this information collected respond to the research questions and objectives of the study. (See Annex F)

1. *Awareness stage*

**Session 1:**

This session started with an ice-breaker activity, the introduction of the program, its purposes and the presentation of the concept parents’ involvement in education, in this particular case; parents’ involvement in children’s literacy development. After that, parents were invited to fill out a questionnaire whose purpose was to identify parents’ literacy practices at home, recognize their insights regarding literacy practices at the school and the ways they could contribute with children’s English literacy development.
Next, parents were divided in small groups for a discussion on the topics of the questionnaire and complete a word web entitled parental involvement in education. Parents had the opportunity to present their ideas, identify ideas in common from the two groups and draw some conclusions.

It is also important to mention that during this session a blog created for this pedagogical implementation was introduced, its link is [http://nyschoolhomeconnection.blogspot.com/](http://nyschoolhomeconnection.blogspot.com/). It aimed at providing parents with instructional information given in the workshop sessions. Parents were invited to visit the blog use its information when they considered it helpful during the reading time with their children. They can find videos; songs, rhymes, eBooks, pictures and informational texts that relate to the study, the link of the blog was written on a special as a welcoming present given to parents.

**Session 2:**

This was the first virtual session, parents were invited to read a text of parental involvement called ‘Hacia un nuevo enfoque sobre el involucramiento de la familia en la educación: apoyar a las familias para promover la equidad en la educación’ written by Heather B. Weiss, Suzanne M. Bouffard, Beatrice L. Bridglall and Edmund W. Gordon. After that, they answered some question and they were encouraged to establish a conversation with other parents on the topic established.

**Session 3:**

Throughout this session, parents were asked to visit the blog page to listen and read a story entitled ‘The Carrot Seed’ by Ruth Krauss and post their comments about the experience reading with their children. It was suggested that if they had a problem they should describe it, telling the way they faced it and also portray children’s insight and attitudes at
the moment of reading. Pictures of the key vocabulary words of the story were uploaded in the blog too.

2. Hands-on stage

**Session 4:**

All over this session, reading aloud strategy was introduced step-by-step encouraging parents to participate actively during the process. The teacher emphasized the use of varied intonations, and body language. The story, reading guidelines, and relevant vocabulary words through pictures were introduced from the blog. After reading, the teacher guided a basic origami activity that was a mini-book. Teacher remarked that mini-books can be used to make pictionarys or to study concepts; in this case the purpose was to identify key points of the structure of a story (who, where and what).

**Session 5:**

During this session, another reading strategy called ‘*Twin texts*’, was introduced, the teacher presented a set of fiction and a non-fiction texts on the same topic. The purpose of this strategy is to introduce content through reading and encourage students to become inquirers and curious. KWL chart, a continuum, and video were used to motivate parents to collect information on a specific topic. The story and the video were used in the session through the blog.

**Session 6:**

This session was focused on rhymes, songs and chants. Parents worked as a whole group and in pairs to practice a song or a rhyme that they presented to the rest of the parents. The teacher emphasized in the use of body language, gestures and varied intonations. She invited parents to enjoy what they were doing and feel free to make mistakes and correct them.
Next, parents with the help of the teacher used their technological devices as smart phones or laptops or the computer from the computer room to familiarize with the use of the blog and post their comment related with the workshop sessions and reading experiences with their children. Finally, we started with a reading program called ‘Literacy Bags’ (LBs), the mechanics of the program was presented to parents and the items each bag; a parents’ letter, reading guidelines, a glossary with pictures, a picture book, a CD of the story, an activity page, and a walking journal. Parents became familiarized with the literacy bags during this session before using them with children at home.

Session 7:

Finally, we started with a reading program called ‘Literacy Bags’ (LBs), the mechanics of the program was presented to parents and the items in each bag; a parents’ letter, reading guidelines, a glossary with pictures, a picture book, a CD of the story, an activity page, and a walking journal. Parents became familiarized with the literacy bags during this session before using them with children at home.

In this session, parents and their children use a literacy bag to read with their children in choral reading and echo reading using the guidelines given in the previous sessions. Parents were expected to introduce vocabulary through pictures and word games, talk about the covering and the title of the story, make predictions before and during the reading, relate the story with the personal experiences, ask comprehension questions, discuss about the story, and perform the follow up activities that respond to the book. Parents posted their comments in the blog after that reading experience with their children.
Session 8:

It was a virtual session on the topic of was the place to read and the importance of home literacy environment. Parents were asked to read a text and answer some questions in the blog.

Session 9:

Throughout this session, parents were instructed on the basic tips to write a complete idea or sentence by using appropriate punctuation marks and spelling. The teacher used a video, a guided activity, finding complete ideas in a picture book, cut up sentences and an independent activity in which they have to write their own sentences. Then, children were invited to join with parents in the session to read and listen, read and watch the next children’s eBook called *ABC, This is Me* to provide the necessary support to help parents and children to write their own big book called “This is me!” At the end of the session, parents and children read aloud their big books to share with the whole group.

Session 10:

This session aimed at showing parents that there are different modes to build meaning that is by the use of multimodal activities (audio-visual, gestural, kinesthetic, and spatial). A children’s eBook was used to listen, watch and read along a story, it was called ‘I Feel’ by Tessa Court Illustrated by Simon Tefler in the next link: [https://www.youtube.com/watch?v=gqXX3yyvGl0](https://www.youtube.com/watch?v=gqXX3yyvGl0)

Then, parents worked on multimodal activities all around the classroom. The class was divided in four interest groups: making gestures, let us sing, making a handcraft, and hangman to review the main vocabulary word from the story. Technological devices as smartphones and iPads were used as well as handcraft materials.
Session 11:
This session was devoted to invite parents to go beyond the text. It means that children and parents can extend the reading activity looking for interesting information on the topic of the story. First, parents chose one of the books read in the literacy bags and had a discussion about it identifying the main topic. After that, they asked questions and collected information on the topic selected. Finally, they displayed that information to the rest of the group in different ways; they can be posters, oral presentations or a game. The idea was to tell parents about the possibility to challenge their children to collect extra information related to the topic of the story.

3. Closing stage

Session 12:
During this last session, parents were challenged to read a story aloud for the whole group of children; each parent had the responsibility to perform a stage of a reading aloud session they used the guidelines given in the literacy bags. Then, they had partner reading with their children. That story was used to introduce a mini-lesson of likes and dislikes taught by the teacher. After that, children and parents went to the school’s restaurant to prepare an innovative recipe of a sandwich and create a name for it. At the end of the session, children and parents described their sandwiches to the whole group.
Chapter 5

Data Analysis and Findings

In this chapter, it is depicted the procedure followed to analyze data collected during the pedagogical intervention implemented with first grade children’s parents of a bilingual school from April to September 2015. This chapter intends to answer the research question established: What is the influence of parents’ involvement in first graders’ English literacy development in a bilingual school? Similarly, it intends to inform how this analysis of data addressed the objectives proposed: to determine the way parents’ involvement influence first graders’ English literacy development in a bilingual school and to characterize the connection that parents and language teacher created to guide children’s school and home English literacy practices.

The main instruments used to collect data were interviews, parents’ journals, students’ artifacts, and comments given by parents in the blog; a virtual space created to provide parents with varied resources and strategies to guide the reading experiences at home. The parents’ journal was an instrument used to gather parents’ impressions and insights about their reading experiences with their children at home. And the students’ artifacts were the activity pages performed by children with the guidance of their parents after the reading experiences.

I conducted individual interviews at the beginning and during the pedagogical intervention and a focus group interview in the last meeting. Data was organized in Microsoft Word files; interviews were organized chronologically. Comments and interactions from the blog were taken directly from it, the walking journals and some of the activities pages were collected, scanned and saved in a PDF file. Then, data was uploaded to Atlas.ti 6.2.

The framework of analysis used was grounded theory, according to Strauss & Corbin (1990) “grounded theory is a qualitative research method that uses a systematic set of procedures
to develop an inductively derived theory about a phenomenon” (1990, p. 24). Coding helps the researcher to make sense of the data, to interpret participants’ views and standpoints. During the process of coding, you interact again and again with your data; you are called to examine your participants’ concerns through their language (Charmaz, 2006).

In this order of ideas, this study followed three stages of coding: open, axial and selective coding, Strauss & Corbin (1990). Open coding is the initial interaction that researchers have with their data and the first codes are the bones for an emerging theory. In this part of the analysis, the researcher should stick to the meaning of the data. Thus, open coding is “The process of breaking down, examining, comparing, conceptualizing and categorizing data.” (Strauss & Corbin, 1990, p. 61) This stage was done line by line and each initial code was distinguished by using a specific color in Microsoft Word, I created 87 initial codes that I uploaded and described in Atlasti 6.2. Then, I compared codes in order to find similarities and differences. I used a tool from the Atlasti 6.2 program called merged codes that helped to join codes with similar characteristics in a single one. After this process, the number of codes was reduced to 36. At that point, I started to make decisions about which codes gather and synthesize the most relevant and similar information. This is what Strauss & Corbin describe as the process of creating categories and subcategories “conceptually similar events/actions/interactions are grouped together to form categories and subcategories” (1990, p.10) this process become the basis of theoretical ground.
Figure 4. Coding line by line process.

Figure 5. Merging codes process.
Learning to support children's literacies
- Acknowledging children's learning preferences
- Comparing parents' and children's learning language experiences
- Recognizing the practicality of the workshops
- Using technology to support the process
  - Established routines at home
  - Acknowledging the positive effects of home-school partnership

Self-awareness of the use of the given tools
Being aware of child's learning pace
Established routines at home.
Recognizing the continuity between the school and workshops literacy practices
Recognizing teacher's guidance to support children's literacies
Recognizing their interest to enhance their literacy practices
Recognizing the practicality of the workshops
Recognizing child's ways of learning
  - Acknowledging the continuity between school and home literacies
Recognizing S's learning preferences
Parents reading picture books with children, increased new literacy practices at home
  - Acknowledging the benefits of the Literacy Bags (LBs) as a tool
  - Recognizing children's emergent like for reading
Engaging parents with school activities
Identifying parents' and teacher's relationship
  - Recognizing child's English literacy development
Being involved in school activities
  - Recognizing the importance of long term school projects
Showing more confidence to perform school assignments
Recognizing child's love for the books through the habitual reading
  - Recognizing parents' commitment as a need (7)
Being aware of different places to find relevant information to help children
  - Being of about literacy activities to support children
  - Recognizing parents' limitations to provide children support
Recognizing children's spontaneous attempts to use English
Showing independence and confidence to read
  - Being involved in the literacy process
Recognizing children's knowledge and strategies to retell the story
Following teacher guidance
Recognizing the importance parents and teacher partnership
Awareness of literacy process
Recognizing the importance of being patient to support children
Pues, que en estos momentos yo me siento satisfecha con lo que hemos realizado,
Sharing school activities between parents
Facing and solving academic difficulties with children
Being aware of child's English language development process
  - Recognizing teachers' role and support
  - Parents' literacy practices
Recognizing the usefulness of the program school-home connection
Parents reading picture books with children increased new literacy practices at home +
Recognizing picture books as sources for learning values
Understanding students’ different ways of learning and understanding information
Recognizing the importance of habitual literacy activities
✓ Showing interest on literacy practices at home ++
Emerging curiosity and inquiry during the reading process
Home literacy practices with children
Parents participation as the key to achieve and maintain good academic attainment
Acknowledging the connection between school and home literacies
✓ Being aware of children’s interests on ludic activities for learning
Recognizing Ss’ abilities in L1
Recognizing the workshops pleasant and enjoyable
✓ Recognizing the limitations of the program in relation with the time established
Learn more about materials that help children to learn English
Reading as a pleasurable activity for kids.
✓ Identifying children’s literacy weaknesses
Recognizing the usefulness of the program school-home connection.
Identifying teacher’s orientations as tools
Recognizing Ss’ learning preferences
✓ Consolidating family bonds
Reading as a pleasurable activity for kids
Parents awareness of child gaining confidence in home settings
Helping child to perform homework
Checking students’ task
“ya lo sé papá, quiero leer y ..
✓ seguir practicando para que el..
Recognizing the importance of long term school projects for parents’ support.
Using school platform
✓ Una profundidad de los papás más en el programa
Being aware of children’s interest for ludic activities for learning
Acknowledging the benefits of the Literacy Bags (LBs) strategy
Comparing parents’ and children’s learning language experiences
Recognizing children’s emergent like for reading
✓ Recognizing parents’ limitations to provide children support
✓ Recognizing teacher’s training clear and functional
✓ Mezclada, inmiscuida lo que más pueda
✓ Acknowledging external factors’ influence on parental academic involvement
Connecting stories with personal experiences
Acknowledging the importance of creating new literacy practices at home
Recognizing the importance of the reading skills to become a good reader

Figure 6. Grouping codes.
"ya lo sé papá, quiero leer y ..
Recognizing the practicality of the workshops.
Acknowledging children’s learning preferences
Using technology to support the process
Recognizing children’s emergent like for reading
Established routines at home
Acknowledging the positive effects of home-school partnership
Recognizing Ss’ abilities in L1
Being aware of child’s learning pace
Una profundidad de los papás más en el programa
Acknowledging external factors influence parental academic involvement
Showing interest on literacy practices at home
Recognizing the practicality of the workshops
Acknowledging the continuity between school and home literacies
Acknowledging the benefits of the Literacy Bags (LBs) as a tool
Recognizing teacher’s training clear and functional
Recognizing child’s English literacy development
Parents literacy practices
Recognizing the importance of long term school projects
Understanding students’ different ways of learning and understanding information
Recognizing parents’ commitment as a need
Being aware of children’s interests on ludic activities for learning
Recognizing the limitations of the program in relation with the time established
Being aware of literacy activities to support children
Recognizing parents’ limitations to provide children support
Consolidating family bonds
Being involved in the literacy process
seguir practicando para que el..
Comparing parents’ and children’s learning language experiences
Recognizing the importance of being patient to support children
Recognizing parents’ limitations to provide children support
Pues, que en estos momentos yo me siento satisfecha con lo que hemos realizado,
Mezclada, inmiscuida lo que más pueda
Facing and solving academic difficulties with children
Learning to support children’s literacies
Recognizing teachers’ role and support

Figure 7. Merging codes.
During the last part of this stage, researchers ask questions to stimulate their theoretical sensitivity and compare data to specify and distinguish each category. Once the researcher is clear about the distinctions of each category, the researcher is able to explain with details specific properties and dimensions of each. The next step is the creation of a visual display that depicts the main categories and features that describe each one. These categories came up after the reading of the most frequent codes and after asking question such as: What is home-school partnership? Why do children require continuity between school and home literacies? What is the parents’ conception in relation to their emergent literacy practices with their children?

Figure 8. Visual display categories.

The second stage in grounded theory is axial coding, Strauss & Corbin explain, “In axial coding, categories are related to their subcategories, and the relationships tested against data.” (Strauss & Corbin, 1990, p.13) That means that researchers consider relevant aspects such as: conditions, context, strategies and consequences in which subcategories are related to a category.
The author states that all the relationships between subcategories and categories that emerged in the axial coding are temporary until they can be verified repeatedly against data. “An unsupported hypothesis must be critically evaluated to determine if it is false or if the observed events indicate a variation of the hypothesis.” (Strauss & Corbin, 1990, p. 14) That means that when the conditions remain the same, the action takes a form, but under different conditions, the action takes another form.

The final stage in grounded theory according to the author is the selective coding, in which a core category represents all the categories established. It symbolizes the most abstract concept that summarizes the main assumptions of the whole study in some words. It commonly emerges at the last phase of the study. It could be noticed through the answer of questions such as what is the main analytic idea that arises from this study? How can you conceptualize the main findings in a few sentences? All the previous categories were directly related with the core category (Strauss & Corbin, 1990).

The following emerging categories intend to respond the research question and the research objectives established in this study. They are defined and illustrated with examples from data as follows.

**Parents and teacher partnership: A link to support children’s English literacies**

This category has to do with the relation of trust and clear communication that parents and teacher created to promote children’s English literacies. This relationship came up within the study through the workshops sessions in which teacher shared with parents, strategies and ways to introduce English literacy activities with their children at home.

In this sense, the workshop sessions with parents in this study helped to create a link between parents and teacher; both working towards the same goal. Teacher provided parents with
specific reading instruction and parents used that experience to guide and enrich their children’s English literacies at home.

Interactions between parents and teacher were around children picture books, rhymes, songs, twin texts (informational and fiction), literacy bags, crafts, K-W-L chart, oral activities and blog visits came up during the project development. Parents acknowledged that the workshop sessions set a starting point to incorporate new literacy practices at home.

(…) Me parece que es un excelente programa trabajar con los padres de los niños que están ingresando al idioma inglés, porque nos dan pautas importantísimas, sí, nos dan claves, puntos claves, porque muchas veces uno de padre considera, no en el colegio le enseñan el inglés, y este, uno se aleja un poco del proceso. (INT03_MC 29-08-15)

During the workshop sessions parents and teacher worked on the promotion of reading strategies, vocabulary construction, writing and speaking in the context of a text. Teacher provided parents with instructions to introduce a book considering three stages before, during and after reading. Teacher modeled this procedure reading picture books aloud to parents. Teacher used gestures, body language and intonations to help comprehension. Realia was also used to establish connections between the story and personal experiences. Likewise, parents had the opportunity to read aloud stories to other parents with the purpose of consolidating this process. (See Annex F)

In addition, teacher provided parents with explicit instruction related to the introduction of new vocabulary and the revision of its comprehension. For introducing vocabulary parents were asked to use pictures, descriptions, drawings and mimics; for checking its comprehension parents have to ask open questions and play some clue games or acting out the meaning of words. Parents and children could also practice on vocabulary using the activity pages, created for students to complete after the reading of a book (See Annex E).
The workshop sessions also presented parents motivating and varied strategies to invite their children to have enjoyable reading experiences at home. To enrich the reading practice teacher guided parents to use the blog created for this process. There they could find songs, videos, rhymes related with the content of a text, and e-Books (books with sound and animation). Additionally, parents could visit it when they consider necessary to revise the information uploaded. Pictures of the workshop activities and parents’ comments were also available in the blog. Easy handcrafts like masks, mini-books, big books and puppets were also part of the activities done in the workshops that intended to inspire parents to engage children in reading experiences.

Burningham & Dever, (2005) found in their study that when parents and families work in a coordinated way regarding a reading achievement, even students with difficulties could reach the expected reading outcomes. In the present study, parents also recognized that when a home-school relationship is established through a family literacy program; children have the opportunity to develop English literacy with their parents in a natural and joyful manner. First grade parents of newcomers were invited to participate in practical workshop sessions in which they learned by doing. They looked at a model given by the teacher and then they had the opportunity to practice with the other parents before performing each procedure with their children at home. There were intergenerational sessions as well in which parents and children were in the same room to read a book, write a big book or create a recipe. The next are comments that parents uploaded in the blog after having some reading experiences with their children at home.

Maritza C - Mama Sara Sofia Marin 30 de mayo de 2015, 08:22
Siento que con las practicas aprendidas en estas sesiones he podido mejorar la enseñanza a mi hija Sara, hemos logrado aprender vocabulario de una manera divertida al observar primero las figuras, la lectura de los libros es mas facil y divertida. Nuestros lazos de afecto se mantienen y somos mas amigos y menos autoritarios.
This study intended to empower parents to promote children’s English literacies at home through meaningful and interesting literacy activities. Parents’ sense of efficacy increased; parents felt more confident to guide children in an appropriate form. According to (Burt, 2008) self-efficacy is the view and beliefs that parents have to motivate and reach the expected outcomes after sharing learning experiences with children.

Parents expressed that their literacy practices with their children changed after participating actively in the workshop sessions. They commented about some of improvements in supporting their children literacy practices at home.

(…) “[H]e aprendido como leerle a mi hija, como mostrarle el vocabulario, de una forma, de otra, también he aprendido pronunciación y cosas de ese estilo que no sabía hacer con ella.” (INT03_MC 29-08-15)
Press, 2008 states that parents experienced personal success with their children in a literacy program. This fact enhanced parents’ levels of self-efficacy which motivate them to actively participate in the literacy development of their children at home.

Parents in this study expressed that they felt more confident to help their children after attending the workshop sessions not only when reading picture books but with their school assignments.

(...)(...) poder aprender como tips de pedagogía (...) entonces esa parte fue como muy importante porque, ah no! entonces le puedo enseñar de esta manera, podemos encaminarlo así y eso ha permitido de que en la casa enseñarle varias cosas a la niña sea más sencillo porque pues ya sabe uno como podérselo enseñar .

(INT 7_FOCUSGROUP(12-09-15)

Therefore, school support to promote home-school partnership, is about providing parents opportunities to create a rich literacy home environment to enhance children literacies.

(Burningham et al. (2005) described a reading project that aimed to engage parents and children in reading activities together and to train parents with specific instruction on reading strategies and ways to interact with children while reading by organizing meetings with parents at the school. This study revealed that children who received high levels of parents’ guidance showed interesting outcomes in reading achievement in contrast with children who received low parental guidance in reading activities.

This study in particular, revealed that parents who received instruction on reading books in English felt motivated to share time with their children to read at home and use the strategies given in the workshops; for instance, introducing vocabulary, spelling activities, doing crafts, writing short sentences and specially motivating children on the pleasure of reading as an activity to share with the family. (...) “[L]as estrategias que aprendimos nos han permitido motivar en la
niña muchísimo más la lectura, el aprendizaje del vocabulario, la escritura, el spelling de las palabras entonces ha sido muy positivo.” This is what a mother participant commented.

Family literacy programs are created to facilitate children and parents literacy learning; they show benefits for parents, children and schools. Parents learn to support their children’s literacy learning, and they place greater value on education and learning (Swain, Brooks, & Basley, 2014; Campbell, 2007). In connection with these authors, it is important to highlight that parents in this research study felt that they were learning while they were guiding literacy practices with their children. They used ludic strategies to motivate children to enjoy reading and improve their literacies.

“Poco a poco vamos como avanzando con ella. La parte de las actividades, las cosas lúdicas han facilitado el aprendizaje de las dos. Yo lo podría decir he aprendido con ella al tiempo entonces ha hecho que esa interacción sea mayor.”

(INT7_FOCUSBROWSER 12-09-15)

There are different types literacy programs; for instance, there are some in which the parents attendance to the school is not necessary, teachers send reading guidelines inside the literacy bags for parents to follow (Huang, 2013 & Sirek, 2013) these studies revealed parents became engaged with children’ literacy development through the constant reading with children.

In other programs, parents attend school for specific instruction to guide their children. In this type of programs, the school is asked to guarantee transportation and children’s care. The findings revealed by these types of parent literacy programs are very similar; parents felt committed and capable to guide their children by following teachers’ instruction. They wanted to see children’s attainment and they felt more informed about school system and ways of learning at the school (Burningham et al, 2005; Swain et al, 2014).
The present study used both strategies, doing workshop sessions with parents at the school to provide explicit information related to the way to guide the reading of picture books. Later literacy bags (bags with selected books and reading materials) were sent home with children to be read with parents.

Likewise, parents stated that learning how children learn at the school help them to guide them at home.

(...)Algo positivo fue como, (...) uno de papá puede tener conocimiento pero no tiene la metodología de cómo enseñarles. Entonces esa parte fue bien importante. Aprender como transmitirles a los chicos ese conocimiento para que a ellos se les facilite el aprendizaje.  

(INT9_LS 14-10-15)

In conclusion, this category focused on the relation built between parents and teacher during the development of the workshop sessions. Parents recognized the home – school connection established as an important factor to enhance children’s literacies. (...) “[H]ay una relación directa entre estudiante, padres y el colegio, el colegio por medio de la profesora, para que haya interacción y como un plan mejor, como un plan de estudios para el manejo del inglés.”

Parents also thought that a learning process implies a mutual job in which they work with their children at home using the strategies given at the school during the workshop sessions. “Fue un trabajo articulado que permitió de la mano del docente y del acompañamiento junto con los papás; fortalecer en la niña muchísimos aspectos y fomentarle mucho más el aprendizaje y el interés por aprender la lengua.” Parents felt that this partnership certainly will be reflected in children’s literacy development.

**English literacy development promoted by parents and child interactions**

This category focuses on the continuity that school literacies such as reading with children, talking about a story, relating a story with personal experiences can have on children home
literacies. Literacy practices at home like watching movies, reading the newspaper, flyers and bills are supported by parents by actively participating in reading experiences with their children.

Parents need to be aware of the effectiveness of their academic participation in their children’s literacy development. Authors such as Deforges and Abouchaar, 2003; Epstein, 2004; Swain et al, 2014; Darling, 2005 and Burningham et al, 2007 claim that parents can be important agents in children schooling. Parents can contribute in children’s literacy learning in a way that they cannot envision. But they need the direction of the language teacher who can empower them with direct instruction in literacy learning.

In this sense, schools are asked to integrate parents in the School communities to acknowledge the role that they can have in the promotion and assistance of their children’s literacy practices. In the following excerpt parents recognize the importance of their participation in their children’s English literacy learning even though they have enrolled their children in a bilingual school.

(...)[M]uchas veces uno de padre considera, no en el colegio le enseñan el inglés, y este, uno se aleja un poco del proceso, pero me he dado cuenta la importancia de estar en el proceso, mezclada, inmiscuida lo que más pueda y me doy cuenta que eso a ella le sirve.

(INT03_MC 29-08-15)

Literacy bags (LBs) was the strategy used to promote interactions around literacy between parents and children. They were sent home with varied items as follows: a reading guide, a picture or informative book, a glossary page, a CD with the audio of the story, a parents’ journal, and activity pages (written activities to perform after the reading that intended to check comprehension, strengthen reading strategies and vocabulary construction) (See Annex G). This strategy was organized with a specific schedule; children took the literacy bags home on Fridays
and they bring them back on Mondays and this day, bags were changed. The next excerpt reveals a mother’s insight regarding the literacy bags (LBs) at home.

(...)El tema de las bolsas literarias fue un punto muy exitoso dentro del proceso porque estas bolsas motivaron, incentivaron la lectura en la niña y también uno como papá. Porque uno como papá quizás no veía sentarnos a leer un libro en inglés porque primero mi esposo es el que maneja la lengua como tal pero el hecho de ya tenerlo, tener el audio; a pesar de que yo no sé inglés pero escuchábamos el audio y luego guiábamos la lectura. El tema de aprender vocabulario fue súper bueno a través de esas bolsas literarias. Entonces una excelente herramienta esas bolsas.

(INT9_LS 14-10-15)

The parents’ journal was an item included in the literacy bags that informed the way parents supported the literacy process with their children at home. For instance, parents and children listened to the CDs, they asked children to read books individually, they helped children to perform the activity pages etc. This excerpt from a journal showed the way a mother and her son followed a reading experience, she described the child’s attitude and behavior while reading. She expressed in a personal interview that for improving pronunciation, she considered important to ask children to read the book individually after listening to the CD and/or listening to parents.
Figure 11. Excerpt from a walking journal about shared reading experiences accompanied with the covering the story.

The previous excerpt showed the relevance of parents and child usual literacy practices to attain improvement. Parents and children interaction are asked to be rich and varied. For instance, walking journals showed how parents promoted the use of reading skills like predicting and inferring with their children and how they supported children to relate the text with personal experiences.
Figure 12. Excerpt from a walking journal about shared reading experiences accompanied with the covering the story.

Parents and children read in total 8 different picture and informative books during two months. For many children it became an activity that they looked forward to doing each week. They started to become more and more independent when reading, they were familiar with the process of reading a book and some children showed some of the expected literacy outcomes as giving verbal account of a story. The next image depicts an activity that promotes retelling of a story and it was included in the literacy bags.
The following excerpt from a walking journal reveals how a child showed confidence with the reading process at home, she repeated words from the vocabulary, she used pictures to understand the meaning of the glossary, she retold the story by using puppets, and she attempted to give clear, structured ideas based on the story.

(W_JOURNALFAMILY.GS)

Figure 13. Sample of the follow-up activities from the book The Lion and the Mouse.

Figure 14. Excerpt from a walking journal about shared reading experiences accompanied with the covering the story.
The reading experiences with the literacy bags (LBs) not only became a common literacy practice in which parents help children to foster their reading skills and language literacy but it became a special family time in which parents stimulate children learning of values and enjoy sharing together in a meaningful way. (Burningham et al, 2005; Parry, Kirabo, & Nakyato, 2014; & Huang, 2013) expressed that during reading children and parents enjoy learning a moral from the stories, children also enjoyed sharing and interacting with adults. The next excerpts from a parents’ journal and quotes from interviews show these findings.

*Figure 15. Excerpt from a walking journal about shared reading experiences accompanied with the covering the story.*
Through time, parents became confident to ask open questions and promote children literature discussions from a text. In the following quote, a mother expressed how her daughter relates the moral of the story with her personal life.

The Raven and the Fox, entonces para ella esa tal vez creo que fue la moraleja más bonita, porque ella decía, “no mami, todo el que me dice que soy linda o que esto, no siempre me está alagando porque si, porque quiere algo”, y lo equiparaba mucho con los peligros que hay en la calle, con los peligros a que ellos se enfrentan, entonces esa parte fue bien interesante. (INT 7_FOCUSGROUP(12-09-15)
The previous quote also reveals that children through the usual shared reading experiences they became more confident to talk and express ideas. Oral skills were enhanced by the discussions or talking with their parents.

A mother participant said that her daughter was very timid to speak English with her at the beginning of the process but through time, the girl was gaining confidence.

Si, considero que para el aprendizaje del idioma nos colabora, para el avance para que ella evolucione para que se coja confianza porque una cosa que he notado es que ella al principio ella en el comienzo, le daba pena a sí fuera conmigo que soy la mamá; así fuera conmigo ella le daba pena hablarle le daba pena en Inglés y ahora no le da pena no le da vergüenza. Se expresa busca palabras dentro de su mente dentro de su memoria y se expresa e inclusive me sorprendió porque ella que día estábamos intentando hacer una secuencia de un cuento que ustedes les pusieron, que primero esto, segundo esto, tercero esto, entonces ella me decía “the first” y yo me sorprendí, “the second” y yo Sara entonces me sorprendí mucho, mucho porque tiene una forma organizada lo piensa, se tranquiliza y lo dice de una forma espontánea.

(INT03_MC 29-08-15)

Parents also shared and monitored the follow-up reading activities with their children. These activities intended to promote literacy skills like organizing a sequence of events, giving opinions, relating the story with different personal experiences, evaluating and retelling the story. Additionally, they intended to foster their vocabulary construction. The following artifacts evidenced children’s literacy performance with the help of their parents.

In this artifact, children were expected to give their opinion in regards to the story, writing what was their favorite part and illustrate it with a picture.
In the next artifact, children ordered story events by using pictures. Children were expected to understand the structure of the story beginning, middle and end.
This artifact shows how reading skills such as predicting was promoted through the written activities after the reading.

Figure 20. Sample of the follow-up activities from the book Not Yet Nathan! Accompanied with the covering the story.

After reading some books, children became more confident to link or relate the text with their daily experiences. In this picture, the child related the informational book entitled ‘Teamwork’ written by Kimberlee Mason with a group school activity that children were performing, the Italian dance ‘La Tarantella’.

Figure 21. Sample of the follow-up activities from the book Teamwork! Accompanied with the covering the story.
Additionally, children had the possibility to evaluate a story appealing to their emotions when reading a text. Then, support their position.

![Figure 22. Sample of the follow-up activities from the book Teamwork! Accompanied with the covering the story.](image)

In this excerpt a mother participant showed confidence to guide the story to her child. She used varied intonations and strategies to introduce the vocabulary; she elicited information from her child to check comprehension. The child read the story to his mom and talked about it expressing his opinion about the end. They also used the CD to reinforce comprehension of the text. Finally, he actively developed the activities included in the literacy bags.
Parents frequently informed through interviews and parents’ journals that the reading experiences with their children fostered the children’s construction of vocabulary. The next excerpt from an interview describes the way a mother helped her son to acquire some vocabulary by using different strategies learnt at the workshop sessions.
(…) Las gráficas son muy importantes para ellos porque por medio de la imagen se les queda más el vocabulario. O de pronto como tú nos decías que la mímica o el ejemplo o de alguna por ejemplo chocolate. Do you like chocolate? Entonces esto fue de gran ayuda. (INT 11_MT(14-10-15))

The following excerpts from the journals informed the way parents expressed that children gained a lot vocabulary through the reading of pictures books; children learned to relate pictures with the new words in the glossary page and then incorporate it in the content of the text.

Figure 24. Excerpt from a walking journal about vocabulary construction.

Figure 25. Excerpt from a walking journal about vocabulary construction.
The next artifact shows how the written activities after reading also helped to consolidate children’s vocabulary construction.

![Follow-up activities from The Raven and the Fox](image)

*Figure 26. Sample of the follow-up activities from the book The Raven and the Fox.*

Furthermore, interviews found that parents promoted children’s curiosity to learn more about the topic of a book. They used their digital literacies to inquire and expand the information given by an informative book. (...) “y el simple hecho de tener la bolsa literaria como que los
incita a ellos a miremos el libro, revisémoslo, después hagamos las actividades hasta me dijo “prendamos el computador y miramos otras cosas relacionadas al cuento.”

Picture books were fascinating for children because pictures helped them understand a story. Martens, P., Martens R., Doyle, Loomis & Aghalarov, (2012) found that children perceived the art on a text as meaningful as the written text. So that children are asked to integrate pictures texts and written texts to have a general understanding of a story.

In addition, parents recognized children interest on reading books. The following quotes and excerpt from the journal reveal this finding.

“(…) y bueno algo chévere es que mi hija ahora quiere que le compre libros en inglés.” Another father participant said, “(...) [E]l programa ha servido para motivarla y para que compartamos también en los intereses que ellas tienen, yo no diría solamente acerca del inglés sino a través de la lectura y el amor hacia los libros, me parece importante también.”

![Figure 27. Excerpt from a walking journal about children’s emergent interest on reading.](W_JOURNALFAMILY.ZS)

Besides, parents said that children showed a better attitude to develop home assignments, “Pues se siente más segura en todas las tareas y en todas las actividades que le dejan.”

Summing up, parents and children established many interactions during the shared reading experiences at home; parents felt involved in the learning process of their children and
they achieved a new perspective of language and literacy learning. Swain et al, 2014; Albers, 2016 state that when parents improve the manner to guide their children’s literacies; they obtain a better understanding of the way their children learn and are supported by teachers at the school. The next quote supports this finding.

Entonces a mí me gustó mucho la actividad y pienso que las herramientas que nos dieron las sesiones o el curso por llamarlo así, fue fundamental porque uno podía coger un libro pero se delimitaba como a verlo, hojearlo y de pronto corregir algo de pronunciación, pero no miremos vocabulario, no que infieres del libro, que puedes pensar que pasa en la historia y eso creó una posibilidad o una cantidad de ideas nuevas que no se limitó solamente a leer el libro pero es básicamente sentándose con ellos en la casa y pues el aporte del papá ahí es fundamental, pienso yo.

(INT 7_FOCUSBGROUP(12-09-15)

The previous findings evidence the way both categories relate to each other in order to answer the research question posed. The first category established a link between teacher and parents and the manner it contributed to assist children’s English home and school literacies. This experience empowered parents to guide their children literacy learning while reading a book or watching a video of a story, reading a rhyme or singing a song.

The second category represents the continuity of parents and teacher partnership as valuable literacy experience in English because parents at this point felt more confident to guide and support their children. They had the possibility to interact with them while reading and listening stories, talking about it, practicing pronunciation, and performing reading related activities.

Parents’ involvement and active participation in children’s literacy practices at home became an important factor for the development of children’ English literacy. Findings revealed that children showed interest in reading, they were able to talk more about a text; they enlarged their vocabulary, and enhanced their reading skills such as predicting, inferring, retelling a story
and evaluating. Additionally, children enjoyed sharing with their parents in a joyful and interactive way in which reading became a pleasurable time to share with the family.

The next chapter provides the conclusions, implications and limitations that emerged from this study. It also depicts the contributions for children, teacher and the school.
Chapter 6

Conclusions and pedagogical implications

This chapter provides the conclusions derived from the findings presented in the last chapter. It also portrays the pedagogical implications for the children, parents, teachers and the school. In addition, it describes the constraints experienced in the development of this study.

One of the research objectives of this study was to characterize parents and language teacher connection to guide children’s school and home English literacy practices. In regards to this purpose, I can conclude that parents and teacher became allies that supported children’s English literacies. Both had the same goal and each of them did what was expected to do in order to attain improvements in children’s literacy development. For instance, parents devoted time and commitment to participate in the workshop sessions actively and steadily. Additionally, they devoted time at home to read books aloud and develop activities related with the books.

Teachers’ attitude and communication with parents intended to create a trustful environment in which they felt confident to participate in the workshop session, learn, and interact with their children at home. Huang, 2013 claim that connections between home and school are important because parents are creating a home literacy environment and fostering a family literacy development. Burningham and Dever, 2005 state that family literacy programs include mutual family-school support. The suggested activities must be motivating and creative to foster literacy at home.

The parents who attended literacy workshops acquired a new perspective on the way to guide children literacies. Within the workshop sessions parents learnt strategies used to guide literacies at the school. Sirek, 2013; Swain, 2015 and Huang, 2013 assert that literacy programs gave parents knowledge about the way children learn literacy at the school and they found it
useful because those tools might be used to support their children’s at home. In the present study, parents did not envision themselves reading a book in English with their children at the beginning of the program but through the time they became empowered and more confident to guide the process. They used motivating activities that engaged children to learn while playing and sharing with their parents.

In regards to the way parents’ involvement influences children’s English literacy development, parents recognized that children literacies are enhanced while reading with them. Parents and young children interact in the moment of reading and using the literacy bags’ items. Children listen to their parents reading to them or they listen to the CDs, children identify vocabulary in the context of the text or they relate unknown words with the glossary pictures. In addition, children read the stories by themselves; they predict, infer and talk about specific content of the text and associate it with their personal experiences. Finally, children retell stories using their own words and write short ideas in the follow-up activities with the help of their parents.

In sum, parents acknowledged that reading is making meaning in which relations and links with individual happenings can be found. It is also important to highlight at this point that the quality of interactions between children and parents are significant because parents need to know how to guide a book, how to ask questions that stimulates talking more about the content of the text, expressing ideas that depicts the way children relate the pictures and personal experiences with the story content.

Huang, 2013 states that Literacy bags (LBs) strategy empowered parents to become children’s tutors and encourage parents to create a rich literacy environment at home that motivate children’s literacy learning. In the present study, parents are not considered tutors of
their own children they are parents who share reading experiences with children because those practices help children to enhance their English children’s literacies. Workshop sessions influenced parents’ attitudes in front of language learning but do not constitute parents in children’s teachers.

From children’s perspective literacy bags gave children the possibility to discover new and positive attitudes in relation to reading itself and to their reading abilities. They felt confident to take the book and the material from the bag, check the glossary page and relate each word with the pictures and read with their parent or read to their parents.

In addition, this study became parents and children aware that learning literacies in English can be a delightful and pleasant activity in which they can invest time to read, share as a family and learn. A mother participant called this time “[E]s un espacio en familia de aprendizaje.” Parents frequently expressed that their children enjoyed reading with them, because children felt confident in the way to use the literacy bags and because the activities done were appealing. It was a space to read and learn in an enjoyable manner; children attempt to read independently and look for extra information about the story by using the technology. Albers, 2016 and Swain, 2015 claim that shared reading must be a joyful experience for children. Sharing stories allow personal connection between parents and children.

In this sense, it is relevant to conclude that parents enjoyed learning morals from the stories. Most of the stories that children read brought them a message. Parents encourage children to find it in the text. They discussed about the message and its relation with their personal lives, how the message of the story could help them to manage a specific situation in their lives. Morals were an opportunity to establish connections between the text and children’s personal experiences.
Finally, workshop sessions stimulated parents’ sense of self-efficacy; because they felt more confident to support their children by the use of literacy bags. Parents also felt more confident to help children with the homework performance.

At the beginning of the study, parents expressed that they wanted to help their children but they did not know what to do. They did not visualize themselves reading books in English with their children. However, at the end of the project they realized that they were able to do it and at the same time develop reading and oral skills in a practical and joyful manner.

**Pedagogical Implications**

This research study reshaped teachers and parents relationship because parents are no longer seen as observers of a process but active participants of it. Parents can take part in the children’s literacy development by sharing books at home. I changed my perspective about parents’ involvement in education. It helped me understand that parents can be our allies in education to support students’ educational processes. When parents engaged in their children’s attainment they do what is necessary to achieve their goals. For instance, parents were motivated to buy new books in English to enrich their literacy environment at home.

I improved the way to address parents in a positive way. I learned that in order to get the expected goals, parents want clear and challenging regulations regarding a literacy program that will benefit them and their children. Additionally, I realized that teachers need to carefully consider parents’ needs before planning any action in the development of a project. Finally, this experience as a teacher researcher helped me acknowledge that educational processes can be enhanced taking into account different actors; parents are important actors who are willing to participate but they need to be invited and considered helpful partners in the education of their children.
In this sense, a school that wants to carry out a family literacy program with parents requires that in-service teachers receive a training to communicate and work with parents effectively. Additionally, Language education programs at the university must present different perspectives of education in which parents are agents of knowledge not only because they can support an educational process with their children but because they can bring the school funds of knowledge that can be integrated in the construction of the curriculum.

Similarly, Clavijo (2016) argues that universities which are forming EFL teachers must present social approaches of language in which the reality of the students is considered to make English language learning meaningful. In this way, teachers and students become real users of the target language. Besides, universities must be updated about the reality of the in-service teachers in order to create studies or programs in which teachers can participate to improve their performance as well as tackle the current necessities in the school.

This study influenced students because they felt more engaged in reading a book. They found it interesting and joyful. They liked to find a new book every week, open the literacy bag and check the activities proposed for each story. Additionally, they enjoyed sharing with their parents reading books to them or been read by them. It became a space for the family. Finally, they felt more confident to talk during the class.

The impact with parents had to do with the idea of empowerment. Parents realized that they were able to guide efficient and joyful reading experiences with their children. They recognized that having teachers as partners, they can develop children’s English literacies as well as enrich their literacy practices. Besides parents had the possibility to have a close view of the dynamics of children language learning.
Additionally, parents acknowledged that when they learn effective and interesting strategies to support their children’s literacy, they can encourage their children to read books in a joyful manner while developing language skills.

Finally, the impact that this research study had in the school addresses directly to the administrators, they acknowledged the convenience of supporting parents who just enrolled in a bilingual environment. This study opened an opportunity to consider the possibility to have a family literacy program for parents on Saturdays or include trainings during the usual school meetings for parents. Similarly, they recognized that working with parents to enhance children’s literacy skills is beneficial for all the school community.

Limitations
This research study revealed some limitations that had to do primarily with the steady participation of parents in the workshop sessions on Saturdays. They argued that because of their job requirements they could not attend the total number of sessions established. Besides parents’ commitment was an aspect that needs to be improved; parents showed a great interest on the activities done at the workshops but they had some difficulties following the schedule created to bring back the literacy bags punctually, that causes that I could not change some bags on Mondays and it altered the schedule.

Additionally, some families did not fill out the parents’ journal every time they had a reading experience with their children. Some parents did not check that all the items from the literacy bags returned to school and I had to send notes to parents to send those materials back. Finally, it is important to say that the care of the bags must be very clear for parents to avoid that the items inside get lost.
Questions for further research

Some questions are worth examining for future research. Based on the findings I could acknowledge that parents’ involvement is a crucial aspect for children’s literacy development.

There are not specific national policies related to the parents’ involvement in the development of children’s literacies. It would be worth having some initiatives that contribute to foster them in the mother language. López, (2009) claims that “it is important to remember that the acquisition of strong reading abilities in the L1 can support text comprehension in the L2, but L1 reading abilities need nurturing.” (p.25). Additionally, Breiseth et al, (2011) talk about the participation of parents in the development of children’s first language as a key factor for helping schools to engage English language learners (ELL). She asserts that parent can read stories to their children to talk about different topics, visit libraries and what is more important appreciate their native language.

- What do Ministry of Education programs on foreign language inform about the development of children’s literacies in English through the enhancement of first language literacies supported by parents?

Finally, the use of the blog in this study extended children literacy practices because children with the help of their parents used them to enrich their literacy experiences. Sometimes, they made the decision of looking for extra information in the internet. The question that comes to my mind is:

- How can the use of ICTs complement the collaborative work between parents and teacher to benefit children literacies?
References


Retrieved from ProQuest Dissertation and Theses. (Accession Order UMI Number: 3360934.)


Appendixes

Annex A

Consent forms

FORMATO DE AUTORIZACIÓN

“Trabajo colaborativo entre padres y profesor para fortalecer el proceso de aprendizaje del Inglés como lengua extranjera, de los estudiantes de primero en un colegio bilingüe”

Estimado Padre de familia:

Durante los próximos 3 meses aproximadamente, estaré implementando el programa School-Home Connection ‘el cual hace parte del proceso de investigación titulado “Parents and teacher involvement to foster first graders’ English learning process in a bilingual school” (Trabajo colaborativo entre padres y profesor para fortalecer el proceso de aprendizaje del Inglés como lengua extranjera, de los estudiantes de primero en un colegio bilingüe).

Esta propuesta de investigación se encuentra aprobada por el programa de maestría, Lingüística Aplicada para la Enseñanza del Inglés de la Universidad Francisco José de Caldas, la cual tiene como propósito determinar la forma en que el trabajo colaborativo entre padres y profesor influye en el proceso de aprendizaje del Inglés en los estudiantes del grado primero en un colegio bilingüe. Además pretende documentar las práticas de lectura y escritura desarrolladas por los estudiantes de primero en el colegio y en la casa para contribuir en el aprendizaje del Inglés. Finalmente, pretende caracterizar la forma en que el trabajo colaborativo entre padres y profesor se desarrolla para guiar las prácticas pedagógicas de los estudiantes en la casa y en el colegio.

Para el cumplimiento de estos objetivos, se recopilará información relevante para desarrollar esta propuesta pedagógica a través de los siguientes instrumentos: grabaciones en audio y video de las sesiones a desarrollar, escritos elaborados por ustedes a nivel virtual (foro) y físico (journal), adicionalmente se aplicarán algunas entrevistas.

Su participación es de vital importancia en el desarrollo de este proyecto, el cual es de carácter voluntario. Si usted así lo define, puede desistir de participar y no se cuestionará su decisión.

Se garantiza:
• Estricta confidencialidad con la información - que usted considere que lo puede afectar.
• Que el proyecto no tendrá incidencia alguna en las valoraciones de los estudiantes.

Agradezco de antemano su apoyo y laAutorización para contar con usted como participante en este proyecto.

Cordialmente,

YANNETH LETICIA PARRA PIRAZÁN
Candidata a Maestría en Lingüística Aplicada en la enseñanza del Inglés

Yo __________________________, CERTIFICO que a los ___ días del mes de ___ de 2015 he sido informado(a) sobre el objetivo del proyecto de investigación arriba referenciado. Conozco el procedimiento que se va a realizar y me han informado acerca de la confidencialidad y uso que se dará a la información que se suministre. Acepto participar de manera voluntaria.

FIRMA: __________________________
FORMATO DE CONSENTIMIENTO

“Trabajo colaborativo entre padres y profesor para fortalecer el proceso de aprendizaje del Inglés como lengua extranjera, de los estudiantes de primero en un colegio bilingüe”

ADELA CRUZ LÓPEZ
Rectora Colegio Nueva York

La presente tiene como fin hacer de su conocimiento el proyecto pedagógico que estaremos implementando con los padres del grado primero, los días sábado en la mañana. Durante los próximos 3 meses aproximadamente, estaré sesionando el programa School-Home Connection’ el cual hace parte del proceso de investigación titulado “Parents and teacher involvement to foster first graders’ English learning process in a bilingual school” (Trabajo colaborativo entre padres y profesor para fortalecer el proceso de aprendizaje del Inglés como lengua extranjera, de los estudiantes de primero en un colegio bilingüe).

Esta proyecto de investigación se encuentra aprobada por el programa de maestría, Lingüística Aplicada para la Enseñanza del Inglés de la Universidad Francisco José de Caldas, el cual tiene como propósito determinar la forma en que el trabajo colaborativo entre padres y profesor influye en el proceso de aprendizaje del Inglés en los estudiantes del grado primero en un colegio bilingüe. Además pretende reforzar las prácticas de lectura y escritura desarrolladas por los estudiantes de primero en el colegio y en la casa para contribuir en el aprendizaje del Inglés. Finalmente, pretende caracterizar la forma en que el trabajo colaborativo entre padres y profesor se desarrolla para guiar prácticas pedagógicas de los estudiantes. Este proyecto redundará en grandes beneficios para nuestros estudiantes en términos de aprendizaje del Inglés, comunicación con la institución y niveles de confianza de los padres al momento de ayudarles a sus hijos.

Para el cumplimiento de estos objetivos, se recopilará información relevante para desarrollar esta propuesta pedagógica a través de los siguientes instrumentos: grabaciones en audio y video de las sesiones a desarrollar, comentarios relacionados con las experiencias académicas blog escritos por los padres en un blog creado para este fin. Adicionalmente se aplicarán algunas entrevistas individuales y grupales.

Se garantiza:
• Estricta confidencialidad y privacidad con la información.
• Que el proyecto no tendrá incidencia alguna en las valoraciones de los estudiantes.

Agradezco de antemano su apoyo y autorización en el desarrollo de este proyecto. Quisiera añadir que los aportes que este genere estarán al servicio de la institución.

Cordialmente,

Yanneth Parra P.
YANNETH LETICIA PARRA PIRAZÁN
Candidata a Maestría en Lingüística Aplicada en la enseñanza del Inglés

Yo ___________________________, CERTIFICO que a los _______ días del mes de _______ de 2015 he sido informado(a) sobre el objetivo del proyecto de investigación arriba referenciado. Conozco el procedimiento que se va a realizar y me han informado acerca de la confidencialidad y uso que se dará a la información que se suministre.

FIRMA: ___________________________
Annex B

Interview guiding protocols

UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
M.A. APPLIED LINGUISTICS

Project: Parents involvement to foster first graders’ English learning process in a bilingual school

Time of interview: 15 minutes
Date: August 29, 2015
Place: New York School
Interviewer: Yammeth Leticia Parra P.
Interviewee: Mariitza Cortazar, Monica Tachack and Leonardo González

Position of the interviewee: First grade parents

This project has to do with two important features: the influence of parents in the first grade English learning process and second with the collaborative work between parents and language teacher in order to properly guide children with their home and school literacies.

This study aims to describe parents’ involvement in first graders’ EFL learning process in a bilingual school and to characterize the manner parents’ and language teacher’s collaborative work is developed to guide children’s home and school literacies.

The participants for this intervention are first grade parents. Data is being collected through interviews, field notes, walking journals, and a blog.

To protect the confidentiality of the interviewee I will change their names with pseudonyms and participants will have the opportunity revise the transcription of each interview. Each interview will take 15 minutes.

Questions

The questions of the interview will be focused on the next three aspects: a) Literacy experience between parents and children; b) partnership between parents and language teacher and c) the program ‘School-Home Connection’ itself.

1. ¿Qué comentarios tiene con respecto a las experiencias de lectura y escritura que ha tenido con su hijo?
2. ¿De qué manera el programa ‘School-Home Connection’ ha influido en el desarrollo del aprendizaje del Inglés de su hijo?
3. ¿Qué impresiones tiene frente al acompañamiento docente y padre de familia con respecto al trabajo guiado con sus hijos?

4. ¿Cuáles son sus impresiones con respecto al programa School-Home Connection'? o ¿Qué reflexiones le surgen a través del desarrollo del programa School-Home Connection'? me podría comentar acerca de su experiencia personal?

5. ¿Se han cumplido sus expectativas expuestas al inicio del programa?

6. ¿Tiene algún comentario u aporte que quisiera brindarme para el mejoramiento del programa?

7. ¿Tiene alguna duda, algún aspecto que quisieran aclarar?
UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS  
M.A. APPLIED LINGUISTICS

Project: Parents involvement to foster first graders’ English learning process in a bilingual school

Time of interview: 45 minutes

Date: September 12, 2015

Place: New York School

Interviewer: Yanneth Leticia Parra P.

Interviewee: Maritza Cortazar, Monica Tachack, Leonardo González, Mildred Rozo, Erika Schneider, Liliana Velásquez, Freddy Castro

Position of the interviewee: First grade parents

This project has to do with two important features: the influence of parents in the first grade English learning process and second with the collaborative work between parents and language teacher in order to properly guide children with their home and school literacies.

This study aims to describe parents’ involvement in first graders’ EFL learning process in a bilingual school and to characterize the manner parents’ and language teacher’s collaborative work is developed to guide children’s home and school literacies.

The participants for this intervention are first grade parents. Data is being collected through interviews, field notes.

To protect the confidentiality of the interviewee I will change their names with pseudonyms and participants will have the opportunity revise the transcription of each interview. This interview will take 45 minutes.

Objective of the interview: To evaluate with parents the literacy activities carried out with them in the workshops.

Questions:

The questions of the interview will be focused on the next three aspects: a) Literacy experience between parents and children; b) partnership between parents and language teacher.

1. Como padres ¿Cómo perciben su aporte en casa en el desarrollo del aprendizaje del inglés de sus hijos? ¿Qué beneficios han tenido? ¿Qué retos han enfrentado?
2. ¿Cómo considera usted que el trabajo colaborativo entre padres y docente ha beneficiado el proceso de aprendizaje del Inglés de su hijo?
3. ¿Qué actividades o experiencias de lecto-escritura que tuvo con su hijo quiere resaltar como exitosas o que hayan disfrutado?
Annex C

Blog images

http://nyschoolhomeconnection.blogspot.com/
El siguiente texto pretende probar algunas fundamentales del significado del concepto "involucramiento parental" y su incidencia en el ámbito escolar. Los expertos y padres deben estar concienciados con la oportunidad que tienen para participar y aplicar sus conocimientos.

¿De qué manera participan los padres en la educación de sus hijos según el texto?

[Dibujo de un círculo y un triángulo]

¿Cuáles son las implicaciones de una participación activa de los padres en la educación de sus hijos?
Annex D

Walking journal format

Completa las siguientes frases de manera libre y espontánea.

Nombre padre de familia: __________________________

1. Durante la lectura mi hijo/a __________

2. Al introducir vocabulario __________________________

3. Al final de la lectura __________________________

4. La experiencia de hoy fue __________________________

Observaciones: __________________________

http://www.schooldoneconnection.blogspot.com/
Annex E

Follow-up reading activities

1. Look and say.

   teamwork    together    To build    sculptures
   environment sneakers  earthquake  feats

2. Draw a situation in which you have to participate in teamwork. Then, complete the sentence given.

I participate in teamwork to ______________________

______________________________
3. How do you feel after reading this text? Circle and explain why?

happy  excited  sad  worried

Because

______________________________________________________________________________

______________________________________________________________________________
1. Unscramble the words and say. Don't forget to spell each letter.

- srenhpa
- tlouber
- ptu out

- tiyd
- rgthih
- slmei
2. Some stories make us think of situations we lived before such as: a movie, another book, a TV program or a personal experience. What links can you make with this story? Cross out one or more.

   - movie
   - TV program
   - Another book
   - Personal experience

3. What link do you remember?

   

4. Who says what? Match

   - Only if you are careful
   - Can I tidy the toys away?
   - Can I put the paints pots out?
Activity page
Not Yet, Nathan!
By Sue Perry and Jane Rose

1. Look and say.

- trailer
- to shop
- thirsty
- bottle
- to hiss
- lorry

2. Noting details. Circle the correct answer.

Where was Nathan at the beginning of the story?

a. In the supermarket.
b. In the playground.
c. In the parking.

Why the soda was spilled?

a. Because the bottle was moved up and down.
b. Because the soda hissed.
c. Because it was a big bottle of soda.
What do you think is going to happen after the soda was spilled? Write a short answer?

3. Read and complete. Use the words in the box.

<table>
<thead>
<tr>
<th>Shouting</th>
<th>drinking</th>
<th>going</th>
<th>opening</th>
</tr>
</thead>
</table>

The boy is ________________.

The lorry is ________________ up.

The bottle was ________________.

The family is ________________.
Activity page
The Lion and the Mouse
By Gerald Rose

1. Look and say.

- back
- to wake up
- paws
- net
- to catch
- to bit

2. Organize the pictures according to the story. Write numbers from 1 to 4.
2. Retell the story by using small puppets. Your job is to cut out the characters and paste stick behind each picture. Use the book to retell the story.
Activity page
The Carrot Seed
By Ruth Krauss

1. Look and say.

A little boy planted a lentil seed.
His uncle said, “I’m afraid it won’t come up.”
His father said, “I’m afraid it won’t come up.”
And his big sister said “I’m afraid it won’t come up.”
Every Monday the little girl
Pulled up the apples around the tree
And sprinkled the ground with soda.
3. What is your favorite part of the story. Draw a picture.

4. Use lines to connect each sentence.

- The boy
- Parents said,
- The seed
  - it wouldn't come up.
  - did not come up.
  - pulled up the weeds.
Annex F

Working Plan

This working plan depicts the activities done along the implementation.

<table>
<thead>
<tr>
<th>STAGE</th>
<th>Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>SESSION</td>
<td>1 face to face session 18/04/2015</td>
</tr>
<tr>
<td>TOPIC</td>
<td>Parents’ literacy practices and beliefs</td>
</tr>
</tbody>
</table>
| “SOCIAL” OBJECTIVE | 1. To encourage parents to know information about one another.  
2. To have parents reflect and discuss about their current practices in relation to their children’ English learning process.  
3. To set the goals of the meetings. |
| ACTIVITY | -Invite parents participate in the activity ‘Two truths and a lie’ they are asked to think in two truths and a lie to share with the group as a whole. It is a way in which parents can know interesting things about each other. Parents are expected to guess what the lie is by asking questions. Example: Hi, I'm Mary. My hair was almost to my waist in high school, I talked to Madonna in an airport coffee shop, and I speak four languages.  
-After that, parents are asked to answer a questionnaire individually (Attachment 1).  
-Then, parents were organized into two groups to share their answers related to the questionnaire and insights. Then, parents establish a conversation on the topic, the idea is to provide their personal insights and enrich the discussion giving their personal point of view.  
-Parents expressed their expectations on the parents training program.  
-Teacher introduced a blog for the initiating parents program in the next link [http://nyschoolhomeconnection.blogspot.com](http://nyschoolhomeconnection.blogspot.com) it aimed at providing parents with instructional information given in the workshop sessions. Parents were invited to visit the blog and develop two activities related to the topic discussed in the first session and as well as use it when they considered helpful when reading with their children. Thus, they can find there videos, songs, rhymes and it could be used as a mean of communication. The link was written on a special welcoming present given to parents.  
-Finally, an individual interview was conducted to enrich the information about parents’ current literacy practices at home and their expectations on the program. |
<p>| COLLECTED DATA | The questionnaire, parents’ discussion and the interview provide me important insights on parents’ current literacy practices at home. And also will inform me about parents’ needs and wants. |</p>
<table>
<thead>
<tr>
<th><strong>STAGE</strong></th>
<th>Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SESSION</strong></td>
<td>2 virtual session <strong>25/04/2015</strong></td>
</tr>
<tr>
<td><strong>TOPIC</strong></td>
<td>Parents Involvement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>“SOCIAL” OBJECTIVE</strong></th>
<th>1. To post comments in the blog about the implications of parental involvement in children’s education.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIVITY</strong></td>
<td>- Parents are invited to read from the blog of the program a text called: ‘Hacia un nuevo enfoque sobre el involucramiento de la familia en la educación: apoyar a las familias para promover la equidad en la educación’ escrito por Heather B. Weiss, Suzanne M. Bouffard, Beatrice L. Bridglall y Edmund W. Gordon.</td>
</tr>
<tr>
<td></td>
<td>- After that, parents are asked to answer the next two questions to start a conversation among parents: What are the ways to participate in students’ education from home? ¿De qué manera participan los padres en la educación de sus hijos de acuerdo al texto? What are the implications from an active parents’ participation in the education of the students? ¿Cuáles son las implicaciones de una participación activa de los padres en la educación de sus hijos? It is important to point out that parents are asked to promote a conversation by asking questions such: What is your opinion? (¿Ustedes que opinan? Or What do you think? ¿Qué piensan al respecto?</td>
</tr>
</tbody>
</table>

<p>| <strong>COLLECTED DATA</strong>     | Parents’ comments gave me information about their awareness and understanding on the concept ‘parental involvement.’ |</p>
<table>
<thead>
<tr>
<th>STAGE</th>
<th>Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>SESSION</td>
<td>3 virtual session <strong>02/05/2015</strong></td>
</tr>
<tr>
<td>TOPIC</td>
<td>Family literacy practices</td>
</tr>
<tr>
<td>LINGUISTIC OBJECTIVE</td>
<td>1. To read and listen to a story with their children.</td>
</tr>
<tr>
<td>“SOCIAL” OBJECTIVE</td>
<td>1. To reflect about literacy practices at home.</td>
</tr>
</tbody>
</table>

**ACTIVITY**
- Parents are asked to visit the blog page to listen and read the story entitled ‘The Carrot Seed’ by Ruth Krauss and comment about their experience reading with their children. Pictures of the key words and the audio of the story were uploaded in the blog.
- Then, parents were invited to post their comments on their experience reading this picture book in English with their children.

**COLLECTED DATA**
Parents’ comments in the blog informed me about their common practices when reading a text, in terms of the way they present the story to their children and the way they used the aids as the vocabulary words on the story and the audio. It also provided me data on the needs of parents in regards to reading with their children.
<table>
<thead>
<tr>
<th>STAGE</th>
<th>Hands on</th>
</tr>
</thead>
<tbody>
<tr>
<td>SESSION</td>
<td>4 face to face session 09/05/2015</td>
</tr>
<tr>
<td>TOPIC</td>
<td>Reading literacy practices</td>
</tr>
</tbody>
</table>
| LINGUISTIC OBJECTIVE | 1. To share with parents a reading strategy ‘Reading Aloud’.  
2. To reflect about literacy practices at home. |
| ACTIVITY    | - Encourage parents to talk about what happened during last face to face session.  
- Invite parents to talk about the activities that are included in the blog for the virtual sessions. Pointing out their impressions and insights. Visit the blog with the parents and read or listen to the story uploaded.  
- Activity ‘straws and pins’ (group work)  
- Reading aloud the story entitled ‘The Raven and the Fox’ following the next steps:  
  * Introduce relevant vocabulary for the understanding of the text.  
  * Check understanding of the vocabulary through questions and pictures.  
  * Make predictions about what the story will be about by looking at the covering. Video beam was used to present the story.  
  * Read aloud the story by using different intonations and gestures. During the reading teacher asked for predictions and inferential question.  
  * After the reading, teacher asked some comprehension questions and invite parents to read the story chorally by using varied intonations and body language.  
  * Finally, Parents made a mini-book to identify the main structure elements of a story who, where, and what (Characters, setting and the most important event) and some parents shared their mini-books with the group. |
<p>| COLLECTED DATA | Parents’ participation, attitudes and comments informed me on their impressions on this pedagogical intervention. It also informed me about what they learned in this workshop session. |</p>
<table>
<thead>
<tr>
<th>STAGE</th>
<th>Hands on</th>
</tr>
</thead>
<tbody>
<tr>
<td>SESSION</td>
<td>5 face to face session 16/05/2015</td>
</tr>
<tr>
<td>TOPIC</td>
<td>Reading literacy practices</td>
</tr>
</tbody>
</table>
| LINGUISTIC OBJECTIVE | 1. To introduce content by using ‘Twin Texts’.
2. To discuss on a selected topic with partners. |
| ACTIVITY | - Encourage parents to talk about what happened during last face to face session.
- Teacher explained parents that twin texts are two texts, one fiction and one non-fiction books on the same or related topic used to introduce content in the curriculum. Fiction books present a topic since the structure of a story; characters, setting, etc. and non-fiction books describe a topic in a more direct way. (Camp, 2000)
- Teacher told parents that the topic of the meeting was butterflies and asked parents to think what they knew about them. At the same time, teacher asked parents to draw an avatar that represent them and paste it on a continuum or picture that shows where a person is placed in a learning process. For instance, the seed on the left represents a person that needs to know more on a topic and the plant on the right represents a person that has a large knowledge on a topic. Parents are asked to paste their avatar taking into account what they know about butterflies.
- Teacher introduced the fiction book ‘The Very Hungry Caterpillar’ by Eric Carle using all the reading aloud steps; describing the covering, making predictions before and during the story, presenting the most relevant vocabulary for the understanding of the text, asking open question to check comprehension, relate the story with their lives etc.
- During the reading, teacher used varied intonations and gestures to help the comprehension of the story. In addition, pictures of the main elements
of the story were inserted in a piece of yarn while reading to catch students’ attention and give a clear order of events. A volunteer was asked to retell the story using the pictures and the yarn. To check the right order of events, teacher made picture reading of the text.

- After the introduction of the fiction book on butterflies, teacher displayed the K-W-L chart, an interactive strategy to activate prior knowledge and scaffold students to ask questions on the topic. The letters stand for “What We Know,” “What We Want to Know,” and “What We Learned.” Teacher provided parents with short pieces of paper to write what they already knew about butterflies after the first reading of the fiction book and pasted them under the K in the K-W-L chart.

- Finally, to promote a discussion on the topic teacher asked parents to place face to face in two circles, inner and outer circles, parents shared what they knew with the person in front. When the teacher said change participants moved to the right and shared the information again. After that, parents were encouraged to ask questions about what they wanted to know about the butterflies. They wrote the questions on pieces of paper and pasted them under the W in the K-W-L chart.

Finally, a non-fiction text entitled ‘Butterflies’ written by was read by using some steps of reading aloud strategy; describing the covering, presenting the most relevant vocabulary for the understanding of the text, asking comprehension question, and sequence of events.

- After that, parents were asked to write short sentences on what they learned about the topic on a piece of paper and pasted them under the L in the K-W-L chart. Teacher asked parents if they were interested in knowing about a specific topic on butterflies and explained that at this point it is possible to start a new inquiry process using twin texts.

*Note:* videos, a picture vocabulary sheet, and a song were uploaded in the blog to be used by parents with their children.

<p>| COLLECTED DATA | Parents’ participation, attitudes and comments on the activities informed me about their comprehension and interest on the literacy activities presented. They were very active and participated with enthusiasm. They expressed that the activities done were interesting and joyful. |</p>
<table>
<thead>
<tr>
<th>STAGE</th>
<th>Hands-on</th>
</tr>
</thead>
<tbody>
<tr>
<td>SESSION</td>
<td>6 face to face session <strong>23/05/2015</strong></td>
</tr>
<tr>
<td>TOPIC</td>
<td>Reading literacy practices</td>
</tr>
<tr>
<td>LINGUISTIC OBJECTIVE</td>
<td>1. To identify ways to teach rhymes and songs to children.</td>
</tr>
</tbody>
</table>
| ACTIVITY  | - Encourage parents to talk about what happened during last face to face session.  
- Introduce songs and rhymes by using pictures, gestures and videos. Some vocabulary words were presented to the understanding of the texts.  
- Teacher split the group in two groups to sing a song or tell a rhyme using body language and an appropriate intonation.  
- Parents presentation their song or rhyme to the rest of the group.  
- At the end of the session, parents went to informatics room to post in the blog some comments regarding the workshop sessions. |
<p>| COLLECTED DATA | Parents’ participation, attitudes and comments informed me on their impressions on this pedagogical intervention. Sometime they were very shy to do this kind of activities but they did their best. |</p>
<table>
<thead>
<tr>
<th>STAGE</th>
<th>Hands-on</th>
</tr>
</thead>
<tbody>
<tr>
<td>SESSION</td>
<td>7 face to face session <strong>30/05/2015</strong></td>
</tr>
<tr>
<td>TOPIC</td>
<td>Reading aloud with children</td>
</tr>
<tr>
<td>LINGUISTIC OBJECTIVE</td>
<td>1. To share the reading of a picture book with children.</td>
</tr>
</tbody>
</table>
| ACTIVITY    | - Encourage parents to talk about what happened during last face to face session.  
- Introduce a home literacy strategy called Literacy Bags (LBs) in which parents have a weekly reading experience with their children at home. Teacher handed out a literacy bag for family and familiarized them with the items in it; a parents’ letter, reading guidelines, a glossary with pictures, a picture book, a CD of the story, an activity page, and a walking journal.  
- Parents had the opportunity to read the book in advance and identified the main vocabulary of the story and read the guidelines for the reading aloud included in the bag.  
- Invite children to come to the classroom with parents, use an icebreaker to motivate children to participate and look for a comfortable place in the playground to read a text with their children.  
- Teacher monitored all the groups to provide the necessary help.  
- At the end of the session, parents went to informatics room to post in the blog some comments regarding the workshop sessions. |
<p>| COLLECTED DATA | Parents’ reading experience with their children was interesting; parents used what they learned into practice. Children enjoy reading with their parents. |</p>
<table>
<thead>
<tr>
<th><strong>STAGE</strong></th>
<th>Hands-on</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SESSION</strong></td>
<td>8 virtual session 06/06/2015</td>
</tr>
<tr>
<td><strong>TOPIC</strong></td>
<td>Home literacy environment and Literacy Bags (LBs)</td>
</tr>
<tr>
<td><strong>LINGUISTIC OBJECTIVE</strong></td>
<td>1. To reflect about home literacy environment and the contribution of literacy bags in children’s literacy development.</td>
</tr>
</tbody>
</table>
| **ACTIVITY** | - In this virtual session the benefits of a reading program with parents and the importance of a good place to study are presented in the blog through the adaptation of the following texts ‘The use of literacy bags promotes parental involvement in Chinese children’s literacy learning in the English language’ (Huang, 2013) and ‘Lugar de estudio’ (Sancho, 2011).  
- After reading parents are asked to post the insight regarding the place children study and their impressions in regards to the reading experiences at home using the literacy bags. |
<p>| <strong>COLLECTED DATA</strong> | Parents’ comments in the blog informed me about their common practices and insights when reading a text and children’s literacy environment at home. |</p>
<table>
<thead>
<tr>
<th>STAGE</th>
<th>Hands-on</th>
</tr>
</thead>
<tbody>
<tr>
<td>SESSION</td>
<td>9 face to face session 01/08/2015</td>
</tr>
<tr>
<td>TOPIC</td>
<td>Reading and writing literacy practices by the use of animated online stories.</td>
</tr>
</tbody>
</table>
| LINGUISTIC OBJECTIVE | 1. To review reading practices procedure.  
                        2. To write a short book about me. |
| ACTIVITY    | - Review the “Literacy Bags” procedure by reading the guidelines included in the bags. Tell parents that there is an item included in the bags today. It is ‘The Walking Journal’; a data collection instrument that pretends to gather information related to the reading experience between parents and their children.  
                        - Tell parents that today, the process of writing will be included in the program. Parents will be asked to guide their children to make a short big book.  
                        - Firstly, parents had the opportunity to listen to a mommy to read aloud to his son a story entitled ‘ABC I Like Me’ written by Nancy Carlson in the next link [https://www.youtube.com/watch?v=3X_68Dg42mk](https://www.youtube.com/watch?v=3X_68Dg42mk) or they can use another video without audio to practice reading aloud by themselves by using the next link [https://www.youtube.com/watch?v=ZM3eKnKhfFE](https://www.youtube.com/watch?v=ZM3eKnKhfFE)  
                        * Before reading teacher asks the next question to the participants: How do you describe yourself? Teacher models the activity by describing herself.  
                            Model: I am a responsible and kind person.  
                            * Introduce relevant vocabulary for the understanding of the text. (awesome, polite, giggle, mistakes, noisy, sharing and zoom on)  
                            * Check understanding of the vocabulary through questions and pictures.  
                            * Make predictions about what the story will be about by looking at the covering. Video beam was used to present the story.  
                            * Read aloud the story by using different intonations and gestures. During the reading teacher ask for predictions and question that relate the story with their lives.  
                            * After the reading, ask some comprehension questions and tell children that this book promotes self-esteem and help children to understand who they are with their talents and weaknesses.  
                            * Invite parents to read the story aloud by using varied intonations and body language.  
                        - After that, teacher point out what a sentence is and how the punctuation mark goes in an affirmative sentence and a question. Introduce the process
of building up a sentence and watch the next video *The Sentence Song* to identify its main features.

https://www.youtube.com/watch?v=0Wrv_ZviMEc

- Ask parents to stand up and go through the classroom to unscramble some sentences. When the sentence was really organized they read it aloud for the teacher and look for another sentence.

- Then, students were invited to share the last activity with their parents. But at the beginning, a group game is played with the group as a whole.

- Teacher read the story *ABC I Like Me* to the children following the process given to the parents.

- Finally, children supported by their parents made a big book called: *This is Me* They were able to use pictures or photographs. Teacher monitors them and provided the necessary help. At the end, parents and children presented their books to the group as a whole.

<table>
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<tr>
<th>COLLECTED DATA</th>
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<tbody>
<tr>
<td>Parents’ participation, attitudes and comments informed me on their impressions on this pedagogical intervention. I noticed that writing needed a lot of support by the teacher in regards to sentence structure, spelling, and punctuation.</td>
</tr>
</tbody>
</table>
STAGE | Hands-on
---|---
SESSION | 10 face to face session **29/08/2015**
TOPIC | Multi-modality and emotions
LINGUISTIC OBJECTIVE | 1. To construct meaning about emotions through multimodal ways of communication.
ACTIVITY | - Encourage parents to talk about what happened during last face to face session.
- Listen and read to the story uploaded in the blog.
- Tell parents that according to many authors, literacy is a way to access many concepts and a way to inquire on a topic. Parents can support and motivate them to go through an inquiry process.
- Introduce the topic of emotions through a picture E-Book online entitled ‘I Feel’ by Tessa Court Illustrated by Simon Tefler
   https://www.youtube.com/watch?v=gqXX3yyvGI0
a. Relate the topic of the story with parents’ lives by asking the next questions: _Do you experience the same feelings everyday? Why it is important to express feelings? What do you do when you are angry or sad? Who do you talk with when you are not feeling very well?_
b. Display the cover read, the title and author. Next, ask them to describe it.
c. Ask what the story will be about. Write some predictions on the board.
d. Introduce the relevant vocabulary of the text. (_mad, scared, lonely, sneaky, sorry and sleepy_) Additionally, they can watch the video, _Learn Emotions - Feelings and Adjectives for Kids_ https://www.youtube.com/watch?v=zEk48Q6PSp4
e. Read the story aloud by using different intonations. Tell parents that pictures and gestures help to the comprehension of the story.
f. Split parents in two groups and have them play a vocabulary game that is called ‘charades’. Tell parents that under each table they have a card with an emotion written, they are asked to go in front and try to make their partners understand what emotion he or she is representing. Gestures and pictures are allowed.
g. Invite parents to read the story again but this time they should read it aloud using intonations and mimics.
h. As a reflection ask them: _What do you do when another person is..._
Running head: RESEARCH DESIGN

angry or disappointed?
i. Split the class in four groups to express ideas about the different ways we can feel in a day. Use multimodal activities such as: audio, gestural, tactile and visual. When teacher says switch they should change to the next activity.

j. Audio activity: Ask parents to listen to the next song ‘If you are happy’. Teacher will provide them with the video and the lyrics to sing it. https://www.youtube.com/watch?v=l4WNrvVjiTw

k. Gestural activity: In this group, one of them read the story ‘I Feel’ aloud and the other members should make gestures and mimics to act it out and another person should video-tape everything to share with the class.

l. Tactile activity: Parents are asked to make plate masks that express different feelings and label them on each stick. Teacher provide with the necessary material.

m. Visual activity: Parents are asked to read some situations and take pictures among each other to represent the way they feel when they face it. For instance, how do you feel when you are in a very dark night and you listen to some thunders? How do you feel when you are studying until very late? How do you feel when your grandma visits you with a present? How do you feel when someone is not listening to you? How do you feel when someone takes your things away? How do you feel when another person is crying? How do you feel when you eat an ice-cream with friends? How do you feel when you are sick? How do you feel when you are in the honor roll?

n. At the end of this activity, a reflection about the way to manage feelings productively have to be done and also to recognize that other children and adults have feelings too. They should be aware that is normal to have different feelings, but it is necessary to share them with parents or teachers when they are not feeling very well.
If there is extra time, invite parents to say the next rhymes by using gestures and different intonations. And suggest to listen to another story about feelings called The Way I Feel by Janan Cain accessing to next website https://www.youtube.com/watch?v=QNJn5yldTaw

<table>
<thead>
<tr>
<th>CRY, CRY WHEN YOU’RE SAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tune: “Row, Row, Row Your Boat”</td>
</tr>
<tr>
<td>Cry, cry when you’re sad.</td>
</tr>
<tr>
<td>Just between me and you.</td>
</tr>
<tr>
<td>Don’t be afraid to shed a tear.</td>
</tr>
<tr>
<td>It’s the thing to do.</td>
</tr>
<tr>
<td>Jean Warren</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOMETIMES I FEEL HAPPY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sometimes I feel happy,</td>
</tr>
<tr>
<td>Sometimes I feel sad.</td>
</tr>
<tr>
<td>Sometimes I feel curious,</td>
</tr>
<tr>
<td>Sometimes I feel mad.</td>
</tr>
<tr>
<td>Sometimes I feel silly,</td>
</tr>
<tr>
<td>Sometimes I feel surprised.</td>
</tr>
<tr>
<td>How many feelings,</td>
</tr>
<tr>
<td>Do I have inside?</td>
</tr>
<tr>
<td>Jean Warren</td>
</tr>
</tbody>
</table>

- Finally, some individual interviews will be applied in order to collect data that respond to the research question and objectives.

<table>
<thead>
<tr>
<th>COLLECTED DATA</th>
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</thead>
<tbody>
<tr>
<td>This data informed me how multimodality can be used in language learning to help children express their thoughts, interpret varied contexts and produce meaning in their current contexts. Additionally, the interviews informed me about parents’ impressions regarding the workshop sessions and its influence in their guided work with their children.</td>
</tr>
<tr>
<td>STAGE</td>
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</tr>
<tr>
<td>SESSION</td>
</tr>
<tr>
<td>TOPIC</td>
</tr>
<tr>
<td>LINGUISTIC OBJECTIVE</td>
</tr>
</tbody>
</table>

**ACTIVITY**

- Encourage parents to talk about what happened during last face to face session.
- Reflect about reading for pleasure and literacy as a way to learn concepts and a way to inquire on a topic. (Short, 2000). Visit the blog to find extra information about the topic of the day.
- Ask parents to work in inquiry groups and choose a story from the ‘Literacy bags’ then, select a topic from the story; for instance, they can decide to look for information about healthy food when reading ‘Molly’s Broccoli’; look at information about germination when reading ‘The Carrot Seed’. Think about situations in which working in group help you to carry on an activity when reading ‘Teamwork’ or make links with personal experiences that you or your children lived at the school when reading ‘Please Miss Miller!’ etc. Therefore, each group had to discuss what things they can inquire by following the next steps making a word web with the title of the story.
- Point out that they can establish relations among books; compare or contrast them or present a real personal experience related to the story.
- Have parents discuss on the information found and think of the way they can share or present to the rest of the group. They can use cardboard, construction paper markers, scissors and electronic devices such as smartphones, tablets, iPads etc. They should take into account that the activity is guided to children.
- Encourage parents to reflect on the activity. Ask the next questions: *How can you foster curiosity? How curiosity promotes inquiry? What other topics are you interested in looking for?*
- Have parents draw some conclusions about the activity done.
- Finally, some individual interviews were conducted in order to collect data that respond to the research question and objectives.

**COLLECTED DATA**

Parents found a new way to face a book different from the traditional approach that promotes linguistic skills to a new one that fosters an inquiry process that promotes meaningful communication.
<table>
<thead>
<tr>
<th>STAGE</th>
<th>Closing Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>SESSION</td>
<td>12 face to face session <strong>12/09/2015</strong></td>
</tr>
<tr>
<td>TOPIC</td>
<td>Oral literacy practices: Expressing opinions</td>
</tr>
</tbody>
</table>
| LINGUISTIC OBJECTIVE | 1. To read aloud a story to children.  
2. To express likes and dislikes through the reading of a fictional story. |
| ACTIVITY    | - Encourage parents to talk about what happened during last face to face session.  
- In this last session, parents are asked to carry out all activities planned for their children. They were divided in the next collaborative groups.  
* A group to introduce relevant vocabulary and a game to check comprehension.  
* A group that guides the activities before the reading.  
* A group that guides the activities during the reading of the story entitled Pancakes! By Judy Nayer.  
* A group that guides the activities after the reading.  
- Using the sentence ‘I love pancakes!’ from the book, teacher gave a mini-lesson about likes and dislikes. She asked questions about preferences on food.  
- Invite parents to go to the restaurant, display all the ingredients to prepare an innovative sandwich recipe. Parents should take only the ones they prefer. When their sandwiches are ready they should give it a name and present it to the rest of the group telling their ingredients and its name.  
- Finally, a focus group interview was conducted to identify parents’ insights and thoughts on the benefits of the literacy bags in their children’s literacy development. |
| COLLECTED DATA | Parents’ participation, attitudes and comments informed me on their impressions on this pedagogical intervention. In addition, data from the interviews informed me how parents’ involvement in the school and home literacies influence students’ English literacy development. |
Annex G

Literacy bags Reading guide and glossary

Guía de lectura

La siguiente guía de lectura provee algunos aspectos relevantes para realizar el acompañamiento en la lectura con sus hijos.

Antes de la lectura:

1. Introduzca el vocabulario ‘relevant’ para la comprensión de la historia de 3 a 6 palabras apoyándose del glosario con dibujos que se encuentra en la bolsa literaria. Si es posible utilice objetos de la casa como ayuda visual para introducir el vocabulario.

2. Haga preguntas de comprensión del vocabulario a través de preguntas abiertas utilizando palabras como: ¿Dónde? ¿Cuándo? ¿Qué? etc. Esto le asegurará que ya comprenden el vocabulario. Adicionalmente, puede pedirle a su hijo(a) que ubique las palabras dentro del texto encerrándolas con sus dedos índice o puede hacer juegos de detección (hangman) o de pistas. Por ejemplo, es una palabra de tres letras, es una estrella gigante que nos da calor – it is a three-letter Word it is a big star that gives us heat (sun)

3. Muestre la portada del libro y permita que los niños describan lo que ven y hagan predicciones a través de la pregunta: What do you think this story will be about?

4. Anote algunas de sus predicciones para ser verificadas más adelante.

Durante la lectura:

6. Lea el libro utilizando diferentes enunciaciones, lenguaje corporal y/o el CD que se encuentra la bolsa.

7. Establezca una charla con su hijo(a) respecto al contenido del texto. Tenga en cuenta hacer preguntas literales es decir que su respuesta está en el texto y preguntas de inferencia en las que los niños deban pensar más allá del texto.

Después de la lectura:

8. Aproveche este momento para que su hijo(a) exprese ideas cortas en inglés utilizando el vocabulario visto. Apóyese de las imágenes del libro. Invite a los niños para hagan relaciones entre el contenido del texto y experiencias personales, con otros libros, películas etc. De otra parte, permitales expresar sus opiniones frente al libro.

9. Desarrolle las páginas de actividades que se encuentran en la bolsa literaria de manera libre y opcional, es decir, si ustedes las consideran relevantes a la experiencia vivida con su hijo. De otra forma, registre en el ‘Writing Journal’ la actividad hecha con su hijo(a). Recuerde que como padres y por el vínculo que los une, los padres son educadores por naturaleza. El propósito final es el aprendizaje de la lengua extranjera a través del trabajo colaborativo entre el padre de familia y docente.

10. Promueva la lectura independiente en la que su hijo(a) la hace por gusto, utilice preguntas o comentarios que lo inviten a tomar el libro por su cuenta. Es válida la lectura de imágenes o contar la historia con sus propias palabras etc.
Molly's Broccoli
Written by Deborah Eaton
Illustrated by Jane Caminos

to feed

nasty

Yummy Yucky

yummy
to taste

to dig
to gobble
<table>
<thead>
<tr>
<th>Teamwork</th>
<th>Written by Kimberlee Mason</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>teamwork</th>
<th>together</th>
</tr>
</thead>
<tbody>
<tr>
<td>environment</td>
<td>an earthquake</td>
</tr>
<tr>
<td>sneakers</td>
<td>a feat</td>
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</tbody>
</table>
Please, Miss Miller!

By Tony Bradman

to sharpen

to put out

a trouble

tidy

right

to smile
Not Yet, Nathan!

By Sue Perry and Jane Rose

<table>
<thead>
<tr>
<th>a trailer</th>
<th>to shop</th>
</tr>
</thead>
<tbody>
<tr>
<td>thirsty</td>
<td>a bottle</td>
</tr>
<tr>
<td>to hiss</td>
<td>a lorry</td>
</tr>
<tr>
<td><strong>The Lion and the Mouse</strong></td>
<td><strong>By Gerald Rose</strong></td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><img src="image1" alt="Image of woman lifting weights" /></td>
<td><img src="image2" alt="Image of a girl waking up" /></td>
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<tr>
<td><strong>back</strong></td>
<td><strong>to wake up</strong></td>
</tr>
<tr>
<td><img src="image3" alt="Image of a lion's paw" /></td>
<td><img src="image4" alt="Image of a net" /></td>
</tr>
<tr>
<td><strong>paws</strong></td>
<td><strong>a net</strong></td>
</tr>
<tr>
<td><img src="image5" alt="Image of a person catching a football" /></td>
<td><img src="image6" alt="Image of a mouse being caught" /></td>
</tr>
<tr>
<td><strong>to catch</strong></td>
<td><strong>to bit</strong></td>
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</table>
The Very Hungry Caterpillar

By Eric Carle

tiny

hungry

a night

stomachache

to nibble

to push
<table>
<thead>
<tr>
<th>a raven</th>
<th>a fox</th>
</tr>
</thead>
<tbody>
<tr>
<td>to fly</td>
<td>to smell</td>
</tr>
<tr>
<td>wings</td>
<td>beak</td>
</tr>
<tr>
<td>to catch</td>
<td>to sing</td>
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</table>
# The Carrot Seed

By Ruth Krauss  
Pictures by Crockett Johnson

<table>
<thead>
<tr>
<th>carrot</th>
<th>seed</th>
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<table>
<thead>
<tr>
<th>come up</th>
<th>afraid</th>
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<table>
<thead>
<tr>
<th>weeds</th>
<th>pull up</th>
</tr>
</thead>
<tbody>
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<td><img src="pull_up.jpg" alt="" /></td>
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