

A QUALITATIVE STUDY OF INTERGENERATIONAL LITERACY
CONNECTION (ILC) PRACTICES
AMONG KOREAN ELL FAMILIES AND TEACHERS

A Dissertation

by

JEE YOUNG SHIN

Submitted to the Office of Graduate Studies of
Texas A&M University
in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

May 2012

Major Subject: Curriculum and Instruction

A Qualitative Study of Intergenerational Literacy Connection (ILC) Practices

among Korean ELL Families and Teachers

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ABSTRACT

A Qualitative Study of Intergenerational Literacy Connection (ILC) Practices
among Korean ELL Families and Teachers.

Jee Young Shin, B.A., Pusan National University; M.A., Kosin University

Co-Chairs of Advisory Committee: Dr. L. Quentin Dixon
Dr. Radhika Viruru

The purpose of this research was to examine the ways in which Korean families of English Language Learners (ELLs) and teachers supported literacy in young children, as well as the kinds of interactions between families and teachers that supported ELL children's literacy development.

The sample for this study consisted of four Korean ELL students attending public early childhood programs in Texas, their teachers and families. A constructivist grounded theory-based approach to data generation was employed, utilizing a wide variety of data collection methods such as questionnaires, interviews, observations, photography, field notes, and video recording. Grounded analysis, content analysis, and narrative analysis were then used in order to analyze the data.

The case analysis showed that the parents and teachers did their best using their own resources within their own contexts. However, their educational goals and practices were not noticed or shared by each other. The families' and teacher's challenges and limited resources resulted in the creation of invisible expectations of the other parties. However, by watching video clips about literacy practices and reading handouts about

each person's literacy values, goals, experiences, and photo projects, the families and teachers recognized each other's literacy resources, negotiated different expectations, and mediated communication channels to facilitate ELL children's literacy development.

In the cross-case analysis, one major theme emerged: *the search for understanding two different social and cultural contexts to find an overlapping resource to support ELL children's literacy learning*. In detail, the more sophisticated emergent description of literacy support of the Korean family participants was provided through the lenses of the sociocultural approach, bidirectionality, and intergenerational trajectories. With regard to the construction of literacy by the teacher participants, I found that behind their support is their own perception of a bilingual child: monolingual viewpoint vs. bilingual viewpoint. Furthermore, the teachers' bilingualism was related to parental involvement in the school curriculum. The analysis then found an overlapping resource to use to enhance ELL students' learning: the practice of classroom book reading.

Finally, recommendations for future applications of the Intergenerational Literacy Connection (ILC) model and some future directions for research are also discussed.

DEDICATION

To my husband, Jaehyeuk, and my family.

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“It is a pleasure to thank those who made this dissertation possible.”

I am not certain that many graduate students are given the opportunity to have such precious advisors, mentors and professors as I have had to support me during my years earning a Ph.D.

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with her as my advisor over the year, I found that she has warm feelings toward immigrant children, which touched my heart. When she left TAMU, I was so lonely; however, I believe the situation provided me with the unique opportunity to gain a wider breadth of experience while still a graduate student.

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CHAPTER I

INTRODUCTION

The United States has seen tremendous growth of English Language Learners (ELLs) in recent decades. Schools serving a high proportion of ELL students face many challenges. One of the biggest issues is the perceived passive involvement of ELL parents in their children's education. ELL parents' limited English proficiency and their mainstream cultural backgrounds can present barriers to communication with schools. In turn, teachers may therefore perceive ELL parents to be uninterested and uninvolved in their children's education (Arias & Morillo-Campbell, 2008). However, many studies indicate that ELL parents place a very high value on education and are involved in their children's education in a variety of ways (e.g., Delgado-Gaitan, 1990; Goldenberg, 2004). Yet, it is clear that ELL parents are facing many barriers between them and their children's school (Arias & Morillo-Campbell, 2008).

Hence, this study looked at how families of ELL young children support and construct literacy in their home and how teachers of ELL young children support and construct literacy in their classroom. Second, this study investigated how families and teachers recognized each other's literacy resources, negotiated different expectations, and mediated communication in the implementation of some literacy connection practices. Finally, based on this, this study developed an intergenerational literacy

model that strengthens two-way communication between home and school in supporting children's literacy development.

Purpose of Study and Research Questions

The purpose of the study was to investigate literacy practices in the socio-cultural context of ELL families and teachers and to propose an understanding of literacy connections specifically designed to meet the needs of a culturally and linguistically diverse population, particularly, Korean ELLs.

The research questions guiding this study were:

1. How do families of Korean ELL young children support and construct literacy in their homes?
2. How do teachers of Korean ELL young children support and construct literacy in their classrooms?
3. How do families and teachers recognize each other's literacy resources, negotiate different expectations, and mediate communication to facilitate ELL children's literacy development through a shared understanding of literacy?
4. How can an Intergenerational Literacy Connection (ILC) model assist families and teachers to co-construct their literacy support for ELL children?

Study Design

This study used a qualitative research design to explore some of the literacy connection practices utilized between parents and teachers and is rooted in the intergenerational literacy connection (ILC) model. I used a constructivist grounded theory approach to gather and analyze qualitative data to address the research questions

(Charmaz, 2006). I chose this constructivist grounded theory design because it (a) focuses on the process of social interaction, (b) interprets meanings, values, beliefs and feelings ascribed by individuals and (c) develops a partnership with participants that enables a meaningful reconstruction of their beliefs and practices into a grounded theory model (Mills, Bonner, & Francis, 2006).

The sample in this study consists of four Korean ELL students, their teachers and families attending public early childhood programs in Texas. More specifically, I selected three teachers with whom to explore a range of classroom literacy practices based on their teaching beliefs and values. I selected four Korean students from the three teachers' classes and their families to discover the range of bilingual and biliteracy development at home. The study provided an opportunity for the parents and teachers to share their literacy practices and resources regarding culturally responsive and sensitive contexts. In order to capture the process of social interaction in the milieu among the four families and their three teachers, a focused constructivist grounded theory based approach to data collection was employed utilizing a wide variety of data collection methods such as questionnaires, interviews, observations, photography, field notes, and video recording. Grounded analysis, content analysis, and narrative analysis were used to analyze the data.

Assumptions of the Study

The final goal of this study is to develop an intergenerational literacy connection model. The literacy connection model is designed based on the following assumptions. First, mainstream schools have their own valuable resources to help children achieve

literacy; often, however, since ELL families are not familiar with them, they do not use them at home. Second, ELL families also possess dynamic and rich intangible resources that can assist with children's schooling. These include the families' existing skills, diverse culture and language, and life experiences (Auerbach, 1989; Rodriguez-Brown, 2003; Schwartz, 1990; Weinstein-Shr, 1992). However, these literacy resources within ELL families are often not fully explored by the families and school officials. Third, if schools and ELL families know how to assist each other to use their own strengths, children's literacy development can be enhanced.

Definition of Terms

The key terms used throughout the study are briefly defined here. An expanded explanation of each term is presented within the study.

A Sociocultural approach to literacy across contexts: This approach considers the social factors that influence literacy learning and inquiries in the context of society.

An Intergenerational Literacy Connection (ILC): This model is design to connect literacy practices between the school and ELL homes.

Bidirectionality of literacy: Literacy learning does not flow only from parents to children in ELL families. Parents can be learners and children can be teachers.

ESL: This is an acronym for English as a Second Language.

ELL: This is an acronym for English Language Learners.

Family literacy: The terms *family literacy* and *intergenerational literacy* are often used interchangeably. This encompasses a wide variety of approaches or activities in literacy development involving family members.

Intergenerational literacy: This emphasizes a wider definition of family members and the transmission of knowledge and behavior across generations.

Intergenerational trajectories of literacy and learning: This approach considers literacy as a complex and multifaceted trajectory developed through interactional patterns over multiple generations and influenced by personal and family histories.

The first language: This refers to the primary language used in ELL families.

The home language: This refers to the primary language used in ELL homes; it is often mentioned in the teachers' interviews.

Significance of the Study

The significance of this study is five-fold. First, the study explores the processes through which ELL families instill their own resources and values into their children's literacy and learning development. Second, the study explores the processes through which early childhood teachers value their own resources and utilize them to support children's literacy and learning development. Third, it provides an integrated mechanism for developing a more complex understanding of literacy issues within ELL families in coordination with teachers, an important area that has not been fully explored. Fourth, it proposes a literacy connection model that provides new insights into the design and implementation of multifaceted family literacy programs through the integration of school- and home-based literacy and literacy practices with key literacy issues within ELL families. Finally, the findings of this study can be instrumental in narrowing the gap between ELL families and teachers and open lines of communication between home and school.

Organization of the Dissertation

This dissertation consists of seven chapters. Chapter I is an introduction to the study. Chapter II reviews the literature relevant to this study, including an overview of intergenerational literacy, three issues of intergenerational literacy for ELL families—a sociocultural approach, intergenerational trajectories of literacy and learning, and bidirectionality of literacy, and an Intergenerational Literacy Connection (ILC) model. Chapter III explains the design of the study and provides information about the case study methodology utilized in this study including participant selection, context of the study, data sources, data collection procedures, data analysis procedure, and book reading analysis for ELL children as well as the findings of the pilot study. Chapter IV presents a rich and thick description of the data focusing on the settings and characteristics of the participants. Chapter V presents the findings of the case studies of each interrelated participants. Chapter VI presents the findings of the cross-case analysis. Chapter VII provides a discussion of findings, recommendations for an ILC model, and future research needs.

CHAPTER II

REVIEW OF LITERATURE

This chapter presents a theoretical review that integrates a diverse set of perspectives on intergenerational literacy and concludes with a proposed model of literacy connection model between ELL home and school. The chapter begins with an overview of what we know about family and intergenerational literacy, and considers its particular relevance for ELL families. Second, current research on the literacy development of ethnic minority groups is discussed. Within this literature, I focus specifically on contextual issues of intergenerational literacy through a socio-cultural approach, intergenerational trajectories, and the bidirectionality of literacy. Finally, the existing research is synthesized to propose an integrated theoretical framework and an intergenerational literacy connection model that address the needs of ELL families by operationalizing the relevance of existing theoretical perspectives.

Theoretical Orientations

The emergence of the study of family and intergenerational literacy over the past two decades has been recognized as a unique field in both research and practice. However, it has been studied as an interdisciplinary program heavily rooted in its original theoretical framework across different disciplines: social sciences, early childhood education, psychology, literacy, and public policy (Gadsden, 1994; Hannon, 2000). The key elements of family and intergenerational literacy are reviewed using two

main sub-fields especially relevant to the purpose of the study: early literacy development and sociocultural constructs.

Early Literacy Development

The conceptualization of literacy as a social practice has spurred research on literacy development in young children (Wasik & Haerrmann, 2004). Recent perspectives consider literacy development as a continuous process that begins early in life before formal schooling and encompasses much more than just phonemic awareness and letter knowledge. It also includes understanding aspects of syntax, discourse, and appropriate word choice (Kassow, 2006; Snow, 2006; Tabors & Snow, 2001; Vernon-Feagans, Head-Reeves, & Kainz, 2004). In particular, many researchers in the literacy field have drawn attention to the influence of the home literacy environment (e.g., Boudreau, 2005; Britto, 2001; Burgess, Hecht, & Lonigan, 2002; Byrne et al., 2006; Saracho, 2000) and parent-child book reading along with other literacy activities (e.g., DeTemple, 2001; Elliott & Hewison, 1994; Hammer, Nimmo, Cohen, Draheim, & Johnson, 2005; Kang, Kim, & Pan, 2009; Lynch, Anderson, Anderson, & Shapiro, 2008; Rodríguez, Hines, & Montiel, 2009; Wood, 2002). The results of recent studies have increased our understanding of young children's early literacy skills and home literacy environments that support those skills. One of these studies, by Wasik and Hendrickson (2006), proposed a holistic model that considers multiple variables to explain home influences on literacy. The model includes the following variables: (a) parental characteristics, such as ethnicity, parental beliefs about literacy, and socio-economic status; (b) child's characteristics, such as engagement behavior, language

proficiency level, motivation, and cognitive developmental levels; (c) the home environment, such as shared book reading, exposure to printed materials, and fostering reading for enjoyment; and (d) quality of the parent-child relationship.

While previous studies demonstrated the powerful influence of home support on children's literacy learning, much of the current research has centered on examining specific aspects of home literacy that are directly related to children's literacy outcomes measured at school (Leseman, Scheele, Mayo, & Messer, 2007; Levy, Gong, Hessels, Evans, & Jared, 2006). For example, Levy et al. (2006) reported on a study of early understanding of print with a sample of 474 young children (ages 4-7 years) and their home literacy environments. Their findings showed that early knowledge of print contributed to the development of early reading. In addition, parental guidance of children's print-focus reading activities was more beneficial than passive listening was for the development of written language skills of children. Research on language skills that relate to literacy also show a positive association between home literacy and an emergent vocabulary and academic language (Leseman et al., 2007; Roberts, Jurgens, Burchinal, 2005). However, the bilingual situation of ELLs in ELL families has not been considered in this field.

Socio-cultural Constructs

Two theories have made important contributions to our study of intergenerational literacy within language minorities: ecological theory and family systems theory of family constructs. These theories address the cultural differences of family structures and the dynamic interactions between family, community, and society.

Bronfenbrenner's (1986) *ecological model* takes into consideration how external environments influence the functioning of families and children's development in four dimensions: (1) the microsystem composed of family, neighborhood, and community; (2) the mesosystem which includes the relationship between home and school, and school and workplace; (3) the exosystem comprising the parents' workplace, social networks and the community influence on family functioning; and (4) the macrosystem including ideology, and social and cultural beliefs. Bronfenbrenner's ecological theory affords us a mechanism to consider the impact that the interactional influence of the home, schools, and communities have on children's language and literacy development (Wasik & Hendrickson, 2006). The interactions between these dimensions and a mainstream group tend to be harmonious and continuous across cultural institutions with normal deviations within the group. ELL families are often coming from a different ecological system; they have to devise a structure to adapt to the new culture and new language.

The family systems theory, a paradigm for family psychology, provides a lens through which the family can be viewed and understood as a systematic whole, instead of an independent unit. This theory emphasizes interdependent and interacting elements which have been developed and maintained in families over time (Cox & Paley, 1997; Minuchin, 1988). Family literacy programs based on this theory thus focus on the whole family as the unit of intervention. This theory of family literacy programs emphasizes the individual's literacy only as a contributor to family literacy. These frameworks, ecological theory and family constructs, allow us to study the interaction of broader

systems of individual, family, community, and society, while focusing on the interactions of the family in a socio-political context instead of looking at individual factors separately.

Existing literature on literacy and schooling has focused on individual factors and their relationship to group differences by comparing different socio-economic or ethnic groups. Comparing low Socio-economic Status (SES) and middle/high SES groups as well as Anglo-Americans and ethnic minority groups (Chiswick, 1988; Wong & Rowley, 2001) is a common method used to explain differences in the early literacy development of young children. The study of Korat, Klein, and Segal-Drori (2007) provides support for the existence of SES effects on literacy development by examining the maternal mediation in book reading across low and high SES levels in a sample of families in Israel with children five and six years of age. They found that the maternal mediation level during a joint book reading activity was different in the high SES group compared to the low SES group. Also, among the low SES mothers, those with a higher SES level presented a higher level of mediation during joint book reading. In the research of Aram, Korat and Levin (2006), they also showed a positive association between the quality of maternal mediation and children's literacy outcomes in the mother-child joint writing activity, looking at the family income as a predictor.

Recently, a growing body of literature on early literacy recognizes the tremendous individual and family differences within a single group. New attempts to reassess the family contribution to children's early literacy skills within low SES and ethnic minority families have been made, in order to identify their resilience factors

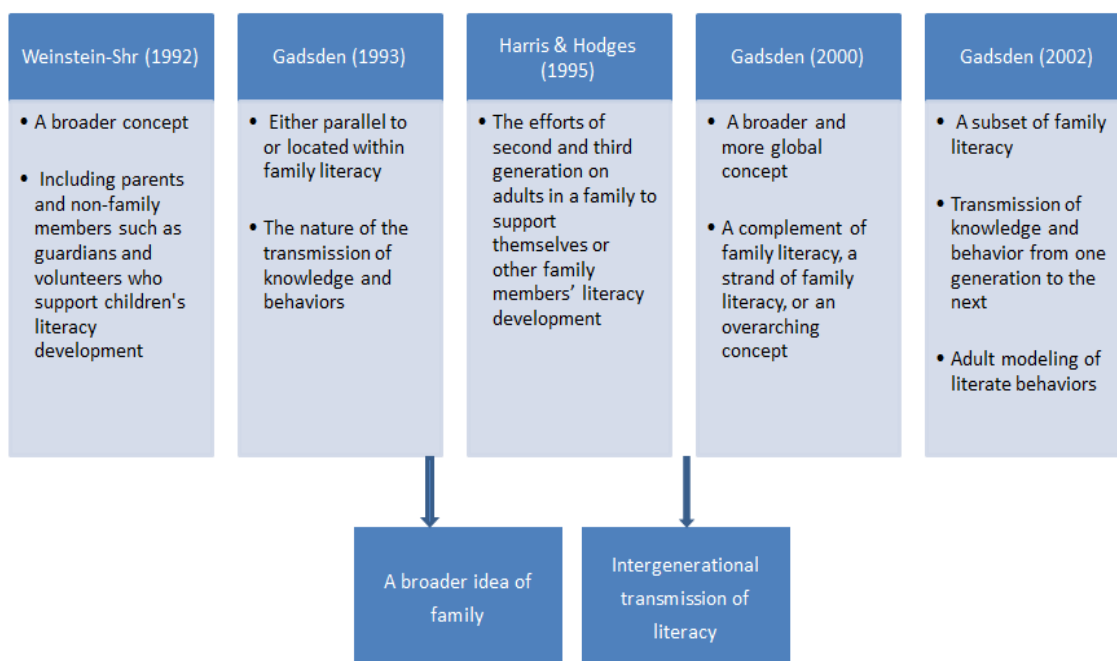
(e.g., Menard-Warwick, 2007; Storch, & Whitehurst, 2001). We consider here an ecological and multidimensional theoretical approach to identify issues that may foster children's resilience despite at-risk conditions for literacy development.

Overall, contrary to the traditional views of more formal and individualistic literacy practices in academic settings, these two theories focus on informal and group practices at home. This theoretical influence has led to new perspectives in family literacy. First, all family members are seen as playing an important role in the literacy development of children. Second, literacy serves to empower all family members (Gadsden, 2002).

Definitions

Family versus Intergenerational Literacy

The terms *family literacy* and *intergenerational literacy* are often used interchangeably. Some researchers have distinguished them by differentiating some of their goals and range (Weinstein-Shr, 1992). Table 1 shows some of these distinctions. The term *family literacy* as generally used in the educational field encompasses a wide variety of approaches or activities in literacy development involving family members. Some researchers clearly categorize family literacy in terms of individual and institutional practices (e.g., Hannon & Bird, 2004; Paratore, 2005). It could be defined as a way to describe how parents and children engage in literacy practices during daily life. It is also defined as educational programs or services that seek out literacy development of children and parents in school, home, and community settings (Paratore, 2005).

Table 1. *The Concept of Intergenerational Literacy*

Wasik and Herrmann (2004) divide the concept of family literacy into two levels. The first level centers on the attitudes and practices within family and the transfer of literacy across generation. The second level centers on the process of literacy development of young children. However, these two are not distinctively clear and are often interpreted from a variety of perspectives (Vernon-Feagans et al., 2004).

The term intergenerational literacy is attractive because it emphasizes a wider definition of family members and the transmission of knowledge and behavior across generations (Gadsden, 1994, 2000, 2002; Harris & Hodges, 1995; Weinstein-Shr, 1992). These two features make it particularly well suited for the study of ELL families, given that in the US many of them are ELLs from different cultures and are raising their children in a new society and often with a new language. These two features afford us greater flexibility to address issues unique to ELL groups. Parents and children in this

population often have different socio-cultural contexts or cultures of references. The parents' ELL status and the differences between parent/child developmental stages when concurrently in contact with the new culture (i.e., schools) result in the bidirectionality of literacy transmission, which will be discussed later.

A Broader Definition of Family Members

ELL families are more likely to perceive extended families and caregivers as key resources for bilingual and bicultural development. Quiroz and Snow (2009) reported that, in a sample of Latino ELLs, other adults reading to the child had a positive association with the child's English and Spanish vocabulary. Some families may also seek teachers and friends in their new context to replace the social role of the extended family left behind geographically because they do not speak the school language. Relatives in a home country can be a valuable resource for language and literacy development given that correspondence and knowing their heritage language is essential for maintaining communication with loved ones. Furthermore, family beliefs and socio-cultural backgrounds may be valuable resources. For example, how the ELL families perceive their cultural and linguistic heritage will impact their children's perceptions and eventually their literacy development. Thus, how parents limit or effectively utilize their heritage as a resource will impact their children's language and literacy development. These are some of the reasons why considering a socio-cultural context is crucial in considering contributions and resources of ELL families.

Intergenerational Transmission of Literacy

The function of the intergenerational literacy concept in ELL studies using the description provided by Gadsden (2000) is of particular importance to this study. It allows us to build bridges from the past, through the present, and into the future. In this approach, literacy is constructed from beliefs and values about the power of knowledge based on past experiences by assessing present behaviors and their influence on the role of parents on the children's future literacy development. Indeed, addressing beliefs and values as high literacy tools in their collaborative construction and reconstruction of literacy practices among families, schools, and communities is a way to use the past to work in the present to alter the future. Literature reveals that there are links between literacy and a better life for ELL families and communities through generational practices that best prepare children for their new environment. This approach of intergenerational trajectories of literacy and learning could build and shape literacy opportunities and development in the context of vital changes and social mobility across generations in ELL families in the US.

The situations of ELL families bring the bidirectionality of literacy to the forefront and new questions arise when considering the critical issue of reverse direction or bidirectional relationships between ELL parents and their children. Bidirectionality of literacy acquisition is relevant to the life experiences of ELL families and the challenges faced by the linguistically and culturally diverse society in which we now live. As stated by Gadsden (2004), we should consider two possible situations in which literacy transmission could be bidirectional. First, there are the reciprocal relationships in which

a first-generation ELL child assumes the responsibility of responding to family matters requiring reading and writing and serves as an interpreter for the parents. Also, there are adults who learn to read and write in a second language at the same time that their children are learning to read and write in the same language. New challenges arise with the concept of bidirectionality in the context of ELL families. The reverse of power hierarchies, which occurs when children have more proficiency in English (the societal language) than their parents, has been observed in ELL families (Hall & Sham, 2007). Thus, although this construct affords us the opportunity to deal with the real experiences of ELL families, we should adjust for this restructure of power within the family and in the context of the larger community and institutions.

Many studies have explored intergenerational literacy with ELL families by imposing a framework of monolingual mainstream family dynamics on their approach. For example, parent-child book reading, a common method used to increase family literacy, does not address the relevance this practice has to the experience of ELL families, who do not speak the language of the schools. We need to find other parent-child interactions in the familiar socio-cultural context of these families even if one of the goals is to give the children some familiarity with the school language. Some research has been done by González and Moll (2002) and Rubinstein-Avila (2006) who have collected funds of knowledge from Latino ELL families. Funds of knowledge were defined as “the historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being” (Moll, Amanti, Neff, & Gonzalez, 2001, p. 133). Another clear resource is the rich tradition of

oral storytelling that many of these families have. However, we also need to remember that these parents have struggled through very difficult situations to try to give their children a better life and that in the US education is one of the best ways to provide children with other opportunities. In respecting the goals of the parents, we should also draw relevance from their home linguistic resources to incorporate their value in school settings and vice versa. Funds of knowledge are valuable resources for vocabulary and procedural knowledge, and oral storytelling is one of the pillars of discourse upon which more sophisticated literacy skills are built (Colon-Vila, 1997; Curen-ton, Craig, & Flanigan, 2008; Isbell, Sobol, Lindauer, & Lowrance, 2004; Palmer, Harshbarger, & Koch, 2001).

A review of crucial issues worthy of considering for their relevance in addressing the challenges of ELL families is presented here, divided into four sections. First, I discuss a socio-cultural approach as a pedagogical instrument to mitigate or define problems in literacy development within ELL families. Second, I highlight the intergenerational trajectories, which implicate the meaning and purpose of literacy within an individual's life in the framework of his or her generations and society. Third, I present the concept of bidirectionality of literacy, a crucial issue faced by ELL families. Finally, I offer a conceptual framework for future directions on intergenerational literacy to address the specific needs of ELL families.

Socio-cultural Approach to Literacy across Contexts

Moving beyond a Deficit Model

Family literacy interventions with ELL families must acknowledge their social reality, cultural modes of learning and strengths, but they must also empower the parents to reach their own goals and not reinterpret them from our own viewpoint (Cairney, 2002). Auerbach (1989) examined the conceptual framework of existing family literacy programs and research and concluded that there is an implicit deficit view about low-income and ELL families' literacy manifested in much of the research and programs reviewed.

Auerbach (1989) conceptualized the *deficit model* as consisting of five major assumptions: (1) language-minority parents deemphasize the value of their children's education; (2) parents' literacy skills are significant because of the unidirectional path of literacy from parent to children; (3) school-like literacy activities should be extended and emphasized at home, mostly because of their direct link to children's academic success or failure; (4) family-based influences are much more salient than peer and school influences for school achievement; and (5) parents' needs and cultural differences can impede their children's educational success.

To counteract these assumptions, Auerbach (1989) presented contrasting evidence from research findings: (1) parents have high expectations for their children and many studies found a variety of meaningful literacy practices and materials in the homes of low income and minority families; (2) low parental English literacy skills did not directly transfer, but a steady level of parental assistance on literacy activities were

more important ; (3) indirect family factors such as home climate, quality of parent-child interactions, and parental participation in their child's school were more influential across many aspects of literacy than direct literacy activities and instruction; (4) school influences such as classroom and peer experiences are as important as home influences for academic achievement; and (5) an alternative pedagogical view has found cultural differences as strengths and even as resources for more effective learning.

A question posed by Auerbach (1989) must be reconsidered in planning the direction of family literacy programs and research: "How can we draw on parents' knowledge and experience to reform instruction? rather than, How can we transfer school practices into home contexts?" (p. 177). The approach brings important implications for studying the resilience of the language of minority children in the home literacy context.

Other researchers also recognize the dynamic and rich intangible resources for families who are at a considerable disadvantage when it comes to their children's education. The resources include families' existing skills and their diverse culture, language, and life experiences. These resources have been somewhat neglected (Schwartz, 1999; Weinstein-shr, 1992). Nieto's (2002) autobiography teaches us to appreciate parental assets and how valuing home resources could strengthen children's educational outcomes. According to the traditional view, Nieto's family was classified as at-risk because of a low level of income, educational background, as well as their ELL status. Accordingly, her parents could not help their children with homework. They could neither provide books for their children nor read bedtime stories to them.

Furthermore, despite her teacher's appeal to not use Spanish at home, the parents kept speaking Spanish at home. However, Nieto's parents emphasized the importance of education and deeply immersed their children in various forms of discourse and rich language environment in their home language, such as stories, riddles, tongue-twisters and jokes. Consequently, the children became bilingual and developed a great appreciation for their parents' talents and personal life skills. Their children did not think of themselves as growing up underprivileged. In her conclusion, Nieto states that young people of all backgrounds can learn and do not need to abandon their cultural heritage and practices since the family culture and practices can contribute to the children's education and improve their status in society. This conclusion is supported by Quintero and Velarde (1990) who state that cultural diversity is not a negative factor when the learner's culture can be used to enrich his or her learning context.

A Socio-cultural Approach

A socio-cultural approach allows us to look at the complex role of ELL caregivers because it centers on the role of families and looks at the social factors that influence literacy learning and inquiries in the context of the larger society (Rodriguez-Brown, 2003). The wealth model (Train, 2007), the concept of family capital (Li, 2007), and the fund of knowledge perspective (Moll, 1992) provide a framework to recognize and value families' cultural and linguistic diversity (Saracho, 2002). These approaches provide insights into the neglected dimensions of literacy as well as help ELL families and those who work with linguistically diverse populations, recognize their contribution to the literacy development of their family.

Current Studies

Unfortunately, very few studies have been conducted using these theoretical models (e.g., Li, 2007; Li & Christ, 2007; Moll, Amanti, Neff, & González, 1992). The study conducted by Li (2007) was based on Coleman's (1988) theory of family capital. It investigated how different family physical, human, and social capitals impact Chinese-ELL children's English acquisition in Canada. Although all the participating parents had high educational expectations for their children, parents' varying degrees of support were demonstrated in their home literacy practices. The findings suggest the significance of parental human capital support for children's literacy development that is consistent with much of the literature (e.g., Lopez, Gallimore, Garnier, & Reese, 2007; Sanz & Felix, 2007). However, we need to study how to utilize and invest in these existing family capitals to address children's specific developmental needs. Moll, Amanti, Neff, and González (1992) theorized about various resources of bilingual and working class students and their families. Through the collaborative relationships between researchers and teachers, Moll et al. urged teachers to organize and use the ample family resources as a cultural tool to enhance academic outcomes.

Li and Christ (2007) conducted a qualitative research study to investigate the social networks of single mothers in low-SES homes and their children's literacy development. This research was framed through the theory of social capital, defined as an individual's access to resources through membership in social networks. This approach is in line with the socio-cultural theory in demonstrating that the children's literacy skills cannot be isolated from the surrounding social and cultural contexts in

which their parents' education level, job status, and social support networks are contained (Leseman & de Jong, 1998). The findings suggest that parents' effective access to literacy resources impacts their own literacy skills, hence their home literacy practices and relationships with school teachers, and their attitudes and views of school practices.

Along with the sheer numbers of school-aged ELLs and children of ELL families, there has been a growing need for changes in the instructional approach and curricular directions at the school or classroom level. Peterson and Heywood (2007) provided a view into ELL parents' and educators' viewpoints on the contributions of ELL families' linguistic, social, and cultural capital to their children's English acquisition and literacy. Overall, their findings suggest that parents' linguistic and cultural capital were perceived as a valued asset for children's literacy learning. For the children to maintain their heritage language, the parents made an effort to provide reading materials written in their native language and attempted to send their children to heritage language programs. Teachers and principals in these schools also supported the goal of maintaining children's native language and culture which appeared to facilitate the children's literacy and cultural repertoires of the schools. Educators stated that the most effective ways to support ELL students is by promoting the use of dual-language books in classrooms and operating heritage language classes at school. This conclusion was supported by the study of Proctor, Carlo, August and Snow (2006), which explained the interrelated relationship between native language skills and English language skills

by demonstrating the contribution of Spanish language vocabulary knowledge to English reading comprehension.

Intergenerational Trajectories across Time and Space

Intergenerational Trajectories of Literacy

The concept of *intergenerational trajectories of literacy* refers to the collection of past behaviors and interactions that constitute home support for literacy development among family and in other meaningful learning contexts (Menard-Warwick, 2005). The view of intergenerational trajectories considers literacy as a complex and multifaceted trajectory developed through interactional patterns over multiple generations and influenced by personal and family histories (Gadsden, 2008).

The strength of this model lies in its ability to capture the multiple and intergenerational family events and social change in situated social contexts. It also considers negotiations between the present and the past. Through this approach we can identify and integrate different patterns of family literacy and negotiate culturally appropriate models of literacy that support children's long-term literacy development (Gadsden, 2008). This is an important step for supporting ELL families who face discontinuity between the caregivers' and the child's culture and often language.

Current Studies

Recent research has contributed to increasing the expectations of intergenerational trajectories (Lapadat, 2004; Menard-Warwick, 2005). Using life-history narratives, Menard-Warwick (2005) illustrated the educational trajectories of two Hispanic women enrolled in an ESL program. The main research questions posed by

Menard-Warwick were about how the factors of personal and social history influence their language learning opportunities and how the parents' messages about education would shape their home literacy and learning environment. She asked them about their academic experiences, their desire for their children's education, the impact of United States ELL policies and the American economy.

There are two revealing findings. First, the two participants' own stories as well as expressions of concern in their own voices illustrated the complex interrelationships between social and personal conditions and language learning and education. Due to the nature of change and continuity, it is suggested that intergenerational trajectories involve socio-cultural contexts along with socio-political ones. It must be recognized that the outcomes of intergenerational transfers of resources can be shaped and constrained by the context of social events. The situation is much more likely to be complicated in the context of immigration. Another point worth mentioning is that educational experiences and aspirations are clearly transmitted and reflected across generations. This confirms the previous results in which parental beliefs may have a unique impact on the children's literacy skills. Furthermore, parents' educational backgrounds and experiences were found to have a strong impact on their views of their children's education and literacy (Bus, 2001; Wasik & Hendrickson, 2006).

In another study in Canada, Lapadat (2004) acknowledged that, although language development occurs across multiple contexts throughout our lives, there has been little longitudinal research on ELL families. For this reason, Lapadat (2004) employed a retrospective narrative approach to investigate the ongoing language and

literacy development of nine educated women, who were a mixed group of native-born Canadians and ELLs. The research drew from an analysis of participants' written recollections of early literacy experiences. The experiences and contexts of family, culture, school, and community were inscribed as meaningful memories. The author confirmed previous research that (1) families had positive impact on literacy development, and (2) positive and early introduction to literacy at home was important. Remarkably, father figures had great influence on literacy development, but surprisingly, there was no mention of either teachers or schools. Teachers and schools were not shown to provide sufficient challenges in strong literacy skills. The women indicated that teachers and schools presented even a negative perception, which led to their low self-esteem as readers and had an impact on their learning and life choices. Mainstream Canadians did not mention culture. However, ELL participants struggled with culture and language-culture connections, seeing culture as covering everything from family to school as if they are practical subcategories of culture.

More qualitative research is needed to explore the active personal history and the literacy interactions across each generation. Various qualitative research methods such as ethnography, narrative, autobiographical, or life history can provide insights into the active shifts of culture and literacy.

Bidirectionality of Literacy and Learning

In monolingual families, there is a shared history of meaningful interactions contextualized in familiar language and socio-cultural knowledge reinforced by the similarities between the home and school. In ELL families, the child and caregivers may

not share the same language. The home language and culture may not be present or validated at school and vice versa. In that case, what is the role of the parents and how is it influenced by bidirectionality in literacy acquisition?

Two Viewpoints of Bidirectionality in ELL Families

Parents as learners.ELL parents encounter many new opportunities to accommodate and/or assimilate through interactions with their children (Piaget, 1947/1950). The shared interactional history begins to change as both parent and child experience their new environment. The challenge of raising children in a new language and culture is a stressful situation in which ELL parents must learn about the new culture at the same time as they reinvent their social role within the family. In addition, the socio-political structure of the new society also redefines their roles. This is where *parents as learners* becomes a key concept and where the relevance of the ecological framework helps us in understanding issues of immigration and family. These parents learn valuable lessons about the outside world and culture from their children's experiences in school and from their children directly (Delgado-Gaitan & Trueba, 1991). This is why family literacy must also consider adult literacy and parental education as important areas in children's literacy development (Gadsden, 1998; Rodriguez-Brown, 2004).

Children as teachers: language brokering. Research on children of ELLs, 1.5 or second-generation American children from ELL families has shown that children often assist their parents, who have limited English skills. This is called *language brokering*. This important task of translating and interpreting for adults, often intangible

in our society, goes on in many of these families where children facilitate daily mediation between the family and the mainstream culture (Morales & Hanson, 2005; Hall & Sham, 2007). This position gives children the power to interpret culture and to learn about the differences between the home and school. It also gives them great responsibility. Because parents rely on their children for translation, the children are compelled to take on the responsibility of problem solvers, which has been demonstrated to have an impact on their metacognitive skills. The variation of tasks of language brokering can range from education, medical/health care, shopping, entertainment activities, the legal immigration process, occupation, and housing (Orellana, Dorner, & Pulido, 2003).

Current Studies

There is limited research on this issue, and the studies I found focus on the effects of language brokering. The research originates from different fields and the studies focus on different outcomes: (1) psychosocial development, (2) cognitive and academic outcomes, and (3) parent-child relationships. The area of psychosocial development considers the impact on the children such as motivation, emotion, depression, and stress levels. The social identity aspects address issues, such as self-esteem and ethnic identity. However, findings on the effect of brokering for young language brokers have been mixed. For example, Love and Buriel (2007) found a definite relationship between language brokering and depression. In a study of 36 Hispanic children, Weisskirch and Alva (2002) also found that language brokers perceive their experiences as uncomfortable and stressful work. However, they

concluded that these negative emotions could be caused by problematic matters often faced by these families rather than by just the language brokering itself. It is not surprising that researchers have found social and political variables that may also impact the experience of these families given their immigration status and the stressful experiences of relocation. In a qualitative study, McQuillan and Tse (1995) found that participants reported several positive effects in their language brokering experiences, such as growing independence and maturity, building trust with parents, and gaining more insight into the world and new culture.

In a review of the effect of language brokering and academic outcomes, Morales and Hanson (2005) reported that in a study of 35 Latino students by Tse (1995), there were no associations between language brokering and academic development. Furthermore, they found a study that shows a negative association between them (Umaña-Taylor, 2003). However, current studies have recently reported a positive impact of language brokering on academic development. For example, Dorner, Orellana, and Li-Grining (2007) looked at language brokering and mathematical skills, linguistic knowledge, and social-cultural abilities. Their mixed-method longitudinal study revealed that students who served as language brokers achieved higher reading and math scores on standardized tests than children who were not language brokers. These studies emphasize the value of everyday practices resulting in enhanced student learning. However, linguistic effects on this issue have not been studied. In this context, two questions for future research were posed by Dorner et al. (2007): (1) Does language brokering cultivate children's meta-linguistic awareness for academic outcomes? (2) Do

language brokering activities provide children extensive opportunities to develop their vocabulary and sentences?

Studies on the effect of language brokering on parent-child relationships have been most controversial. The shift of power and role-reversal represents significant challenges for ELL families. Serious concern has been expressed with regard to the dependence on small children to take on household responsibilities. This deviance from traditional family structure has shown to impact negatively family dynamics (Hall & Sham, 2007).

However, some believe that these findings might need to be more closely examined. For example, Weisskirch (2007) suggests that some of those case studies might have been presented in an exaggerated and simplified form in the literature. Even though the children mediate between parents and other people, still parents hold the final authority for decision-making and for handling various situations. From this point of view, language brokering should be viewed as integrative to ELL familial life rather than disruptive. More research is needed with larger sample sizes, various ethnic populations, and using longitudinal designs (Doner et al., 2007; Weisskirch & Alva, 2002). Because researchers do not know much about the characteristics of the language brokers, further studies are needed to address the differences between those who consider language brokering as a positive or negative experience. Researchers also need to look at the relationship between psychosocial variables and ethnic variables (Weisskirch, 2007).

Studies on academic development need to examine other issues as well: (1) the association between language brokering and various school subjects (Doner et al., 2007)

and (2) the types of brokering that affect their academic outcomes (Morales & Hanson, 2005). Other important issues have not even begun to be explored. Parental thoughts, beliefs, or emotions about child language brokering need to be studied. In addition, further investigation is needed to clarify the socio-political or socio-cultural conditions influencing family dynamics in the context of language brokering (Jones & Trickett, 2005). Most importantly for researchers, the role of language brokering has not been studied from the perspective of language acquisition and acculturation. New research is needed to determine whether language brokering is beneficial to children's language development and how that benefit impacts the family. In summary, besides recognizing children's contributions in ELL society, we should include the bilateral relationships between parent and child in literacy and language interactions.

An Integrated Framework for Literacy within ELL Families

This review highlights the importance of key contextual issues around intergenerational literacy to address ethnic, cultural, and linguistic diversity. Furthermore, the direction of current research could be enhanced and improved by investigating literacy and language patterns of ELL families in a generational and societal framework. Therefore, there is a need to develop a comprehensive framework that offers a glimpse into these issues, which can be included in the relevant research.

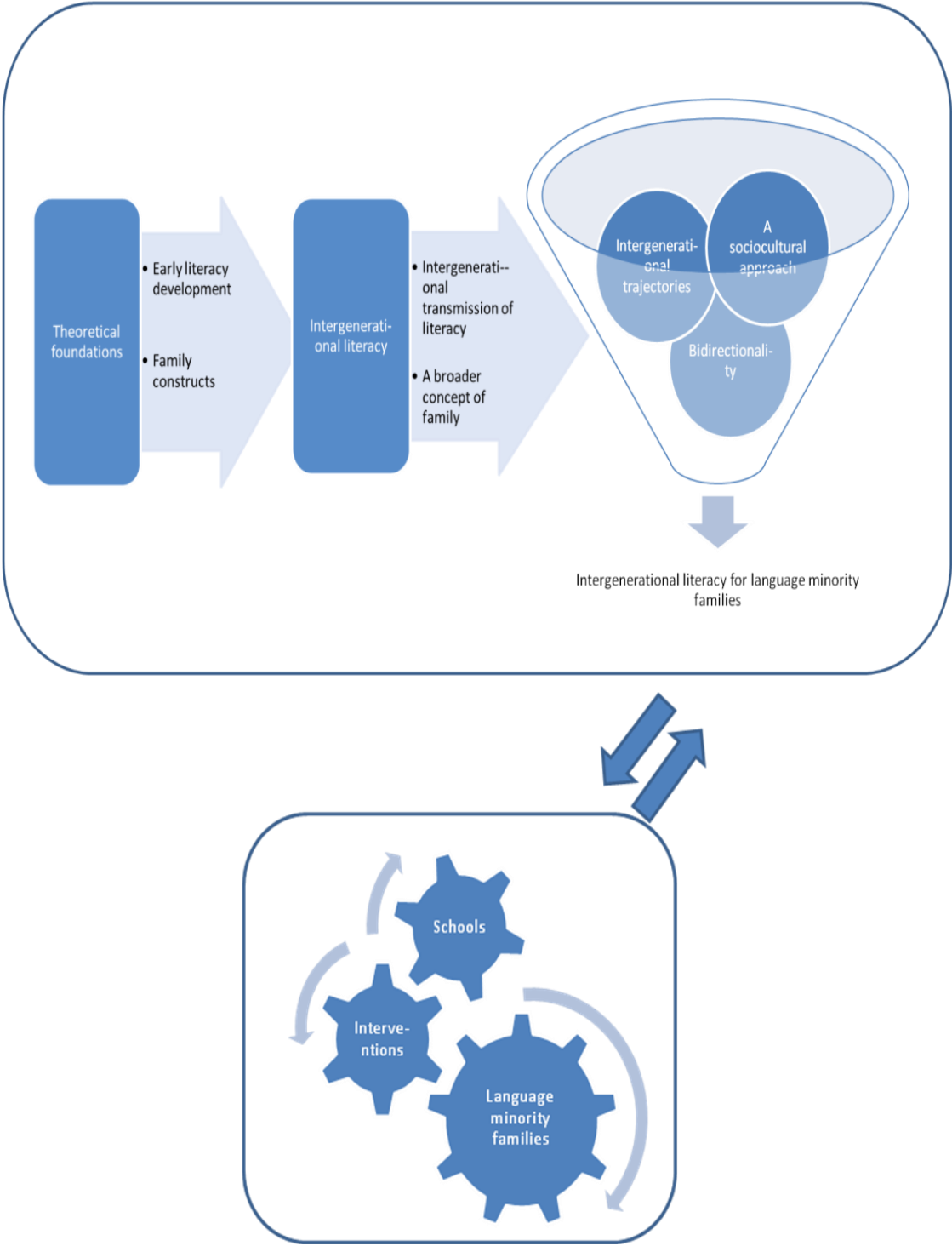


Figure 1. *An Integrated Framework for Literacy within ELL Families*

Figure 1 depicts an integrated framework for intergenerational literacy issues within ELL families based on the literature review and these two theories—early literacy development and family constructs. The conceptual framework shows the theoretical foundations and the basic concepts of the three key literacy issues for ELL families—a socio-cultural approach, intergenerational trajectories, and bidirectionality of literacy. It indicates that intergenerational literacy research and programs for ELL families should consider the family’s ethnic, cultural and linguistic diversity vis-à-vis theories of early literacy development. They should also consider the family constructs and basic concepts of intergenerational transmission of literacy and a broader concept of family. Furthermore, the fact that these key issues are interdependent and merge into a whole emphasizes that the intergenerational literacy approach for ELL families requires the cooperation and the knowledge of the families, schools, and interventions.

Finally, the conceptual framework facilitated the design of an intervention unique to linguistically and culturally diverse settings. The intervention proposed to promote collaboration between the ELL families and schools, incorporating their responsibilities and contributions.

An Intergenerational Literacy Connection (ILC) Model

Now a core concern is how to build an appropriate family literacy program with ELL families. Most family literacy programs use school-based literacy practices, thus challenging the practices of ELL families (Casper, 2003); others have encouraged teachers to recognize the value of the resources that ELL families have at home (e.g., Moll, Amanti, Neff, & González, 1992). However, literacy is a dynamic process that not

only reflects the culture, but demands interaction with it. The school and families should share their understanding toward literacy to enhance their children’s literacy development.

For this reason, we need an intergenerational literacy connection (ILC) model program to connect literacy practices between the school and home (Figure 1). It is supported by the integrated framework for literacy within ELL families. In other words, the theoretical features of the framework indicated that it is needed to establish a literacy connection program that connect literacy practices between the school and home by sharing and challenging each other’s beliefs and practices. Furthermore, the conceptual features indicated that the literacy connection model should explore key literacy issues to understand literacy patterns and the experiences of ELL families. Hence, the goal of this model is to assist ELL families and school officials to utilize the three key aspects of intergenerational literacy—a sociocultural approach, intergenerational trajectories, and bidirectionality. Moreover, the model is designed to assist the families and school officials to share and challenge each other’s beliefs and practices by promoting two-way meaningful communication. Overall, the model is intended to bridge the gap between school literacy practices and home literacy practices in the ELL society (Figure 2).

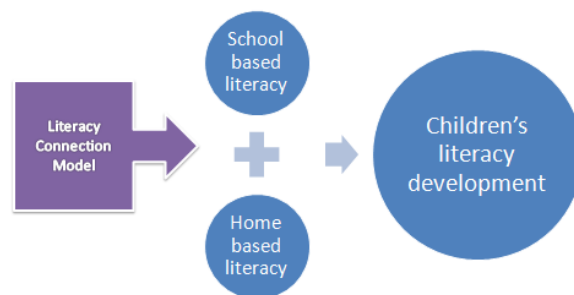


Figure 2. *The Needs of an Intergenerational Literacy Connection Model*

As seen in Figure 3, the ILC model consists of three components for teachers and parents: home-school relations, cultural bridges, and literacy resources.

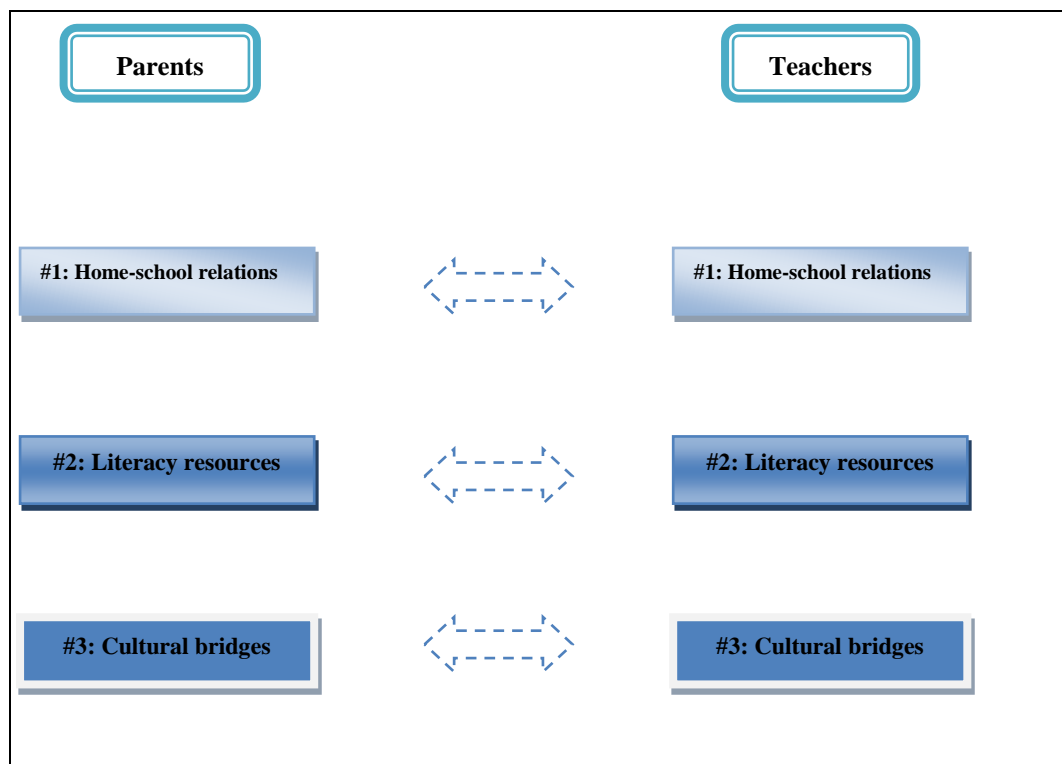


Figure 3. *A Model of Intergenerational Literacy Connections Design*

Component 1: Home-School Relations

The focus of this component is to learn about and strengthen communication between ELL families and schools. To achieve this, parents receive information about (a) how their school operates, (b) the school's curriculum, standards, benchmarks, and materials, (c) teacher/school expectations, (d) parental rights, and (e) communication strategies that parents can use with school officials. Teachers receive information about (a) parental characteristics such as ethnicity, beliefs about education, and socioeconomic status, (b) student characteristics such as engagement behavior, language proficiency

level, motivation, and cognitive developmental levels, (c) parent-child relationships, (d) cultural characteristics, and (e) language background, proficiency and literacy resources from home.

Component 2: Literacy Resources

The focus of this component is recognition of the literacy resources available at these homes and schools. Parents need to know about their own literacy resources. To do this, the parents should reflect the educational messages they received from their own parents, their past and present literacy experiences, their own language learning and teaching skills and behavior, and the impact on their children's literacy behavior.

Teachers need to know about their own literacy resources. To do this, they should reflect their training, attitudes and beliefs toward ELLs and literacy development, as well as classroom practices. In addition, the component provides contexts for parents and teachers to share their literacy attitudes and practices.

Component 3: Building Cultural Bridges

The focus of this component is to foster mutual understanding and respect for behaviors and attitudes toward literacy. It is important to make each other's context, expectations, resources, and challenges accessible across cultures and settings. Then, in the sharing their literacy resources and activities, parents and teachers receive close support on an overlapping and integrated resources across the two contexts to facilitate ELL children's bilingual and biliteracy development.

Summary

The aim of this chapter was to build a theoretical and conceptual framework to explore the literacy interaction between ELL homes and schools. In terms of theoretical framework, the following three theories were considered: early literacy development, ecological and family systems theory. In addition, to explore some key concepts to understand ELL families' literacy development, a clue was found in the definition of intergenerational literacy, which has two distinct features. They were 1) a broader concept of family and 2) intergenerational transmission of literacy. These features gave me three lenses to explore the literacy attitudes and practices of ELL families: a sociocultural approach, intergenerational trajectories of literacy, and bidirectionality of literacy. Therefore, based on the literature, an integrated framework was established to understand the literacy patterns and experiences of ELL families. The framework was also used to strength their literacy development, improve the collaboration among parents and schools, and to determine what interventions should be required. Finally, an intergenerational literacy connection (ILC) model program was established to connect literacy practices between the school and home at the abstract level.

CHAPTER III

METHODOLOGY

This study uses a qualitative research design to explore some of the literacy connection practices utilized between parents and teachers and is rooted in the intergenerational literacy connection (ILC) model described in Chapter 2. I selected three teachers with whom to explore a range of classroom literacy practices based on their teaching beliefs and values. I selected four Korean students from the three teachers' classes and their families to discover the range of bilingual and biliteracy development at home. The study provided an opportunity for the parents and teachers to share their literacy practices and resources regarding culturally responsive and sensitive contexts. This chapter presents the design of the study, a brief discussion of its setting and population, a description of the pilot study conducted prior to the study and the methods used in data generation. Data analysis is also discussed, as are issues of trustworthiness and triangulation.

Research Questions

The research questions guiding this study were, as follows:

1. How do families of Korean ELL young children support and construct literacy in their homes?
2. How do teachers of Korean ELL young children support and construct literacy in their classrooms?

3. How do families and teachers recognize each other's literacy resources, negotiate different expectations, and mediate communication to facilitate ELL children's literacy development through a shared understanding of literacy?
4. How can an Intergenerational Literacy Connection (ILC) model assist families and teachers to co-construct their literacy support for ELL children?

Why Qualitative Research?

Although I acknowledge the contribution of quantitative research in the literacy field in relation to the effectiveness of discrete instruction and skills in the home and classroom, I emphasize the contribution of qualitative research in relation to the multifaceted nature of literacy, "given our understanding of literacy as a socially-situated practice that develops within the context of family life" (Dail & Payne, 2010, p. 332). I believe that qualitative research can shed light on the holistic and integrated understanding of an organic structure between teachers, their students, and their students' families. Qualitative research allows the shared beliefs, practices, and behaviors of Korean families and their teachers to be described. Additionally, it underscores the dynamic literacy connection "process" among teachers, parents, and students, rather than "simply with outcomes" of the practices (Bogdan & Biklen, 2003, p. 6). Numbers cannot represent these interactions.

Constructivist Grounded Theory

In this study, I utilized constructivist grounded theory in order to better understand the process of home and school literacy interaction. Grounded theory was established based on inductive reasoning by generating theory from data (Strauss

&Corbin, 1990). Grounded theorists hold the view that theory is more legitimate and valuable when generated from the real world rather than from hypotheses and assumptions about the world, “especially in the actions, interactions, and social processes of people” (Creswell, 2007, p. 63). In addition, beyond inductive reasoning, using the constant comparison method, the researcher identifies participants’ contextual conditions by comparing them to an emerging category to develop and saturate the category. This creates theories which are then reviewed and incorporated into deductive reasoning (Charmaz, 2005).

By adopting grounded theory, I was able to detect patterns in my data and create working hypotheses, which can provide a general framework that contains a clearer picture of this process (Creswell, 2007). Hence, the framework can help explain how Korean families and their child’s teacher experience a phenomenon in a cross-cultural context.

Furthermore, I adopted a constructivist approach to grounded theory, which Charmaz (2005) advocated. Influenced by “ontologically relativist and epistemologically subjectivist” perspectives (Mills, Bonner, & Francis, 2006, p. 9), one of the characteristics of the constructivist grounded theory is for a researcher to take a reflexive stance toward actions, situations, and processes among participants during data generation, which leads to construction of them in the analyses (Charmaz, 2005). Hence, the researcher who adopted a constructivist approach has positioned himself or herself as the participants’ partner rather than an impartial observer and analyst of subjects’ experiences during the research process. The researcher and participants take a reflexive

and retrospective journey together to discover meaning, value, beliefs, and ideologies within multiple realities (Charmaz, 2005). It is important to recognize that what the researcher constructs and shares comes from what she or he defines as data based on his or her “interpretive frame, biographies, and interests as well as the research context” (Charmaz, 2005, p. 509). Hence, I played the role of a partner in the research process via a reflexive lens. I examined how my own beliefs, values, and experiences affected my research. (Please see Ch 4. Thick Description for details.)

Applications during the Research Process

Based on the notion of the researcher as a partner, this section present show I co-constructed meaning with my participants in the research process. I reflected upon my experiences from the constructs discussed by Mills, Bonner, and Francis (2006): “Establishing relationships: a constructivist approach to interviewing,” “Counteracting imbalances of power: establishing reciprocity,” “The role of reflection in constructivist grounded theory,” and “Rendering through writing.”

Establishing Relationships: A Constructivist Approach to Interviewing

From the constructivist’s viewpoint, meaning is a co-construction between the researcher and participants. Hence, data is not collected but *generated* while the researcher and participants interact together by “reveal[ing] depth, feeling and reflexive thought” (Mills, Bonner, & Francis, 2006, p.9). I also found that my data, such as interviews, handouts, and video clips of home and school literacy practices, were the results of mutual negotiation and understanding of bilingual education and family literacy between the participants and me.

Counteracting Imbalances of Power: Establishing Reciprocity

The longstanding tradition of hierarchical subordination of the participants to the researcher was challenged by the constructivist viewpoint, causing a move to a relationship based on equality. The equal relationship between the researcher and participants helps to establish more reciprocity. I kept asking myself the following questions to create more reciprocity, which were similar to Christman's (1988) series of consciousness-raising questions:

How is this woman like me? How is she not like me? How are these similarities and differences being played out in our interaction? How is that interaction affecting the course of the research? How is it illuminating or obscuring the research problem? (p. 80)

Furthermore, I employed several strategies to make a constant effort to obtain participant-driven research. For example, as O'Connor (2001) suggested, I took an open stance toward the parent participants, and I also asked them to share their strengths and give me some good strategies and advice from their experiences. I also shared my understanding of the key concerns in raising a bilingual and bicultural child, such as book reading issues. In addition, as Mahler (1991) noted, during the course of the research, my main focus was to benefit family and teacher participants. Hence, I tried to help them reflect on their own world through interviews and observations and created spaces for participants to add their comments in the handouts.

Furthermore, I acted as an advocate for teacher and family participants by creating a collective handout entitled *The Warm Literacy Stories We Shared: Sharing the Literacy Stories between Three Early Childhood Educators and Four Korean ELL Families*. (Please refer to this in detail in data generation.) I then submitted it as a report

to the Independent School District (ISD) and the school principal who supported my research.

The Role of Reflection in Constructivist-Grounded Theory

Lofland and Lofland (1995) noted that, in the beginning, researchers should scrutinize themselves for areas of interest to connect their personal and emotional interests to their intellectual operation. As I mentioned previously, I have several selves. While the selves provided a valuable foundation to conduct and proceed in my research with passion and sustainability, I felt that the selves with strong experiences and passions could make me blind to other dimensions of the data and offer a filtering effect when dealing with it (Mallory, 2001). To reveal hidden assumptions and make them evident to the researcher, as well as the readers, one of the influential reflective tools is memoing (Mills, Bonner, & Francis, 2006). Hence, I wrote memos during the course of my research and data analysis. Memo writing helped me bring my ideas, situations, and experiences to the surface and to formulate a theory (Creswell, 2007).

Rendering through Writing

In the writing-based constructivist-grounded theory, the role of the researcher as a writer is to make the data of the participants into a clear picture or story. Thus, the researcher can visibly show a reader a connection between the data and the analytical findings (Fossey, Harvey, McDermott, & Davidson, 2002; Jones, 2002). Hence, I wrote as a co-constructivist, not in the distant third-person voice, and tried to weave the participants' data into vivid stories (Reinharz, 1992).

The Pilot Study

The pilot study was conducted in May, 2010. The goal of the pilot study was to (1) address three critical aspects of literacy development—a sociocultural approach, intergenerational trajectories of literacy and bidirectionality of literacy—among ELL families, (2) explore the classroom practices, and (3) to discuss how an integrated literacy connection model can assist ELL families and teachers in sharing their literacy resources and challenges.

Participants

This pilot study involved one Head Start teacher and her two Korean students and their families. The teacher was a 29-year-old Caucasian woman. She had a four-year college degree and ESL certification. She had taught for four years in Head Start. Two Korean families with two children enrolled in Head Start agreed to participate in this study. The children in this study were 5-year-old boys whose predominant home language was Korean. The Korean fathers were graduate students in the local university and the mothers were unemployed here but highly educated and had had their own professional careers as a pharmacist and pianist in their home country.

Data Collection

As seen in Table 2, data were collected in a variety of ways:

Table 2. *Data Collected from Participants in the Pilot Study*

Participants	Data collected from each participants
Teacher	Video – interview (ELL student contacts and home-school relations) Video – interview (Classroom practices and homework) Video/field notes – one morning visit to children’s classroom Some examples of homework First home visit report Summary of conscious discipline Head Start child outcomes framework School day information sheet My Head Start draft book
The Lee family	Video – parent and child doing homework together with an English book 1 Video – parent and child doing homework together with an English book 2 Video – parent and child doing homework together with an English book 1 (re-reading) Video – child and parent reading a Korean book together Videotapes of child and parent reading together One survey – home language, literacy, culture to share and discuss school relations An e-mail interview – family literacy practices, beliefs, and values Field notes from watching video clip of classroom with Mr. Lee and Mrs. Lee Informal interviews
The Han family	Video – parent and child doing homework together with an English book 1 Video – parent and child doing homework together with an English book 2 One survey of home language, literacy, culture and school relations An email interview on the families’ literacy practices, beliefs, and values Information interviews

Data Analysis

Data was analyzed through a process called analytic induction to construct a description of the current practices at the different dual cultural contexts of ELL homes and a mainstream classroom (Bogdan & Biklen, 1998).

Findings

Home literacy practices, attitudes and beliefs. Using the three key features of intergenerational literacy, the researcher explored literacy support within the two families. Like other Korean parents, The Lee and Han families had very high aspirations for their children's education and recognized the importance of early literacy education. In addition, they recognized bilingual and biliteracy development as an asset for their children and tried to utilize their resources to enhance the two languages and literacy development both at home and school. At home, the mothers focused primarily on developing their children's fluency in Korean. Both of the mothers also recognized themselves as learners and their sons as teachers.

Classroom literacy practices, attitudes and beliefs. The researcher observed classroom book reading time one morning. The teacher was showing and telling using a picture book about the sea creatures in the ocean. Some valuable moments were captured that can capitalize on the teacher's strengths such as nurturing of inquiring attitudes; using gestures for new vocabulary; drawing and telling; using transitions to promote literacy and using Korean folk tales.

The gap between home and school: expectation and reality. The following theme emerged: *a gap between school expectations and parent-involvement activities*. They had high expectations for their children in Head Start. They expected their children to leave preschool with reading comprehension and a mastery of writing. The parents wanted to help their children's education and literacy development with the cooperation of the school and to facilitate their children's English literacy development as well as

their native language and literacy development. However, they did not know how to help because they lack this experience, so they relied on the school and teacher.

Surprisingly, the parents reported very low participation in their children's school activities. At the same time, however, they stated that it is important to be involved in their child's Head Start program because they want to know how well their child was performing. The main reasons for their low participation were the language barriers and feelings of intimidation.

In terms of homework, the teacher gave me two books related to science for use in the observations with the two families' homework interactions. In the interview, she recommended rich conversations between parent and child during book reading for the effective book reading. However, surprisingly they had very little verbal interaction during the book reading. Instead, they focused on letter-reading or mechanical decoding, which was very different from their interactions using Korean books. Their main challenge was their lack of English reading comprehension. Although they were aware of the importance and need for their involvement with school resources and homework, as noted above, they did not use the books as the valuable resource that could help scaffold their children's language and vocabulary.

Cultural bridges between home and school. Our spoken data and observation data discovered that the current practices at home and in the classroom were represented by each "invisible" culture. If we find a culturally and linguistically appropriate way to bridge cultural differences in literacy education, school involvement, and parental involvement, these current practices can be strengthened and the children's

achievements facilitated (Trumbull, Rothstein-Fisch, Greenfield &, Quiroz, 2001).

Therefore, the goal of this question in the pilot study was to find out the ways in which the literacy connection model should be developed, with further possibilities of linking home and school. (For the complete report of the pilot study, please see Appendix A.)

Participants and Setting

The study was conducted by recruiting three early educational program teachers and four Korean families with children in their classes in a university town located in central Texas. Most of the Korean residents in this town are enrolled at the university as graduate students.

The 2010 U.S. Census reported that approximately 1.7 million people of Korean descent live in the U.S. More than 68,000 Koreans live in Texas, and they constitute one of the fast-growing groups of immigrants. In the town used in this study, the Korean population was 1,020, which was 1.8% of the town. There is little research to address the needs of Asian and Korean families in the U.S. in this field. Gadsden (2002) noted that family literacy studies need to be conducted with the increasing numbers of non-Spanish-speaking groups. Hence, this study documented the home environments and literacy practices of Korean families, the process of adaptation to school literacy, the interaction of the families with their children's teachers, and the school literacy environment for the Korean children.

Given my understanding of literacy as a socially situated practice based on family systems theory and the ecological model, I defined my participant sets and started to recruit participants (Figure 4).

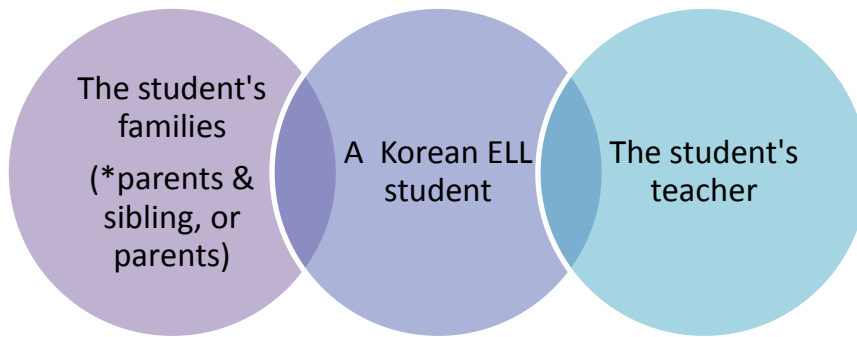


Figure 4. *A Set of Participants I Defined*

Recruitment Specification

I employed representative and purposeful sampling strategies to recruit participants. A total of ten parents expressed a positive response when asked to participate in my research and a total of seven teachers expressed a positive response. Ultimately, I recruited three teachers, four of their students, and the students' parents. The following is a full account of the recruiting procedures.

In October 2009, I contacted a director of Head Start/Pre-Kindergarten programs in an ISD for information about how to getting permission to conduct research in a public school and for support in recruiting participants for my research. She was pleased to help me, explaining why she wanted to support my research:

I am very excited about the possibility of having something special for our Korean parents—that is a population that we do not often get personalized training for.... I would love to see the info gained from this as we rarely have an opportunity to investigate the Korean aspects of family involvement. (A personal email interview)

In May 2010, with the help of the director, I conducted a pilot study with a Head Start teacher and the two Korean families with student in her class. Please refer to the section on *The Pilot Study*.

In September 2010, the director offered to let me present a talk in Korean for Korean families in the Head Start/Early Head Start Parent University Program. Based on the findings of the pilot study, I presented a talk titled *Being a Parent in America* for Korean families. As far as I know, this was the first presentation in the Korean language for Korean parents at the ISD. Four parents attended and we talked about the linguistic isolation of Korean parents in mainstream culture, the gap between home and school, a balanced bilingual development, and information about meaningful book reading. The presentation was another opportunity to listen to the beliefs and concerns of Korean parents in terms of literacy development, an underpinning of my research.

In late September 2010, with the help of the director, I set up a booth on the celebration day of the fifth birthday of Head Start to recruit parent participants. Six parents were recruited. However, because their teacher was the one who participated in my pilot study, they were later excluded.

In early October 2010, because I wanted to expand my research to include more formal literacy education between teachers and Korean ELL families, I asked the director if I could also recruit kindergarten teachers and parents of students in their classroom. With the help of the director, I contacted a principal in an elementary school. I prepared and presented for the principal and the assistant principal. Both of them showed interest in my research, and the principal put me in touch with one Head Start teacher and four kindergarten teachers who had one or more Korean ELL students in their classroom through email addresses. So, I sent the teacher and parents booklets and a brief list of program activities. Meanwhile, I personally recruited one parent participant

under the Head Start teacher and two parent participants under one of the four kindergarten teachers. As seen in the following correspondence, another three kindergarten teachers attempted to recruit parents for me several times. One kindergarten teacher recruited one family. I, therefore, met her twice—once for the first interview and another for the classroom observation. However, after receiving my parent booklet and questionnaire, the parents decided not to participate in my research because we were supposed to meet more times than they expected. Thus, this kindergarten teacher did not participate any more. One month later, I personally met the parents. The mother said that she received some useful ideas from the booklet, which helped them to make a connection with her son's teacher to develop his English skills. For about one month, the other two teachers and I waited for their students' parents to respond, but they did not. Therefore, even though the three teachers were willing to participate in my research, I had to exclude them.

Meanwhile, the director sent an email informing me that a pre-K teacher wanted to participate in my research. Two years ago, she was told about my research and wanted to be involved, but at that time, she did not have a Korean student in her classroom. However, fall 2010, she had a Korean student in her morning classroom. I contacted her, and soon she recruited one Korean family in a parent conference. I contacted the family and we started our research. Therefore, through November 2010 to January 2011, I conducted my research with the three teachers and four parents as well as informal data generation was conducted by January 2012.

In December 2010, the director delivered the second round of recruitment letters to the Head Start and pre-K teachers. One teacher showed interest. However, because she is my child's teacher, she was excluded.

Participants

Finally, this study consisted of four case studies: three teachers and four Korean families with a child attending a public early childhood program from a Head Start preschool classroom, a kindergarten classroom in a public elementary school, and a pre-K classroom in another public elementary school in the same ISD (Figure 5). The participants' names were changed to pseudonyms.

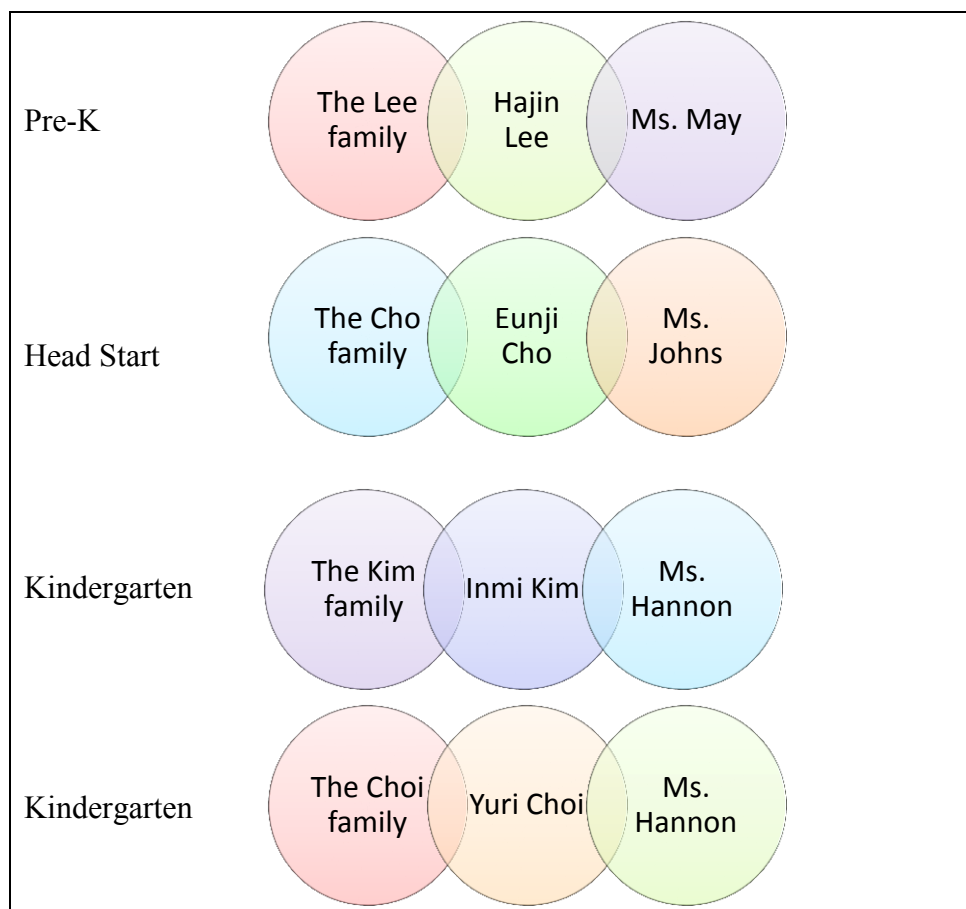


Figure 5. *The Interrelated Participants*

There were initial concerns about a small data set. However, the concerns were offset by the depth of the data generated. Jaeger and Selznick (1964) noted that “although ‘mass’ suggests quantity, in fact most writing in this area reflects a concern for the quality of social and cultural participation” (p. 658). Hence, I focused to produce more in-depth and comprehensive information, along with the following data generation. Eventually, it provided a wider understanding of the entire participant sets.

Data Generation and Procedures

In order to capture the process of social interaction in the milieu of four families and three teachers, a wide variety of data generation methods such as a questionnaire, interviews, observations, photography, handouts, field notes, and video clips of literacy practices were employed. Constructivist grounded theory allows me to construct data to (1) document the shared beliefs, practices, and behaviors at home and school; (2) learn about their interaction and processes in a culturally relevant and meaningful literacy context; and (3) make each other’s context, expectations, resources, and challenges accessible across cultures and settings (Charmaz, 2006). Hence, I use the term *data generation* rather than *data collection* in the course of my research.

Originally, I planned to spend five weeks on data generation for each participant, meeting them once a week. However, the data generation procedures actually took up to three months. The procedures were slightly different for each participant depending on their schedules and situations. Because I observed the Head Start teacher’s classroom twice, I met with her six times. I met with the other teachers five times. I met with the kindergarten parents seven times and with the Head Start and pre-K parents six times.

Furthermore, regarding informal conversation, I met with each family participant for more than one year. I regularly met with three children every week at a Korean heritage school and with one other child either once or twice a week at church. Participants received a gift card for their time and effort (\$10.00 per meeting). One of the goals of the gift card was to create a greater possibility of participation in this research.

At the first meeting, I described my research and provided a copy of the consent form for participants to sign and return to me. Consenting participants received a booklet which contained a description of the ILC connection model and information about every event over the five weeks (five meetings), journal writing sheets, and a timeline to be scheduled. Then, I started my research by generating the following data (Tables 3 and 4). I was not able to stick to the original plan, but I followed its basic pattern. Later, the time frame for this study was extended from 1 month to 16 months.

Table 3. *Data Generated from Teacher Participants*

Interview (1)	Teacher characteristics, Beliefs and attitudes toward ELLs and literacy development, Home-school relation, etc.
School literacy information	Information about the commercial curriculum used and information about any special literacy activities the teacher uses to enhance the curriculum
School observation	Interactive literacy activities—mainly, book reading
Interview (2)	Training; Experiences; Classroom practices, etc.
Watching a video clip of home literacy	Information on parents attitudes, literacy history, and practices toward educational goals, expectations from school, and home literacy support
Handout for teachers	Information on parents attitudes, literacy history, and practices toward educational goals, expectations from the school, and home literacy support
Final feedback	Talking about the changes in their attitudes and behaviors on the literacy development of their students.

Table 4. *Data Generated from Family Participants*

Survey & interview (1)	<ul style="list-style-type: none"> a) Demographic information b) Home literacy environments and literacy activities c) Attitudes about learning two languages and their child's school activities d) Family customs and traditions e) Their knowledge of the school day f) Their relationship with the teachers and school g) Their involvement in school activities, etc.
Homework observation	Interaction between a parent and a child through reading books that teachers sent home
Book reading observation (1)	<ul style="list-style-type: none"> a) A book used in a shared book reading time at school b) A Korean multicultural book: <i>Beebimbop</i> c) A Korean folktale: Korean Cinderella d) Other books at home: some parents read other books that they have at home
Home literacy practices	<ul style="list-style-type: none"> a) Games b) Worksheets
Interview (2)	<ul style="list-style-type: none"> a) The educational messages they received from their own parents b) Their past and present literacy experiences c) Their own language learning and teaching skills and behaviors d) The strengths and challenges of literacy resources and practices at home and school e) Learning from their child, etc.
Watching a video clip of school literacy	Information on school literacy environment and activities
Handout for parents	School literacy activities and resources
Final feedback	Talking about changes in their attitudes and behaviors on the literacy development of their children
Talking about family dreams	Photo projects
Literacy in photos	Photo projects
Informal interviews	Many
Informal observations	Many (at least once a week for sixteen months)

Questionnaire for Families

I generated some information on the families, and their literacy environments and practices using a questionnaire, modified from *The Language, Literacy, and Culture Questionnaire* (López, Quiroz, & Tabors, 2002). Before starting the research, I modified the questions to fit into Korean family routines and culture with the help of two Head Start parents in my pilot study and four kindergarten families. Finally, the parents were asked about (a) demographic information, (b) home literacy environments and literacy activities, (c) attitudes about learning two languages and their child's school activities, as well as (d) family customs and traditions. They were also asked to describe (e) their knowledge of the school day, (f) their relationship with the teachers and school, and (g) their involvement in school activities. Based on their responses to the questionnaire, I asked further questions at the second meeting.

Interview

I used a semi-structured interview approach which allowed me to ask the participant additional questions depending on the response during interviews (Lindlof & Taylor, 2002).

Family interviews. I mainly conducted interviews with the parent participants face-to-face, but some of the parents (two kindergarten parents) sent me the final feedback via email. Interviews were conducted in Korean at their homes and in a coffee shop. The interviews were audio recorded and lasted forty minutes to one hour.

After reviewing the questionnaires, I asked further questions about topics such as their literacy practices, bilingual and biliteracy development, and their child's school life at the second meeting.

The focus of the second interview was to talk about the intergenerational trajectories of literacy, its impact on their child's literacy behavior and bidirectionality of literacy, and home and school literacy activities. In detail, I asked them about (a) the educational messages they received from their own parents, (b) their past and present literacy experiences, (c) their own language learning and teaching skills and behavior, (d) the strengths and challenges of literacy resources and practices at home and schools, and (f) learning from their child.

As well, before a photography project, we discussed their beliefs, values and expectations for their child. I described what this photography project was later.

In terms of making a handout for their teachers, the parents and I discussed home literacy resources, family strengths, and cultural differences. After receiving a handout from their child's teacher and watching a video clip about school literacy activities, we discussed the school's expectations, school practices, school environments, and classroom mood.

Finally, I asked parents about their overall view of our meetings and changes in their attitudes and behaviors toward the literacy development of their child.

Also, we had many informal interviews which enriched our data.

Teacher interviews. I mainly conducted interviews with the teacher participants face-to-face, but the kindergarten and Head Start teachers sent me their final feedback

via email. Teacher interviews were conducted in their classroom. The interviews were audio recorded and lasted from twenty minutes to one hour.

At the first interview, I asked teachers about their teaching backgrounds, attitudes, and beliefs toward ELL students and literacy development. In addition, I asked the teachers about what they knew about the families' values, beliefs, and practices, what they expected from the families, and what problems and strengths they identified for themselves and the families, etc.

At the second interview, I asked the teachers about their training, experiences, and classroom practices based on the previous interview and classroom observation.

In terms of handouts and video clips, while making a handout for parents, and after receiving a handout by parents and watching a video clip about home literacy activities, we discussed school and home expectations, and home and school environments.

Finally, I asked the teachers about challenges and changes in their attitudes and behaviors toward the literacy development of their student.

Observations

For the next step, there were observations including book readings, homework, and photo literacy projects to uncover the students' own literacy strengths, resources and challenges.

Family participants. I conducted many observations related to home literacy activities. First, I observed homework practices between parents and their child to determine how parents help their child. In the case of Hajin, she did not have homework

from school, and so I recorded as a home-based study how Hajin's parents worked with her. Usually her parents used an educational website which has a lot of Korean, English, and math worksheets that can be printed. I recorded that Mr. Lee taught her the letters "V" and "D" and a Korean alphabet letter.

In the Head Start Program, Ms. Johns gave weekly homework, called "Read-to-Me." She usually sent a book to a student's home with paper on which a student could draw a picture related to the book that he or she read with his or her parents. I recorded twice that Eunji and her mother read two books one entitled "Inch by Inch," and the other "Can You Sleep Little Bear?" and Eunji filled out the paper that Ms. Johns had given to her. Ms. Johns sent a simple phonics book home with Inmi and Yuri to read with their mothers. I recorded the interaction patterns and interaction strategies during their mother-child homework sessions.

Second, I observed mother-child book reading interactions using the books that the teacher read to the students when I observed. While I was observing the classroom storybook reading time of Ms. Johns, I thought, "What if ELL parents read to their children the same book that the teacher read to the students?" My pilot study focused on the value of reading the same book at home that was used in the classroom. I found two studies that examined the value of classroom book reading at home (Huennekens & Xu, 2010; Roberts, 2008), and both studies reported positive results. For example, Roberts (2008) reported that home storybook reading followed by an English-language classroom reading of the same book with vocabulary instruction had positive effects, such as fostering the vocabulary acquisition of ELL children. For this reason, after my

classroom book reading observation, I ordered the same books online to give to my parent participants. Then I observed their book reading interaction at home, focusing on their language mode and usage. Mrs. Lee read the book, *A Letter to Santa*, to Hajin, Mrs. Cho read the book, *Christmas is Coming!*, and Mrs. Kim and Mrs. Choi read *Red Fox and His Canoe* to them. After about three weeks, I asked the mothers to repeat reading the school storybook to their child to identify any changes in the parent-child book interaction.

Third, in another meeting with parents, I asked them to read with their children a Korean multicultural book, *Beebimbap*, written in English, in which a Korean-American author describes the process by which a mom and a child prepare a Korean traditional food, *Beebimbap*, for their dinner.

Fourth, I asked them to read with their children a folk tale book, *Cinderella*, in Korean. This is the only book written in Korean that I gave to the parents. Its main purpose was to identify the similarities and differences between reading Korean books and English books because the parents are more familiar with the written content in their primary language.

Fifth, additional home literacy observations were made in some families. I asked Hajin's parents to read to her the book, *Let's Learn All We Can*, which deals with school life. In the case of Eunji, I recorded several additional book interactions with the books the family possessed. And because Mrs. Cho seemed to believe that learning and playing games were the same, I observed when her mother and Eunji played board games and learned math and Korean using educational play materials. I also observed the Korean

literacy development of the three children, Hajin, Eunji, and Inmi, who attended the Korean heritage school for three semesters—fall 2010, and spring and fall 2011.

Teacher participants. I observed classroom activities in several classes. I observed Ms. Johns' Head Start classroom twice. During the first visit in October, I observed how she taught the letter "B" and other literacy activities such as songs and a short reading about how a child played with her classmates. Later, in December, I observed when Ms. Johns' assistant teacher read a book, *Christmas is Coming!*, to the students. After the book reading, her class did a vocabulary activity in which the children guessed what Christmas items were in a big Christmas stocking. After this, the students drew a picture related to the story. I observed Ms. Hannon's classroom in November. In the morning circle time, she taught dates, weather, and numbers. She also taught vocabulary with a vocabulary song. Then she read two books. One was a phonics book, *Olive on Top*, and the other, *Red Fox and His Canoe*, was about a North American Indian. When I came into Ms. May's classroom one morning in December, her pre-K class was practicing Christmas songs for their upcoming school Christmas party. Then she read a book, *A Letter to Santa*, to her students. After reading the book, she introduced a craft activity: making Santa's face.

Photography

Photography can be a tool for knowledge sharing and literacy learning, and can provide a valuable opportunity for students to bring their home lives into the classroom. In addition, the photos which an ELL child brings to the classroom can be a trigger to

facilitate his or her speaking because the photos can be used as a resource for communication (Baskwill & Harkins, 2009; Egberta & Salsburya, 2009; Prosser, 1992).

I asked the families to choose five photos to give to me, by asking themselves, “Why are the photos important to me?” and “Why do I want to share the photos with my child’s school?” The photos were used to as a prompt for sharing family history. Then, the families participated in an interactive family literacy project in which they selected some family photos representing a theme and wrote a short description to explain the pictures. The goal of this project was to represent family history and culture, and share the parents’ concerns about their child’s literacy development with their teachers.

The various projects were presented. Some parents also brought photo projects which they had used in the Korean Heritage School. Hajin’s parents stated that their family goal is for their children to grow up as whole Christians, whole Koreans, and whole Americans. They brought pictures of their travels because they thought the pictures represented their parental practices based on their beliefs. They said that conversation is very important between parents and children, and to enrich their conversation, they tried to go on family trips whenever they had vacations. A family trip has several important meanings to them: while traveling, they try to have a lot of conversations within the family to tighten their unity and broaden their horizons by visiting various places in America and experiencing their regional characteristics. Eunji’s mom brought some photos in which Eunji wore traditional Korean clothing and pictures showing what she played with at home to share Eunji’s cultural background and home life with her teacher. Inmi’s parents shared three themed photo projects to

introduce and represent Inmi and their family culture, “Getting to Know,” “Thank You, Mom and Dad!,” and “Reading Culture in My Family.” Mrs. Kim explicitly mentioned that their family dream for their child was “We want our child to grow up positive and optimistic, so we are making a concerted effort to talk with her frequently and create more family time.” Mrs. Choi gave me some photos related to their family dream, stating that “I hope my child does what she wants to do, not what I want to do. I believe my parental role is to provide various opportunities in order to discover my child’s talents.” The photo literacy projects were placed in the handouts for the participants’ teachers to share.

Handouts

The ILC Model has three main concepts: a) home-school relations, b) literacy resources, and c) cultural bridges. During the course of the research, in terms of *literacy resources*, my participants and I focused on recognizing the literacy resources of home and school by generating data through interviews, observations and photo projects. Finally, the handouts and video clips were created to share between the parents and teachers. The goals were to share information in order to improve communication between home and school (*home-school relations*), and understand and utilize each other’s literacy attitudes and behaviors (*cultural bridges*).

Family participants. Based on teachers’ interviews and classroom book reading observations, I created a draft of an eight-page handout entitled *Connections between Home and School Literacy Practices*. The handout contained the following information:

- a) The teacher’s beliefs, philosophies, and literacy goals of their program

- b) What and how students learn at school
- c) Teacher assessment of the students' English skills
- d) What the teacher expects when she sends homework to the home
- e) How parents can read a book to their child
- f) How parents can participate in their child's literacy development:
maintenance of home language development and an invitation from the school to read a book in two languages in the classroom.
- g) How parents can promote their child's comprehension: reading and discussing books
- h) Identifying some useful school literacy resources that support parents in literacy teaching at home.

I asked the teachers to review the draft to make sure it was accurate and if there were some notable literacy activities they used to enhance the curriculum. Also, the handouts contained some pictures of the child's classroom environment and the child's school days. The handout was written in both Korean and English and shared with the parents. However, the handouts were customized; that is, its specific contents varied according to the participant parents' needs and resources. For example, Mrs. Kim wanted me to ask Ms. Hannon about how to teach Inmi to write in English. I asked Ms. Hannon to give me her comments on writing for ELL kindergarteners to be contained in the handout for Mrs. Kim and Mrs. Choi. Ms. Johns' phonics tips and reading tips were contained in the handout for Mrs. Cho. In addition, Ms. Hannon's story about teaching her only son in his early years was included in the handouts for Mrs. Kim and Mrs. Choi.

In the handouts for Hajin's parents, I put Ms. May's thoughts on parental involvement focusing on the maintenance of home language development and inviting the parents to visit her class in order to read a book in two languages to the students.

Teacher participants. Based on the parents' interviews, home book reading observations, and other literacy activities, I made a draft of a nine-page handout entitled *Tapping into the Funds of Knowledge of Korean ELL Families*. The handout contained the following information:

- a) How parents can assist school book reading time: reading the same book at home in their language
- b) How children can express their verbal and written languages via photos
- c) How Korean parents can directly participate in a school curriculum, not just a non-academic curriculum
- d) How a teacher can help ELL students become more actively involved in the classroom book reading sessions: using Korean multicultural literature
- e) Other viewpoints from Korean parents

Before I shared the handout with their teacher, the parents reviewed, discussed the contents, and suggested further ideas to complete the handout. Reviewing the handout provided another opportunity to reflect on holistic literacy activities, including book reading practices for parents, and to add their own voices to lead to a deeper discussion of home and school literacy practices. The handout was written in both Korean and English and shared with the teachers. Specifically, for example, the handout contained information on how ELL parents can assist school book reading time by

reading the same book at home in their home language and how children can express their verbal and written languages via photos in interactions with parents. As another example, there are some ways Korean parents can directly participate in a school academic curriculum using their own cultural resources. In addition, it was suggested that if the teacher encourages Korean parents to collaborate with each other to share their talents and knowledge, parents feel more comfortable and more prepared to integrate ideas into the children's classroom. The handout also contained some Korean parents' suggestions and recommendations. For example, Hajin's parents requested that she be praised for her bilingualism in the classroom. Because their home language is not used and assessed in the school, it is hard for them to keep stressing the importance of their home language. The handouts played a role in the literacy connection practices of sharing, challenging, and supplementing their own literacy beliefs, resources, and practices.

Video Clips of Literacy Practices

Later, with handouts, video clips of classroom and home literacy activities were exchanged to share with the parents and the teachers. The goal of the exchange of video clips was to understand each other's literacy practices and resources.

Family participants. I watched a video clip with the parent participants which provided information about how teachers teach literacy in the classroom. For example, how a teacher teaches literacy, how the teacher reads a book, the style of book reading, and the students' involvement. For example, Hajin's parents watched how Ms. May read a book to the children, and Mrs. Cho watched how Ms. Johns taught the letter "B" with

various songs, gestures, and books. Mrs. Kim and Mrs. Choi watched the video of their child's classroom environment and how the teacher taught the weather, dates, and vocabulary using several methods and techniques, as well as book reading interactions between the teacher and students.

Teacher participants. I watched a video clip with the teacher participants which described a variety of home literacy activities—e.g., doing a worksheet with father, doing a game activity with mom, homework practices, and styles of book reading discussions. For example, Ms. May watched a video clip that included how Mr. Lee taught the letters “V” and “D” to Hajin using a worksheet. Ms. Johns watched a video clip which included Eunji playing a game with her mother and saw how they conducted their book reading homework with the books that the teachers provided. Ms. Hannon watched a video clip that showed how Inmi and Yuri read with their mothers the phonics book and school story book that she gave them. Using the handouts and video clips as a means to link home and school literacy, we further discussed each other's literacy resources, family strengths, and cultural differences.

Documents

I asked teachers to give the parents some information on their literacy programs and describe some notable literacy activities that they have. Teachers shared information on the programs and assessment methods such as the *Developing Talker* program and the *Texas Primary Reading Inventory*. I was intensely interested in the *Developing Talker* program, a pre-K curricular supplement to promote oral language. Hence, personally, I completed an associated online professional development course to download at no cost

lesson plans, suggested teacher prompts on stickers to be placed in texts, and picture cards. One of the strengths of the program is that it offers teachers scaffolding prompts such as specific questions and comments on each page of the children's book. Specifically, each page comes with a sticker that contains guiding questions, definitions for target vocabulary, and some explicit comprehension activities which a teacher can use to talk about the page (University of Texas Health Science Center at Houston, 2010). The Head Start and pre-K parents and I found them particularly helpful and obtained some insight on how to improve book reading discussions with the child in Korean as well as in English.

In addition, at school the Head Start and kindergarten teachers used part of the program *Handwriting Without Tears*®, a letter, word, and sentence formation program. I was able to use the program because I found it at the vendor exhibit at one of the conferences that I attended. I found that this program was very creative and practical, so I used the program for my child at home before she began Head Start. I also shared the program materials with the Head Start and pre-K parents.

A newsletter that my child's Head Start teacher sent every week was very useful. Although my child and the Head Start child participant were in different classrooms in the same school, the two classrooms shared almost the same content of the school curriculum every week. In addition, teachers and parents shared with me a school report card, writing rubrics, classroom newsletters, homework, etc.

The Handouts for the ISD

I submitted an intermediate report in a handout format to the ISD and the principal who approved my research. The aim was to show the progress and status of the work. The handout was entitled, *The Warm Literacy Stories We Shared: Sharing the Literacy Stories between Three Early Childhood Educators and Four Korean ESL Families*. The handout contained literacy beliefs, practices, and experiences of my teacher and family participants. To use an academic term, I said that I could translate for them *a hidden curriculum*— although it is not explicitly required as part of a curriculum, it is very important to share this information. In addition, preparing the handout gave me an opportunity to explore the given data in depth. (Please see Appendix D.)

Transcription

The interviews and observations were recorded by audio and/or video. While I transcribed the Korean data, for the English data, I used a professional transcription service to save time. During my research, I had to use the interview and observation data to create a handout. I monitored the quality of the transcription by comparing the transcribed interviews against the actual tape.

Translation

Except for some relevant content, the data in Korean was analyzed without translation into English. I considered some of the drawbacks when I translated the Korean data into English; for example, the translation could be too literal. Sometimes I found that there were certain Korean words with equivalent concepts implied by cultural sensitivity.

Member Checking

Member checking was attempted to establish the validity of this research by receiving the participants' feedback or respondent validation. Before submitting the handouts to the ISD, I sent a draft to the teacher participants. After checking the accuracy of the information, the teachers gave me positive feedback on the handouts.

Data Analysis

As seen in the above section, while I generated data with my participants, I began analysis at the level of initial (open) coding. My data generation procedures were like a "zigzag" process, one of the basic characteristics in a grounded theory study: "out to the field to gather information, into the office to analyze the data, back to the field to gather more information, into the office, and so forth" (Creswell, 2007, p. 64). The interview guide was adjusted after each interview to incorporate additional themes and questions. For example, while talking about her first experience with a report card, a kindergarten parent asked me why the school tested her child's English. She was puzzled at the report card, because in Korea, we do not have a formal report/grade form for kindergarteners. The grade form, test, or assessment begins in elementary school. So later, I asked about the school assessment and its goal, and showed the form to the teacher. She said that it was not a test but an assessment. Later, I included the information in my handout. While I generated data based on the interviews and observations, I had to analyze it to prepare the handout for each participant although it is at an initial level.

After finishing the research, data was analyzed using initial and focused coding procedures consistent with constructivist grounded theory. After an initial line-by-line

coding for opening up the data, the most significant or frequent initial codes were used to sort, synthesize, integrate, and organize large amounts of data during a focused coding phase (Charmaz, 2006). I compared data with data in terms of statement with statement, story with story, and incident with incident, then compared code with code.

In addition, I analyzed my data using narrative analysis and content analysis. I used content analysis to investigate the relationship between the frequency and meaning, which revealed the intensity of interest and concern. In addition, I analyzed my data with the narrative analysis to listen to how my participants interpreted their life related to literacy learning and support. The different interpretive scopes of these methods were amalgamated so that the findings produced a multidimensional understanding of the participants.

I wrote memos and field notes during and immediately after observations with participants and during the active data analysis period. These writings included “observations, impressions, feelings” in each meeting (Myers, 1999, p. 9). In addition, the reflective memos helped address dependability by monitoring my own experiences, biases, and assumptions (Charmaz, 2006).

Trustworthiness

To establish trustworthiness, I invited a friend as an inquiry auditor to verify the data generation and data analysis. The inquiry auditor, a doctoral student in my department, Curriculum and Instruction, has a strong bilingual and bicultural background, and her academic interest is bilingual acquisition of Korean families. Personally, she has a daughter who goes to the same kindergarten classroom with two of

my participants and works with me at the Korean Heritage School. During recruitment, she introduced families to me and gave me useful insights by auditing my research progress and, taking a video recording of a classroom, watching video clips of a classroom, and giving tips on analysis format. Then, later, I met another inquiry auditor who was a visiting scholar from Korea. She is a professor of early childhood education. Her areas of interest are parenting education, teacher education, teaching methods, and child developmental psychology and assessment. She helped me to verify the data analysis and writing from a Korean cultural and social viewpoint.

Longitudinal Analysis and My Growth as a Researcher

As previously mentioned, the time frame for this study was extended from one to 16 months. It took more than 16 months to generate the data. In addition to the formal collection of data, I made informal observations of the interaction between the children and their parents as the children adjusted to their environments for more than one year at the Korean heritage school and the church.

However, at this point, I want to emphasize that these 16 months represented my adolescent period as a researcher. The knowledge I acquired from classes and scholarly articles during my graduate studies gave me unbelievable self-confidence. I believed that my judgment was typically fair and logical based on the well-built literature review. I planned my dissertation research based on what I had learned during graduate school, and I tried to measure the participants' attitudes and behaviors both consciously and subconsciously during data generation. However, when the time to analyze the data arrived, I acknowledged that I had a bias not only theoretically but practically. Any

research tool, whether qualitative or quantitative, has limitations because it is a tool used by subjective humans. Neither approach can be used to evaluate data fairly and precisely. The recognition that I will always have a bias made analyzing my data difficult and forced me to ask, “How dare I define and measure my participants?” My data consists of only a small piece of the participants' lives and actions. I also know that I had a prejudiced view of the participants and their data. I was painfully aware of this because I had admitted my weakness in a society that asks people to improve their self-esteem and advance their careers.

At the same time, I found that the lens I had used to see my research data was not mine but belonged to other famous researchers. I did not realize this was an issue until I conducted my own research. A hidden conflict emerged regarding the standards: academic world vs. real world; other famous researchers' perspectives vs. my own perspective; my perspective as a researcher vs. their perspectives as participants; and finally, internal conflict within myself. The internal conflict was especially highlighted by my two selves as a novice researcher: one self with an aspiration to transform the human condition as a novice researcher vs. another self with an inability to provide a rationale for undertaking a particular piece of research as a novice researcher.

However, at the start of the qualitative workshop in the summer, which emphasized the attitudes a researcher should have in terms of honesty and openness, I consciously surrendered to choose and organize the data to my taste. While struggling with my two inner selves, my data ceaselessly rearticulated; it split, combined, and turned angles in my hands and in my imagination more than a thousand times. (There are

times when exaggeration is appropriate.) However, I humbly began to take a closer look at my data the way it was presented. My vague aspiration to measure the participants' attitudes and behaviors was changed to humbleness toward my participants and data.

My viewpoint toward the participants changed from the persons who needed my research or who helped me gain academic achievement to coworkers and friends who truly worked together in this society. Yes, that was my original goal: a partnership with the participants mentioned previously. However, in reality, my aspirations, which included educational achievement, blinded me to my true data. Ironically, much of my energy, passion, and aspiration as an educational researcher became lost, though I could still explore my whole data in a more natural mode. I further respected my participants' narratives and events; more of the data's hidden nature became revealed to me through them.

Finally, I grew up as a researcher, as my family participants grew up in the new culture and society. I watched myself grow up and then adjusted my research. I, the data generator, analyst, and interpreter, changed over one year. Theories I had learned in graduate school came to me in practice. Also, the qualitative research was hardly boring. It looked silent, but internally it remained dynamic and powerful. Next, I discuss book-reading analysis, one of the visual products of my adolescence, for my data.

Book Reading Analysis for ELL Children

The book reading analysis, coding system, or analysis framework is very important because it gave direction and showed strengths and the missing points. However, one of the biggest challenges I faced was how to analyze my book reading

data. I needed one coding framework to cover both mainstream schools and ELL homes. Furthermore, the coding framework should meet the needs of the ELL children's literacy development. Hence, I started to scrutinize traditional coding frameworks. I found that the coding frameworks usually focused on linguistic and cognitive aspects to evaluate teacher and parental talk. In detail, many studies related to book reading have examined the extent to which teachers or parents used immediate talk vs. non-immediate talk (literal vs. inferential questions, contextualized vs. de-contextualized talk, or lower-cognitive demand vs. cognitively challenging language) during classroom-based shared reading (e.g., Dickinson, De Temple, Hirschler, & Smith, 1992; Hindman, Connor, Jewkes, & Morrison, 2008; Massey, Pence, Justice, & Bowles, 2008; Zucker, Justice, Piasta, & Kaderavek, 2010). The distinction between immediate talk and non-immediate talk considers the level of cognitive demand that a linguistic interaction places on the child (Chapman, 2000). Thus, current research concludes that teachers should help students improve their language learning by using cognitively challenged skills. I attempted to examine my book reading data after modifying the coding system by Dickinson et al (1992), as seen in Table 5 and Table 6.

Table 5. *The First Coding System*

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> • Talk before reading a text • Talk during reading a text • Talk after reading a text 	<ul style="list-style-type: none"> • Request information • Give information • Spontaneous • Responsive • Feedback approval 	<ul style="list-style-type: none"> • Immediate talk: lower-cognitive demand • Non-immediate talk: cognitively challenging

Table 6. The *Example of the First Coding System*

	1	2	Level 1	Level 2-1	Level 2-2	Level 3	cluster-theme
1	Mrs. Ivey	He is looking at that message. You know another word for the message. Mail is a good word. But this one starts with L	Talk before reading of text	Request information	Spontaneous	vocabulary analysis	vocabulary analysis
2	Child(ren)	Letter	Talk before reading of text	Give information	Responsive	vocabulary analysis	
3	Mrs. Ivey	A letter. Very good.	Talk before reading of text		Responsive	feedback approval : vocabulary analysis	
4		This is a letter to Santa.	Talk before reading of text	give information	responsive		
2	Mrs. Ivey	I wonder if a girl wrote this letter or boy.	Talk before reading of text	Request information	Spontaneous	prediction	prediction
6	Child(ren)	Girl.	Talk before reading of text	Give information	Responsive	prediction	
7	Mrs. Ivey	You think it's a girl? You think it's a boy?	Talk before reading of text	Request information	Responsive	Evaluative comments and responses	
3	Mrs. Ivey	What do you think they might want? What do you think they would want for Christmas? Roller Skates?	Talk before reading of text	Request information	Spontaneous	prediction	
9	Child(ren)	I know. A rainbow.	Talk before reading of text	Give information	Responsive	prediction	
10	Mrs. Ivey	They want a rainbow for Christmas?	Talk before reading of text	request information	Responsive	clarification of comments	
11	Mrs. Ivey	Dinosaur, Dinosaur would be fun for Christmas.	Talk before reading of text	Give information	Responsive	prediction	
12	Mrs. Ivey	Let's find out what is going on in this story.	Talk before reading of text	Request attention		prediction of coming events ?	
13	Mrs. Ivey	A train would be good.	Talk before reading of text	Give information	responsive	analysis of character or event	
14	Mrs. Ivey	Put your hands up high. Shake, shake, shake. And bring them down to your left. If you're sitting on your bottom and your legs are crossed. Alina, if you're on your bottom and your legs are crossed, hands on your laps. Bottom down please.	Talk before reading of text	Task organization			

However, I felt that this does not meet the needs of bilinguals, and there is some missing part which cannot explain the book reading interaction that occurred at ELL homes. I wondered why the complicated and well-developed coding system did not cover my whole data. I struggled with this over one year.

My paradigm shift occurred when I read an article entitled *The Construction of Literacy Learning during Read-Alouds in the Bilingual Classroom* by Wu (2010). This article gave me some insight and allowed me to see the book reading about interaction in bilingual children from an integrated viewpoint and the viewpoint of bilingual children themselves. I found that the traditional coding systems were developed for monolingual children, even though the systems were used for extensive studies of bilingual children. Hence, the research using the coding systems might have the following perspective: A bilingual child is two monolinguals in one person from a separated and monolingual viewpoint (Figure 6).

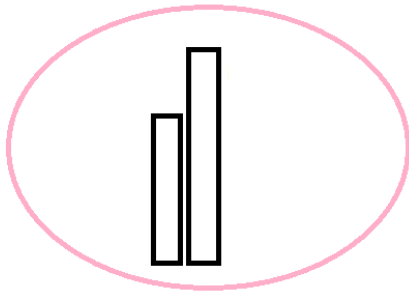


Figure 6. *Two Monolinguals in One Person*

However, this fractional and fractional and monolingual viewpoint has an issue. Researchers have measured a child's cognitive development by examining only one language. In most young ELL children's cases, the language more likely to be measured is the one that is less developed (usually English). Consequently, book reading activities in only one language, particularly the language that is less developed, cannot fully explain cognitive development (Figure 7).

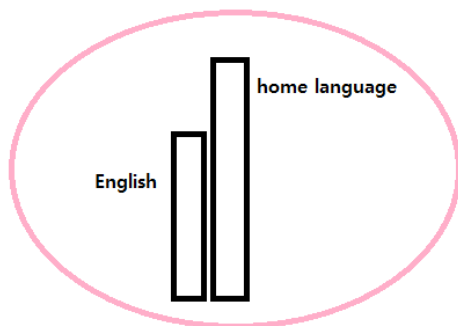


Figure 7. *Measuring Cognitive Development in One Language*

Finally, I gained my perspectives from a holistic viewpoint toward bilingual children as well as a sociocultural theory. My viewpoint toward bilingual students concurs with Grosjean's: "The coexistence of two languages in the bilingual has produced a unique and specific speaker-hearer" (Grosjean, 1989, p. 3). Considering this

perspective, I asked myself a question: How can I assess or analyze book reading interaction that occurs at home and in the school to facilitate the ELL students' language learning? The sociocultural theory directed me to book reading interaction to support ELL/bilingual students' literacy development, which shows two important features: 1) Social and cultural aspects should be considered as well as linguistic and cognitive development in language learning (Saunders & Goldenberg, 2010); 2) Instructional scaffolding should be provided for ELL children to stimulate their learning (Walqui, 2006). Recent articles stated that some basic immediate talk also contributes to the literacy skills of ELL children (e.g., Quiroz, Snow, & Zhao, 2010), if scaffolded well. Finally, as seen in Figure 8, I established an integrated book reading code based on a sociocultural approach.

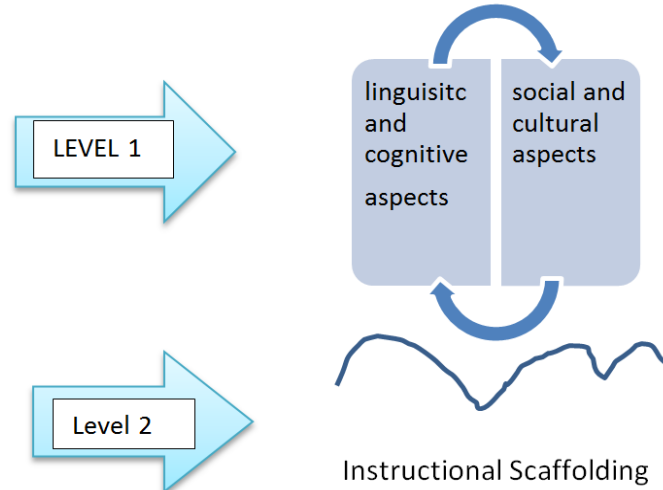


Figure 8. *An Integrated Book Reading Code Based on a Sociocultural Theory*

To support bilingual children, the following two levels should be examined in the book reading data. Linguistic and cognitive aspects as well as social and cultural aspects should be examined at Level 1 (Table 7).

Table 7. *Level 1: Cognitive and Social Aspects*

The linguistic and cognitive aspect	Social and cultural aspect
<p><i>[Immediate talk]</i></p> <ul style="list-style-type: none"> • Requests for labels • Skill routines such as counting or naming colors • Spontaneous comments about information immediately available on the page • A rephrasing of the text that had just been read • Mostly what and where questions 	<ul style="list-style-type: none"> • Students' personal experiences (text-reader links) • Making students' own stories • Cultural sensitivity and multicultural awareness • Korean-English bilingual support
<p><i>[Non-immediate talk]</i></p> <ul style="list-style-type: none"> • Vocabulary/concept constructions • Analysis of character and events (behavior or motivation) • Retelling • Mostly why and predictions 	

In Level 2, the researcher should ask the question: Do the teachers and parents use scaffolding strategies well to support ELL/bilingual students' literacy development? Traditional adult and child interaction resembles simple initiation/response/feedback in which an adult wants to know if knowledge has been properly delivered to a child. In scaffolding, however, adult and child talk is constructed through interaction and leads to facilitation of a child's language learning simultaneously (Walqui, 2006). Hence, at Level 2, I examined that teachers and parents use motivation, modeling, context, or bridging to make language learning accessible and engaging for children.

Summary

The aim of this chapter was to provide a detailed explanation of methodological procedures consistent with constructivist grounded theory paradigm. Much consideration

was given to study design procedures, participant selection, data generation and analysis procedures. The purpose of this research was to examine the literacy support within Korean ELL families and their teachers, as well as the process of interaction between them for supporting ELL children's literacy development. This study used a qualitative research design to explore some of the literacy connection practices utilized between parents and teachers and was rooted in the intergenerational literacy connection (ILC) model.

The sample in this study consists of four Korean ELL students, their teachers and families attending public early childhood programs in Texas. More specifically, I selected the families of four Korean students from the three teachers' classes to discover the range of bilingual and biliteracy development at home. I selected three teachers with whom to explore a range of classroom literacy practices based on their teaching beliefs and values. The study provided an opportunity for the parents and teachers to share their literacy practices and resources regarding culturally responsive and sensitive contexts. Several data collection sources were used (questionnaires, observations, interviews, photography, handouts, and video clips). The three analyses were integrated: constructivist grounded, content, and narrative analysis. The each method was applied to the same data because each has its own strengths. Hence, they provide different interpretive scopes on literacy meaning-making. In concluding this chapter, trustworthiness, longitudinal analysis and my growth as a researcher, and book reading analysis for ELL children.

CHAPTER IV

THICK DESCRIPTION

This chapter presents a rich and thick description of the data (Geertz, 1973) collected from the three teachers and four Korean families each with a child attending one of the following public early childhood programs: a Head Start preschool classroom, a kindergarten classroom in a public elementary school, and a pre-K classroom in another public elementary school within the same ISD. The goal of this chapter is to describe the setting and characteristics of the participants fully as well as the researcher so that the reader may come to understand what I have seen.

Setting

Research was carried out in a suburban city in the southern United States that is upwardly mobile due to the presence of a large university. The major employers in the geographic area are the university and the school districts. The large international student population in the university creates diverse ethnic groups and language communities throughout the city. Hence, the two public schools in which I carried out my research also have a large number of ELL students whose parents attend this university. Brief descriptions of each classroom and home settings were included in the following sections.

In order to help understand the results of this study, I obtained a detailed account of the participants' backgrounds and special characteristics, focusing on their literacy attitudes and practices. It is important to consider the goals and values of both the social

contexts(mainstream classrooms/ELL homes) in which children live and attend school when helping ELL children develop literacy skills during the early years of school. For my next step, I attempted to provide the participants in the two different social contexts access to each other's goals and strategies for the educational process, so that parents and teachers together can help children coordinate their family and school goals. Lastly, I added a solid description about myself as a researcher.

Participating Family Characteristics

Family characteristics and demographics were gathered through a questionnaire and a face-to-face interview at both the first and second meetings. The face-to-face interview was used to learn about the family's language and literacy environment in greater detail than the questionnaire had achieved. In addition, for more than one year, I regularly met with three children every week at the Korean heritage school and with one other child either once or twice a week at a church. In addition to the formal collection of data, I made informal observations of the interaction between the children and their parents as the children adjusted to their environments.

Pre-K: The Lee Family

The Lee family consists of Mr. Lee, Mrs. Lee, son, Doil, and daughter Hajin. They reported having lived the longest in the United States of all four cases studied. The parents came from South Korea in 2001, and their two children were born in the United States. The focal child is Hajin. When the research began, she was four years and ten months old, and her brother Doil was six years old. Hajin's two parents both participated in this research.

Her mother obtained a Ph.D. at the local university and was working as a postdoctoral researcher; her English proficiency was very good according to her own report. Mr. Lee finished two years of college in this town; he reported that his English proficiency was not very good. Although Hajin's father was not employed until midway through my research, he was taking care of the two children by giving them rides, tutoring, and playing with them. The Lees hold permanent residence. I mentioned the immigration status of the parents in the United States because it seemed to affect the family's attitude toward their children's bilingual development.

Many books were available at home, mostly in English. They read books often and frequently visited a local library. The mother mentioned that they had developed a habit of reading with their children every night in their early years. When she was asked to describe a style of reading that engages their children, she mentioned that she read text, described pictures, explained the story, and extended the story to the child's experiences, in addition to explaining the vocabulary. For example, when they read a book about travelling, they also talked about a family trip they had taken previously.

She said that the children got very excited when they read a book related to their own experiences. They also have English/Korean bilingual versions of the Garfield and Snoopy cartoon series at home. Their children enjoy reading these books. However, they reported that because they had difficulty obtaining Korean books, they only had a few children's books in Korean, and even those were not age appropriate. Because most of the books are written for toddlers, the parents assumed that their children would not be interested in them.

The parents imposed restrictions on the children's television viewing and the playing of computer games to 30 minutes a day. For these 30 minutes, the children liked to watch cartoons and movies that were, for the most part, in English. When not watching TV, they often played interactive family games such as *Uno*, *Monopoly* and *Candy Land*. In addition, the father and Hajin had been spending approximately one hour every day after school working on worksheets for her English, Korean and math development, including Korean/English alphabet worksheets and numbers.

According to my observations, although Hajin's parents preferred their children to speak Korean at home, Hajin and her brother felt more comfortable speaking English than Korean. The parents told me that they wanted their children to be bilingual. Before finishing pre-K, their educational goal for Hajin was that she be able to read English and communicate well in Korean, because she was speaking Korean by putting Korean words in English sentence structures. The parents were concerned by the children's preference for English early on and strongly wanted to retain their Korean language and heritage. Hence, they often reminded the children that Korean was the language to be used at home. The children went to a Korean Saturday school every Saturday where their father worked as a volunteer and a teacher.

Although the parents told me that parental involvement is a critical factor in their children's adjustment into school, they evaluated their school involvement with cultural activities in the classroom and decision-making as being very low. The father asked me the purpose of PTO. Although he signed up to join his children's PTO on the school paper, he said that he did not know what exactly the group did and what his

participation would involve. The biggest reason for their low involvement in school activities or communicating with other parents was the language barrier.

Head Start: The Cho Family

The Cho family consists of Mr. Cho, Mrs. Cho, son, Yongsik, and daughter, Eunji. When this research started, the focal child, Eunji, was four years and ten months old. Her brother Yongsik was seven years old. Her mother had taken charge of the children's education and was the main participant in this research. Eunji's father had not been involved in teaching his children. Mr. Cho had served in the Korean Air Force and was sent to the United States in 2008 to study for his Ph. D. at the local university. Hence, the family came with him; they were scheduled to go back to Korea two years later. Mrs. Cho reported having limited English literacy skills herself and was learning English at a family literacy center.

This family used mostly Korean at home except for Eunji's brother, who spoke Korean and English almost equally. The older brother, especially after starting school, was more likely to speak English to Eunji. Among the four cases, this family reported the largest number of children's books in the home in both English and Korean. Their living room was filled with literacy materials: more than 500 children's books in Korean, 100 books in English, some educational play materials, such as Froebel's Gifts; and 10 board games, including *Candy Land*, *Chutes & Ladders*, and *Monopoly*. According to the maternal report, the mother read two to five books to Eunji daily in both languages. When she read Korean-language books with Eunji, she read the text and

asked some questions about the story; however, she reported that when she read English-language books, she usually read only the text.

Eunji and her brother watched TV and DVDs for two hours a day—Korean programs for one hour and English programs for one hour. When they came to the United States, Mrs. Cho made an effort for her children to learn English more quickly. Thus, she had them watch many kids' English programs, such as *Dora the Explorer*. However, she later noticed that the more Eunji's brother was immersed in the English-language environment, the less interested in and comfortable he felt speaking Korean.

The mother felt that she had a responsibility to help her children learn how to read and write. However, she noted that in reality, she could not teach them to develop in both languages. Hence, her main focus was to teach Eunji the Korean language before kindergarten; she tried to help Eunji's English literacy by working with her on her homework. In addition, she reported that she was helping Eunji learn to read and write by buying her books, playing games with her (which help teach math), visiting the library (which has a weekly storytelling program) with her, and sending her to the Korean heritage school.

She reported that she had no direct and active involvement in her child's classroom because of her low English proficiency. However, she had been serving as a library volunteer once a week. The reasons were that she could have a chance to access more books and that she wanted to introduce good books to her children. In addition, she came to have opportunities to take a closer look at the American students' life while she

was volunteering. For example, she came to understand how children took tests at the library and how frequently they borrowed books.

Kindergarten: The Kim Family

The Kim family—father, mother, and daughter, Inmi —came to the United States when Inmi was one year old. When the research started, Inmi was five years and five months old. The father had been studying for a Ph. D. at the local university. The mother had been a clinical psychologist in Korea, but here she is a homemaker. They planned to go back to Korea after her husband’s graduation. Mainly, the mother participated in my research.

The mother reported her and her husband’s English skills were at a high level. The parents and Inmi used mostly Korean at home. Many books were available in both languages. Mrs. Kim read books almost daily to Inmi in Korean and English, and her husband also read books to her one or two days a week. According to maternal report, when they read either a Korean book or an English book, they mainly read text and sometimes described pictures but did not talk much. Also, she frequently used a dictionary to look up unfamiliar words with her child.

In addition, the mother supervised her daughter watching TV for 30 minutes a day each in Korean-language and English-language programs. Although she taught colors, numbers, and the alphabet in English to her, she considered that helping Inmi to read and write in Korean in her early years was the most important job of a parent for her daughter’s language and literacy development. She expressed concern that her child

might lose or forget Korean someday, so she takes her daughter to Korean school every Saturday and also makes a point of speaking Korean around her.

In terms of school involvement, she said that she usually went to school whenever the teacher asked her to come and help. However, she evaluated her overall involvement as very low because of her language barrier and cultural cautiousness. Her challenge was to learn how to behave with cultural appropriateness as a parent volunteer in the classroom.

Kindergarten: The Choi Family

The Choi family—father, mother and daughter, Yuri—had been in the United States the least amount of time of any of the families interviewed. Mr. Choi was a government officer and came to the United States to study for his master's degree in the summer of 2010. The mother had worked as an English translator and private English tutor in Korea. One year after arriving in the United States, the mother also started pursuing a master's degree in ESL education at the local university. Yuri was five years and five months old when the research started. Mrs. Choi reported high proficiency in English and said that she read to Yuri almost daily in English and Korean. Her husband also read books in Korean almost every day and read books in English one or two days a week. According to the mother's self-report, when she read books in English and Korean, besides reading text, she also described pictures, retold stories and explained vocabulary. In addition, she reported using Korean and English equally when talking to her daughter. However, Yuri mostly used Korean when talking to her parents.

The mother believed that parents have a responsibility to spend considerable time engaged in informal and formal learning activities with their children. Yuri was limited to 30 minutes a day of media use, and after 8 p.m. she could not use any media. Instead, her mother encouraged Yuri to make a picture book with her in Korean or English, to keep writing a diary in English, and to read the titles of English books when her mother read to her. Also, because Yuri liked drawing pictures, whenever she drew pictures of things from her books, her mother encouraged her to write their names, whether they were in English or Korean.

In addition, she suggested that Yuri usually bring home homework sheets on math and phonics on Fridays. It was very useful to understand what she learned during the week and to practice it while she spent time with Yuri at home. However, there was no request to return the homework after finishing the homework or to obtain a parents' signature. If proof of finished homework was required, it would be much easier for parents to encourage their kids to work on it on time.

Mrs. Choi noticed that Yuri started to experience a language shift after entering kindergarten. Before Yuri started kindergarten, whenever her mother talked to Yuri or asked her questions in English, Yuri insisted on using Korean and asked her mother to use Korean. After starting school, however, she enjoyed speaking in English. She talked about friends or activities that occurred at school in English. Also, when there were some words or expressions she did not know in English, she asked her mother about them. The mother thought this big change came from her positive experience in the English environment at school. The mother mentioned that she definitely welcomed the

change and was pleased about it because Yuri realized that English was not burdensome, but was fun to learn. Also, Yuri gained confidence in communicating in English, even though her English was not perfect and had much room for improvement. Please refer to Table 8.

Table 8. *Composition of the Family Participants*

	The Lee family	The Cho family
Mother's birthplace	Korea	Korea
Father's birthplace	Korea	Korea
Arrival in United States	2001	2006
Occupation in United States	Father: worker Mother: Post doc	Father: graduate student Mother: homemaker
Mothers' self-reported English proficiency level	Understanding: very well Speaking: well Reading: well Writing: well	Understanding: not very well Speaking: not very well Reading: not very well Writing: not very well
Fathers' self-reported English proficiency level	Understanding: not very well Speaking: not very well Reading: not very well Writing: not very well	Understanding: well Speaking: well Reading: well Writing: well
Child(ren)	Doil (Brother, age 6) Hajin (age 4)	Yongsik (Brother, age 7) Eunji (age 4)
The language(s) that each person uses when talking to his or her child	Father: only Korean Mother: only Korean Brother: mostly English	Father: only Korean Mother: mostly Korean Brother: Korean and English equally
The language(s) that children uses when talking to each person	Father: Korean and English equally Mother: Korean and English equally Brother: mostly English	Father: mostly Korean Mother: mostly Korean Brother: mostly Korean

Table 8. *Continued*

	The Kim family	The Choi family
Mother's birthplace	Korea	Korea
Father's birthplace	Korea	Korea
Arrival in United States	2008	2010
Occupation in United States	Father: graduate student Mother: homemaker	Father: graduate student Mother: homemaker
Mothers' self-reported English proficiency level	Understanding: well Speaking: well Reading: very well Writing: well	Understanding: well Speaking: well Reading: well Writing: well
Fathers' self-reported English proficiency level	Understanding: well Speaking: well Reading: very well Writing: well	Understanding: well Speaking: well Reading: well Writing: well
Child(ren)	Inmi (age 5)	Yuri (age 5)
The language(s) that each person uses when talking to his or her child	Father: mostly Korean Mother: mostly Korean	Father: mostly Korean Mother: Korean and English equally
The language(s) that children uses when talking to each person	Father: mostly Korean Mother: mostly Korean	Father: mostly Korean Mother: mostly Korean

Next, I describe the teacher participants' literacy goals, values and practices as well as some thoughts on the school involvement.

Participating Teacher Characteristics

The description below is based on multiple sources, including face-to-face interviews, participant observation, and many informal encounters. All the names used are pseudonyms, as agreed to in the research protocol for the study.

Pre-K: Ms. May

Ms. May (a pseudonym) is a married, Caucasian female aged 44. She holds certification to teach early childhood, kindergarten-8th grade, and ESL. She has been teaching pre-K for 21 years. She has had a lot of experience teaching ELL students.

When I asked what the largest number of ELL students that she ever had in one class,

Ms. May responded:

In one class, I believe my largest was eighteen. I only had a couple of kids that were not ESL. In that year I probably had about nine [home languages in my class]. Then I usually have ten to--At the time when I was in Houston, I had ten to fifteen different home languages in my morning and afternoon class and I looked at the list recently, just that different languages, home languages, and I had taught thirty-three of those home languages. So quite a variety. Like, get to know lots of different cultures. It's a lot of fun.

She described herself as being open and accepting toward diversity and enjoying teaching ESL and pre-kindergarten children. Because ELL children come to her class without any prior knowledge of English, she told me her role is to teach from the ground up and provide a gateway for a successful start in school. However, she mentioned some challenges of teaching ELL students:

The most challenging for me is when the language barrier creates a self-esteem issue and we are not able to bridge that gap quick enough and they start to feel bad about themselves because we can't communicate. But that doesn't happen very often. Very rarely. I'll have one student in every five years or so. But it just, it hurts when that happens because you want to bond with that child and that's when I meet with the parents and just find a way to kind of bridge that gap. And also when they see me at their home that usually helps.

For me the challenge is teaching them a new concept in a new language because for many of them, if they don't have that concept then it's harder to learn both than it is to have a concept and put a new word to it. So I teach them what it is in English and then I talk to the parents and have them tell them in their home

language, so that they can bridge that gap and know this is what it is in English, this is what it is in my home.

She stated that she noticed the typical strength of immigrant parents was to value education more than native-born parents. She remarked that she sometimes struggles more in bridging that gap with students of native-born parents than with students of immigrant parents. She strongly emphasized to parents the importance of maintaining the home language and of reading books with their children.

She recommends to parents reading many books to their children, by motivating the children with their favorite interest/themes and using picture clues, reading, and making their own stories. Also, she encouraged ELL parents to read books in their home language, not only to facilitate learning of the home language, but also because parents might use an expression incorrectly if reading in a non-native language. Because she was concerned that parents who are not proficient in English might deliver incorrect English usage to their children, she stated that a few years ago, she used to send her students' parents books with audio tapes of herself reading the book. She mentioned that there are many benefits to staying bilingual, such as more opportunities in the job market and communication with family. So she encouraged children to learn reading and writing in their home language as well as speaking.

Taking a look at the classroom, Ms. May taught with the collaboration of one assistant who was a male teacher. Bulletin boards displaying student work could be found all around the room. At the front of the classroom, a chart of a calendar was posted on the whiteboard. The wall space is used for mounting instructional materials/posters related to literacy and math. Many books were found.

Head Start: Ms. Johns

Ms. Johns (a pseudonym) is a single, Caucasian female aged 31. She has taught Head Start students for seven years. She has an early childhood to fourth grade teaching certificate and an ESL certificate. She said that teaching ELL students is enjoyable; they gain enough confidence with the new language very quickly. However, the hardest part for her was when a child shares something with her in another language and she does not know what the child is saying.

That can be challenging for them, too. I think the most challenging thing, the thing that's the most frustrating for me, is when kids come in and they're excited about something and they're trying to tell you something and they're speaking in another language and you have no idea what they're saying. [...] I think that kids can get frustrating because you want to connect with them and you want their needs to be met. So, sometimes it's hard when you're not exactly sure what they're saying. Normally, when you have a conversation with a kid, it's an exchange that goes back and forth, and I think that sometimes, unless they're with partners, if they don't know any English, you can't have that. You can't ask those questions to keep them talking because you don't know what they're saying. It gets challenging sometimes.

With regard to literacy instruction, she saw her ELL families' strengths as parents working hard with their children. She said it would be great if the parents can make connections between their home language and English. However, she knew it could be challenging if the parents of her ELL students cannot read English, because this might cause a disconnection between home and school. In this case, she suggested a social network to support those families and increased school efforts to reach the families with translated flyers, while sending homework books in their home language.

Taking look at her classroom, Ms. Johns taught with the collaboration of one assistant who was a female teacher. They provided the four center times every day. The

center times consisted of literacy and math. Typically, they read books to their students three times a day. Every morning they taught about the calendar, the weather, and the song of the month. They used pictures as well. Ms. Johns placed students' pictures beside the jobs they had selected. Students' cubbies and other personal spaces also had pictures. There were two large tables at which students could learn and eat together. There were educational toys related to the themes of each week on the large tables. Many of the posters were about students' work. There were many materials to promote hands-on experiences.

Kindergarten: Ms. Hannon

Ms. Hannon (a pseudonym) is a married, Caucasian female aged 56. She has been teaching kindergarten for 35 years. She has a B.S. in elementary education and an M.A. in early childhood education with an ESL certificate. She has taught many ELL students, including children speaking Spanish, Korean and Chinese. She said that she enjoys having students with limited or no English in her classroom, and she saw "no problem" because they learn very quickly. However, she told me about some unavoidable challenges in teaching them:

I guess sometimes it's behavior because they don't understand the rules or the language, so it takes a while for them to adjust sometimes. Because you can't, you have to demonstrate "no running" and "walk," things like that that they don't understand. "Bathroom" sometimes they don't understand if there's a bathroom here or not, so I have to tell the parents you know make sure you show them where the bathroom is or explain that we do have one. Things like that. And, sometimes, since they don't understand the language, they're not focusing in on what you're saying or looking at what you're, a book you're holding up so, sometimes we have to talk to the parents to make sure they stress to the child in your language, to watch and listen and look.

Challenges? Some cultural differences. Not with the Korean children. I guess we've had so many, it's really, um, sometimes it's more problems or challenges if there's a religion. Sometimes, if there is a certain diet they're following, according to their religion that sometimes creates problems. But not that often, you know we've accommodated it, I mean our cafeteria does.

Like the two teachers above, she knew her ELL parents place a very high value on education because they are mostly international students, and she regards this emphasis as their way to support their children's language and literacy development. However, she thought that if the parents do not feel comfortable, because they think their English is not very good, they might have difficulty helping their children. She told me that she has helped the families in this way:

I know that sometimes the parents don't feel comfortable because they think their English isn't that well. [...] There are a lot of times I mean I've had ESL parents buy through our book clubs so that the readings that they have they're on tapes with them, the CD's, audio tapes. I know through our computer lab, there's a lot of, you can go on our school website and the computer teacher has a lot of computer programs that help build language skills that they can use.

Taking a look at the classroom, a number of word walls and theme word charts reflective of each content area were displayed around Ms. Hannon's classroom. A calendar, a weather chart, and the writing rules were displayed so children could learn about math and vocabulary every day. The students' desks in Ms. Hannon's classroom were placed together in groups of four and five throughout the classroom. Please refer to Table 9.

Table 9. *Composition of the Teacher Participants*

	Pre-K	Head Start	Kindergarten
Name	Ms. May	Ms. Johns	Ms. Hannon
Sex	Female	Female	Female
Age	44	31	56
Ethnicity	Caucasian, American	Caucasian, American	Caucasian, American
Education level	Bachelor's Degree	Bachelor's Degree	BS in Elementary Education MA in Early Childhood Education
Years of teaching experience	21	7	35
Certificate(s)	K-8, Early Childhood, ESL	EC-4, ESL	ESL

The Researcher Characteristics

It is also important to describe the researcher because, as the researcher, I played a role in mediating between the two parties while generating data. I add a solid description about myself as a researcher. Acknowledging the multiple selves within me can be one of the key indicators as I take this journey within the frameworks of academics, education, and family backgrounds.

Myself in my academic background

My academic journey into bilingual education and family literacy started in January 2001 with a research trip to Thailand with educators from Korean public schools shortly before writing my MA thesis. This research project was organized to discover how we could help Korean children abroad to grow intellectually, emotionally, and physically. For two weeks, we visited various schools in Thailand, including a Saturday

Korean school, some international schools, a home where they were staging the first deliberate attempt at homeschooling in the Korean language, and the first Korean international school. Along with these visits, we met Korean children and their parents through discussion meetings, seminars, and interviews. Through this experience, the children and their families shared that the uses of two or three languages were an important part of who they were and what they do. However, at the same time, the beliefs and perspectives of the adults, such as parents and educators, regarding bilingual education outweighed the needs of the children's balanced language development.

In addition, the ambiguity of bilingual education was a point of confusion, tension, and conflict between Korean parents and educators. For example, we visited the first Korean international school for Korean children in Bangkok. We were looking forward to seeing this school because it was developing a Korean bilingual program. We heard that initially the school was started through the collaboration of Korean parents. Their motivation was to teach the Korean heritage, language, and culture to their children. The parents had been upset that their children knew American history and geography well but did not have any idea about Korean history and geography. Therefore, some worried parents gathered together and founded an international school with a Korean bilingual program. Everybody paid attention to the school because it had the characteristics of the first Korean bilingual program, and it was opened with the cooperation of the parents.

However, when we visited, we found that the school operated only in English. Moreover, if a teacher knew students were speaking Korean in the school, the students

would be fined. The school was quite different from what we had heard about and expected. The turning point of the school began with the hiring of a principal from Korea one year after the school started. The founding principles of this institution were changed totally. The new principal had very strong charisma and strong beliefs about education, especially global international education. He insisted on the English only program. Hence, he removed the regular Korean classes, such as Korean language arts, Korean history, and social studies from the regular school day. He also prohibited the use of Korean in the school.

In an afternoon seminar at the school, an American teacher told us that some of the Korean students were semi-lingual; they could not speak any of the three languages well—Korean, English, and Thai. They were unable to express their thoughts and feelings fully in any language. However, the principal insisted that the students should be global citizens. However, I asked myself two questions: Can only speaking a second language make students global citizens? Do they not need affective, linguistic and cognitive development? In addition, can they travel the world without being rooted in their mother culture? It was similar to the situation of involuntary immigrant groups who realized that learning English alone would not help relieve their oppressed status (Ogbu, 1999). Some of the parents suggested another Korean bilingual school at that time.

After traveling to Thailand, I devoted my time and passion to MA research about bilingual education to understand its application to the Korean diaspora field. My MA thesis was published as one of the first books on bilingual education in Korea. Now, I have come to America to learn to answer some key questions: What kind of beliefs

should adults have regarding the education of their children? What attitudes about the language should they show to their children? A belief leads adults to have a holistic goal for and involvement with their children. Through their beliefs, a school or a program can be built or destroyed. Ultimately, I wanted to learn how to help Korean ELL children have self-esteem, cross-cultural awareness, bilingual proficiency, and high academic achievement.

During graduate coursework, I found that family literacy can be a critical key to supporting bilingual education for Korean ELL children. Since then, one of my big dreams was to be a Barbara Bush fellow, supported by the Barbara Bush Foundation for Family Literacy. Finally, my enthusiasm for family literacy grew as I began my academic work as a Barbara Bush fellow during 2009–2010. Through the fellowship, I developed an intergenerational literacy connection model at the conceptual level. The goal of the model was to provide new insights for the integration of school-and home-based literacy practices in a particular sociocultural context. This research was an underpinning of this dissertation work.

Myself in my family background

My enthusiasm for family literacy continued to grow after I became the mother of two daughters during my doctoral studies and became more immersed in American culture as a resident. Furthermore, when I started my data generation, my first daughter started to go to a Head Start program. Family literacy has become not only my academic interest but also a major issue in my own family. I found that family literacy can build on families' strengths in the social and cultural context in which they live and learn. In

addition, I would like to develop a culturally familiar and competent tool with which teachers and parents can measure and support a child's bilingual and biliteracy development.

Myself in my education field background

I have served as an assistant principal for a Korean Heritage Language School since September 2009. I have designed and implemented a family interactive curriculum format. The field experiences have allowed me to build insights on (a) two-way communication between a school and parents, and (b) the key components of a heritage education with parents as educators.

Summary

The aim of this chapter was to describe the setting and characteristics of family and teacher participants. This thick description was prepared of the findings from a within and cross-case analysis which serve as the focus of Chapter V and VI. In addition, the characteristic of the researcher was described for readers to understand my interpretation of the finding.

CHAPTER V

RESULTS: CASE STUDY ANALYSIS

This chapter describes results of a case analysis for each set of interrelated participants. As discussed in earlier chapters, four case studies were analyzed: pre-K (The Lee family-Hajin-Ms. May), Head Start (The Cho family-Eunji-Ms. Johns), kindergarten (The Kim family-Inmi-Ms. Hannon), and kindergarten (The Choi family-Yuri-Ms. Hannon).

Three complementary methods were used to analyze data: constructivist grounded theory, content, and narrative analysis. Each method had its strengths. In the first phase of data analysis, the open and focused coding of the constructivist grounded theory allowed for the identification of major themes and the emergence of categories related to literacy support. Examples of these themes include home-school relations, the first language, and cultural challenges on teaching. In the second phase, the content analysis allowed for the relationship between the frequency and meaning, which revealed the intensity of interest and concern. For example, several comments related to Korean practices uncovered parental attitudes toward the importance of Korean literacy development. In the final phase, the narrative analysis helped me to listen to how my participants interpreted their life related to literacy learning and support. The direct quotes from the formal and informal interviews were used to give to my participants a voice, aiming at demonstrating the “true value of the original multiple realities” (Lincoln & Guba, 1985, p. 296). Finally, I explored the four cases according to the following

themes: 1) literacy support at Home and in the Classroom, 2) expectations of each other, and 3) the process of finding a meeting point of language and culture between parents and teacher.

Pre-K: The Lee Family and Ms. May

Theme 1—Literacy support at Home and in the Classroom

The Lee Family. Hajin Lee received supports for her bilingual and biliteracy development from her parents. Her parental support was like a delicate cloth woven with her parents' educational resiliency grounded in the reality of social contexts and experiences. Mrs. Lee achieved great academic success despite her disadvantaged family background in an academic-oriented society. Her family was very poor and had a severe financial crisis when she was a high school student. In addition, her parents held a very traditional viewpoint. Mrs. Lee worked as soon as she finished high school to financially assist her brother with college expenses so that he could get a good job to support the whole family after graduation. Hence, although she was a high achiever from an early age, she encountered challenges and struggles at every transitional stage to higher education. For example, when she had to decide which high school to attend, her parents strongly insisted she go to a vocational school. However, her middle school teacher persuaded her family to send her to an academic high school so that she could continue her studies. Nevertheless, she finally gave up on taking the college entrance exam and sank deeper into conflicts with her mother. After high school, she found a job to make money with the hope of studying chemistry at college. After two years of working, she finally went to a college to study. However, even with a college degree, she still felt

many social and career barriers because the college from which she graduated did not have a high reputation in Korean society—a society that appreciates academic titles more than ability. She said that it took a long time to overcome her feelings of inferiority. She did not want her children to feel the discomfort that she felt and struggled against. Now, she has earned a Ph.D. in the United States and currently works as a post-doctoral researcher in the chemistry field.

Taking a closer look at her narrative, another true story lies within her family and social conflict structures. The years of struggle and frustration seem to be a motivator and facilitator to help her progress in her personal development. Eventually, those experiences seemed to transform into a specific guideline for her children's literacy development. The relationship between her past and present was discovered when she talked about her learning experiences and memories. For example, some patterns encoded as past-present-past-present were captured in her story. After the recall of one specific episode about her literacy learning, there was a response to a similar context in the present related to her children's literacy learning. Specifically, after talking about her frustration and struggles against her family's opposition to education, she talked about her firm belief about the parental role, that is, helping her children succeed in their academic study and providing opportunities for them to discover their own potential and talents. Thus, she said that she tried to help her children have fun while studying and help them acquire effective study habits by providing daily home study and limiting TV viewing. In another example, after talking about a sad episode in her early childhood experiences with a lack of books at home in spite of her love of books and, she stated:

My poor parents couldn't buy a book for me. So, I have a sad and bad memory about books. Our financial situation now is not that different from my childhood. However, now I am using the library. Through the public library, I can give plenty of books to my children.

Her response to her financially difficult present context was to bring her children to the library, which allows them a literacy-rich environment.

Another point Hajin's parents emphasized was the importance of making an effort to instill Korean language and culture in their children. First, regarding the selection of a name for their children, they felt having a Korean first name was important. They noticed that most of the Korean children have Anglicized first names. Their Korean names are their given middle names for use in the home, and the children use their English names outside the home. However, they noticed that most Hispanic and African American parents tended to give their children names which sounded Hispanic and African American. They wondered why Korean children should have an American name as their first name. Although selecting an English name has the benefit of being easy for others to pronounce, the parents thought that their children should be proud of their Korean heritage when they are called by Korean names rather than English names. Hence, they selected Korean names as their children's first names and American names as their children's middle names. They said they want to start a campaign in the Korean community to use Korean names as the first names for the children.

Also, Hajin's parents encouraged Hajin and her brother to develop Korean language and literacy while learning English. The challenge that they confronted was

that the more English became comfortable for their children to speak, the more Korean was uncomfortable for them to speak. Hence, they wanted to motivate their children in a more practical way, rather than pushing them, by insisting that they should learn Korean because they are Korean. This strategy was not effective at their children's young ages.

They had several strategies to motivate their children to speak Korean. First, they encouraged their children to view their languages as their strengths and benefits. They often told their children:

“Which one is good? One or two? One apple or two apples? Which one is good? Now you have two skills; you can speak two languages. However, if you lose one, you have only one.”

Yesterday, in our car, we had this conversation: “Look at the guy in next to our car. How many languages do you think that he can speak?” “One.” “What about the guy in this car? What about the guy in that car? How many languages do you speak?” “Two.” “Do you think one is better? Or two is better?”

Second, regarding their direct teaching of Korean, the parents sent their children to the Korean heritage school every Saturday. They also made an effort to encourage the children to speak Korean at home because the language cannot be learned in any other way. When the children were not tired and were in a good mood, the parents asked them to repeat what they said in Korean. This approach was more useful with Hajin. If her parents asked her to speak in Korean, she seriously thought about speaking in Korean. She was particularly quick to switch to Korean when she thought that her father did not understand her English.

Third, the parents found opportunities to encourage their children to think about the usefulness of their Korean language development in school, which has a great impact

on instilling societal values and norms in children. The father said that the evaluation of language skills at school makes students believe a language is useful and important; however, the school did not evaluate or assess Korean. Therefore, the children could not understand the importance of their Korean heritage. The mother explained the children's difficulties:

Doil doesn't seem to have a language issue in his school because he went to daycare. However, in the case of his friends, because they just came from Korea, they cannot communicate well. So I suggested to him that because he can speak Korean and English, he can help these friends. Since I told him in this way, he felt that Korean is an important language and useful.

I still felt a big discrepancy between English and Korean development at home. It was reflected in the language goal for Hajin set up by her parents by the end of her preschool year. They expected Hajin to be more accomplished in English than Korean. This means that Hajin can speak English better than Korean. I strongly felt that Hajin's proficiency in each language was based on how often she uses them because she has two separate sites in which to acquire English and Korean in her daily life. Of course, in school, she uses only English. Her social and play language was English as well as her study language in school. Then, what about at her home? Although her parents emphasized the importance of learning and using Korean, acquiring Korean and English were almost separated from one another and did not overlap. English contributed significantly to the overall growth and development of Hajin. That is, Hajin always gained access to English at home when she read books, chatted with her brother, played with her friends in the neighborhood, and watched TV. As for Korean, she gained access to Korean in conversations with her parents as well as in daily study with her parents.

However, Korean was not associated with her leisure culture. She just perceives Korean as a language which she needs to learn with effort and as not a large part of her life. Her parents also acknowledged this. They felt that, due to the lack of Korean books, the children could not learn academic and formal words in Korean, and their Korean language skills did not improve. Furthermore, due to limited TV viewing of 30 minutes after school, the children tend to choose more fun and interesting TV programs, which were in English.

Ms. May. Along with other students, Hajin has received much support for her English literacy development in her classroom. The support of her teacher, Ms. May, reflected her attitudes, beliefs, and experiences toward literacy. Ms. May said that the goal of the classroom is to increase the vocabulary of students. She emphasized that reading can be a significant vehicle to achieve increased vocabulary in pre-K and that reading should be fun. She described various activities done in class after reading books together. For example, she provided word and story games related to the books that she read to the students in group reading sessions, or she picked out special or unusual words in the book to use throughout the day. However, she was opposed to skill and drill worksheets.

When I observed the teacher during book reading, I discovered she used techniques, such as making predictions and analyzing the characters' motivations and behaviors, to facilitate comprehension very well. Her techniques helped the students be more actively involved in book-reading time:

- Ms. May I'm thinking he's a little excited. You know why I think he's excited?
- S(s) Because Christmas is coming.
- Ms. May Because Christmas is coming. And look at the paper. It looks like he's in a hurry. And when you're in a hurry and you go fast, it makes the wind. And what is wind moving?
- S(s) The paper.
- Ms. May The paper. It is moving so strong.
- S(s) Oh my!!

In addition, she introduced me to a new program called *Developing Talkers*, which was scheduled to begin the following semester. This is a pre-K curricular supplement designed to promote oral language and key vocabulary development through books. One of the strengths of the program was that it offers teachers scaffolding prompts such as specific questions and comments on each page of the children's book. Specifically, each page comes with a sticker that contains guiding questions, definitions for target vocabulary, and some explicit comprehension activities, which a teacher can use to talk about the page (University of Texas Health Science Center at Houston, 2010). She mentioned that this program would be very helpful for ELL students.

However, she said that she does not have special accommodations for ELL only students. Regardless of the language her students brought from home, she strongly believed they all need to increase their vocabulary and to learn pre-reading and pre-writing concepts for kindergarten readiness. Her goal of vocabulary development was applied to ELL students so that they can use recently learned vocabulary words in conversations with other students. She believed that this helps them feel included as well as gives them a sense of pride in being able to understand things. Furthermore, in the

beginning of the school year, she taught sign language to her class to help relieve the emotional discomfort associated with a language barrier. She believed that the sign language she learned from two deaf friends helps children with limited language skills:

When they feel more comfortable using sign language then they start using their words. Or, if they can't remember a word, I'll sign it and it triggers their memory and they will say the word.

Ms. May conducted formal assessments of students' language and literacy development twice a year using measurements, such as the Peabody Picture Vocabulary Test-Revised to assess their receptive vocabulary, and frequently monitors their progress.

These kinds of support helped Hajin's literacy development, and Ms. May said Hajin's reading and vocabulary skills were beyond the average level of her classmates.

Theme 2—Expectations of each other

The Lee Family. Challenges that Hajin's parents confronted while making an effort to help Hajin's bilingual and biliteracy development, also caused Hajin's parents to have increased expectations for the school. Like the typical Korean ELL parents, Hajin's parents expected the school to provide support for English language and literacy skills:

We don't worry about Hajin's English language and literacy development at all. She is exposed to English wherever she goes. We think that as much as possible she can learn English naturally.

However, in addition, Hajin's parents wanted school teachers "thinking together" about their children's heritage language development. One thing to remember was that although Hajin was the primary emphasis of this research, it was impossible to separate

Hajin's and Doil's school experiences and expectations from the parents' perspective. I found that some challenges from Doil's experiences were certainly highly valued within this family and had a great impact on Hajin's education and literacy development as well. For example, although this is not in their sample, the following episode was the starting point for thinking about the institutional influence on their children's heritage language and literacy development:

One day, I asked Doil, "Speak in Korean, Doil." "Speak in Korean, Hajin." However, Doil said, "My teacher said to me, 'Don't speak in Korean.'" So, he thought that he can't speak Korean even at home. Hence, it would be great for a teacher to encourage them like this: "You can speak Korean and English. It's a very cool thing to speak many languages." Then the children will have a boost in self-esteem and can say to other students, "See, I can speak more than one language. I can speak Spanish, English, and Korean." (Mrs. Lee)

Along with this, it would help him if a school teacher says, "Please speak English at school." But if a school teacher says, "Don't speak Korean," it might make him feel shame about his home language. The school teacher is the person in authority in school from the viewpoint of children... (Mr. Lee)

These statements describe how unintentionally negative comments often prevent ELL students from recognizing their own strengths and the resources of their families.

Teachers are the absolute authority to children. Adopting school norms often carries the assumption that children discard their way of being including the languages and cultures of their homes. In addition, the parents expected their children to have some opportunities to think about the usefulness of their Korean language in the school. For example, they expected the children to help new students from the home country by acting as a translator.

Ms. May. Based on her educational philosophy and various teaching experiences, Ms. May supported Hajin's class in many ways. However, she confronted some challenges dealing with ELL students. One of the main issues was that it was hard to teach a new concept in a new language to ELL students. Moreover, if a student did not have a concept in their first language, it was more difficult to teach.

Due to these challenges, she expected her ELL parents to be co-teachers to build students' knowledge. First, she believed that ELL parents should help their children to become bilingual. She emphasized that there are many benefits of being bilingual such as a wider choice of jobs in various fields and communication with family in the home country. She encouraged parents to teach children reading and writing in their first language as well as speaking. She told me that she had a different viewpoint on language policy than some teachers who opposed bilingual education:

I do encourage them to continue to speak their home language so that they will stay bi-lingual. I have met some teachers that do not like that. I am glad this child is not in one of those classes.

But I think it's very important for them to keep their home language. Since many of my kids go back to their home countries, if they just speak and think in English, they can't communicate with grandmas or aunts or uncles, and I think that's very important as well.

And if they can learn how to read and write in their home language, that is fantastic. Unfortunately there are some that just kind of think, while I'm in America I don't need to learn that. It's kind of sad because it would be great if they stay bilingual and it would open more doors for them as an adult in the job market as well.

However, beyond this level, she wanted to take advantage of the bilingual benefits in enhancing classroom lessons. What she saw as the key to resolving these

challenges was home resources and strengths of the ELL parents, especially in home language. She expected her ELL parents to set the stage for their children to understand abstract concepts by discussing school lessons in the home language after school:

I teach the children a concept in English and then I talk to the parents and have them tell the children in their home language, so that they can bridge that gap and know this is what it is in English, this is what it is in my home language. It's easier for them to remember that information.

Likewise, she tried to use their linguistic resources in a school curriculum by inviting ELL parents to read a book in the shared reading time. She understood that ELL parents felt linguistic and cultural isolation when they came to the classroom, and she believes this led to the passive classroom involvement of ELL parents. However, when she invited ELL parents to read books she found exciting moments were created between ELL parents and her students in building a bridge between ELL home and school:

I love this one. I love it when the parents come in because oftentimes they're the parents that speak another language at home. And so I will ask them to read a book in English and then read it in their home language. And they get so excited to be able to do that. But the kids get to hear a story in two different languages and it's very interesting because they are sitting so quietly and just mesmerized, hearing the different language. Even though they're seeing the same pictures they just heard because they just heard the story in English. And if they laughed at a page in English after something was said, when it's done in a second language they laugh at that page as well. They remember it and it is so precious. And it really touches the reader because they don't feel ostracized and different. They just feel like "I am helping children. I am entertaining children and helping them to learn and to focus and to hear stories in different languages." I love that.

From a fund of knowledge of ELL parents, this was one of the examples that she used to show the bidirectional impact between the parent reader and the students.

Theme 3—The Process of Finding a Meeting Point of Language and Culture between the Family and Teacher

Although Hajin’s family and teacher offered helpful support to Hajin in their own ways, I felt there was still a distance between Hajin’s parents and her teacher. Hajin’s parents were not very familiar with either her teacher or the school. One day, Ms. May invited her students’ parents to a Thanksgiving party in the classroom and served traditional foods, which she made. Hajin’s parents thought, “She is so kind to introduce us to an American tradition.” However, they did not know that she had more constructive perspectives on the ELL home-school connection. For example, Ms. May explained that her philosophy was to ask children to talk in their first language to their parents about what they learned in school. The parents did not know exactly what their children were learning, and the teacher wanted them to convert school lessons from English to Korean.

Through exchanging video clips and handouts between Hajin’s parents and Ms. May, one of the benefits was that the parents and the teacher recognized what they should know and expect from each other. For example, after the video clip of home literacy activities including Hajin’s daily study, Ms. May came to know what they were doing at home and identified what she liked and what she disliked. The video clip contained that the scene learning how to write alphabet letters with her father and Hajin using the worksheets:

Mr. Lee	<i>Hajin, now what you are writing are all small [lower case] letters.</i>
Hajin	Ah.
Mr. Lee	Look, Hajin, <i>now what you are writing are all small letters.</i> Ok?
Hajin	Uh.
Mr. Lee	<i>So, you should write small. You should not write big, capital letters. You should write using small letters. Small.</i>

Hajin *Yes, it's better. Better*
 Mr. Lee *Good job. What did I say? "Very".*
 Hajin *"Very"*
 Mr. Lee *Thank you "very" much, right? Now what are you writing?*
 Hajin *Uh.*
 Mr. Lee *In addition to the Camry, what else do we have at home?*
 Hajin *We have a van.*
 Mr. Lee *Yes, we have a van. This is the "van". "Van." "The van."*
 Hajin *Good job. Use small letters only. Hajin, please write small letters.*

**Italics: interaction in Korean*

Her response was the following:

Yes. Right. I think working with your kids is a joy and I think it's great when I see parents work with their kids because a lot of them don't. You can see that it is important. It shows when you show me that video that it's important within the household. The only change that I would make is when her father is working with her, she is writing on the lines and in between the lines. We don't do much of that in pre-K, because it just kind of limits some of them. But Hajin has done it for so long, she just does it. But for some of the other kids I just give them blank paper and let them practice. But I think it's fantastic that they are practicing it at home. That's the only change that I would make for that one.

However, Korean parents often use worksheets focusing on skills and drills to teach English to their child at home. One of the reasons may be the fact that the parents learned English through a grammar-based approach; therefore, they may not know how they can support the children's play and interaction to help them develop English skills and knowledge.

Furthermore, although the teacher emphasized book reading at home from the first meeting with me, she did not seem to have a detailed picture of reading in the ELL household. By discarding many detailed parts of the book reading interactions, she was mainly concerned with learning incorrect English from ELL parents. However, the handout and the video clip provided a closer look at book reading in the ELL home.

Furthermore, Hajin and her mother took advantage of classroom book reading at home using both languages, Korean and English. A shared story book reading with the book, *A Letter to Santa*, provided opportunities for conversations that built knowledge about what school lessons the child received and brought the school curriculum home. For example, the mother said that one day after school Hajin wrote a letter to Santa. But the mother did not know why she wrote it. After reading this book, she came to know that it was related to Hajin's school lessons:

Mrs. Lee: (to the researcher) *One day, she wrote a letter at home.*
 (to Hajin) *Hajin, did you write this after reading this book?*
 Mrs. Lee: Yes.
 Mom: *Ah, I didn't know that. Good job.*

** Italics: interaction in Korean*

Also, she supplemented what the teacher skipped in class by reading the contents of a letter in a picture on a page in the book to Hajin:

Mrs. Lee *What did she write?*
"Dear Santa, How are you? I have been a very good girl this year. I would like some roller skates for Christmas. I love you. Jill."
Aha, she wants to have the roller skates.
What does Jill want? Skates! Jill wants the very best skates.
Christmas is coming! Does Scott know what to do? He gets a pen.
He gets paper." [Laugh]
 Hajin He's gonna get a puppy for his Christmas.

** Italics: interaction in Korean*

** underlined: reading text*

Likewise, one-to-one sessions between mother and child seemed to provide more personal mediation and prolonged discussion, tending to increase stimulation of

emergent literacy skills than group sessions so that it led to enhanced school learning to meet the intention of teacher's instruction. See the following:

Mrs. Lee [looking at her own letter to Santa] *Hajin, what did you write?*
 Hajin Puppy
 Mrs. Lee Please puppy, Santa [Laugh]

* *Italics: interaction in Korean*

* underlined: reading text

Finally, Hajin's parents told me that it seemed to be much easier to reach out to the school than they thought it would be. They knew that Ms. May places a high value on reading. Additionally, they said that they know how to help the school and find a common denominator, which was for the children to read classroom books at home with their parents, so each could help the other. They told me that they should ask the teacher for a book list that contains the books to be read during circle time. In addition, the father told me that he can present some traditional Korean pastimes, such as making a kite, if the teacher wants.

Regarding the photo project by Hajin's family, Ms. May commented on the value of exploring the students' diverse cultural backgrounds through photography:

And the one thing that I really liked about this was the idea of having the kids, whether they're actually whether they're ESL or whether they're American kids, bring pictures from the vacation and talk about those things from their vacation. And we might very well do that in the spring. Have a vacation week and have the kids bring things and find them on the map and share with each other and even have the parents come up and share different things or things they bought. And I think that would be a really, a really thing because it's something that's

important to them, they're talking about themselves and it also brings in the various cultures and the various families. I like that idea a lot.

Head Start: The Cho Family and Ms. Johns

Theme 1—Literacy Support at Home and in the Classroom

The Cho Family. Eunji Cho's mother was very supportive of her. At the second interview, I asked Mrs. Cho why there were a lot of books at home. She said that her children needed to be exposed to a lot of books to build book reading habits based on her educational experience. Her own experience was that she had a low academic achievement due to her lack of reading habits and direct teaching at home, which led to failure to go to a better college, to get a good job, and eventually have a better life:

Because I didn't have a reading habit when I was young, my comprehension and understanding was very low. The turning point in my life was transferring to another school in the fourth grade. I transferred to the school not in the beginning of the second semester but the midterm of the second semester of the fourth grade. My second school was farther along in the textbooks than my first school. So, I got too far behind, I couldn't catch up. Also, the fourth grade subjects were very difficult. However, my mother did not teach the subjects to me. So how could I catch up on the things that I missed? I couldn't. At that time, because I did not understand the fourth grade contents, it was difficult to follow the content of the fifth grade when I went up to the fifth grade. And sixth grade, too. It was difficult to acquire the next ... and next...grade level. So the contents that I missed was the worst ... I suffered serious harm in studying because the contents that I missed. Anyway, if I had had a reading habit, and been familiar with books at an early age, I could have studied by myself to catch up the content even though my mother didn't help me. Growing up, I regretted not reading many books when I was child.

Besides buying many books for her children, she tried various ways to help her children make reading a part of their lives. First, she had her first son write a reading log: one for an English book and the other for a Korean book, which contained the date, title, author, and comments based on what he had read. And, she had her first son write a

diary. Her interview always included her attitudes and practices for her son, Yongsik, as well as for Eunji. Although only Yongsik took part in certain literacy practices, Eunji was influenced by her mother's attitude and her sibling's practice. Therefore, I included the information here.

In addition, to help her children's bilingual and biliteracy development, she purchased many interactive family games to play with them. The following example of learning is when Eunji played with her mom. Playing games was characterized by the use of a rich vocabulary and complex and information-dense sentences, which were enough to stimulate Eunji's language development:

- Mrs. Cho (pointing to the object) *Can you make one like this?*
 Eunji *How?*
 Mrs. Cho (showing an object) *Make the same one as this. Make what you see.*
 Eunji *Uh...*
 Mrs. Cho *Look, which one is above, which one is below.*
 Eunji (She was looking at the object that her mother pointed out.)
 Mrs. Cho (picking up the object) *This is an equilateral triangle. Here we need an isosceles triangle.*
 Eunji *Okay.*
 Mrs. Cho *Let's say, an equilateral triangle has the same three lines.*

* *Italics: interacting in Korean*

Also, she often borrowed many books from a library because if Eunji found a book that her school teacher read to her at school, she was so excited. Or if her school teacher read the book that she already read at home, Eunji found that her interest increased and she talked much more about the book.

However, her mother's support for Eunji became another resource for her self-development in her new social surroundings:

Because I can't speak English well and I can't use various vocabulary words, my communication is very superficial. Reading a children's book is difficult for me because it has two or three unknown words on each page. So when I find an unfamiliar word, I ask my child. Or if the child doesn't know it, either, we use a dictionary.

I am learning pronunciation from my child. It is good for me because I read books that I don't usually read and study myself. Because of my children, I have various opportunities to speak in English. For my children, I have to ask some questions in English, such as when we go to a clinic. When I go to a playground, I have to speak with my children's friends and their mothers. Through my children, I get access to American culture. Through my children, I came to know American holidays. The first year when I came to this country, everything was very unfamiliar. However, it's been three years, I came to know that there is a holiday in this month, and during this holiday, I have learned what I have to do and what to eat, these kinds of things.

However, the mother struggled with the children's development of their first language with regard to reading:

Now my first son is feeling burdened about what I said... like pushing... Here, in America, because he wants to read only English books, I kept saying, "Read Korean books please." One day, Yongsik said, "I can read books in English well, why do you ask me to read books in Korean?" I said to him, "You are a Korean and you will learn at school in Korean [when you go back to Korea]."

Ms. Johns. Ms. Johns' curriculum goal for the ELL students was to improve vocabulary and oral language skills. She believed that ELL students learn those naturally like other students while playing and learning on a daily basis. In the classroom, she regarded her role for ELL children as providing opportunities for ELL students to make learning more meaningful by using prior knowledge including experiences, language, and culture, and by promoting hands-on learning experiences.

Taking a closer look at the curriculum structure which shaped her teaching practices for Eunji's classroom, *Texas School Ready (TSR)* was implemented from the last year, to enhance her students' effective preparation for kindergarten. In addition, the program provided regular teacher training and observation of teaching practices by staff from TSR in order to provide suggestions on her instruction. Also, she was excited about a new program called the *Developing Talker* program.

Along with this, Ms. Johns made an effort to include various literacy activities based on her belief about the balance between the phonics and whole language approaches:

So, when I was taught to read for example, I know that you learned the letters and you put them together and you learn some of the phonics rules. But you know there's also this whole language approach. I feel like I got a little bit of that but probably more phonics growing up. And for me personally, I feel like it needs to be a balance of both. So, I don't know. I mean that's—I guess in a nut shell—how would you tell early literacy experiences—I think the other thing is that we went on a lot of family vacations. We went and did a lot of things. I feel like I had a lot of exposure to different things. So that when we were at school and we were reading stories about—and I know I've told you this before but I just think it's so important that if you're reading a story about the beach if you could actually go to the beach and experience it then when the book is talking about the way the sand feels on your feet you know what it's talking about. The way it smells, the way it sounds with the waves, and you know just different things like that. I think the more that you can experience things and link it to your reading I think it's just—its hooks you, and you know that you can build on it. So, I don't know.

In addition, the Peabody Picture Vocabulary Test – III (PPVT) was given to the class twice a year, and TSR assessments were done three times a year, as well as many informal observations.

During the shared book reading sessions, I found that Ms. Johns and her assistant teacher provided explicit vocabulary instruction by incorporating storybook reading. The following example is a shared book reading session, reading a book entitled *Christmas is Coming!* by Ms. Holt, the assistant teacher in Eunji's class:

- Ms. Holt Quick, let's go open it. Hooray. A wagon for all of us to share. So they all can climb inside.
- S(s) Alright.
- Ms. Holt Does the wagon have a loader?
- S(s) Yeah.
- Ms. Holt Like a car?
- S(s) Yeah.
- Ms. Holt You think?
- S(s) Yeah.
- Ms. Holt What is this part for that she's holding? You know how you were pushing the cart today on the playground? It's a handle for her to pull or push. "Climb aboard," says Juliette. We are going for a ride. Merry Christmas. Everybody say, Merry Christmas.
- S(s) Merry Christmas.

*Underlined: reading text

Ms. Johns said that Eunji has very high English proficiency, even when she entered this program, with very high vocabulary skills.

Theme 2—Expectations of Each Other

The Cho Family. Overall, I felt that Mrs. Cho had low expectation about Eunji's school. The mother did not understand what her child was learning in school and didn't even think she would be able to participate in the school curriculum. One thing she wanted me to ask the teacher was if she could check whether Eunji understands what the teacher says, check her comprehension, and if she understands the differences in the meanings of words. However, her expectations were low and suggestions to the school

were rare so there were a few opportunities to connect with the school for bilingual and biliteracy development for her child.

When I observed their homework process, I found that she read mostly texts and a few of the questions about finding an item in the pictures on the pages. And when they filled out the homework sheet, the mother mainly asked Eunji, but Eunji did not answer that much and just did a drawing:

- Mrs. Cho What picture do you like?
 Eunji I like this.
 Mrs. Cho *Why do you like this?* Why do you like this part?
 Eunji Because it's easy to me.
 Mrs. Cho Easy to me? What's easy?
- Mrs. Cho *The inchworm was disappearing.* What did the nightingale say?
 Eunji (She was drawing a picture of the inchworm.)
 Mrs. Cho *If the inchworm did not measure her song, the nightingale said that she would eat the inchworm.*
 Eunji (She kept drawing.)
 Mrs. Cho Why do you like this?
 Eunji Because it's easy.
 Mrs. Cho Easy? *Okay.* Finally inchworm is safe. *Eunji, right?*

* *Italics: interacting in Korean*

The above interaction was different when they read the Korean books such as *Bibimbap* (a Korean multicultural book written in English) and *Korean Cinderella* (written in Korean), their conversation was extensive and longer than when they read English books that they borrowed or received from school for homework. When they read books related to Korea, the imagination, reflection, connection, and cross-cultural awareness were captured as well as the explicit vocabulary development that Ms. Johns expected and asked the parents to help with. After reading these books, the mother told

me the differences between the two readings. She told me that because she did not know about the pictures or culture, she could not give full explanations for the books in English. Her English pronunciation was also a main concern, which her child often pointed out. She told me that when she read a Korean book, she felt more comfortable, and she could explain almost everything on each page. She did not need to be careful of her pronunciation. Later, she told me that it would be good for her to have some question guidelines along with the English books and the form. I agreed that the discussions based on question guidelines would enrich their communication.

Ms. Johns. Ms. Johns' belief of meaningful knowledge construction also affected her viewpoint on ELL home and school. Ms. Johns viewed the first language of an ELL family, or Eunji's family, as a tool to make important connections between their home learning and school learning. Specifically, she found the strength of an ELL family is their first language. She believed that the first language gives a firm base from which to learn English in terms of the cross-linguistic transfer of early literacy skills:

Research says that if the kids are developing their first language at home, if they're continuing to develop that and learn that language then it crosses over and it's easier to learn a second language. So, if they [parents] don't feel comfortable working with them in English at home, being able to work with them in their home language is just as important and valuable. I just think that sometimes parents don't realize how important it is for them to continue teach their kids in their first language because it will cross over. It will make those connections stronger. And, generally speaking, even though it can be a slower process, once they get it they get it. They're often times stronger in literacy as a result of knowing two different languages. So, that's just kind of what I meant. I'm just encouraging them to develop their home language, and using literacy teaching and literacy activities in their own language. And then, if they're comfortable working with them, work in English as well.

Hence, she encouraged parents to help students continue to develop their first language at home and develop cross-linguistic transfer and utilize their two languages to enhance school learning:

I think that the more parents can talk to their children and share the love of reading, the better. Parents can use their own culture and knowledge to build bridges between what is being learned at school and home. For example, if we are talking about an American holiday at school such as Thanksgiving, parents can discuss some of their own culture's holidays and talk about the similarities and differences between the traditions that accompany those holidays. I think expanding on subjects is valuable. It helps children to understand the world around them.

The teacher's expectations toward development of the first language skills at home influenced her attitudes toward book reading at home. She empowered the parents as the primary teachers of their child, regardless of whether they were ELL parents or had English as a first language. She encouraged parents to interact with book reading, by activating prior knowledge of the family, including previous learning, prior experience, and knowledge:

I think reading, especially at this age, just reading to them, asking them open ended questions, making inferences, like what do you think is going to happen next?, if we were going to change the story how could we change it up?, what could we do differently?, and getting the kids involved and retelling the story and acting the story out. I think those are good ways to solidify their understanding. I think also, in terms of vocabulary, any time that a parent can, if they're reading about the ocean and the beach, if they can take their kid to the beach, if they can see it and experience it with their five senses then that's great. So the more they can make connections with books to the real world and their prior knowledge and the experiences that they have had I think the better. So that's something that can be done in English or it can be done in their home language. Either way it's still giving them that exposure, and they're getting to experience things, and they're getting their thinking and using their cognitive skills. That would be the easiest step but also one of the most important steps. They say that if you read to your kid three books a day it does wonders for a child in terms of their pre-reading skills and literacy development.

Hence, she expected a high level of interaction between the parents and child when they received homework under the “Read-to-Me” program, which involved sending a book to home for the parents to read with their child. The child was supposed to draw a picture of a favorite part of the book, to describe that part and then the parent was to write this down. Ms. Johns sent home books in languages other than English from time to time, because she noticed that the value of the book reading interaction was high regardless of the language the book was written in. One of the challenges that she faced was that it is very hard to find books in non-English languages other than Spanish:

Read to me. We only have books in English and Spanish right now. The hope is eventually being able to get books in different languages. The problem is it's really hard to find books in other languages. One thing that we've talked about in Head Start is having some of our parents—like for example Brown Bear, Brown Bear, What Do You See? We'll have one of our parents who speaks a different language actually translate the book and then we put stickers in the book so that we have the translated reading. So, if there is a parent at home that can't speak English there is still something they can read with their kids, you know, that they can still read it to their kids. The other thing too is if it's not an option, if they can't read in English to their child at home even doing picture walks and talking about what they see in the picture. I mean all of it; even if it ends up being in their home language, is helpful. Either way they're still getting value out of the book. So...yeah I would say that's always another option. But we try to send home books in a kid's home language if we can, but either way like I said you can still do the picture walks and talk about what do you think is going to happen next. What do you notice in this picture—just building that oral language development even if it's in their home language, it's still valuable.

Also, to support Spanish speakers, she sent Spanish books. The form to be filled out was in Spanish and the flyers were in Spanish. She also found that some ELL students used support systems for help. However, if they did not have that kind of social network, she tried to find another student's parents to help translate, interpret, and communicate.

Moreover, she found some cultural differences in some Asian ELL parents. They focused on the final product by trying to submit perfect homework and mastering the material. However, her intention was to focus on the process while experiencing and enjoying the homework:

Sometimes I have noticed that in certain cultures, it is kind of more about the products looking a certain way versus the process of drawing and writing them, kind of their own sayings. So there are some parents, [inaudible], that are real hard on their kids to make sure the picture looks perfect and will make them do it three to four times until it looks great and then they get to put it on that paper. Instead it's one of those things that we just kind of have to talk to the parents and say, "You know, it's a process," "It's about what the kid is capable of doing, it doesn't have to be perfect, we want them to enjoy it." That's the goal, for them to just be experiencing it and enjoying it in time. That is one thing that a recent example has come from and it proves to be more of a pattern with certain ESL's. It seems to be more the pattern with Asian families than other families, and not all, but that is one thing that I have noticed or picked up on. It's not really a talent, it's just something that has to be talked about and communicated and it's not towards all the parents. There are some that kind of do that and you have to go "You know it's OK if it's not perfect," and this can be with anyone too. Sometimes there is a tendency to do kind of a skill and drill and flashcards and I'm not saying that those things don't have their appropriateness, but we want kids to really enjoy writing and we don't want to take the fun out of it.

So, in this case, she gave alternatives:

With parents who want suggestions, we go over this at parent conferences. We have a list of areas that the kids are growing in and they find tests that we have done. We have sent home activities that they can work with their kid on and it is usually some hands-on activities. It tells them on the back what they can do with their kid to help them with that question in that area.

She acknowledged the funds of knowledge of ELL families, regarding them an asset to the classroom. For example, she described that sharing cultures by reading folk tales from their culture, sharing the vocabulary in their first language, or cooking their

own food by ELL parents can create a climate of social acceptance and new perspectives on others' cultures in the classroom:

I think that it's good for kids, the more you can get parents to come in and read stories that are folk tales from their culture or come in and share their vocabulary. Let me help you prepare and make a dish that we would make at home. Let me take you through the different steps, any of those things, learning a recipe all those different things is literacy development, it's language, it's building connections between the home and the school. I think that it makes kids feel more comfortable. I think it makes kids more accepting. I think sometimes kids come in and English is their second language, I don't want them to feel like English is the only way. I don't want them to leave their culture in ways, their cultural identity. I think that every kid loves it when their parent comes in and shares something whether it's story or whether it's let me show you how to make a simple snack that we would make...whatever. There is oral language development through that, which I think is good. I've had parents before, a Spanish speaking parent, I've had them come in and teach the kids colors in Spanish. Things like that and these kids we do sometimes count in Spanish or learn colors because I've got three kids that don't speak English, they speak Spanish in their classroom. They'll call out when I ask them what color it is. They'll say, "Rojo, red," and everyone will say, "Rojo rojo..." it's really cute and they're so interested in each other and in each other's language. It's sweet. It's funny. I have kids before that are like "Oh, I can speak Korean or Spanish or Chinese, listen." They'll make something up. It's really cute because they want to connect. I think that anytime they can come can and share different things, I think it's beneficial.

Because she understood that ELL parents were uncomfortable making active classroom appearances and presentations, she spent time during home visits encouraging parents and letting them know that she welcomed their participation in the classroom in an informal way: "Hey, any time you wanna come up, feel free to do so."

Theme 3—The Process of Finding a Meeting Point of Language and Culture between the Family and Teacher

I found that the handouts and video clips made realistic and reasonable connections between Mrs. Cho and Ms. Johns. First of all, these sharing practices for

Mrs. Cho provided her a better understanding of how Eunji was supported at school. She was so impressed about the systematized and individualized instruction and monitoring of her child's English literacy development. The opportunities to take a look at the school's support reframed her viewpoint toward Head Start:

I did not have any expectations for Head Start. But now I feel that this is a very important time for my child. I regretted that I thought of Head Start as a day care or a babysitting service. I was not aware that they made a big effort to teach her.

It helped her get a sense of what Eunji were learning and her comments to her were mostly related to school reading or work. This is what Eunji's mom told me after reading the same book in the classroom:

One day, Eunji asked me to buy a Christmas tree. So we bought a small tree and decorated it. Reading this book, I came to know why Eunji asked me to get the tree.

In addition, from the video clip of Eunji's home literacy practices, Ms. Johns said she saw that Mrs. Cho actively constituted support with the interaction between Eunji and her mother.

There was some discussion of the use of the newsletter by the school teacher. Mrs. Cho told me that she had come to know what school expected of her. One of these expectations is that she should utilize all the information that she receives from the school, especially the information contained in the newsletter that Ms. Johns sends weekly:

Through the newsletter that has "What We Learned Last Week" and "What Is Going to Be Learned Next Week," I am getting to know what the school teaches. I will read her the books that are listed in "What We Learned Last Week" and "What Is Going to Be Learned Next Week." Although I cannot see what they do

by visiting the classroom, through the newsletter, I can help her by reviewing what she learned.

I thought I should read the newsletter with careful attention to check what my child learned and will learn. Then, I'd like to use them in our normal conversation to check her understanding and help to increase her understanding.

After reading the handout, Ms. Johns agreed that it was a good idea to give information in advance before class. She said that she would therefore consider sending a newsletter which contained information about the book title before any book readings.

Another discussion thread on the same topic emerged, which was how to use books effectively for ELL children's literacy development in two languages. Mrs. Cho told me that another thing she could do in conjunction with the school for her child's bilingual development would be to read books in both Korean and English:

Also, I think that I will read books in Korean and English, ...bilingual books. Or I can read English books translating into Korean because the English environment is enough.

In addition, when I introduced a developing talker program to Mrs. Cho, she found that it would be helpful to read English language books to improve her book reading discussions with her child in Korean as well as in English. Ms. Johns also mentioned the following:

I loved the book *Bee-bim Bop!* Pulling in other multicultural books is a great way to help ELL students feel more comfortable and hopefully get them talking!! I found it fascinating that most Korean parents read a book to their child in both English & Korean together.

In addition, Ms. Johns asked me to give her a book list of Korean multicultural books to use in the classroom and as homework for the Korean students.

Overall, Mrs. Cho came to know what she should ask to help school and her child in the coordination of school. (Actually, the school wanted to know how the teacher could help Eunji and her family.) After sharing the video clip and handout, she suggested to the school a list of the books that the teacher reads, a list of the songs that the teacher teaches, and a Korean/English dual classroom:

In the library, when she found the book that was read at school, she was excited saying that her teacher read this book and read the book again.

If I am able to have a book list of the books that the teacher reads in the classroom, I can borrow them in the library.

Although I know what my child was learning at school part of it through the newsletter, I did not know about school learning specifically. One thing that I want to know is if the teacher teaches a song, I want to know the song she learned for the sharing of emotions and thoughts. It's still useful to know just the title of song. In Korea, we have music textbooks. However, in America, there isn't a formal textbook at elementary school. So, it's like parents have no information to refer to. Very superficial... What my children brought from school is what I could only see. In our home country, teachers mainly deal with the textbooks for teaching. But I have only a vague idea of it from American school. I only see the product rather than the process and a simple summary from the newsletter.

In addition, more actively, she suggested:

For the bilingual children, here, because there are many Spanish children, they made classrooms of English and Spanish. I think it would be good if there is a dual classroom of English and Korean. Or if there is a Korean class once or twice in the American school, like after school classroom supported by Korean parent volunteers. It's because this period is very important to both languages. You know, age four is very important for acquiring Korean as well as English.

The following comment was added when Ms. Johns talked about her experiences regarding this research at her final feedback:

I loved the idea of bringing families in with a friend to share their talents with our school family. Oftentimes it can be intimidating for parents and having a

friend to co-teach will hopefully make parents feel more comfortable. What a great idea! I also think bringing in pictures of the kids is a great way to encourage oral and written language development.

She had come to know how to access the families of ELL children and to utilize their resources for her students.

Kindergarten: The Kim and Choi Families and Ms. Hannon

Theme 1—Literacy Support at Home and in the Classroom

In the case of kindergarten, there was one teacher participant and her two family participants. Hence, the results of the analysis of family participation were presented together.

The Kim Family. Mrs. Kim viewed her parental role in her child's education as a helper to identify her child's characteristics and an assistant to develop her child's full potential. Her view was drawn from her negative childhood experience with her authoritative father, who emphasized educational and social success, and gave preferential treatment to her brothers.

My parents have one older boy, one older girl, and the youngest, me. Although my father did not push me to study hard, because I am the youngest girl, he pushed my brother and sister to do. Our parents emphasized educational achievement and success in society. My parents had my brother take three college entrance exams over the course of three years in order to send him to a high prestige university. He failed one year's college entrance exams and prepared for the next chance for three years at a private institute. My parents went to the temple early in the morning for eight years to pray for us, their children. My father himself set up a plan for our lives. He wanted my brother to major in economics or management. Although my brother finally got accepted to a management program, he found it very difficult to study. So I came to know that the parental role is to identify the child's personality and inclination. It is important that parents do not see their children through their own expectations but through the child's.

As her interview and photo projects indicated, she pointed out that the socio-emotional relationship between mother and child can contribute to the child's language and literacy development. She believed that communication between parent and child, playing with the father, and the child's high self-esteem could contribute to the child's education. For example, communicating in Korean and engaging in long conversations could help the child's Korean language development. Like her father, Inmi expressed her emotions freely and openly. Hence, she was able to speak very well in Korean.

The mother's support for Inmi's literacy development included: teaching her basic English (letter identification) before age three. In addition, because she was not good at pronunciation, she bought the Leapfrog product to teach Inmi phonics. Apart from these, however, Inmi learned English extensively from the external environment. For example, when she finished daycare, her English was greatly improved. Her mother stated:

In the first year she did not have any friends in daycare. However, when she made a friend during her second year in daycare, her speaking skills improved. We noticed her improvement within a few weeks. Children usually learn English very quickly when interacting with their peers. Now in kindergarten, she hangs out with her Korean classmates. I feel that her English is similar to that of an adult, such as her teacher, rather than another child.

Mrs. Kim also learned new things while teaching her child English spelling and vocabulary. If her daughter could not understand a specific word in a book, her mother encouraged her to look it up in the dictionary together. She was honest about her weaknesses in the English language to her child and focused on her strengths to find an alternative way to help her daughter become more proficient in English.

Actually, Mrs. Kim's language goal for her child was for Inmi to do better in Korean than in English, because Inmi is Korean and they planned to return to Korea. She hoped that Inmi would be able to sufficiently express her feelings in Korean. Hence, Mrs. Kim did not talk much about how to foster English development, because she did not see this as one of her strengths or responsibilities. In this setting, teaching Korean was left solely to the parents; Mrs. Kim downloaded some good resources for Korean development and bought many books from Korea. She taught Inmi how to read and write Korean. Because they read one or two Korean books every day, Inmi's reading skills in Korean continuously developed. Before her child started kindergarten, Mrs. Kim focused on developing writing skills in Korean. She had Inmi write 10 basic Korean sentences every day. The Korean heritage school also helped Inmi continue developing her writing skills in Korean.

Yet, challenges came with successes in learning English. In this case, the parent experienced partial happiness when the child focused on only one language. Inmi tended to study English more than Korean after entering kindergarten. Her mother discussed the challenges this habit posed to Inmi's Korean development:

Because this is her first language, we, as parents, wished for her Korean language skills to improve quickly. It was driven by impetuosity. We wished she would learn another language after mastering Korean quickly and developing good Korean literacy skills. However, I know there's no rush. I know that my child is just six years old. I felt that it would be very difficult if I did not teach Korean to her. Because her school life is very busy, there is no time to do anything else. To teach Korean in addition to helping her complete her homework is very difficult. I also need to check her Korean spelling and sentence writing, and there is no time to do that.

However, I observed that during book reading sessions, Mrs. Kim used code-mixing as she read a sentence. When she read books written in English and needed to clarify something, she did not explain it to Inmi solely in Korean, although the text only required a simple explanation. Additionally, when she had conversations with Inmi, she often mixed Korean and English words together in sentences. She did not seem to try to utter complete Korean sentences, although she said that Inmi's Korean development relied on her.

The Choi Family. Mrs. Choi expressed her attitudes that the language learning process should be exciting and fun:

The process of language acquisition should be continued with children's physical and emotional development. Hence, parents and teachers should help young children feel enough emotional involvement that language learning is not boring or painful but a fun and interesting process on a daily basis.

She created many opportunities for her child by augmenting the learning process and making it much more fun. The following practices with her children resulted from this attitude:

If I give her a notebook to write down some sentences, Yuri will never do it. However, if I make flashcards in Korean or English that show the doll's gestures/movements or ask her to write down a doll's name, she becomes very excited and does a good job. She also likes to play a game that involves using her dolls to tell me the meaning of English words.

These practices were similar to her early literacy learning. When Mrs. Choi was young, she taught herself Korean letters while playing and cutting up magazines, pamphlets, and catalogs. She also learned some basic English skills by herself before receiving formal English education in school.

However, Mrs. Choi also had negative experience during her school days. Her parents made education a top priority for her two brothers and impelled them to study but took no interest in what she wanted: “My parents did not care about me and they were not interested.” After high school, her parents pushed her to declare a certain major and attend a certain college because they thought that it would be good for her future job and marriage. Because she followed her parents’ wishes, she regretted having missed many opportunities to cultivate her individual beliefs and values. She realized that she was not interested in the major that her parents wanted her to pursue, and she lost her way during and after college. Because she had negative feelings about her parents’ messages, she learned that her role was to refrain from asking a child to do what she, as a parent, wanted. Hence, she determined that her role was to go to museums and art shows, exposing the child to many diverse things to help discover and fulfill the child’s potential. Her photo project, which included their travel experiences and daily family homework, demonstrates the effect her parental role and beliefs have had on Yuri.

Unlike the other parent participants, Mrs. Choi did not seem to have any major problems supporting her child’s bilingual and biliteracy development. Because her family planned to stay in the United States for two years, she did not seem to emphasize Korean learning. Before coming to the United States, she had emphasized the importance of learning English to her child and tried to create an English immersion environment at home, because many Koreans recognize that knowledge of English is educationally and socially powerful in their society. Thus, she seemed to be very

satisfied with this English immersion environment, which enabled her child to improve her English skills quickly for two years.

When I observed book reading interactions between Yuri and her mother, I found that Mrs. Choi read the English book only in English, and she also read it in a manner that made the story very fun and dramatically interesting. If she saw that some phrases or sentences were difficult for Yuri to understand, she pointed out the picture and repeated the words in English. When Mrs. Choi finished the book, she asked Yuri questions about the story.

- Mrs. Choi Yuri, why was his boat broken?
 Yuri Because very very big came, ride, crush...
 ...
 Mrs. Choi Why did he come back with the small canoe?
 Yuri Because he has to sleep... Because he has to sleep
 Mrs. Choi Who has to sleep?
 Yuri (She pointed at the boy.)
 Mrs. Choi He has to sleep?
 Yuri (Pointing at the tepee) In here.
 Mrs. Choi Ah-ha. He has to sleep? Every day at night?
 Yuri Yes.
 Mrs. Choi Do you think that he needs a big canoe? Or is just a small one okay? Small one is okay?

However, there was not much discussion as she read the book.

Ms. Hannon. Ms. Hannon described her approach toward literacy education as leaning towards phonics and letter sounds. However, she also tried to expose her students to a lot of literature. Hence, Inmi and Yuri, as students of Ms. Hannon's classroom, received individualized and systematic literacy support, including many book readings, activities, and explicit phonics instruction. Ms. Hannon described her

curriculum and teaching, focusing on reading and writing instruction in whole class and small groups, as follows:

Well, in the morning, yes, you saw a whole group. We were doing that and reading. Then, we went in to a writing project – we were doing whole group. Then, after that, we break in to our different literacy stations. When I call them over, the group I called over to work with me at that time, they're on the same level. They're reading the same level book.

Ms. Hannon told me that the children, ages five and six, including ELLs, learn rapidly. Because ELL students are immersed for seven hours a day in schooling, their learning progresses quickly. Ms. Hannon mentioned that although ELL parents help their children learn English at first, later, these parents come to receive their children's help with English. However, at the beginning of the semester, in order to facilitate her ELL students' learning, Ms. Hannon said that she tried to give them various forms of visual scaffolding. She noted that a real outcome becomes visible soon after the students become more comfortable with the new culture. As Ms. Hannon explained:

At this age, they learn the language very quickly. You'd be surprised.

Yeah, and you need to allow them time at the beginning to hear the language and get comfortable with it. Some of the children, it takes them a month or two. Some of them, it may take a whole semester of listening to it and feeling very comfortable before they start speaking.

In the classroom, a test called the *Texas Primary Reading Inventory (TPRI)* is given three times per year. It is a very individualized early reading test for assessing phonemic awareness, phonics, vocabulary, and comprehension. In addition, the ELL students in Ms. Hannon's class were evaluated three times during the year in the areas of reading, writing, speaking and listening skills. Ms. Hannon stated that one of the major goals of the assessment was for the information to be integrated into the curriculum to

aid instruction. Based on the results of the assessment, the students could receive very individualized lessons depending on their levels:

Well, that gives us an idea of what areas they are already developing in and what areas they still need to work on.

At the beginning of this research, Ms. Hannon told me that the two Korean students were very shy and quiet; however, she knew that they were learning and already knew very much. She made comments like the following:

The two that we're working with, they're already speaking it. Inmi and Yuri both feel very comfortable. Now, Inmi more so than Yuri, but they are still very quiet at times.

Inmi went to preschool, so she knows the language. She feels more comfortable with it. And then I know that often a lot of the Korean children will attend school on the weekend to keep both languages going.

The following comment was added when Ms. Hannon talked about the homework:

Inmi was... She knew enough English and she knew a lot of letters and sounds, so she started talking those sooner. They have comprehension questions at the back that the parent can ask them and read with them.

Yuri started on them now. Her mom asked if she could start. So, she did this week. Mother said she's doing well with it – the pictures and all that.

When I observed the classroom book reading time, I found that Ms. Hannon connected the story from page to page very well and asked the students many questions to encourage them to predict and analyze the behaviors of the characters:.

Ms. Hannon Shh. Let's see what Red Fox does. So Red Fox put them together and taking the ends and tied them with vines and branches and birch bark. Now what's he trying to do?

S(s) Make another canoe.

Ms. Hannon You're right. The new canoe was, if anything, a little smaller than his first one. But it floated. And look. He looks happy now and he's able to go. And can a bear fit

wondered to what extent she should help her child with her English learning in order to make her school experience a success.

In addition, parental involvement at school was one of the challenges Mrs. Kim faced. She explained to me that because of her lack of cultural knowledge, she did not understand to what extent and how to participate in the English classroom as a parent volunteer; rather, she just followed the teacher's requests. However, because there were other Korean mothers involved in the classroom, she felt more comfortable and thus actively participated.

While she supported her daughter's English development, another challenge for her was that, as an ELL adult, she did not know how to assist her child's writing development. She found that reading many English books to her child did not directly help her child's English writing skills.

The Choi family. Overall, Mrs. Choi was very satisfied with the school and the teacher. She said that Yuri's English was much improved and that Ms. Hannon's personality traits motivated Yuri to learn English very quickly.

She found that the school report cards were very useful:
The school report card evaluated the progress of my child's English development well. In addition, the report card suggested some useful guidelines for parents to follow to assist their child in his or her English development. It helped me tremendously.

One thing that was of concern, however, is that Yuri did not like doing the homework. She told me that the homework Ms. Hannon assigned to the class was boring to Yuri because it did not include a story, but merely had phonics to practice, and the illustrations were not very colorful. Actually, before coming to America, Yuri had

already read colorful and fun children's picture books in English, so she was not motivated to do this homework.

Ms. Hannon. Ms. Hannon recommended that ELL parents read many books to their children, adding that this can bridge the gap between home and school. In addition, in the case of ELL parents with limited English proficiency, they can get help from tapes, CDs, and Internet websites to further support their children's English literacy development. She also gave specific recommendations on book reading to help increase the ELL child's vocabulary skills. She described the experiences of her other students, including her son's, to learn literacy by finding hidden items in picture books. Playing games, picking up kitchen items to ask their names, and making grocery lists were also good practices to help improve vocabulary:

Something I haven't told them – if you want to share with them – I used with my son, when he was little. Sometimes there are books that have a list of things you're supposed to find hidden in the picture. The list over here will have words. It's a good way to build vocabulary.

You might say, "Look for the fire hydrant in the book," the picture over here, or the streetlight, or the traffic signal. A lot of vocabulary words. I found that really helped my son when he was younger and our ESL students.

I have one of those books. I was trying to figure out where I... I don't remember where it is right now. But if parents Hunt for Waldo used to be the name a lot of those books. The book club used to carry one for each holiday, it seemed like.

They would hunt for different things in the picture, but the parent was saying the word so the child could... It was sort of like a game for them then, but then they were learning new vocabulary words.

When we read, if I come to a word, that's what I try to ask the children, "What does this word mean?" Or, "Do you know what that word means?"

Regarding the link between home and school, Ms. Hannon said she sent a newsletter to her students' parents every week:

Well, we have our folders and every week I type a newsletter that goes home and tells them what we've been working on, and what they can practice and what skills to work on. So a newsletter goes home every week.

Then, in another effort to support parents and their children, she sent them homework, called *Take-home Readers*:

We have a little take-home readers. When they are doing pretty well with letters, and sounds, and starting to put those together and blend words.

She also told me about her expectations of the homework and emphasized its enjoyment:

The main thing on the little readers at home – just let them go at their own pace. If they need to keep the reader and go over it more, that's fine. They'll get to a point where – some of the children – "No, I'm tired. I don't want to read anymore. Just back off a little bit, and they'll get interested in it again.

So, we want them to love it and not think, "Oh, this is a chore." Usually, once they get through those little readers, they'll feel like, "Wow, I can read anything now." Then, they start attempting other books.

But, it's hard to find things low enough for them to read at first and feel successful at times.

She complimented the Korean parents' positive and active involvement as volunteers for school events and parties:

Most of their parents are really sweet and they, most are on the volunteer list so. And Mrs. Kim came and helped on our book character day when the children dressed up with what they want to be and we did some activities and her mom came and helped with that. And then Yuri's mom went with us on our field trip, which you may know. So just different activities. And then most of them were at our, the character parade we had, so they're just getting involved here with everything that's here that we're doing.

And I've already told Inmi's mom's going to come help holiday party to cut make sandwiches. [...] And we'll get Yuri's mom too.

Theme 3 – The Process of Finding a Meeting Point of Language and Culture between the Family and Teacher

I found that the handouts and video clips played a mediating role between the two families and the teacher. First, these materials helped the parties understand the forms of other party's literacy practices. Ms. Hannon explained that reading a great deal with one's parents can be another link between school and home. However, until we shared the finding regarding book reading interactions in the two languages in the handout, Ms. Hannon was not aware that ELL parents can read English books to their children in both languages. She reacted in the following manner:

I didn't realize that by reading in both languages, the parents would be able to make higher cognitive demands on their child. It makes sense! I just never thought about it that way.

After discussing the handout, she understood that the first language can contribute to the comprehension of English books. In addition, she learned that Mrs. Kim and Mrs. Choi used the classroom book when they read to their children. The discovery that classroom books can be used to create an association between home and school in the children's mind was new to the teacher. Furthermore, the video clip gave Ms. Hannon an opportunity to see her Korean students at home. Because teachers interact with their students at school for seven hours every day, sometimes they subconsciously think they know their student very well. However, their knowledge is incomplete. The video clip showed Ms. Hannon a joyful and active reading interaction with the classroom book

between mother and child. Both Inmi and Yuri responded actively and occasionally initiated the conversation. After watching the video clip, Ms. Hannon commented that she had the opportunity to glimpse aspects of the personalities of her two students that she did not see in the classroom:

I enjoyed seeing how funny and interactive they were at home. At school they tend to be more quiet and serious. They also were able to interact more with the story since it was one on one.

At the same time, the parents gained a clearer idea of school learning and assessment. When I told Ms. Hannon about Mrs. Kim's concern regarding Inmi's assessment, she brought me a formal report card and explained about the report card at the next meeting, including the acronyms and assessment criteria, which Korean parents were not familiar with. I delivered the information on the handout to Mrs. Kim. The positive and concrete direction might lead to a positive impact on the child's schooling. She gained a clearer idea of how the test results are used: to improve student learning and to improve the curriculum, rather than to judge his or her learning. Finally, she stated that an American kindergarten's strength is that it focuses on progress rather than on the current outcome of students' language and literacy:

While I came to face an American education for one semester, I felt that teacher and child interacted freely. Of course, parents and teachers can interact freely. Every child has their own progress in school work depending on his or her level. Also, focusing on the progress rather than the current stage is one strength I've noticed. Because of this positive mood of the school and the teacher, Inmi's adjustment was good and Inmi had a fun school life. Although it's only the first semester after entering school, I am very satisfied with the school as a parent.

After watching the video clips and reading the handouts given to the parents, Mrs. Choi identified the strengths of her child's school and teacher:

The teacher seemed to be able to get and maintain the children's attention in class. This classroom consisted of children from diverse backgrounds and characteristics with different levels of English proficiency. However, the children received very individualized and systematized lessons depending on their own levels at the work stations. It was very impressive.

Second, the sharing practices helped with how to address the needs of the other party. Mrs. Kim received more individual assistance from Ms. Hannon via the handout and the video clip of school literacy. At the same time, the teacher came to understand what her ELL students' parents needed to know about the school. Initially, although she stated that her only responsibility was her child's development in Korean, Mrs. Kim was confused as to what extent she needed to help her in English and how she could assist her child with writing beyond a basic level of English:

Because English is a foreign language to me, it is difficult to help her, especially in the writing area. My learning experience of English is very different from what Inmi is learning. I also learned English, focusing on the grammar—whether it is correct or not. However, Inmi is learning English very naturally. Also, reading a lot was different from writing.

When I mentioned her concerns to Ms. Hannon, she told me about the expectations of the school curriculum regarding writing in detail, including the assessment standards for writing, the usual writing development process and some personal advice. We included this information in the handout for the parents:

At this age, children are mainly writing phonetically or based on how words sound to them. If it is a word that they have read before and should know how to

spell, we will make them spell it. Then we work on trying to put spaces between words in a sentence; however, I would not worry much about grammar.

At the age of five, we want them to focus mainly on learning how to write and to not be afraid to try it. If they can attempt to write down their thoughts, it does not matter if their grammar is completely correct.

Someone once told me that when a baby starts to stand up and take that little step: “Oh, you get excited,” “You’re holding their hands,” and “You’re cheering for them.” For you, that first step occurs when they start to scribble, which is the first form of writing, when they try to write the first letter in words, and when they begin to read.

They are starting to take those steps. We just worry about asking, “Oh, does that word start with that letter?” and “With that letter, what sound is in it?” We are trying to get them to put spaces between words. If a student can sit down, I read the sentence to her. If it makes sense to her, she has taken the first step in learning to read. I encourage her in a way that will make sense to her by saying, “Oh, okay. Now read this.” During the next step, I say, “Oh, are you writing enough so that you’re writing in a way that you can understand? Now you can begin writing in a way that your mom can understand, and someone else can also read it.” When children begin connecting things, they are moving toward first grade learning objectives. By the end of kindergarten, we really want them to write two sentences that are related to a story.

Third, after watching the video clip and reading the handout, the participants knew how to collaborate with their children. In addition to Korean parents’ active volunteering in classroom events, Ms. Hannon mentioned a cultural celebration that she had used in her classroom:

We used to really do a whole unit on their cultures and have them bring things in our curriculum has changed to match where we don’t do as much and they used to come and dress and bring food and with, they’re so involved I’d like them to come and do that.

Students like to come read that. They like that and they like to see them dressed in the traditional clothes. They like that. We’ve had them come and do that for and bring food. They like to try it.

When we discussed the section, *Utilizing ESL parents' talents and knowledge in the curriculum* in the handout with reference to the video clip of a reading by Mrs. Choi, I mentioned, "As you saw, Mrs. Choi read a book very well in a fun and dramatic way. When you are tired and busy, you can invite her to read a book to your students. She can make reading fun and exciting for them." At the final feedback, she commented on parental involvement in a more active way:

Since our school works with many ESL students, I hope the students feel their culture and language is important. Our Korean parents are very involved in their children's education and they seem to have a strong community support system. I would like to invite their parents to come and read a story to the class and discuss their culture more with us. Thank you for allowing me to participate in your study. I have enjoyed getting to know my two families even more.

I asked her how she could collaborate with the teacher in order to contribute to children's bilingual and biliteracy development:

It is a very difficult question. Rather than using the term collaboration, I believe that I told my child's teacher actively about my child speaking another language at home and living by the Korean culture. As the student respects the teacher and American culture, the teacher also respect students' languages and cultures. This way, a child can use two languages naturally.

However, it seems that it is difficult to communicate about my child to the teacher. Therefore, what my husband and I do is talk to the teacher a little when sending our child into the classroom.

To support collaboration between home and school, Mrs. Choi knew what information she needed to obtain in order to support her child's needs at school:

Classroom book sharing is a good idea. It would be even better if the teacher would provide a book list. I would like to select appropriate books to assist the teacher in this regard, but I don't know what criteria I should use when deciding what books to give her. Yuri lacks basic cultural background information, and because of her lack of cultural, historical, and social background knowledge, it is not enough for her just to participate in class work. Although most of her peers

have come by this background knowledge naturally, Yuri does not know a single thing. If I could know in advance what book the teacher will read, I could prepare for the school lesson with my child, which would encourage her to participate at a higher level in the classroom and would aid in her comprehension of the material. During the last lesson, when she was told about the Mayflower at school, I got the feeling that she did not fully understand the lesson. In this case, if the teacher had given the parents some book recommendations, I could have helped her understand the lesson by reading the books to her at home.

Overall, the parents said that it was easier to approach the school and the teacher than it had been previously.

Summary

The case analysis indicated that the parents and teachers did their best using their own resources within their own context. However, their educational goals and practices were not noticed shared by each other. The families' and teacher's challenges and limited resources resulted in the creation of invisible expectations of the other parties. The process of finding a point of convergence for language and culture among the interrelated participants were therefore complex. This was accomplished by watching video clips about literacy practices and reading handouts about each person's literacy values, goals, experiences, and photo projects. Overall, I found that the families and teachers recognized each other's literacy resources, negotiated different expectations, and mediated communication channels to facilitate ELL children's literacy development.

CHAPTER VI

RESULTS: CROSS-CASE ANALYSIS

Once the coding was completed for each case study of interrelated participants, a cross-case analysis was conducted to reveal new dimensions, construct new ideas, and generate models based on the comparison of commonalities and differences between the four families' and three teachers' experiences (VanWynsberghe & Khan, 2007). The cross-case analysis provided more sophisticated scenes of the families' and teachers' literacy support for ELL children and offered more powerful explanations of the factors that influence their choice of literacy practices for ELL children at home and in school (Creswell, 2005).

In the cross-case data analysis process, one major underlying theme was considered: *the search for an understanding of two different social and cultural contexts to find an overlapping resource to support ELL children's literacy learning*. This major theme has two sub-themes: (1) in search of an understanding of the construction of literacy by the Korean family participants through the lens of a sociocultural approach, bidirectionality, and intergenerational trajectories, and (2) in search of understanding of the construction of literacy by the American teacher participants through the lens of perception of bilingual children and parental involvement. Based on the above visual representation of the two contents and their logical relations, I found an overlapping resource to utilize to support ELL students' learning: the practice of classroom book reading at home.

In Search of Understanding: The Construction of Literacy by the Family and Teacher Participants

The Construction of Literacy by the Family Participants

To understand the strengths and resources available in ELL homes in order to contribute to their children's bilingual and biliteracy development, the following three main issues emerged: a sociocultural approach, bidirectionality of literacy, and intergenerational trajectories of literacy and learning.

A sociocultural approach. This research, using a sociocultural approach, indicates that that low parental English literacy skills are not directly transmitted, and their attitudes and practices can mitigate or enhance the literacy development of ELL children. This perspective reveals the strengths and valuable resources that the ELL family participants have. One of the important family resources is a positive socio-emotional relationship. As Britto (2000) mentioned, a positive relationship is very important to successful book-reading interactions. Mrs. Kim explicitly mentioned the importance of this, but it was implied and revealed in the other cases as well. Additionally, as suggested by the family-system theory, siblings may play an important role in mediating home and school literacy experiences. The experiences of the siblings, Doil and Yongsik, at school also had an impact on parental decisions and practices regarding literacy for the child participants. High expectations for children's progress, meaningful literacy practices and materials, and a steady level of parental assistance with literacy activities were found to exist in all of the families who participated and were great resources for the children's literacy development.

However, based on this more sophisticated, emergent description of parental support at home, another question emerged: Were any points missed when the family participants engaged in a new setting with a new language? One issue remained unresolved. This was a concern about language use during non-school hours. The non-school hours were used for homework, rest, recreation, and leisure by the Korean ELL children. The activities conducted during non-school hours are important since “these activities give children time to be children, as well as the opportunity to learn and practice important skills” (Gauvain, Savage, & McCollum, 2000, p. 448). However, concern was expressed about these specific activities in which Korean was not used. As their children matured, parents worried about the low levels of development and even loss of Korean.

The parents insisted that their own strengths and resources lay in their Korean language and culture. When I asked the parents the question, “How can you help your child’s bilingual education?” they responded:

“She is Korean. She should speak Korean well” (Mrs. Lee).

“I know providing Korean to my child is my role” (Mrs. Cho).

“We are surrounded by an English environment. Home is the only input of Korean to my child” (Mrs. Kim).

I asked them again: “How do you help the children to learn Korean?” and they responded:

“I ask my child to speak Korean at home when she wants to tell me something, and if she tells me in English, I ask her to speak in Korean again” (Mrs. Lee).

“We give her a worksheet for Korean writing practice every day” (Mr. Lee).

“I asked my son, Eunji’s older brother, to write a reading log in Korean every day” (Mrs. Cho).

“During summer vacation, before kindergarten, she practiced writing 10 sentences in Korean every day” (Mrs. Kim).

Then I asked some questions of myself: What do the children think about speaking two languages? Imagining that I am a Korean child, I glanced at their two environments in which the child is engaged.

If I were the child, what would be the main language I would study? What would be my social language (i.e., the language I would use when playing with friends)? What language would I use when talking with my older siblings at home? What language would be used in my favorite television program or my favorite computer game? The answer to all of these questions was mostly English. If I were a child, what would I think about Korean? I might think that Korean must be used in conversations with my parents, or I might see myself as having a duty to learn Korean.

The Korean children were more used to English than Korean when they played, rested, enjoyed an activity, or tried to eliminate stress. For this reason, they were more immersed in English in their non-school lives, and thus, these children were not motivated to learn Korean. They felt more as if it were their duty to study Korean only at home. Therefore, Eunji’s brother resisted using Korean, and his mother considered it a big challenge.

Eunji’s brother said to me why I kept asking him to do well in Korean. He told me that he is good at English (Mrs. Cho).

However, their attitudes and practices reflected a *dichotomy* between Korean and English, which was set up by their parents. The function of Korean as a social and

academic language needs to be more integrated into Korean homes. The parents need to find ways to make their children understand that Korean is a very easy and accessible resource.

I also needed to consider the roles of both home and school from the viewpoint of Korean parents. At the superficial level, Korean parents seemed that their children's Korean development was their solely responsibility and was isolated in the home domain. However, taking a closer look at them, the Korean parents asked for their children's Korean development to be encouraged by school staff, both implicitly and explicitly, to a certain degree. The school staff did not, however, expect these types of requests and did not feel the need to take responsibility for children's development in Korean at anything more than a superficial level.

Hence, after analyzing each case study in the previous chapter, this crossed my mind: Why did the Korean parents ask the American schools to pay attention to their children's Korean development, including asking the schools to praise their children for speaking Korean and to create afterschool programs such as Korean classes. The reason for this, is that as parents were sending their children to school and as more time passed, they recognized the power and influence the school had on their children.

For the Korean parents, the concept of school was given an equal position with themselves until their child entered school. They thought that they would be able to teach Korean sufficiently well to their children and that the school would do the same with English. However, after sending their children to school, the Korean parents began to feel that the schools had more authority and power to influence their children. It

seemed that the schools and teachers were more powerful than the parents in their children's eyes, and the language used in the schools and by the teachers seemed to be more powerful than the language used by the parents in their children's eyes. Therefore, requests for Korean education also were made to the more powerful authority, which was the school.

Intergenerational trajectories of literacy and learning. The intergenerational lenses showed that the meaning and purpose of literacy in the participant families' lives were embedded within the framework of their generations and society. A comparison of the four parents indicated they felt pressured by strong messages from their own parents, which reflected the reality of Korean society, including such elements as the positive relationship between academic success and social success, and the preference for a son rather than a daughter. Regardless of their family backgrounds, including factors such as income and levels of parental support, the parents had negative emotions regarding learning experiences, memories, and social pressure from their own childhoods. Individual conflict reflects the strong sociocultural emphasis on an individual's academic accomplishments and patterns.

However, this approach revealed that family and environmental pressure increased resiliency among the families. For example, in the case of Mrs. Lee, she told me that regardless of the quality of her home and school environments and despite basic limitations in resources, her enduring interest in literacy and learning helped her seek opportunities and experiences to ensure her own academic success.

Moreover, regarding their own learning experiences, the negative emotions all the parent participants had experienced positively influenced their parental roles in their children's education.

The process of translating their negative impressions of the parental messages they received during childhood into their current, positive parental roles consisted of a negotiation between the present and the past. As in the case of Mrs. Lee, the other parents also showed consistency in negotiating between past acts and those of the present in the interview and other projects. That is, in recognizing the personal and social factors, the parents created language learning opportunities for their children.

However, Bronfenbrenner's (1986) ecological model also explained why Korean parents emphasized the importance of education and identified the perspectives that led to their active literacy practices at home from another angle. Thus, to some degree, the recognition of the importance of early childhood education is related to pressure applied by external environmental factors. Although most Korean families acknowledged the critical drawbacks of a highly competitive, academically oriented society, they could not ignore the social and cultural framework. For example, like the other participants, Mrs. Cho believed low academic achievement resulted from her lack of reading habits and direct teaching at home, led to failure to attend a better college, get a good job, and eventually have a better life.

Hence, the parents believed they must help their children fit into the existing framework in order to survive and succeed. This is the basic foundation for emphasizing early literacy in the learning process, such as reading a great deal and completing daily

worksheets. Mrs. Lee explained that, after discussing her dissatisfaction with Hajin's grade because it was 99 percent rather than 100 percent, she recently responded to her son in the same manner.

This example showed me that the parents were still challenged and confused by the demands placed on them by their new society, although they no longer lived in Korean society. Hence, the pressures from environmental factors on the functioning of families and the development of the children's literacy were represented by focusing both explicitly and implicitly on good grades.

Bidirectionality of literacy. Language support and development was not a unidirectional process, especially in the ELL homes. As Ms. Hannon mentioned, the ELL children's English skills improved after entering school, and they later taught their parents. In a society with a new culture and language, children often become teachers to their parents. The parents can learn some things, such as pronunciation and vocabulary, from their children. For example, when reading a book, Hajin pointed out a word that her teacher had taught her during class (Table 10).

Table 10. *The Comparison of Book Reading Data (Example 1)*

Hajin's school		Hajin's home	
Ms. May	Maybe it will be a little surprise. Maybe it will be a ...	Mrs. Lee	<u>Scott writes a letter to Santa.</u> <u>What does Scott want?</u> <u>He thinks and thinks.</u> <i>Boat? Boat? Dinosaur? Dinosaur?</i> <i>Bicycle? Bicycle?</i>
S(s)	Tricycle.	Hajin	That's the tricycle.
Ms. May	Tricycle. Three wheels is a tricycle.	Mrs. Lee	Oh, tricycle. <i>Tricycle.</i>

* underlined: reading text

**Italics*: interaction in Korean

The children were actively involved in the learning process through their own efforts to practice what they had learned in school at home. Their parents humbly received new information and were willing to learn from their children. As well, when they had to teach English pronunciation to their children, they used technology, an online dictionary as alternative resources. Although ELL families felt their English was too weak to teach much English to their children, the parents actively found some way to supplement their weakness such as technology and networks. In addition, these parents had good communication skills to help their children to enjoy sharing their knowledge with their parents. The humble and honest communication skills could motivate their children for their new learning. The children were excited to be a good teacher for their parents.

The parents also expanded their cultural horizons while identifying sociocultural differences, which is exemplified in the case of Mrs. Cho and Hajin's parents learning about American holidays. The direction of influence in the teaching of the English language might become more bidirectional as children become older and their expectations, experiences and literacy levels increase.

The Construction of Literacy by the Teacher Participants

Bilingualism has been well developed in both theory and research (e.g., Cahill, 1987; Cummins, 2009; Dolson, 1985; Hoff & Elledge, 2005). However, whether bilingualism has a place in mainstream classrooms has been insufficiently researched. In addition, there are not enough studies to show whether the pedagogical approaches involving two languages are informed by the research base. Research on how well

mainstream teachers understand the theories of bilingualism and transform them into classroom practices is also lacking. In particular, I wanted to examine how teachers utilize ELL students' existing bilingual environments when developing their classroom curricula.

This cross-case analysis provided some insights into the three viewpoints regarding bilingualism in children held by mainstream teachers and explored the extent to which these views were reflected in the curricula used in the classrooms that the ELL children attended.

Teachers' Bilingualism. Through interviews and classroom observations during the course of my research, I found that the participating kindergarten teacher seemed to have a more "monolingual or fractional view, which holds that the bilingual is (or should be) two monolinguals in one person" (Grosjean, 1989, p. 3). In contrast, the participating pre-K and Head Start teachers seemed to possess a more "bilingual or holistic view, which states that the coexistence of two languages in the bilingual has produced a unique and specific speaker-hearer" (Grosjean, 1989, p. 3). More specifically, while both the pre-K and Head Start teachers seemed to believe that two languages interact with each other, the kindergarten teacher's viewpoint regarding ELL children seemed to be that the "two languages exist in isolation from each other, just as their cultures and community exist as discrete and isolated entities" (Hirvela, 2009, p. 358). For example, I asked three teachers the following question: "What do you feel your role is regarding your ESL children's home language and literacy development?" The pre-k teacher's response was the following:

I do encourage them to continue to speak their home language so that they will stay bi-lingual. I have met some teachers that do not like that. I am glad this child is not in your class. But I think it's real important for them to keep their home language and also many of my kids go back to their home countries and if they just speak and think in English, they can't communicate with grandmas or aunts or uncles and I think that's real important as well. And if they can learn how to read and write in their home language that is fantastic. And unfortunately there are some that just kind of think, while I'm in America they don't need to learn that and it's kind of sad because it would be great if they stay bilingual and it would open more doors for them as an adult in the job market as well.

The Head Start teacher answered that she encouraged the children to develop the first language at home and tried to help them make connections between home and school.

She went on to explain the reason why she encouraged this:

Research says that if the kids are developing their first language at home, if they're continuing to develop that and learn that language then it crosses over and it's easier to learn a second language. So, if they don't feel comfortable working with them in English at home, being able to work with them in their home language is just as important and valuable. I just think that sometimes parents don't realize how important it is for them to continue teach their kids in their first language because it will cross over. It will make those connections stronger. And, generally speaking, even though it can be a slower process, once they get it they get it. They're often times stronger in literacy as a result of knowing two different languages. So, that's just kind of what I meant. I'm just encouraging them to develop their home language, and using literacy teaching, literacy activities in their own language. And then, if they're comfortable working with them, work English as well.

They viewed their first language as a tool to help each child learn a new language and new concepts in terms of cross-linguistic transfer.

However, the kindergarten teacher's response was quite different from the other two teachers:

Me: What do you feel your role is regarding your ESL children's home language and literacy development?
 Ms. Do you mean in English or in their language regarding their home

- Hannon: language?
Me: I think both.
Ms. Well, the Korean I cannot help them with. I'm sure their parents are working with them. But then—the English part—we send home practice things, the things we've worked on here, and then we'll send little readers home for them later on to work with—to read it for development. You know, they're always bringing library books and books through our book club and all of that to develop those literacy skills.
Hannon:

She said that her responsibility is to teach English, not Korean. While the other two teachers seemed to believe that the two languages interact with one another, it remains to be seen whether the kindergarten teacher considers the interaction between two languages in a situation of bilingualism to be significant.

Teachers' Bilingualism and Parental Involvement. A teacher's perception of bilingualism might have an impact on teaching practices, homework expectations, parental involvement, and the use of home resources in the curriculum. I felt that the kindergarten teacher who holds a stronger monolingual or fractional viewpoint tends to receive less support from ELL parents in her curriculum. I asked two questions about parent involvement to each of the three teachers: "What do you want parents to do in terms of parental involvement?" and "How do you want to encourage ELL parents to actually participate in your classroom?" The pre-K teacher talked about inviting ELL parents to her classroom to read a book in two languages, and the Head Start teacher talked about some ways in which ELL parents already participate in her class, such as sharing vocabulary and cooking as well as sharing folk tales. However, the kindergarten teacher encouraged her students' parents to volunteer for school festivals and parties in ways that were not directly related to the curriculum.

She seemed that two languages exist in isolation from each other, so their cultures and communities exist as discrete entities. Hence, the kindergarten teacher utilized the abilities of the ELL parents only for school festivals and events. In this way, a teacher who similarly tends to hold a monolingual or fractional viewpoint might neglect the talents and knowledge of ELL parents who can contribute to students' language and literacy learning.

A teacher who holds such monolingual viewpoints tends to perceive the role of family and community as being "involved in programs provided by teachers" (Barratt-Pugh, 2000, p.3). However, a teacher who takes a bilingual approach tends rather to perceive that the role of family and community is to "socialize children through involvement in literacy practices" (Barratt-Pugh, 2000, p.3).

Furthermore, I found that a bilingual or holistic perception shares many things in common with the sociocultural approach, given our understanding of language as developed within a social context. Thus, bilingual and sociocultural approaches influence the way that an effective teacher encourages ELL families to seek out and use community resources to contribute to their children's language and literacy learning (Dickinson, McCabe, & Anastasopoulos, 2002). However, we bear in mind that "recognizing and working with a range of literacy practices is not without some difficulty. Actually, finding out about family literacy practices requires time and resources and is linked to trust and a willingness for early childhood professionals to become learners" (Barratt-Pugh, 2000, p.22).

As seen from the above finding, the pre-K and Head Start teachers seemed to hold a bilingual perception and thus believe that they need parental support and involvement to some extent. However, the kindergarten teacher seemed to hold a monolingual perception and thus might not feel the need for ELL parental input to facilitate children's literacy development. Figures 9 and 10 were my representation of the teachers' viewpoints on bilingual children with regard to the developmental relationship of each child's languages and the roles of the teacher and parents.

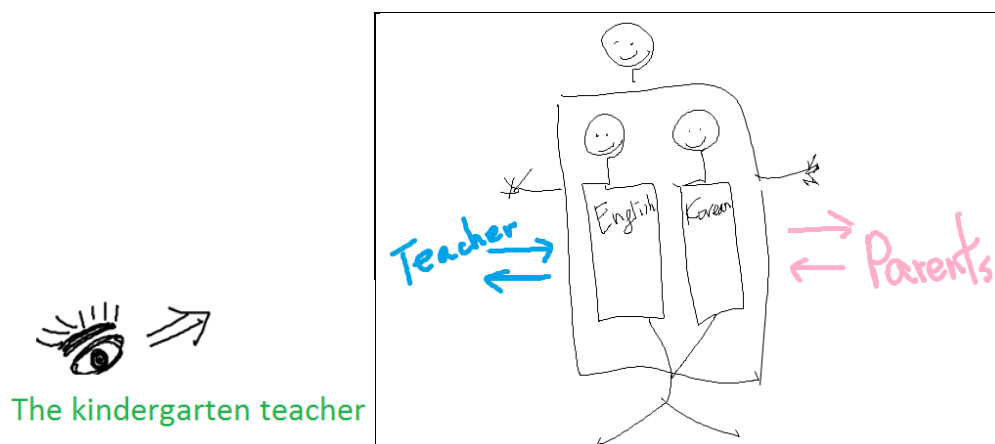


Figure 9. *The Kindergarten Teacher's Perception toward Bilingualism*

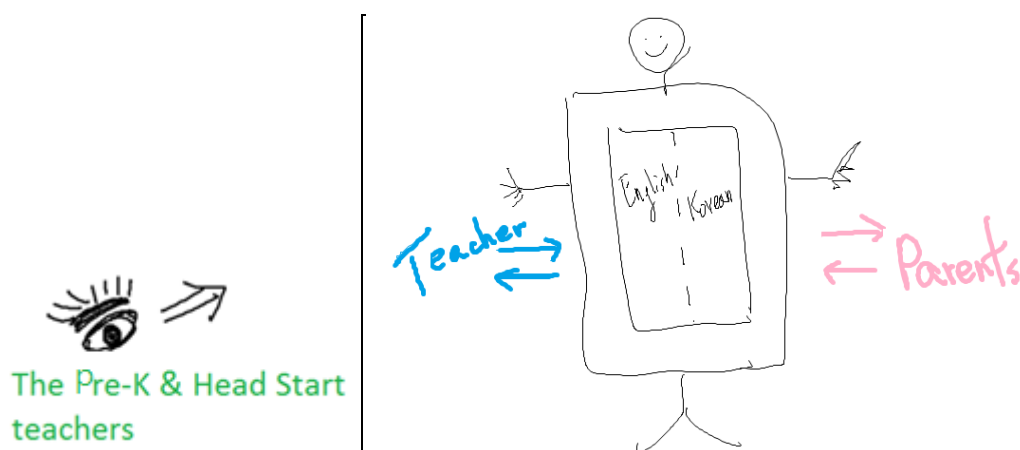


Figure 10. *The Pre-K and Head Start Teachers' Perception toward Bilingualism*

The parents' viewpoints were similar to those of the Pre-K and Head Start teachers. The parents knew that their children should speak two languages and wanted to help them grow in their bilingual abilities.

Nevertheless, some ambiguity and confusion regarding the parents' roles and responsibilities regarding the two languages remained because the parents had not themselves developed as bilingual, and so this was a new experience for them (Figure 11).

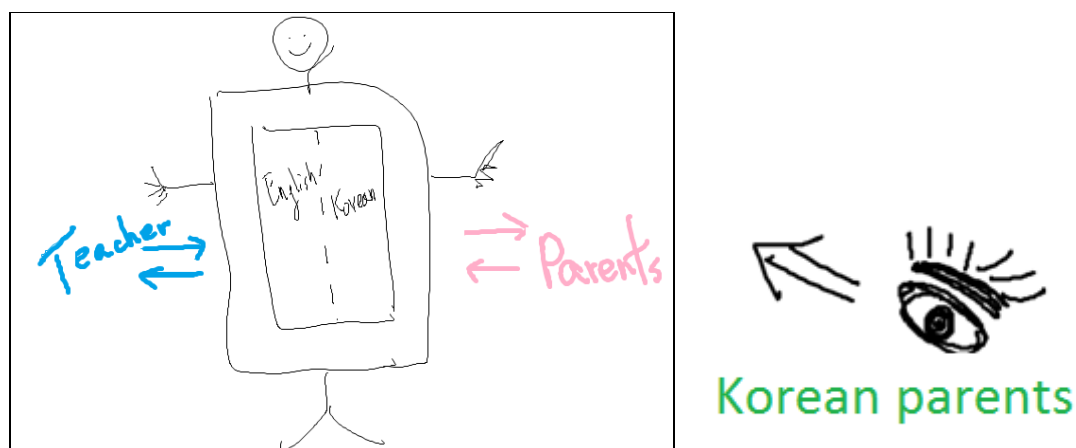


Figure 11. *The Korean Parents' Perceptions toward Bilingualism*

My viewpoint is similar to that of the Pre-K and Head Start teachers, as well as that of the parents. From my viewpoint, the two languages relate to each other in many ways and over several degrees of usage. Depending on the status and support given to each language, the two languages may support or conflict with one another to varying degrees (Hakuta, 1999). However, beyond this, I perceive a more active level of interaction regarding maintenance and processing between the two languages than my participants do (Figure 12).

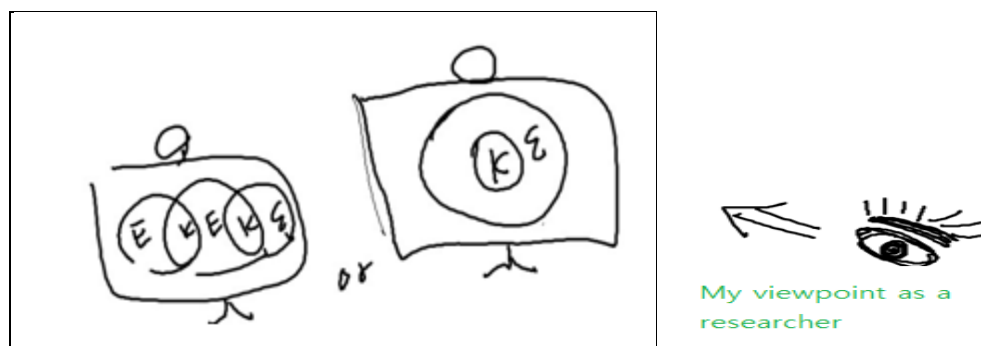


Figure 12. *The Researcher's Perception toward Bilingualism*

Overall, the findings of cross-case study reflected that fact that the perceptions of the teachers shaped classroom practice and helped to make them aware of the challenges that they confront. This new perception enables them to meet challenges by seeking out the parents as partners in the children's learning.

The Overlapping Resource

I agree that McTavish (2009) commented on continuity, or the link between school and home:

We are beyond simply valuing or celebrating students' literacies' or 'linking' home and school literacies. Teachers need not feel the tensions to 'pedagogize' out-of-school literacies or transform them to fit into school outcomes. Rather, they can critically reflect on how their students' literacies travel across time and contexts and provide 'spaces' for students so that they can make meaningful connections across the spaces (p. 24).

The features of the two settings do not need to be the same; the settings also do not need to overlap entirely. In fact, they cannot be the same because these two settings are very different in terms of their natures.

The case studies showed me that both sides did their best to support their ELL children within their own frameworks, which were shaped by their own skills, values, attitudes, and training. The mainstream school teachers were dedicated and had

extensive teaching experience with ELL children, and they had their own teaching philosophies and practices that they used very well. The parents loved their children and tried to find many opportunities that could help with their children's literacy development. However, because of the nature of homes and schools, they have their own limitations, which they cannot overcome on their own because to do so is very difficult. I do not want to encourage or demand that they take on additional work or something new to overcome their weaknesses. I do not insist that teachers must work on their weaknesses to make them their strengths, and that parents must overcome their weaknesses to make them their strengths as well.

From a different perspective, I argue that if they recognize that they have somebody who has the resources to help them overcome their limitations naturally. Solving the problem becomes much easier. To do this, it is important for parents to identify their strengths and weaknesses first to be able to provide the right support for their children; this recognition would lead them to the realization that the other party is their partner. We should listen to the voice, "I'll be there for you." One partner's strength can compensate for the other's weakness. Teachers and parents recognize each other as mutually reinforcing partners in their children's literacy support. Hence, I would not say that they should try new things, but I will say that they should find a resource that can possibly be supplemented to the things they are already doing.

The cross-case analysis shows that a Venn diagram could represent the relationship between the mainstream school and the ELL homes. The Venn diagram, which has overlapping and non-overlapping circles, represents two sectors that illustrate

the different concepts and nature of the mainstream school and the ELL homes; however, the two sectors partially overlap. The first thing that overlaps is the ELL child.

The child is exposed to two different settings, and both can support him or her at the literacy level and at the academic and socio-emotional levels. The second thing that overlaps is book-reading practices. Both settings are firmly established in the belief that book reading can facilitate children's literacy learning in early childhood and can provide a literacy-rich environment to stimulate children to participate in book-reading activities. Book reading is a daily ritual in the two settings (Figure 13).

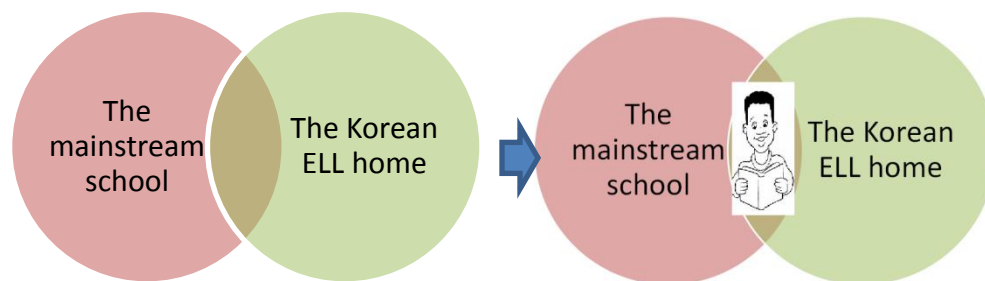


Figure 13. *The relationship between the School and the ELL Homes*

On a deeper level, how can we create a teacher-parent partnership that involves children reading books? One possible resource might be the book that the teacher uses during shared reading time. ELL parents can read the same books to their children at home.

Classroom Storybook Reading at Home with Parents

When I employed constant comparative methods, an underlying theme emerged in the analysis of reading the classroom book at home. The children's school and home environments had strengths that complemented each other, which was a necessity for making the shared book reading for ELL children complete. The analysis of book-

reading data was conducted within the framework of the book-reading coding I described in Chapter III, which explored levels of support in each context. On the first level, I studied how each context provided the linguistic and cognitive aspects of book reading (using immediate and non-immediate talk as subcategories), as well as the social and cultural aspects. On the second level, the framework showed me how each context provided scaffolding to the child. Finally, two dimensions of the shared reading practice of using the same book at school and at home were revealed under the theme of *complementing each other*: 1) Level 1: cognitive and social aspects, and Level 2: scaffolding, and 2) the contribution of the first language to reading the book in English.

Level 1: cognitive and social aspects, and Level 2: scaffolding. The strengths of the two different contexts complemented one another. The schools supported the ELL children's academic and linguistic growth more than the home environment. However, there was more interest in the children's socio-emotional development in their homes. While adult/child interactions in group or whole classroom settings occurred at school, adult/child interactions took place in a one-on-one format in the home. The distinctive features of the two sites were reflected in the shared book-reading interactions.

Level 1: Cognitive and social aspects. When a parent and a teacher read the same book to a child, the teacher tended to focus more on the linguistic and cognitive aspects of learning, while the home study tended to focus more on the social and cultural aspects. Specifically, because the teachers tended to use strategies such as making predictions and introducing new vocabulary words more often when they read the book to their students, they could not provide enough support for social and cultural aspects;

parents were able to fill this gap by giving social and cultural support. In contrast, the parents made connections between events in the books and their children's past or current personal experiences very effectively during book-reading sessions with their children. This means that although schools were not good at linking the text to the listener during book readings, the parents were able to support the readings as one of their strengths. In addition, while some teachers tried to connect the books to the children's lives once the book readings were over, the mothers tried to connect their children's experiences to the stories during the book readings. Eventually, the child can hopefully support both aspects of book reading, as shown in Table 11.

When the book's page was about a Christmas present, Eunji's assistant teacher, Ms. Hart, clarified the meaning of a new vocabulary word by asking questions that focused on vocabulary analysis and construction; in contrast, Mrs. Cho focused on the connection the word had to her child's life experiences. Therefore, Eunji was able to learn cognitive and linguistic aspects at school and social and cultural aspects at home under the same theme.

Table 11. *The Comparison of Book Reading Data (Example 2)*

	<u>Eunji's school</u>		<u>Eunji's home</u>
Ms. Hart	Look at this big package! What is a package? What's another word for a package?	Mrs. Cho	Eunji, what present do you want to receive at Christmas?
S(s)	That means a big present. It's a wagon up in there.	Eunji	Um.
Ms. Hart	I know. But what is a different word for package? What else could we call a package?	Mrs. Cho	<i>What presents did they receive in the books?</i>
Ss	It is a wagon.	Eunji	Wagon.
Ms. Hart	A gift. A gift is another word for package.	Mrs. Cho	<i>How about you? What do you want to get?</i>
		Eunji	A pet.
		Mrs. Cho	Pet?
		Eunji	Yeah.
		Mrs. Cho	What pet?
		Eunji	Kitty cat.
		Mrs. Cho	Ah, cat? <i>I don't like cats. I'm sorry.</i>
		Eunji	I like cats because they're cute.

* underlined: reading text

* *Italics*: interaction in Korean

Level Two: Scaffolding. When the parents read the classroom storybook to their children, they sometimes focused on decoding and fluency (i.e., read only text in English or correct their children's pronunciation) because English is not their strengths. However, teachers gave more talk to facilitate read the same content of the book to their students (Table 12).

Table 12. *The Comparison of Book Reading Data (Example 3)*

Hajin's school		Hajin's home	
Ms. May	Christmas is coming, so are the letters. Who are those guys? The Elves.	Mrs. Lee	<u>Christmas is coming! And so are the letters!</u>
S(s)	Elves. Those are elves. What do elves do at Christmas?		
Ms. May	They bring letters. They do. They bring letters.		
S(s)	They are helpers. Who do they help?		
Ms. May	Santa. They help Santa. Do you know how they help?		
S(s)	Santa Claus. They help with the letters.		
Ms. May	They help make the toys and I think they might help him to deliver those toys too.		

* underlined: reading text

However, sometimes comparing teacher-student interactions with parent-child interactions showed that the mothers were able to provide more individualized and customized scaffolding than the teachers could. The teachers could not cover every page in a book in detail because interacting with the entire classroom was time-consuming. The parents provided more scaffolding because they had more time to interact individually with each child, and the mothers used more specific scaffolding techniques to assist with comprehension. In addition, the parents offered positive reinforcement as their children spoke, and they were able to clarify the meaning of the text through explanations or visual scaffolding relating to the pictures. For example, as illustrated in Table 13, Ms. Hannon used visual scaffolding to point out the picture on the page.

However, the mother was able to give additional information to help build Inmi's understanding.

Table 13. *The Comparison of Book Reading Data (Example 4)*

	Inmi's school		Inmi's home
Ms. Hannon	<u>Finally, his father cut down a tree and made a fire in it. "This is too big for you. But never mind. You'll grow," he said. Red Fox, who was helping scrape the burned wood out of the tree, said, "No canoe is too big for me. The bigger, the better, I say."</u>	Inmi	<u>a tree and this</u>
		Mrs. Kim	<u>this</u>
		Inmi	<u>a tree and this</u>
		Mrs. Kim	this
		Inmi	This is too big for you. but never
		Mrs. Kim	mind. but never mind.
		Inmi	<u>You'll grow.</u>
		Mrs. Kim	<u>You'll grow. You'll grow. You'll grow more and more.</u>
		Inmi	<u>Red Fox,</u>
		Mrs. Kim	<u>who</u>
		Inmi	<u>who was heping [helping]</u>
	(Pointing out the picture) See they took the wood and they burned and then put the fire out and then scraped the burned wood out to carve out the canoe. Does Red Fox look like he's having trouble?	Mrs. Kim	<u>helping</u>
		Inmi	<u>so</u>
		Mrs. Kim	<u>scrape</u>
		Inmi	<u>the</u>
		Mrs. Kim	the burned. [...]
S(s)	No.		[...]
			There is a big hole in the wood.
			<i>This is a tree. What did they do?</i>
			<i>They cut it down and made a fire in it. Made a fire in it.</i>
		Inmi	<u>scrape the burned wood out of the tree, said</u>
		Mrs. Kim	What does that mean? <i>There is the rest of the burned wood. His father is helping him.</i>
		Inmi	<i>How?</i>
		Mrs. Kim	Scrape. <i>There is a scraping tool. He is just excited to make a big one. The bigger the better.</i>

* underlined: reading text

**Italics*: interaction in Korean

Most of the ELL children were silent at school. Few of them actively responded to the teachers' questions. However, the children engaged more actively at home. Sometimes they even initiated conversations and tried to correct their parents' word choices and pronunciations, and their interactions were extended. For example, Hajin read the same book with her mother at home that she had already read with her teacher at school. Thus, she was able to glean more information from the book than her mother did (Table 14).

Table 14. *The Comparison of Book Reading Data (Example 5)*

	Hajin's school		Hajin's home
Ms. May	Hmmm. <u>Does Santa know what Scott wants? What is Santa doing?</u>	Mrs. Lee	<u>Does Santa know what Scott wants? What is Santa doing?</u>
Ms. May	(pointing out the picture) Santa took off his hat. He's putting it under the Christmas tree.	Hajin	He's gonna get his hat off. And he's gonna put the puppy in the hat.
		Mrs. Lee	Aha! So, <i>Santa left his hat.</i>
		Hajin	Uh huh.
		Mrs. Lee	Oh!

**Italics: interaction in Korean*
** underlined: reading text*

In the same manner, Eunji sometimes was more actively engaged and more likely to initiate a conversation.

Mrs. Cho But
 Eunji *This is a wagon.*
 Mrs. Cho *How did you know that?*

Eunji *Because ... It is a surprise, but actually, this is a wagon ... because I already saw it.*
 Mrs. Cho *Did you see it?*

Eunji *At school.*
 Mrs. Cho *Okay.*

* underlined: reading text
 **Italics*: interaction in Korean

As discussed in the previous examples, the parents and teachers were unable to overcome their own limitations by themselves. However, the limitation of shared book reading at school was strengthened in the home. The limitation of shared book reading in English at home was strengthened by the teacher reading the book at school.

The contribution of the first language to reading books in English. Another dimension of the book reading analysis revealed the impact of using first-language scaffolding to maximize the children's comprehension when reading a book in English. The three mothers used a mixture of Korean and English when reading the classroom book, except for Mrs. Choi, who spoke only in English, although her child answered in Korean. When they used English for labeling or naming (describing a picture), they relied on simple feedback, including questions such as "What do they do?" or exclamations such as "Wow!" and "Uh-huh." In addition, they wanted to teach their children how to read the letters and words in the text by correcting the child's pronunciation. When the mothers used Korean, they used techniques that placed higher cognitive demands on the child, such as retelling, extended recall, text-reader connections, textual analysis, text predictions, and text vocabulary. For example, Inmi and her mother used Korean to talk about some moral issues and feelings in order to create a connection between Inmi and the book.

Mrs. Kim Bring Al along, too. *It is okay to come. Is it okay to bring her? I don't think so. The owner is not the bear, but the boy.*

- Inmi Yes, the owner should approve.
 Mrs. Kim The owner should approve.
 Inmi No, no, no, no ...
 Mrs. Kim *Ah, if you were the boy, you would say that? But the boy did not say "no, no, no, no" and take an any action, just stand.*
 Inmi No, no, no, no, no, no, get out!
 Mrs. Kim Yes. It is good for you to express your opinion explicitly. That's good.

* underlined: reading text

* *Italics*: interaction in Korean

Interestingly, although the coding of “rephrasing of the text that had just been read” was categorized into “a less challenging demand” talk, Korean parents used this strategy a lot, but they spoke in Korean by repeating text at the word, phrase, and sentence levels. It was one of the important scaffolding strategies to help the children’s comprehension and to construct a new concept and a new idea.

In addition, some parents reported to me that they seldom asked questions or added comments when they read a book to their child, because they did not want to interrupt the flow of the story or distract from it. However, in the case of Inmi, I found that the more the mother assisted with her comprehension and the more she encouraged her child to talk more, the more Inmi became immersed in the story.

- Mrs. Kim “How about you?” Red Fox said to the raccoon. “Will you let me get back in my canoe?” Before the raccoon could answer, a moose came by.
 Inmi The moose is really heavy.
 Mrs. Kim I think so. “This looks like fun,” he said.
 Inmi This looks like fun.
 Mrs. Kim “May I come in, too?”
 Inmi No!
 Mrs. Kim (laughs)
 Inmi This . . .
 Mrs. Kim “Come in?” said Red Fox. “Are you crazy?” But the

moose put one foot in the canoe.
 Inmi That's gonna broken!
 Mrs. Kim Yes, there was a big uproar. *In the canoe . . .* and there
was a loud CRACK!
 Inmi CRACK! [loudly]
 Mrs. Kim Crack! *Oh, my god!* It was broken!

**Italics: interaction in Korean*

Underlined: reading text

Furthermore, the parents sometimes repeated a word in Korean even though the child knew the word in English. The reason was to teach Korean at the same time. For example, in the case of Hajin, the mother repeated a word in Korean and English to assist the child's Korean development.

Mrs. Lee: Scott writes a letter to Santa. What does Scott want? He thinks and
thinks. A boat? Boat? A dinosaur? Dinosaur? A bicycle? Bicycle?

** Italics: interaction in Korean*

** underlined: reading text*

Eventually, the results indicated that the adults in each context used different strategies during shared book reading. Using the same book provided greater opportunities for the ELL children's verbal participation while facilitating their language and literacy skills.

Summary

The cross-case analysis showed me more sophisticated scenes of the families' and teachers' literacy support for ELL children and gave me more powerful explanations of the factors that influenced their choice of literacy practices for ELL children at home and in school. One major theme emerged: *the search for understanding two different*

social and cultural contexts to find an overlapping resource to support ELL children's literacy learning. In detail, the more sophisticated emergent description of literacy support of the Korean family participants was provided through the lens of the sociocultural approach, bidirectionality, and intergenerational trajectories. With the regard to the construction of literacy by the teacher participants, I found that behind their support is their own perception of a bilingual child: monolingual viewpoint vs. bilingual viewpoint. Furthermore, the teachers' bilingualism was related to parental involvement in school curriculum. A stronger bilingual perspective the teachers had, more active parental involvement in school curriculum. Then, the analysis found that there is an overlapping resource to utilize in order to enhance ELL students' learning, that is, the practice of classroom book reading.

CHAPTER VII

SUMMARY OF DISCUSSIONS AND RECOMMENDATIONS

This chapter begins with a discussion of the findings from within and cross-case analysis. Recommendations for future practices of the ILC model and for future directions for research are also discussed.

Summary of Discussion

Enriched Home Literacy Environment of ELL Families

One of the major findings was that the ELL families also possessed and utilized various resources to support their children's bilingual and biliteracy learning. This finding was supported by several studies (Compton-Lilly, 2007; Gillanders & Jimenez, 2004; Reyes & Azuara, 2008). For example, Reyes and Azuara (2008) examined the knowledge of four- to five-year-old Mexican Spanish-English bilingual children and explored the influence of their home and community context on their biliteracy development. From the ethnographic stance, the researchers found that Mexican parents utilized rich communicative literacy practices to support their young children's biliteracy development. In addition, this study supported the findings from my Korean family participants that suggested that interactive literacy learning and play with family members helped the children build their literacy.

Issues of the First Language Maintenance and Development

Lotherington and Eamer (2008) found that the concept of success had different meanings to the immigrant parent and teacher groups. The concept of success of

mainstream teachers might be seen as loss and grief to immigrant families. The findings of my study indicated that the different meanings of literacy should be interpreted not within the individual context, but rather the societal context. The study of Curdt-Christiansen (2009) confirmed that the socio-political and economical factors significantly impacted their language, attitudes and policies. In addition, Curdt-Christiansen found that parents' language policies were based on their educational background, immigration experiences and Confucian beliefs. She investigated the context that shaped the beliefs, choices and aspirations of ten Chinese families in Montreal in terms of their children's trilingual development (Chinese, English and French).

In particular, there were four explanations related to the first language maintenance and development in the ELL families in which parental support and attitudes not only emerged from themselves but were explicitly governed by the socio-cultural and socio-political framework. The explanations that emerged from this study were supported by other concurrent research.

The first language education shaped by the relative value of two languages within parental perceptions: The home literacy environments and support in families within my study were very similar to those found in middle-class Chinese immigrant families (Li, 2006), especially regarding first language maintenance and development. Li (2006) explored multilingual development in three cases of Chinese immigrant children in the first and second grades, based on home and school literacy connections. Each set of participating parents were concerned with first language issues and gave their children

tutoring. However, the strategies and resources for used for multilingual development were different in each case. Li found that the varied levels of support were dependent on the parents' attitudes and the value placed on the languages that their child encountered. Specifically, the value that parents placed on the first language dictated whether the children's multilingual development was enriched or impeded. Attitudes regarding the first and second languages were reflected in the degree and shape of parental support found in the strategies and resources used. Each parental participant had a different stance toward the first language, and this led to different levels of support. One of the cases was similar to that of my participating Korean parents; the Chinese parents in the case did not see how their child's first language was a hindrance to their child's English development, and chose not to speak English to her at home. Instead, they believed that the parental role was to emphasize their first language at home, and that their children would progress with their English skills at school.

The first language education with external motivation. The home literacy practices described by Li (2006) were similar to my findings. The children in my study used Korean at home when they spoke to their parents, studied Korean with worksheets, and wrote their reading logs in Korean.

“Alana’s sophisticated Chinese reading records and her ability to code-switch in Mandarin, Cantonese, and English in school suggested that she was becoming biliterate and trilingual in the truest sense.” (p. 372).

Alana’s parents provided different resources to facilitate her Chinese language development: they read Chinese books to her every day, taught her Chinese writing and math using Chinese textbooks, and enforced a Chinese-only environment at home.” (p. 375).

However, I do not fully agree with Li's perspective since these practices are considered from the adults' perspective, and while they focus on the child's linguistic accomplishment, they do not aid his or her social and emotional development. In the long run, as she will be increasingly immersed in an English environment in school and with friends, the more she will need internal motivation to learn the language.

My argument found resonance in the studies of Lotherington and Eamer (2008), who suggested that children learned the first language by studying and not by engaging interactive activities with their immigrant families. Thus, in addition to external motivation, they concluded that the families should find a way to provide internal motivation to promote their children's interest in learning their first language in their own cultural and social areas.

The first language education challenges created by the second language.

Stavans, Olshtain, and Goldzweig (2009) compared the differences between the Ethiopian immigrants and the non-Ethiopian community in Israel. As seen with the Korean family participants, the tension and attitudes towards the two languages used by Ethiopian immigrant parents were similar to that of Korean families. In addition, the stress increased when their children were between five and six years due to the formal exposure to the second language. Similarly, more attention was paid to mainstream education and achievement. In addition, Ethiopian immigrant parents provided less bilingual support, which resulted in decreased support for their children's first-language development.

Parents' expectations of the school regarding their children's first language learning. The last issue was the (in) explicit expectation of the school regarding the development of the first language among families. This issue can be explained further by Li's (2003) study. Li (2003) examined one Chinese-Canadian family who struggled with the mainstream school. The framework that she adopted, including the cultural mismatch, cultural differences, mode of incorporations, differential power relationship between schools and home helped her resist the deficit view toward the family by the school and helped her understand the hidden systematic and cultural conflicts that surround the relationship between family and school. The research emphasized the need of congruence between home and school literacy and the role of school as a cultural broker. Li argued that the corporate structure and imbalance of power between ELL homes and schools could be considered in order to explain the complexity of ELL home and school relations. The concept of the different power relationships taking place can be applied in my study to explain why Korean parents expected to share the responsibility of their children's first language development with the school.

In addition, the perspective that the first language is one of the strengths of ELL families was supported by the study of Peterson and Heywood (2007), which is related to my finding that the literacy support of the American teacher participants was reflected through the lens of their perceptions of bilingualism and parental involvement in the school curriculum. Some participating educators stated that many parents did not leverage the strengths they had to teach their children English. The educators responded to some ELL parents who thought that they could not help with their children's

homework because of their accents. These concerns were not a key factor impacting their children's literacy skills. In fact, their first language and literacy can be a structure and framework for facilitating their new language.

Book-Reading Interactions

Book-reading interactions were also defined as one of the major literacy activities within families who engaged in the various home literacy practices. These interactions were also seen within classrooms that have been associated with early literacy development. Thus, much of the literature discussed book-reading activities at home and/or as they related to school literacy experiences (e.g., Boyce, Cook, Roggman, Innocenti, Jump, & Akers, 2004; Ezell, Gonzales, & Randolph, 2000; Gauvain, Savage, & McCollum, 2000; Kim & Guryan, 2010; Perry, Kay & Brown, 2008).

The findings of classroom book reading at home were similar to the study of Perry et al. (2008). Perry et al. (2008) explored how Hispanic families in the Title I Even Start Family Literacy program integrate school-based literacy activities into their home literacy activities for their preschool children. However, one of the differences with my study is that the Even Start program provided bilingual literacy materials to the parents. Some of the findings were similar to mine. For example, the parents presented ethical messages in the book-reading interactions. In addition, there was active linguistic interaction; this began helping children learn English by scaffolding with their first language, which also benefitted the development of the first language. Hence, this study supported the findings of classroom book-reading interactions that ELL parents used their home languages as a fund of knowledge to facilitate their children's efforts to learn

English, which promoted the maintenance of the home language during interactive book-reading and game activities.

Home-School Connection

The studies of Reese and Goldenberg (2008) and Reese, Thompson, and Goldenberg (2008) confirmed the argument of the importance of the home and school connection in my study. These studies attempted to investigate the role and function of community regarding family literacy practices (Reese & Goldenberg, 2008; Reese, Thompson, & Goldenberg, 2008). However, they came to the conclusion that there was a more direct relationship between school and home that influenced children's language and literacy achievement, rather than community factors. Reese, Thompson, and Goldenberg (2008) viewed that school played a role in arbitrating family and community literacy practices and culture.

Some of the studies held on sociocultural perspectives investigated the differences between the immigrant home and mainstream school literacy practices and/or provided some alternatives and suggestions with regard to more various and familiar literacy practices for immigrant students (Li, 2001; Li, 2003; Orellana, Reynolds, Dorner, & Meza, 2003; Walker-Dalhouse & Dalhouse, 2009). In particular, some studies supported the concept of overlapping resources to promote literacy development in my study (Li, 2001; Orellana et al., 2003; Walker-Dalhouse & Dalhouse, 2009). For example, Orellana et al. (2003) explored family literacy practices of eighteen Hispanic youth who served as interpreters to their families. The researchers pointed out that while developing instruction for such students, teachers should recognize the variety

of literacy forms that ELL students were already using in their families. The researchers expected the educators to utilize and maximize “the full repertoire of their bilingual and biliterate tool kits” of their ELL students (2003, p. 31). In Li’s study (2001), the researcher suggested that schools should focus more on written and academic language rather than solely on the oral language of ELL students. Teachers should begin by understanding the students’ background and the informal resources that they could use to facilitate their schooling.

Furthermore, Walker-Dalhouse and Dalhouse (2009) made some recommendations to promote collaborative parent-teacher efforts and instructional improvements for Sudanese refugee families and their mainstream teachers. First, teachers should utilize Sudanese cultural content, such as folktales and information about Sudan, in the students’ academic instruction. Second, teachers should discuss the students’ progress rather than academic results when they talk to parents about the students’ issues. Third, they should inform parents of the students’ strengths and weaknesses and meet with parents to discuss these issues directly instead of using students as mediators. Fourth, to facilitate socialization and academic improvement, peer tutoring is recommended. ELL classes in the mainstream school should be aligned with and supported by the academic content. In addition, there were some recommendations for parents. First, parents should trust the teachers and try to talk to them about any concerns related to their children. Second, all parents need to inform the school of their children’s backgrounds and invite school staff members to share potential issues related to school life.

Peterson and Heywood (2007) also conveyed some valuable suggestions recommended by participating parents and educators. One of the requests by the participating parents—to send home books or book lists—was identical to requests made by the Korean parents in my study. Three practical suggestions by the participating educators were to create dual-language books in the classroom and/or with parental involvement, to learn the students' first language at school, and to invite parents into the classroom to teach their first language.

Most of these recommendations match my suggestions for participating teachers and parents during the process of data generation. Hence, I next elaborate on the details of these recommendations in the intergenerational literacy connection model, basing my elaboration on these findings.

The Intergenerational Literacy Connection Model

Based on the findings from my case and cross-case analysis, I elaborate on some recommended practices for an intergenerational literacy model (ILC model). This model was described in Chapter 2 and focuses on strengthening two-way communication between home and school to support children's literacy development. Briefly, the ILC model has three components to enable participants to identify and share their own literacy resources to support ELL children. Component one is home-school relations; component two is literacy resources; and component three is the creation of cultural bridges. Recommendations and suggestions are provided for each component.

Component 1: Home-School Relations

The focus of this component is for ELL families and schools to learn from each other. To do this, I would suggest:

Handouts about the school and expected classroom practice. Teachers should not expect their educational philosophy or messages to parents to reach them through their young children. The children cannot deliver such things explicitly to their parents. ELL parents are often not familiar with the American school system, so most school-related information such as school expectations, the school system, and information about homework and assessments might be new to the parents, even though American families know them implicitly. This information should therefore be delivered at the beginning of the first semester. Teachers can use a handout and could ask some ELL parents with good English and L1 literacy skills to translate the information into their first language. In such a handout, it is important to explicitly note the teachers' attitudes, beliefs, and practices for ELL children, to recommend some types of practices at home, to encourage continued first language development, and to outline the teacher's thoughts on ELL parental involvement in some detail.

The newsletter. A newsletter is a clear window through which parents can see what is taught in the school and become aware of what the teacher had in mind. Traditionally, teachers focused on topics covered and a few announcements. Sometimes this information was not specific and was too general. It is preferable for the newsletter to play a role in connecting home and school, creating a space for parents' opinion and voices in order to enable the school to learn about their students from the parents'

viewpoint. For example, the newsletter might publish some samples of family homework, interviews, and photos.

Co-ethnic friendship networks. A fund of knowledge of ELL families must be made available to teachers. Teachers know the importance of parental involvement in classrooms. However, because teachers have less exposure to groups speaking languages other than Spanish, they do not know how to utilize the ELL culture. In terms of accessibility, it would be preferred for teachers to work with ELL parents whose social capital includes participation in coethnic friendship networks. Usually the social networks, such as Korean churches, Korean language schools, and online communities, are the greatest resources for Korean families to circulate and share valuable education-related information in the ELL society (Zhou & Lee, 2006). To utilize social networking as social capital, teachers can invite Korean ELL parents with the same language backgrounds to form a group to bring this wealth of knowledge into the classroom. Many Korean parents reported that the language barrier and their feelings of intimidation lead to low involvement in their children's school. However, if the teacher encourages Korean parents to collaborate with each other to share their talents and knowledge, parents would feel more comfortable and more prepared to integrate ideas (cultural activities, art, music, etc.) into the children's classroom.

Cross-ethnic friendship network. It would be helpful if an American family with more experience in the schools partnered with a Korean family to help them understand the US school system, school expectations and goals.

Parenting education. According to Mrs. Lee, her child's teacher provided

learning opportunities, which were expanded to include families, by inviting parents to the classroom's Thanksgiving party. It was very beneficial in helping the parents understand American culture. Therefore, it is important that the intervention has a module to provide American cultural knowledge to parents, which helps ELL families with cultural adjustment. When a school and teacher receive an ELL child, they also receive the child's family. Their children's schools and teachers indirectly and automatically participate in ELL parents' education. This is unavoidable. The resources that their children bring from school sometimes provide major support to enable parents to adjust to the new culture and new language.

Home culture questionnaire. Teachers can send home questions designed to encourage ELL parents to share stories about their own life experiences with their children. These activities can become the basis for classroom discussions about students' cultures and can generate meaningful classroom activities (Ada & Zubizarreta, 2000). To use parents' cultural resources, the teachers may need a more specific questionnaire—or, on a weekly or biweekly basis, teachers can send one question sheet to the families to use in their classroom curriculum; for example, one question might be “What are your and your child's favorite television programs?” Then, the teachers can use the information during circle time. In addition to writing the answers, photos and drawings of the families can facilitate comprehension rather than only having ELL children and families talk about the questions.

Component 2: Literacy Resources

The focus of this component is recognition of the literacy resources available at these homes and schools.

Video clips of classroom and home literacy activities. With current technology, it is feasible for teachers and parents to exchange self-made video clips. If the ELL family does not have a video device, the school could possibly lend a simple video camera to ELL families to participate in this activity. ELL families are not familiar with school expectations and school-based literacy activities. Sharing video clips of classroom literacy activities can provide information about literacy practices and the teacher's book-reading style. In addition, sharing video clips of home literacy activities can do the same for teachers. This can create an opportunity for teachers and parents to share and discuss their book-reading styles and expectations (Hammer, Nimmo, Cohen, Draheim, & Johnson, 2005). It is important to provide a space for parents to examine the materials and brainstorm about their ongoing support and school support.

Photo literacy and family interactive homework. It would be preferred that early childhood teachers learn about ELL children's past and present literacy experiences at home to understand what they bring to school (Martello, 2002; Taylor, 1997). Family interactive homework can be a channel for parents to share their lives, interests, and values with their children (Egberta & Salsburya, 2009). Especially for family projects for ELL families, photography can be a good method. Families can

understand that their resources and their non-American background can also be good resources for their children's literacy development.

Multicultural books. Teachers should be encouraged to include multicultural literature in their classroom book-reading sessions. This can motivate ELL children's involvement by bringing their home culture into school and can accelerate the cross-linguistic transfer of early literacy skills (Cardenas-Hagan, Carlson, & Pollard-Durodola, 2007). In addition, this can help other students develop cultural competence and can enrich their communication skills. Teachers can easily find many high-quality cross-cultural books with the help of *School Library Journal* and *Multilingual Matters* (See Appendix). In addition, parents can read storybooks in Korean with their children concurrently with the use of the English language version of the books in the classroom.

Component 3: Building Cultural Bridges

The focus of this component is to foster mutual understanding and respect for behaviors and attitudes toward literacy so that they can complement and enhance each other's weaknesses. Despite the fact that reading was a daily ritual in the two contexts, book reading in the two contexts seemed isolated and separated, and did not seem to be articulated at the teaching level. However, the findings of my research revealed that classroom book reading practices at home can build a cultural bridge between the ELL home and school with the following implications.

Classroom book-reading practices at home. First, by providing the specific book and the content of the curriculum, parents can understand how the school teaches in more detail and can give more specific help. Second, there is one area in which only

ELL parents can support their children's literacy development, because parents have more experience as a result of being bilingual and bicultural. Even though their knowledge and adjustment to a new language and new culture varies, they can give their children cultural sensitivity and cultural awareness. A sociocultural approach to literacy considers these functions as essential components to contribute to a good language and literacy environment. Third, by sharing the same book from the classroom with ELL parents, teachers can complete the goals of a curriculum by having parents give more individual attention to a child, such as providing more scaffolding vocabulary and aiding comprehension. Fourth, parents and children can use these books at home to share the parents' knowledge and the knowledge the child obtains at school with each other. This will give the family more common topics to talk about regarding school. Fifth, reading the English book in two languages allows us to develop both languages at the same time, and it offers support for the children's first language using the daily classroom practices.

To do this, teachers should be encouraged to send ELL children home with the same book prior to the classroom session, which will give children an opportunity to become familiar with the book and the new vocabulary. In addition, after reading each book, teachers should be encouraged to send ELL students home with a book of a similar format (e.g., genre, story format, or topic) that they used in the classroom. Book repetition and books connecting home and school can facilitate children's comprehension beyond simple decoding.

Future Research Needs

First, future studies are needed to develop the ILC model with a larger group of participants and should include children with different home languages to allow for a more detailed examination of the home and school connection. Second, future studies are also needed to develop the observational framework for both the quantity and quality of the language input and proficiency for ELL families and schools to deepen the understanding of the role of the language environment within two contexts, rather than relying on parents' and teachers' self-reports. Third, future studies are needed in order to continue to develop the book reading framework more precisely and systematically while testing a larger group and other ethnic groups.

Conclusion

This study focused on how ELL families and schools can make connections to support ELL children. First, the study attempted to understand each parent and teacher participant's attitudes and practices in providing literacy support and meeting the challenges of Korean ELL children. The results indicated that the families and teachers did their best to support their ELL children within their own frameworks, which were shaped by their own skills, values, attitudes, and training, while confronting their own challenges. Second, this study attempted to determine an intersection of two social and cultural contexts to develop ELL children's bilingual and biliteracy development. In the recognition that one partner's strength can supplement the other's challenge, the results of the study were that parents and teachers need an integrated resource that can possibly be utilized among the things they are already doing. Teachers and parents recognized

each other as mutually reinforcing partners in their children's literacy support through the practice of classroom book reading at home, which is an important component of the ILC model. These findings extend our understanding of how families who have limited English literacy skills can coordinate with their teachers to support their children.

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APPENDIX A

THE PILOT STUDY

An Intergenerational Literacy Connection (ILC) Model between ELL Families and Teachers:

The purpose of this pilot study was the following. It is (1) to address three critical aspects of literacy development—a sociocultural approach, intergenerational trajectories of literacy and bidirectionality of literacy—among ELL families, (2) to explore the classroom practices, and (3) to discuss how an integrated literacy connection model can assist ELL families and teachers in sharing their literacy resources and challenges. Below is the description and results of the pilot study on the ILC model.

METHODOLOGY

Research Questions

1. How have teachers and parents defined their support of literacy among ELL children?
2. What literacy resources do teachers recognize and utilize from those available to ELL children at home?
3. What literacy resources do parents recognize and utilize from those available to children from school?
4. How can a literacy model assist families and teachers in recognizing each other's literacy resources, negotiating different expectations, and mediating communication to facilitate children's literacy development?

Research Design

An ethnographic case study approach was used to explore literacy practices constructed by the teacher and families. Using the ethnographic perspective, the researcher documented the shared beliefs, practices, and behaviors of Korean families and their teachers and captured their interactions and processes in a culturally relevant and meaningful literacy context in an effort to enhance educational practices.

Setting

This pilot study was implemented in a Head Start preschool classroom in a public elementary school located in Central Texas. In this classroom, one teacher and one assistant served 15 children. The Head Start program had five ELL children: three Koreans, one child having an American father and Korean mother and one Pakistani. The researcher chose participants in a Head Start program because Head Start declares that “an essential part of Head Start is the involvement of parents in parent education, program planning, and operating activities” (U.S. Department of Health and Human Services, Administration for Children and Families, 1999).

Participants

This pilot study involved one Head Start teacher and her two Korean students and their families. The teacher was a 29-year-old American woman (see Table 1). She had a four-year college degree and ESL certification. She has taught for four years in Head Start. Two Korean families with two children enrolled in Head Start agreed to participate in this study. The children in this study were 5-year-old boys whose predominant home language is Korean. The Korean fathers are graduate students in the local university and the mothers are unemployed here but highly educated and had their own professional careers as a pharmacist and pianist in their home country. Table 2 presents the characteristics of the Lee and Han families. This case study used pseudonyms to protect the confidentiality and anonymity of the participants.

Table 1. Composition of the Head Start teacher in the pilot study

	Teacher
Sex	Female
Age	29
Ethnicity	Caucasian, American
Education level	Bachelor's Degree
Years of teaching experience	4
Certification	ESL

Korean families were chosen because there is a growing need for family literacy studies using the increasing numbers of non-Spanish-speaking groups (Gadsden, 2002) and there is little research to address the needs of Asians, including Koreans, in the United States. We need to document the home environments and literacy practices of Korean families, the process of adaptation to school literacy, and the interaction of the families with their children's teachers.

Table 2. Composition of the two ELL families in the pilot study

	Family 1 (The Lee family)	Family 2 (The Han family)
Mother's birthplace	Korea	Korea
Father's birthplace	Korea	Korea
Arrival in USA	Two years ago	Four years ago
Mother's job	Pharmacist	Pianist
Occupation in USA	Father: graduate student in MA degree Mother: stay-at-home mother	Father: graduate student in Ph.D. degree Mother: stay-at-home mother
Mothers' self-reported English proficiency level	Understanding: not very well Speaking: not very well Reading: well Writing: not very well	Understanding: well Speaking: not very well Reading: well Writing: not very well

Table 2. *Continued*

Fathers' self-reported English proficiency level	Understanding: well Speaking: not very well Reading: well Writing: not very well	Understanding: well Speaking: well Reading: very well Writing: very well
Children	Dongil (age 5) Dongsik (age 4)	Jaewoo (age 7) Taehyun (age 5)
The language(s) that each person uses when talking to his or her child	Father: only Korean Mother: only Korean; Brother: Korean and English equally	Father: mostly Korean Mother: mostly Korean Brother: mostly English
The language(s) that children uses when talking to each person	Father: Mostly Korean Mother: Mostly Korean Brother: Korean and English equally	Father: mostly Korean Mother: mostly Korean Brother: mostly English

In addition, the researcher was Korean-English bilingual and biliterate, and identified strongly with the families because she was able to tap into culturally based values and assumptions.

Data collection

Data were collected in a variety of ways: (1) a survey of demographic information and home literacy practices; (2) multiple interviews with family members and the Head Start teacher; (3) videotaped observations of the Head Start teacher interacting with students during story book time and observations of maternal book reading skills during homework activities; and (4) an artifact review of all Head Start documents. Table 3 describes the data collected from participants in the pilot study. The data were constructed to (1) document the shared beliefs, practices, and behaviors at home and school, (2) learn about their interaction and processes in a culturally relevant and meaningful literacy context, and (3) make each other's context, expectations, resources, and challenges accessible across cultures and settings.

Parent Questionnaire

Some information on the families and their literacy environments was collected using the *Language, Literacy, and Culture Questionnaire* (López, Quiroz, & Tabors, 2002).

- The parents were asked about demographic information, home literacy environments and literacy activities, attitudes about learning English and their children's school activities, as well as family customs and traditions.

- They were also asked to describe their knowledge of the school day, their relationship with the teachers and school, and their involvement in school activities.

Teacher Interviews

The researcher conducted semi-structured interviews twice with the teacher to allow new questions to be brought up in response to participant statements (Lindlof & Taylor, 2002). Interviews were recorded on videotape and transcribed verbatim.

- In the first interview, the researcher found out about the teacher's background, attitudes and beliefs about ELLs and literacy development. In addition, the researcher asked the teacher about what she knew about the families' values, beliefs, and practices, her expectations from the families, and what problems and strengths she identified for herself and the families.
- In the second interview, the teacher was asked about her training, experiences, and classroom practices as informed by the previous interview and observations.

Parent Interviews

The parents were asked to about their intergenerational trajectories of literacy and the impact these had on their children's literacy behavior. Interviews were conducted via email using a set of open-ended questions.

- The researcher asked about (1) the educational messages they received from their own parents, (2) their past and present literacy experiences, (3) their own language learning and teaching skills and behavior, and (4) the impact on their children's literacy behavior. Each interview with the parents was transcribed in both Korean and English.
- In addition, there were several informal conversations with the parents.

Homework Observations

On a weekly basis, the teacher sent the students home with a book to ask for parents and children to read together, followed by the parents and children filling out reading logs. Homework practices between the mothers and children were observed to identify how parents help their child with homework.

- Parent-child interactions were observed after the participants read two science-related books selected by the teacher.
- In addition, a book reading interaction using a Korean book about science and a re-reading interaction using one book of the above two science-related books were observed in the Lee family.

Classroom Observations

A classroom observation was conducted during storybook reading time to explore the teacher's questions and expectations and to develop an understanding of students'

interpretations. Later, the Lee family watched the videos of their child's classroom literacy instruction.

Documents

A variety of standard Head Start and program-specific documents typically disseminated to parents were photocopied for review, analysis, and comparison to other data sources. These documents were program brochures, a sheet of the first home visit report, a summary of conscious discipline, the framework for Head Start children outcomes, and the school day information sheet, as well as students' artifacts such as their Head Start draft books and some examples of homework.

Table 3. *Data collected from study participants.*

Participants	Data collected from each participants
Teacher	Video – interview (ESL student contacts and home-school relations) Video – interview (Classroom practices and homework) Video/field notes – one morning visit to children's classroom Some examples of homework First home visit report Summary of conscious discipline Head Start child outcomes framework School day information sheet My Head Start draft book
The Lee family	Video – parent and child doing homework together with an English book 1 Video – parent and child doing homework together with an English book 2 Video – parent and child doing homework together with an English book 1 (re-reading) Video – child and parent reading a Korean book together Videotapes of child and parent reading together One survey – home language, literacy, culture to share and discuss school relations An e-mail interview – family literacy practices, beliefs, and values Field notes from watching video clip of classroom with Mr. Lee and Mrs. Lee Informal interviews
The Han family	Video – parent and child doing homework together with an English book 1 Video – parent and child doing homework together with an English book 2 One survey of home language, literacy, culture and school relations An email interview on the families' literacy practices, beliefs, and values Information interviews

Data Analysis

Data was analyzed through a process called analytic induction to construct description of the current practices at the different dual cultural contexts of ELL homes and a mainstream classroom (Bogdan & Biklen, 1998). The analysis allowed the researcher to understand meaning in the complex data through the theme and category generation process.

FINDINGS

Home Literacy Practices, Attitudes and Beliefs

Using the key three features of intergenerational literacy (see *Literature Review*), the researcher explored literacy support within the two families. Like other Korean parents, The Lee and Han families had very high aspirations for their children's education and recognized the importance of early literacy education based on the belief that literacy and education should begin from birth or an early age. The two mothers reported more than fifty books in the home in both English and Korean. The two mothers read books with or to their child almost every day.

Both of the families shared many common beliefs and attitudes toward bilingual and biliteracy development. They recognized bilingual and biliteracy development as an asset for their children and tried to utilize their resources to enhance the two languages and literacy development at both home and school. At home, the mothers focused primarily on developing their children's fluency in Korean. The mothers believed that while English may be spoken with friends and neighbors and at school, Korean must be spoken with parents and relatives in their home country. For example, although Mrs. Han spent equal time teaching Korean and English, she asked her son to speak only Korean with her and her husband. She also encouraged her son to use Korean when he spoke on the telephone with his grandparents almost every day. This forced the children to learn to communicate and express themselves in both languages. However, they read books with their children in both Korean and English and taught some basic information in Korean and English such as colors, numbers, and shapes.

Both of the mothers also recognized themselves as learners and their sons as teachers. Mrs. Lee learned English from a family literacy class and also from her sons:

There are many examples like this. Particularly in the case of pronunciation, I ask my son to say the words and then I repeat after him. I have also learned some conversational English from the conversations between my sons. There are many words and phrases that I came to know after I found out how my sons used them in their conversations.

The following description provides that the distinctive intergenerational literacy behavior and practices of each family.

The Lee Family: A Love of Book Reading

Mrs. Lee placed a high value on her love of reading. She believed that a print-rich environment with easy access increases her sons' motivation to read:

There are many books in Korean and English at home. I read books to my child every day and I put the books in a convenient place for easy access.

She did not start to teach his son how to write yet. Her main educational concern was the emotional well-being of the child and the development of his general interpersonal skills rather than formal literacy skills. She believed that exploring meanings and lessons from a good book develops much more than simple reading techniques and skills:

I believe that it is more important for him to understand the meaning of a book fully rather than just read and write quicker than other children. I hope that my child is growing up as a creative and thoughtful person rather than just building knowledge.

Her literacy attitudes and practices, which emphasized the enjoyment of reading rather than formal literacy tutoring, were directly influenced by her mother and her own early childhood experiences.

My parents didn't try to teach me to read at an early age. Of course, at that time, the voices emphasizing the importance of early childhood education were not as loud as they are now. After entering elementary school, I mastered Korean letters. After mastering the letters, my mom borrowed a lot of books from the library. When I was young, I read books a lot and I really enjoyed them. One of the influences from my parents is my belief that books are very interesting and everybody can enjoy books, without being pushed to read by someone. But in case of my son, Dongil, he likes watching TV much more; I am a little concerned about it.

The Han family: Task-based practices and more direct literacy teaching

Mrs. Han's attitudes and practices were more practical, with a focus on task-based teaching. Mrs. Han believed that deep learning involves setting goals and taking responsibility:

I think that education is about providing a direction so that children can pursue their own interests by themselves. I wish that Taehyun would ask me about things before I ask. But at his age, one of the ways to help him is to ask what to know. For example, while I am teaching piano lessons to children at home, I want him to do something. So my sons and I create their task list every day and they promise to do them. Usually I help them when they don't know or are curious about something pertaining to their tasks. Of course, Jaewoo can do that, but Taehyun cannot—he sometimes feels bored and finds it difficult to read books and write by himself. In this situation, I give him some compensation or tell him to wait for me and we can do the tasks together after my piano lessons.

In addition, Mrs. Han was more likely to engage in the direct teaching of literacy skills:

I had my second son watch some Internet sites for a little that were used in his class. When I taught him phonics with the textbooks used by my first son, he already knew the basics that were likely to be taught at school. So, he learned faster. But he is still not good at writing and he wants to write words just as they are pronounced. So I think it's time to come to teach him in a more systematic way.

At the Han home, the father might be more likely to engage in literacy activities with his sons. Mr. Han read a book in both Korean and English to his son one or two days each week. Mr. Han and his older brother also facilitated the child's literacy development as Mrs. Han noted:

I am not playing with him well but I go to the library with him. He plays with his daddy with playing games. He also spends time playing with his brother.

An informal interview with the father revealed high expectations of the sons for learning and school achievement. As well, he mentioned that he can share with his son his own good reading comprehension skills and strategies: how to summarize, synthesize and evaluate information to improve reading and writing skills.

Classroom Literacy Practices, Attitudes and Beliefs

The researcher observed classroom book reading time one morning. The teacher was showing and telling using a picture book about the sea creatures in the ocean. Some valuable moments were captured that can capitalize on the teacher's strengths.

Nurturing of Inquiring Attitudes

When discussing creatures of the sea in the book, the teacher provided students with an opportunity not only to learn the names of the sea creatures but also, more importantly, to ponder and question the nature of indirect scientific evidence as well, by giving probing questions using this dialogue:

T: What else is in the water?

S: He is in the water.

T: He is in the water. But what does he have on his face?

S: Goggle...something that he can breathe with.

T: How did you know that he could breathe with it?

S: 'Cause it's got a hole in it and the air goes up in it then it turns and the thing goes up

T: Cool. What part of it can he breathe through? Can you point to it? The thing that he can breathe through?

S: (Pointing to an illustration in the book.)

T: Are you sure about the purple part? That's called a tube, the air tube. This is a special kind of mask. That has an air tube on it. It's called a snorkeling mask.

Ss: It looks like a "J."

T: It does look like a "J," doesn't it? Can you say snorkel?

Ss: Snorkel.

T: Snorkel.

Ss: Snorkel.

T: That's kind of a funny word. That means he's underwater, but he has a tube that goes up outside, into the air. So he can get air while he is underwater.

S: (Hugged the teacher and went back to his seat.)

These “how do you know?” questions can create opportunities for students to develop in-depth knowledge of a topic or theme. Bloom’s *Taxonomy* (1956) tells that these questions promote higher-order thinking and prompt students to support their assertions and judgment. In this classroom, when the teacher questioned the student’s knowledge source, the student used his knowledge to support his assertion. Her other students were also more likely to be more involved in the construction of knowledge by actively respond to new information.

Using Gestures for New Vocabulary

During the book reading session, Mrs. Lee’s son, Dongil was inattentive and distracted. However, when the teacher read the phrase, “Dolphins are passing above,” and asked the question, “Where is above?”, he suddenly raised his hand to describe the concept. The teacher then said, “Show me *above* your head” and made a big circle over her head with her hand. Dongil and the other students imitated her action. ELLs may not fully comprehend the language being spoken in the classroom and therefore move their attention to whatever they can comprehend, which makes them appear distracted (Ortiz, & Dynda, 2008). However, if she continues to enhance the strategies such as gestures, actions and pictures to teach new vocabulary, her ELL students can greatly increase vocabulary knowledge (See *Cultural Bridges* for additional information.)

Drawing and Telling

After the book reading, the teacher asked the students to draw a picture related their own experiences at the ocean in their *My Head Start Draft Book*. Then, she spoke to each child about what he or she drew. The purpose of the exercise was to express their ideas through drawing. This activity gave students the opportunity to create and share meaning using graphic images and text. The children’s creative processes and representational practices were actualized through open-ended resources such as drawing (Wright, 2007). Still, because conversation between adults and children is also very important in facilitating literacy development, the teacher also served as a facilitator. She actively engaged the drawing and telling activity for each student by questioning, retelling and rewriting during the drawing process. She helped them develop graphic and writing content to suit their own purposes by clarifying and enhancing the content of an activity.

Using Transitions to Promote Literacy

After book reading, the teacher asked her students to go to their tables to draw a picture in the following way: “*If your name has an A anywhere, please go to the table.*” In her interview with the researcher, she described this in detail.

Transition is so important for that. You have them to get in line, anyway. So let's use this to learn something.... It is important for ESL students, also. They [are] ... learning another language. It doesn't have the same sounds as the English language. Obviously, American children still need to understand [word] sounds and the alphabet better. I think for ESL students especially, that's the first step.

Classroom transition, the process of getting from one place or activity to another, can be used a valuable opportunity for ELLs to foster their literacy development (Petersen, 2000).

Korean Folk Tales

Another day, during nap time, she told a Korean folktale about a green frog to some students who did not sleep and sat around her. The researcher found that when she said “the green frog” in Korean, two Korean boys on the sleeping mats got up and corrected her pronunciation. This was the moment when the Korean students actively engaged in classroom. In the interview, the teacher said that she tried to bring ELL student's culture into the classroom, for example, by celebrating their culture's festivals. Also, she read some Korean folktales because of the Korean students in her classroom. These can be a good starting point to involve ELL in culturally appropriate ways and enrich the experiences of mainstream students (Ambe, 2006).

Furthermore, the later session, *Cultural Bridges* discuss how enrich the experiences of all students in her classroom by utilizing the opportunity that ELL students and their families bring.

The Gap between Home and School: Expectation and Reality

Through the parent interviews and homework observations, the following themes emerged: a gap between school expectations and parent-involvement activities.

The School is the Perfect Place to Learn English!

The parents liked the teacher because she was very kind and patient. Also, they viewed Head Start both as a way of socializing their children and as a venue for their children to learn English. They had high expectations for their children in Head Start. They expected their children to leave preschool with reading comprehension and a mastery of writing.

As already noted, parents acknowledged their own strengths and limitations regarding their sons' bilingual development. They had definite beliefs about the role of home and school:

Actually, I rely on school to teach him English. I think that even having conversations between teachers and friends helps him improve his own reading and writing in English. Personally I hope that the teachers emphasize letter-focused teaching and book reading activities. I believe that parents should teach Korean. Because now he is living in the USA, he finds it more difficult to read

and write in Korean than in English. So I create more opportunities for him to read and write in Korean and access books in Korean. (Mrs. Lee)

I think that my sons can learn English only from friends and teachers at school. Therefore, most Korean moms don't like it when Korean children are placed in the same classroom. (Mrs. Han)

I think that if a child follows what the teachers want him to do at school, it is enough to cultivate learning. (Mrs. Lee)

The parents relied heavily on the school for their children's English literacy education. But this doesn't mean that they were passive in their children's schooling:

His teacher is very kind and books sent from school are useful ... I hope the teacher gives a little more homework. Although we read English books at home, homework has a different meaning to them. (Mrs. Lee)

As seen in Mrs. Lee's comments, parents wanted to help their children's education and literacy development with the cooperation of the school and to facilitate their children's English literacy development as well as their native language and literacy development. But they do not know how to help because they lack this experience, so they rely on the school and teacher.

Low School Involvement

Surprisingly, the parents reported very low participation in their children's school activities. At the same time, however, they stated that it is important to be involved in their child's Head Start program because they want to know how well their child is performing. The main reasons for their low participation are the language barriers and intimidation:

I think that I need to become more actively involved in school events and activities. I want to ask the teacher about my child in detail. But because of my lack of English skills, I don't know how my child has been doing at school, exactly (Mrs. Lee).

The teacher also knew that the Korean parents had high aspirations for their children. She noted that Korean parents are sometimes competitive. She also acknowledged the language barrier between her and the parents.

Homework

The teacher sent a book with a simple reading log to the children's homes each week. However, her main homework is book selection. When she selects a book for homework for each student, she should consider ELL parents' English proficiency level, too. However, this is difficult because she does not have this information. And she stated, "I want to know how I can help them. I want to know if they feel like the homework is challenging or helpful. I want to know how they feel about the book I recently sent." In addition, while the teacher was passionate about linking home and school collaboration,

she was concerned about overburdening the parents. But the Korean parents, as seen from above, eagerly sought opportunities to learn from the teacher.

For this research, the teacher gave me two books related to science for use in the observations with the two families' homework interactions. In the interview, she recommended rich conversation between parent and child during book reading for the effective book reading. However, surprisingly they had very little verbal interaction during the book reading. Instead, they focused on letter-reading or mechanical decoding, which was very different from their interactions using Korean books. Their main challenge is their lack of English reading comprehension. Although they were aware of the importance and need for their involvement with school resources and homework, as noted above, they did not use the books as the valuable resource that help scaffold their children's language and vocabulary (This is described in more detail in *Cultural Bridges*.)

Cultural Bridges between Home and School

We explored the home and family characteristics, school teaching practices, and family-school relationship that affect the literacy development of ELL children. Our spoken data and observation data discovered that the current practices at home and in the classroom were represented by each "invisible" culture. If we find out a culturally and linguistically appropriate way to bridge cultural differences in literacy education, school involvement, and parental involvement, these current practices can be strengthened and the children's achievements facilitated (Trumbull, Rothstein-Fisch, Greenfield &, Quiroz, 2001).

Therefore, the goal of this question in the pilot study was to find out the ways in which the literacy connection model should be developed, with further possibilities of linking home and school. The answers reveal how to build cultural bridges between home and school in terms of practical implications: (1) literacy activities in the classroom, (2) school book reading at home or homework, and (3) using a fund of knowledge of ELL homes. The following were very practical suggestions based on the strengths of teachers and parents and were designed in a culturally appropriate way (Figure 5).

Literacy Activities in the Classroom

First, teachers should be encouraged to focus on constructing meaning and comprehension in literacy in addition to basic literacy skill instruction. Learning to read is not the same as reading comprehension. Reading comprehension requires active interaction between the reader and the text (National Institute of Child Health and Human Development, 2000). Recently, there is a new view of development in reading comprehension that comprehension skills are not achieved based on mastery of decoding skills. Comprehension skills are independent of basic literacy skills and decoding. In addition, the comprehension skills developed in preschool foster better reading comprehension in their elementary school years (Kendeou, van den Broek, White, & Lynch, 2007). For this reason, besides basic literacy skill instruction, explicit

comprehension instruction and training by teachers and parents are needed (van den Broek, 2001). A key strategy to facilitate reading comprehension is to ask comprehension questions based on the students' personal experiences and building a two-way relationship between their own lives and those of the characters in a narrative. These questions can help students construct meaning from text and learn strategies that help them comprehend texts (Oueini, Bahous & Nabhani, 2008). In addition, retelling and instructional conversation with focus on meaningful and important relation also can foster reading comprehension skills (Kendeou, van den Broek, White, & Lynch, 2007).

Second, teachers should be encouraged to use visual and action scaffolding in literacy education. ELL children typically enter school with much smaller vocabularies than native English-speaking children. Thus, they cannot fully engage in book reading sessions when teachers and students talk about their background knowledge and experiences. However, Vygotsky's zone of proximal development and Bruner's scaffolding theory tell us that teachers can help facilitate learners' interest in these discussions by using visual and action scaffolding (McCloskey, 2005). For example, before reading a book about animals for the first time, teachers can have their students brainstorm all of the different animal words that they can think of. To help ELL students fully engage in this, the teacher can use gestures and drawings to describe the words.

Third, teachers should be encouraged to send ELL children home with the same book prior to the classroom session. This will give children an opportunity to become familiar with the book and the new vocabulary. In addition, after reading each book, teachers should be encouraged to send ELL students home with a book of a similar format (e.g., genre, story format, or topic) that they used in the classroom. Book repetition and books connecting home and school can facilitate children's comprehension beyond simple decoding.

Fourth, teachers should be encouraged to include multicultural literature in their classroom book reading sessions. This can motivate ELL children's involvement by bringing their home culture into school and accelerate the cross-linguistic transfer of early literacy skills (Cardenas-Hagan, Carlson, & Pollard-Durodola, 2007). In addition, this can help other students develop cultural competence and to enrich their communication skills. Teachers can easily find many good high-quality cross-cultural books with the help of *School Library Journals* and *Multilingual Matters*.

Fifth, video clips of classroom and home literacy activities should be exchanged between teachers and parents. (This is one of the crucial activities in the ILC model.) ELL families are not familiar with school expectation and school-based literacy activities. Sharing video clips of classroom literacy activities can provide information about the literacy practices and the teacher's book reading style. In addition, sharing video clips of home literacy activities can do the same for teachers. This can create an opportunity for teachers and parents to share and discuss their book reading styles and expectations (Hammer, Nimmo, Cohen, Draheim, & Johnson, 2005).

School Book Reading at Home

First, teachers should be encouraged to articulate their expectations by providing reading guidelines for parents. For example, a teacher can provide parents with detailed goals for book reading, reading tips and ideas, and/or inferential questions. This reading log encourages parents to explore books and become involved more actively with the meaning of a text, beyond the level of decoding. In Korea today, a popular textbooks for preschoolers are formatted so that each activity or page has a goal, with practical and fun ideas using resources found at home.

Second, parents should be encouraged to read to their children the books that the school provides. This repetition creates many opportunities to practice until a text becomes familiar and to increase exposure to words (Pikulski & Chard, 2003). It also helps parents focus on the meaning of what they read, rather than the decoding itself.

Using a Fund of Knowledge of ELL Homes

First, parents should be encouraged to strengthen their children's native language and literacy development. This provides a firm foundation for cognitive development that can facilitate English language and literacy development (Snow, Burns, & Griffin, 1998). In addition, parents read storybooks in Korean with their children concurrently with the use of the English language version of the books in the classroom.

Second, teachers should be encouraged to integrate their ELL home cultures into the classroom curriculum. For example, sharing digital photos from the home culture can be a good starting point for knowledge sharing and literacy development, and can provide a valuable opportunity for students to bring their home lives into the classroom (Baskwill & Harkins, 2009). In addition, teachers can send home questions designed to encourage ELL parents to share stories about their own life experiences with their children. These activities can become the basis for classroom discussion about students' cultures and can generate meaningful classroom activities (Ada & Zubizarreta, 2000).

Third, teachers should be encouraged to use the coethnic friendship network as social capital of Korean parents. Usually the social networks such as Korean churches, Korean language school, and online communities are the great resource for Korean families to circulate and share valuable education-related information in the immigrant society (Zhou & Lee, 2006). To utilize social network as the social capital, teachers can invite Korean ELL parents with the same language background to form a group in order to bring this wealth of knowledge into the classroom. Many Korean parents reported that the language barrier and intimidation lead to low involvement in their children's school. However, if the teacher encourages Korean parents to collaborate with each other to share their talents and knowledge, parents feel more comfortable and more prepared to integrate ideas (cultural activities, arts, music, etc) into the children's classroom. Please refer to Figure 1.

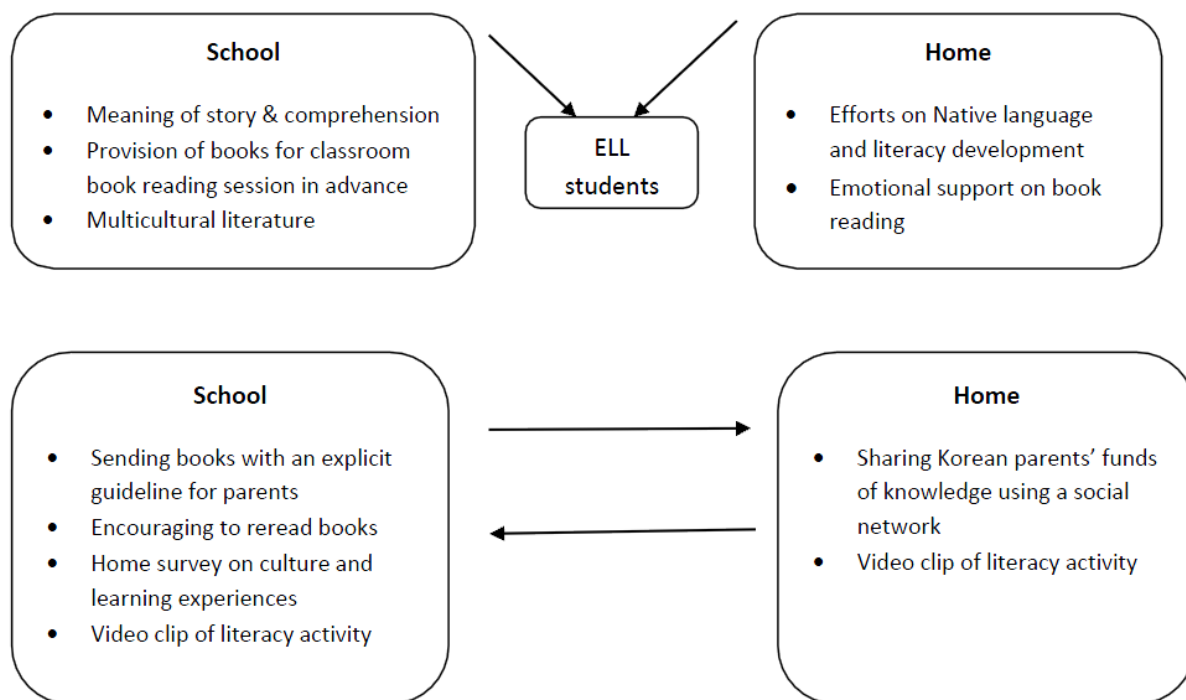


Figure 1. Cultural bridges between Korean families and teachers

CONCLUSION

This study was focused to how schools can make connections with what students know and ways they learn that are not currently reflective in mainstream school literacy practices. Schools should value ELL children's emergent literacy experiences at home as preparation for English language and literacy skill development. As well, school should enhance their classroom instruction for ELL in a culturally appropriate ways. We cannot generalize all of the Korean families with the two families. But we can consider the suggestions which I mentioned above.

In addition, this pilot study gave valuable information about possible future development of the ILC model from the multiple perspectives. Through the pilot study, first, I learned how to solve recruitment, time and resource, and data management issues. Second, I came to know current needs and practices in Head Start and confirmed that the ILC model can help improve development of linguistically diverse children in Head Start and mentors in order to promote effective Head Start teaching practices. This pilot study was a first step toward ILC implementation.

APPENDIX B

SAMPLE PAGES FROM THE TEACHER BOOKLET

1 Roots and Wings

“Roots and Wings”

A Literacy Connection Project

Teacher Booklet

Teacher's name _____

School _____

Student's name _____

Parent's name _____

Honoring their roots and providing the wings

2 Roots and Wings

What is “Roots and Wings”?

Backgrounds

- Schools have valuable resources that can help children become literate, but since English language learner (ELL) families are not familiar with them, they do not use them at home.
- ELL families have dynamic and rich intangible resources that can assist with children's literacy development. These include the families' existing skills, diverse culture and language, and life experiences.
- If schools and ELL families help each other use their strengths, children's literacy development can be enhanced.
- Therefore, a literacy connection program is needed to connect literacy practices between the school and home.

The “Roots and Wings” Program

- This program focuses on identifying literacy issue related interactions in ELL families that will help parents and teachers collaborate to create literacy support for ELL children.
- Ultimately, this program is designed to help ELL parents and teachers nourish the “roots” of ELL children and develop their “wings” to fly into the community.

Honoring their roots and providing the wings

APPENDIX C

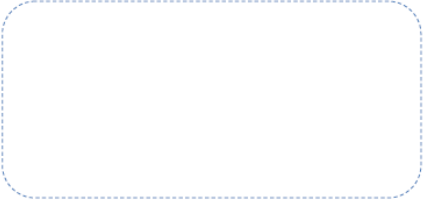
SAMPLE PAGES FROM THE PARENT BOOKLET

10 Roots and Wings


Photo Sharing!

Would you like to share your photos with your teacher?

- Please take some photos which you want to share with your teacher. It could be anything that represents your child and your family. It can be photos of your child's favorite books, toys, foods, places, culture, etc.
- Then, choose five photos of them, asking the following questions: What is it, and why is it important to you and your child's teacher?
- Please bring them with an explanatory note to the program coordinator, Jeeyoung Shin.
- Jeeyoung will give them to your child's teacher.
- If you need translation work in English, please feel free to tell her.



Honoring their roots and providing the wings



11 Roots and Wings

A Family Interactive & Supportive Activity

What Are the Dreams of Your Family?

The Role of Photography in Families

- "Photography encourages children to explore their world. When they photograph scenes from their own lives, they begin using the images as catalysts for verbal and written expression."
- "Photography also provides a valuable opportunity for students to bring their home and community lives into the classroom. Photographs can give teachers a glimpse into their students' lives and, in increasingly diverse classrooms, give students a way to understand each other's experiences."


(from <http://literacythroughphotography.wordpress.com/>)

How?

- Talk with your child about your dream and your family dream, focusing on your learning goal and educational expectation.
- Encourage your child and help her/him explore their heart's desire.
- Possible subtopics: my family philosophy, the role of my family in the USA/Korea, my beliefs and wishes for my child, my dream and my child's dream, etc.
- Take some pictures that are relevant to your dreams with your child.
- Write one or two sentences describing each photos separate sheets of paper.
- Staple the papers to make a book- it will become a "family dream" photo book.

Due: _____

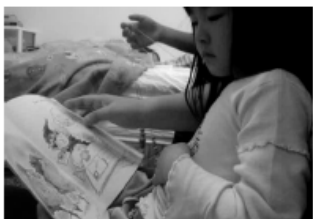
Honoring their roots and providing the wings



APPENDIX D

A SAMPLE PAGE FROM THE HANDOUT FOR TEACHERS

1. Classroom storybook reading at home with parents

**Research says:**

- ✓ Additive effects (Huennekens & Xu, 2010)
- ✓ Fostering the vocabulary acquisition of ESL children (Roberts, 2008).

Our findings support:

Most of Korean parents read a book to their child in English and Korean together.

English: labeling or naming and simple feedback questions

Korean: higher cognitive demands on their child

Impact

- ✓ More individual focus
- ✓ Scaffolding vocabulary and comprehension development
- ✓ Children as teachers & parents as learners
- ✓ Furthermore, support for the student's home language into the daily classroom

"The impact of a classroom's book program is not restricted to the time when the children are in the classroom; the most effective teachers and programs also strive to support reading at home through parent education, lending libraries, circulation of books made by the class, and efforts to encourage better use of community libraries." (Dickinson, McCabe, & Anastopoulos, 2002)

APPENDIX E

A SAMPLE PAGE FROM THE HANDOUT FOR PARENTS

1. Taking a Closer Look at School

Mrs. xxx's Philosophy

"Every child is special, unique. They all can learn. It may take different ways for them, but they're all special, and will all get there eventually."



Whole group activities



Work station

- 그룹별 선생님 지도
- 같은 수준별 구성 & 같은 수준별 책 읽기
- 아이의 진보에 따라 그룹별 구성원이 계속 바뀜.
- 꾸준히 아이 수준 모니터링



APPENDIX F

SAMPLE PAGES FROM THE COLLECTIVE HANDOUT FOR ISD

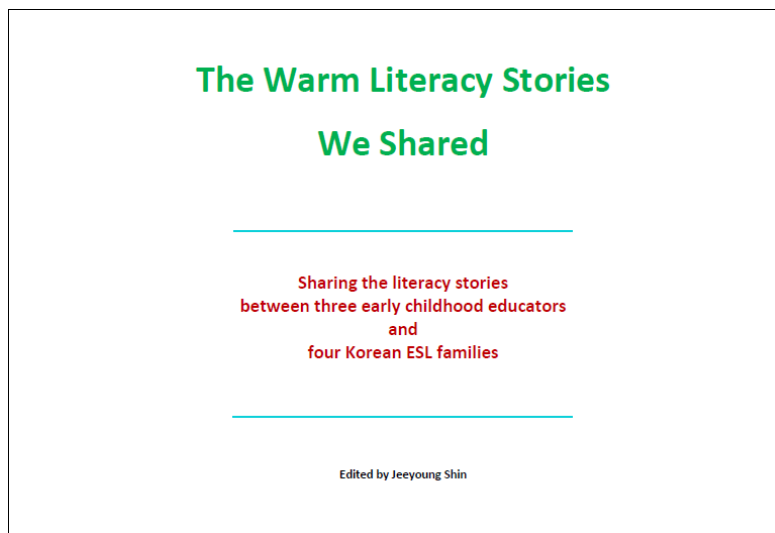


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- Literacy stories in photos
- Utilizing ESL parents' talents and knowledge in the curriculum
- Korean multicultural literature in the classroom
- Voices of Korean parents
- You are the number one teacher!

IV. Useful School Resources for ESL Parents

V. Suggested Korean Multicultural Books

VITA

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