

**THE EFFECT OF DIALOGIC READING ON SECOND LANGUAGE ACQUISITION,
OUTPUT, AND LITERACY OF MIGRANT STUDENTS IN EARLY CHILDHOOD**

by

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CERTIFICATION OF THESIS CAPSTONE WORK

We, the undersigned, certify that this project entitled THE EFFECT OF DIALOGIC READING ON SECOND LANGUAGE ACQUISITION, OUTPUT, AND LITERACY OF MIGRANT STUDENTS IN EARLY CHILDHOOD, by Jasmine Barrow, Candidate for the Degree of Master of Science in Education, TESOL is acceptable in form and content and demonstrates a satisfactory knowledge of the field covered by this project.



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ABSTRACT

This mixed research study addressed the research question: does dialogic reading influence migrant students' language output and literacy skills? The study was based in Western New York (WNY) and was conducted in an agriculture-based migrant center. The participants of the study were 4 years of age and were both female and male. The current literature indicated that the use of comprehensible input is beneficial to the language output of English language learners (ELLs) in both the home language and the target language. The data was collected through a series of interviews and observations using anecdotal notes and an interview protocol. The compiled data was analyzed and reported through themes and visual graphs which indicated that there was a positive correlation between the use of dialogic reading and the increased output of the target language, English.

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The Effect of Dialogic Reading on Second Language Acquisition, Output, and Literacy of
Migrant Students in Early Childhood

Introduction

Migrant children who are identified as students with interrupted formal education (SIFE) may encounter delayed literacy, language acquisition, and output compared with their Non-Native English Speaker (NNES) counterparts in the target language (Gonzalez, Reid, Synhorst, & Tostado, 2006). SIFE, who may also be migrant students, tend to experience a large range of difficulties both inside and outside of school. While some may focus solely on the migrant students' progress in the classroom, it would be remiss of the researcher not to mention factors that could impede language acquisition prior to formal education.

Research Problem

Before entering the classroom, it is common to have potential students who have endured a strenuous, solitary journey to the United States. Valeria Luiselli (2017) retold accounts of children crossing the border, seeking asylum from various conditions in their home country. This includes being detained by *la migra* (immigration), being scarcely fed with “belly-sadness” causing sandwiches, and the long process it takes to determine their status (Luiselli, 2017, p. 25). Luiselli shared an encounter she had within an interview with a teenager regarding the conditions that they were under. She said:

By law, the maximum time a person can remain in the icebox is seventy-two hours, but children are often left longer, subject not only to the inhumane conditions and frigid temperatures, but also to verbal and physical mistreatment. (p. 25)

In the literature, there were no available place to lie down and sleep while allowance of using the bathroom liberally was suspended. Additionally, the participants were underfed or given food that caused digestive issues. These treatments were inhumane and, in some cases, illegal.

In addition to illness due to harsh conditions, children can also be affected by the misuse of adult-strength vaccinations. These vaccinations have been administered by border patrol agents in an attempt to eliminate potential diseases. By determining that they do not qualify to stay in the United States, these children and their families are being forced to return to dangerous and in some cases, life-threatening conditions while others, if in school, face an additional range of challenges.

Students in this situation, are expected to go to school, acquire English, and perform academically, regardless of their journey, hardships, and their unfamiliarity with their surroundings. This, of course, is not a reality if the teacher does not understand the full impact of the students' prior experiences. There are internal factors in addition to external components. Krashen (1982) described the affective filter and the ways in which environmental factors and experiences could affect the student's ability to process comprehensible input. As a future teacher, it is imperative to comprehend the student's journey, heavily scaffold and provide sheltered instruction in the home language, as well as incorporate the student's cultural background into instruction. The journey prior to getting to the classroom was daunting but does not end there. Educators can lead the change through advocating for these children who have seen and experienced such hardships. In addition to having interrupted education, some of these students are represented as migrant children.

As speaking is one of the four major constructs of language, and literacy is one of the two

main subject areas focused on in Western New York (WNY) school districts, the primary investigator felt that it was important to conduct research that may add to the preexisting knowledge based on English Language Learners (ELLs). My focus participants were migrant ELLs. Due to factors such as serial migration, inconsistent schooling, and more, students included in this demographic may have the potential to have delayed language output and decreased literacy levels (Cervantes, 2010).

A qualitative research study involving the effects of a storybook intervention to increase home literacy and utterances in the classroom, (Gonzalez, Reid, Synhorst & Tostado 2006) found a correlation between the use of the intervention (parents reading to their children in home settings) and the amount of observed utterances within the classroom. Huennekens (2010) stated in another study, however, that, “the high degree of overlap between the baseline phase and the intervention phase for each of the behaviors makes it difficult to determine if there is a relation between the treatment and the children’s literacy and language skills” (p. 24). The researcher also discovered that, “A more robust intervention such as, more intensive parent training, in-home observations of the shared-reading experiences, and dialogic reading questions directed at developing specific aspects of emergent literacy and SLA may produce more meaningful results.” (p. 25). Essentially, the use of reading intervention with students has had a positive correlation with their level of utterances.

It is established that children benefit from consistent educational opportunities. As a migrant student affected by serial migration, there is a disruption of the educational progress (Cervantes Mejia, & Mena, 2010). This gap is also seen in SIFE students as they can be two or more years behind in terms of being proficient in grade level work. As a result of this, migrant

ELLs are at risk of delayed language development, literacy and other outcomes such as higher dropout rates (Gil & Bardack, 2010). As discussed previously, through transfer, ELLs can utilize their knowledge of their first language in order to understand aspects of their target language. If a student does not have these foundational skills in their target language, they may be behind their ELL peers in language and literacy development. This phenomenon caused the primary researcher to take interest because of the possibility to discover some ways to help this subset of ELLs reach the level of their fellow ELLs.

The drive behind this study stems from personal experience in the classroom. While teaching, the researcher has experienced students that do not yet have a strong foundation in their literacy skills in both the home and target language. Specifically, in these cases, the students were able to read a few words in the home language, Spanish, on a lower grade level. By receiving appropriate services such as integrated and stand-alone instruction administered by qualified professionals, the students were able to make substantial progress throughout the school year. I believe that it is essential for all students to receive a high-quality education starting with a strong foundation.

High-quality education should be available for all students including ELLs, SIFE, and long-term English Language Learners (LTELLS). As previously mentioned, this instruction should come from specialists such as people with the English as a Second Language (ESOL) certification and Bilingual Education certification; however, these are not the only people that should be equipped to educate the unique children in this demographic. During the researcher's general education teacher preparation program, there were courses offered that had covered a broad spectrum of topics. One offered course taught about exceptional learners and ELLs. While informational, the urge to learn more about these students was dire. Subsequently, the

researcher enrolled in a master's program focusing on Teaching English to Speakers of Other Languages (TESOL) and bilingual education, which broadened the horizons of knowledge about migrant ELLs and provided meaningful practicum experiences that gave real-life training with SIFE and migrant ELLs. While not all educational professionals chose this career path, it is the shared responsibility to educate all students. The hope with this study was to provide a helpful strategy to prepare students and their educators alike to be successful for their future.

The purpose of this study was to address the educational needs of ELLs that may have had various levels of language acquisition and possibly introduce an intervention that could increase aid in the Second Language Acquisition (SLA) process. In addition, the researcher hoped to provide a non-deficit perspective of migrant ELLs and their learning. As an advocate for children, the prevalent deficit view of migrant families and children showcased in the media today, pushed the researcher to conduct this study. Similarly, the available literature influenced the decision to conduct this research, such as Luiselli (2017). Once the children arrived in the United States, they had lost their human status and were looked at as disease carrying criminals that should be imprisoned and intensely questioned. Due to this disdain, and the lack of understanding of the migrant community, the researcher had decided to conduct a study with early childhood migrant children grades B-2.

When the participants were selected, the sample was composed of Kindergarten migrant children who were enrolled in an agriculturally-based program in Western NY. Within the study, the researcher read culturally relevant, age appropriate, children's books to a group of migrant children. The data was collected via video recording and manual annotation. After the children's books were read aloud to the students using the strategy of dialogic reading [the practice of having open dialog about each page's content and literary elements], the researcher

asked a series of comprehension questions pertaining to each text. The hypothesis was that the students would experience increased language output and literacy in the target language, English.

Few studies have been located that focus on SIFE identified migrant children regarding their language output in the target language, the risk factors that are associated with the classification, and the influence of parent involvement. This is a problem that the researcher would like to explore further in an Early Childhood setting due to witnessed delayed literacy in the field from ELLs who are in the early stages of their SLA. By conducting this research study, the researcher hopes to not only add to this field, but also to provide migrant ELLs with another strategy that could help to make them successful in their future educational careers

In the next chapter, the researcher will review the literature related to ELLs and SLA in order to establish a foundational framework for this inquiry.

Literature Review

As noted in Chapter One, this section of the text will be addressing the foundational theory and frameworks that coincide with migrant student's language acquisition as well as their literacy development.

Migrant children may experience difficulties ranging across a broad spectrum of areas of studies inside school. In addition to having a migratory lifestyle, the students may also be identified as ELLs, more recently known as Emergent Bilinguals (EBs). The researcher intends to focus the investigation on migrant, Early Childhood students who are EBs.

Due to factors such as serial migration, diverse levels of parent involvement, inconsistent schooling, and more, students included in this demographic may have the potential to have delayed language output and literacy (Cervantes, 2010). Few studies have been located that focused on SIFE identified migrant children. These studies covered their language output in the target language, the risk factors that are associated with the classification, and the influence of parent involvement. Although studies have been located that have focused on a migrant student and a non-migrant student in terms of the difference of literacy levels between the two and the effects of dialogic reading on language acquisition they were not specifically looking at the effects of dialogic reading on migrant and or SIFE identified students in the Western0, New York area.

Second Language Acquisition

The acquisition of a language is a complex process that can vary from person to person depending on several influences including diverse Socio-Economic Status (SES), cultural backgrounds, transfer from the native language, and or the amount of available opportunities for interaction with comprehensible input (Saville-Troike, 2012). In terms of learning a new language, there is opportunity for transfer between your L1 and L2, which could either be positive or negative (Goodrich, Lonigan & Farver, 2013). For example, positive transfer can include print awareness such as reading directionality if both the L1 and the target language share the same linguistic rules for print. Negative transfer can include a student who applies the same syntax structure of their first language to their second language even when the syntactic rules are not the same. For example, if a Spanish speaking student inserts an adjective after the noun, it is a sign of negative transfer, as they are applying rules from the home language that are non-applicable to the English language such as, “The car red was driving down the street”. In this example, the student experienced negative transfer in the form of syntax from the home language, Spanish to the target language, English. Goodrich et al., made implications that not all skills can transfer from children’s L1 to influence the acquisition of the target language. The study also alluded to the fact that the language in which the instruction is given could influence the transfer between languages. Saville-Troike expressed the possibility of either positive or negative transfer between languages. The researcher further explored this idea of transfer when exposing certain participants to both bilingual texts as well as books in the target language. Another important factor to consider was the idea of comprehensible input (Saville-Troike, 2012). This is an important factor when talking about SLA and could have a significant impact on the study. Saville-Troike discussed input hypothesis as the “ability for language acquisition

to occur if there is a substantial amount of comprehensible input” (p. 48). Passing is yet another component that could be leading to a hindrance for ELLs in terms of SLA (Monzo & Rueda, 2009). Passing was a term used to encompass the occurrence of when ELLs used certain techniques to appear more proficient in the target language than they were (Monzo & Rueda). They employed these techniques because of being subjected to the pressure that some school districts, states, and or political parties imposed onto to them to learn English and quickly assimilate. In addition, ELLs in the study had formed a mentality that needing assistance in English was “associated with lower abilities or skills across domains” (p. 35). Because of this external pressure, the student’s affective filter may rise thus lowering the amount of comprehensible input that the learner can process (Monzo & Rueda, 2009). According to Monzo and Rueda, there is a possibility that through the use of these techniques, the ELLs might start to buy into the illusion that they are more proficient in English, which can be detrimental to their language acquisition.

Socio-cultural Influences

Although the general public may fall victim to a misconception that ELLs’ parents are not interested and or invested in their children’s education, this can be attributed to nothing more than a majoritarian tale (Franquiz, Salazar, & DeNicolo, 2011). Majoritarian tales have been defined as a common view that people have of the world whether they are accurate or not. For example, in light of the current Trump administration’s immigration policies and the tone of the recent political Presidential campaign, a heinous majoritarian tale taken, as fact, has been that Mexicans are illegal individuals that are all affiliated with drug crime and should not be in the United States. This of course, is not accurate; however, this common misconception can change

the general public's view. The tale regarding the uninterested parents could be attributed to the perception that educators have about ELLs due to their possible low communication with the school. Harper (2010) deduced that there was a noted difference in the frequency of communication with the teachers of ELL parents vs. non-ELL parents; however, the amount of parent involvement in the child's education did not vary but appeared to have equal involvement. This was evident through the use of quantitative data that showed that "the proportions of EL1 parents who never, occasionally and often communicated with their children's teachers were 0, 39 and 61%, respectively. ELL parents' frequency of communication was significantly different as the proportions who communicated never, occasionally and often were 16, 74 and 10%, respectively" (p. 129). The family involvement with their children's education was almost equivalent to that of non-ELL parents with an 8% variance indicating that, "ELL parents were just as involved in their children's education as EL1 parents" (p. 130). Although this may be the case, the majoritarian tale seems to persist (Franquiz, et al., 2011). Studies have shown that parents in this demographic were highly invested in their children's education, however, it may be evident in differing ways and with marginalized gendered parents (Gallo, 2017).

Gallo alluded to the fact that educators felt that their parents were uninterested in their child's education because they may not have been as present in the classroom when it came to the opportunities that teachers offered; however, the reality is that teachers needed to provide better opportunities for the parents to become involved in the classroom. This research was centered around "family-school partnerships" and the following research questions:

1. How do Mexican Immigrant fathers contribute to their children's schooling in traditional and innovative ways?

2. How do documentation status and deportation-based immigration practices affect Mexican immigrant children, their families, and their elementary school teachers?
3. How might humanizing family engagement, in which fathers and teachers build authentic relationships across levels of difference, help improve schooling for Latina students?

A teacher within her study encouraged the parents to come into the classroom to guest teach, which was an opportunity for the parents to share their level of expertise in a culturally relevant, self-decided topic, that the children could relate to. She noted in her qualitative study that these new opportunities for the parents to step into a teacher role helped the families to feel comfortable when they were welcomed to family-teacher conferences (Gallo, 2017).

Through parental interaction with certain reading strategies, Huennekens and Xu (2010) surmised that, by using dialogic reading between parents and their children, there was a positive effect on the amount of language output; specifically, utterances, utilized by the two participants. Migrant children can also be identified as having a low SES. This sociocultural factor can lead to a delay in language acquisition. Research shows that there was a correlation between the level of literacy and one's SES. It is evident that children that are in low SES environments are lower than those with a higher SES in terms of language acquisition (Marjanovic-Umek, Fekonja-Peklaj, Socan & Tašner, 2015). Lastly, the literature provided insight into language output and dialogic book sharing with infants of low SES. Indications showed that in Cape Town, Khayelitsha, there was a positive correlation between the uses of dialogic and or dialogic reading with the amount of words utilized by the infant children (Vally, Murray, Tomlinson & Cooper, 2015). These influences were important to take into consideration.

Literacy Strategies & Dialogic Reading

The purpose for this study was to develop strategies to enhance migrant children's language output in the specified target language, English. The intervention strategy used within this study was dialogic reading. The researcher chose this strategy because it is suggested through literature that providing comprehensible input in the home and target language may aid the SLA process (Saville-Troike, 2012). In addition, according to available literature, it was found that, "exposing young children to a variety of types of interactions such as is done with dialogic reading expands their vocabulary" (Brannon & Dauksas, 2010, p. 1).

While there is literature that establishes the positive interrelationship between comprehensible input and SLA, the literature used also concluded that the quality of the implementation of the dialogic reading strategy, the incorporation of chants, as well as the person who is carrying out the action matters (Kaderavek, Pentimonti, & Justice, 2014; Kindle, 2011; Richards, 2010; Valdez-Menchaca, 1992). Kindle (2011) focused on the idea that the setting, reader, and the experience can influence the literacy outcome. This study underlined the idea that each teacher can yield different literacy instructional outcomes because of their individual teaching styles. During the course of this study, the researcher plan to explore the possibility of the effects of dialogic reading with parents and or families coinciding with their children and language output.

Culturally relevant text used for dialogic reading also has the potential to influence the rate of language acquisition and use in a positive fashion (Valdez-Menchaca, 1992). As practitioners in the TESOL field can attest to, through the use of cultural relevance in classroom

instruction and literature, the students have the potential to build on prior knowledge in order to grow their individual understanding (Moll, Gonzalez-Luis, & Amanti, 2005).

Implications, Deficiencies, and Audiences

In a qualitative research study involving the effects of a storybook intervention to increase home literacy and utterances in the classroom, the author concluded that there was a correlation between the use of the intervention (parents reading to their children in home settings) and the amount of observed utterances within the classroom (Huennekens & Xu, 2010). Due to the lack of information regarding the exact nature of the dialogic reading experiences in the homes that could have influenced the results, the researcher planned to incorporate aspects of this study into the research design. In addition, there was a significant lack of oral language development when assessed in both the target language as well as their native home language in terms of students that fall within this demographic (Gonzalez, Reid, Synhorst, & Tostado, 2006). By using students from an agriculture-based, migrant early childhood center in WNY, the researcher hopes to add to the discoveries already noted in the prior available literature.

Audiences that could benefit from the information yielded from this study could include parents of migrant children, Early Childhood educators, and TESOL master's students interested in working with grades kindergarten to grade 2. The methodology shaped by the following research questions will be addressed in the next chapter:

1. Does dialogic reading influence the student's language output and literacy?
 - a. Will the language of the text influence the students' comprehension?
 - b. Will the use of culturally relevant text influence the students' comprehension of the story?

Methodology

As previously discussed, this research project is being conducted in order to determine if dialogic reading can aid the literacy and language output of migrant ELLs. As migrant children participating in serial migration, newcomers are at risk for literacy delay and a significant delay of utterances in the target language, English. There are many pre-existing strategies to help ELLs acquire language including Sheltered Instruction Observation Protocol (SIOP) model strategies such as the Frayer model as well as Celic and Seltzer's translanguaging guide; however, the researcher wanted to have a focus on Early Childhood students, as there is limited literature regarding the SIFE in this field specifically (Echevarría, Vogt, & Short, 2007). The researcher used a mixed methods approach for this study. Specifically, mixed purposeful sampling (Patton, 1987) was used. After the sample was located, random assignment was used as it "maximized the probability that potentially confounding extraneous variables, known and unknown, will not systematically bias the results of the study" (Johnson & Christensen, 2017, p. 322). With the potential use of this strategy, educational professionals could combat and provide a strong foundation for students starting in the primary grades. This is significant because, as pointed out in the previous chapters, SIFE students are categorized as children who are pre-literate in their home languages and have experienced inconsistent schooling due to numerous factors such as war, natural disaster, or becoming political refugees. In the following chapter, the results from the outlined methodology will be further explained and discussed.

Research Frameworks

According to Johnson and Christensen (2017), a report's methodology should be clear and detailed so that another researcher could replicate the study if desired. This research project design called for a heavy emphasis of quantitative data collection with additive qualitative

aspects that were used in order to triangulate the results. This quantitative dominant research study aligns with the positivism research framework. Positivism, as noted in Johnson and Christensen, can be defined as “the belief that all true knowledge must be based on science” (p. 422). While this was a mixed study, the researcher primarily collected data through a series of observations of the selected participants. This study also used a design that was fixed prior to entering the setting, which has been described below.

Setting

This classroom setting was found in Western New York State. The district where this study took place was composed of students that represented diverse ethnic backgrounds, which included Caucasian, Latino/ Hispanic, American Indian, African American, Asian/Native Hawaiian, and Multiracial. As the center was located between two districts that share their residents, the researcher included the demographics of district 1 and district 2.

District 1

Race/Ethnicity	Percentage Represented
Caucasian	1,198 (81%)
Latino/ Hispanic	195 (13%)
American Indian	1 (0%)
African American	13 (1%)

Asian/ Native American	17 (1%)
Multiracial	53 (4%)

District 2

Race/ Ethnicity	Percentage Represented
Caucasian	749 (38%)
Latino/ Hispanic	1,022 (51%)
American Indian	10 (1%)
African American	131 (7%)
Asian/ Native American	5 (0%)
Multiracial	75 (4%)

While not all children were included in migrant families, approximately 80% of children shared this commonality within the center. The migrant children center based in Western New

York, provided various services to families which included food outreach and transportation. Upon entering the center, the researcher was engrossed in a multi-cultural and multi-linguistic landscape. There was signage on the walls that were displayed in both Spanish and English. These posts included messages ranging in available prenatal care to the availability of free offered English courses to job postings for bilingual bus monitors. Inside the classroom, the researcher observed the fluent exchange of languages between the students and the teachers in both Spanish and English. In every classroom, there were two instructors: One whose home language was English, and the other whose home language was Spanish. The children had access to multilingual literature in addition to culturally relevant music that played in the background of the classroom each day. This center created a diverse linguistic ecology that supported the needs of the migrant children and enriched the education of the non-migrant children. This center was the basis of the researcher's participants and sampling process.

Participants and Sampling

The participants of this study were 4-year-old male and female children enrolled in an agriculture-based children's center. Originally, the researcher had planned for a range of 4-6 participants who were migrant ELLs who were identified as SIFE. As a result of the sampling process, the study consisted solely of 4 migrant ELLs without a SIFE. identification. For the study, the researcher chose to undergo purposive sampling, in terms of determining the participants (Patton, 1987).

The researcher chose this center, as it had a high concentration of migrant Early Childhood students. The children at this center had an age range of infants to children having four or five years of age. The researcher collected participants from this center and conducted a

field study. The agriculture-based center acted as the potential sample size in this study. Once the sample size was determined, the researcher used purposive sampling to narrow down the pool of participants from the original sample size. The center director assigned the researcher a classroom. Prior to starting the study, the researcher distributed active consent forms to the parents and guardians of the participants (see appendix E) as well as to the classroom teachers (see appendix F). The consent forms outlined the purpose, methodology, and the participants' intended tasks. In addition, the consent forms made it clear that participation in the study was completely voluntary and that the participants had the opportunity to leave the study at any desired time. This section of the form was included because the researcher wanted to ensure that the participants were not compelled to be involved in the study. In some cases, the use of reward or monetary compensation has been said to persuade participants to perform in a particular fashion, thus compromising the validity of the study (Johnson and Christensen, 2017).

Once consent was given, the participants were determined by the following criteria:

1. Be classified as a migrant child who may be identified as SIFE
2. Have a distinct delay in their second language and acquisition literacy in terms of the target language English.
3. Be enrolled in the Western New York center for migrant children (agriculture-based children's center)
4. Be both male and female.

If the students fit these criteria, they were chosen for the study once active consent was provided.

While the use of purposive sampling may have been deemed as the judgmental subgroup of

sampling, this research study benefited from it as it was looking at a specific demographic; migrant, ELLs, with a possible SIFE identification. If the researcher had included participants that did not identify with the parameters, it could have skewed the results of the study during the data collection process.

Data Collection

The method of data collection for this study was a mixture of interviews and field observations. The researcher used an interview protocol for the classroom teacher (see appendix B). The responses to the interviews were documented digitally using transcription (Johnson & Christensen, 2017). Once the data was transcribed, the researcher developed meaningful sections using segmenting. For complementarity and additional data, the researcher as participant recorded the students during the intervention of dialogic reading.

Although the sampling was purposeful, and therefore cannot be overgeneralized to a larger population, this was the most beneficial method of sampling because the study researched a very specific demographic of participants. While the researcher had hoped to interview both parents and teachers, to receive a comprehensive view of the child participants, the researcher was unable to receive data from the parent participants, despite the distribution of a multilingual interview protocol attached to the parent consent forms.

As mentioned above, the data collection method that was used were interviews and field observations. The interview process surrounded the parents and the teacher's knowledge of the child's language output in the target language, and literacy; specifically reading comprehension. Upon consent, the interviews were recorded as a means to capture each student's mannerisms and utterances in the target and home language. In addition, the researcher anecdotally recorded

the classroom students' behavior during the given intervention while paying close attention to the students' language output. Finally, after the implementation of the intervention, the researcher had the students answer comprehension questions based on the text (see appendix D). This information was recorded on the comprehension question form (see appendix D). This process was continuously repeated after each reading of the text. A list of the read text can be found in the appendix G section. At the end of the intervention period, the researcher, using the interview protocol, interviewed the teacher to see if their perception of the children's language output had changed (see appendix B). This data collection process was completed during the months of January to February 2018.

The researcher received four kindergarten participants to be observed in their classroom setting. As a means of data collection, the researcher implemented multiple modalities during a week in February 2018. The first layer of data collection included a teacher interview about their students' current language output in the target language and of the children's SLA levels (see appendix B). According to Johnson and Christensen, "Data collection and data analysis are often done concurrently or in cycles in qualitative research" (2017, p. 419). The researcher as participant administered interviews with the intervention in cycles. These interviews were conducted with the classroom teacher, and their main purpose was to have complementarity for the study. Two student participants (Participants A and B) were exposed to the independent variable of dialogic reading. This strategy required the students to engage in active listening and conversations surrounding the chosen text. The remainder of the participants (Participants C and D) acted as the control group. This group solely received shared reading; the strategy of reading aloud to students without purposeful dialog and questioning based around the text.

Data Analysis

In order to analyze the data, the researcher used the method of inductive analysis and creative synthesis. With the use of this method, the researcher was able to create a synthesis that outlines the interrelationships between the intervention and the participants (Johnson & Christensen, 2017). This synthesis included coded themes such as restlessness, interests, playing, vocabulary, and language output. These themes were determined by analyzing the interviews with the teachers and through observations made by the researcher throughout the study. The main determined interrelationship between the intervention and the participants was that the use of dialogic reading appeared to correlate with the increase of spoken English words with the migrant children. It was also observed that with the increase of playing during the intervention, there was a decrease in reading comprehension. Additionally, an aspect observed by the researcher was that the longer the texts was in pages, the more the children became restless and were led to play. In the next section, the researcher will disclose the results of the intervention of dialogic reading.

Results

In the previous section, the researcher gave a detailed outline of the methods used within the study. The students were read various texts including children's books that reflected the cultures found within the classroom (see appendix G for full list). The researcher used the approved comprehension questions after the reading of each text with the students. In addition, the researcher interviewed the classroom teacher. Furthermore, the researcher recorded the participant's responses and behaviors before, during, and after the intervention was administered. In this section, the researcher will discuss the results of collected data.

Pre-intervention Observations

During this study, there was a week-long period of participant observations. During this time, the students were observed throughout their circle and literacy time during their morning routine in the agriculture-based center in Western NY. When their main teacher conducted each read aloud, she had the students sit as a large group on a bilingual numbers, letters, and colors rug. The students listened intently while the classroom teacher implemented dialogic reading with her students. Specifically, during the observation period, Student A, appeared to mostly use the target language English when conversing with the monolingual English teacher, and she also was able to stay focused during the read aloud. Student B appeared to show interest during the read aloud but had to be re-directed at times by one of the classroom teachers. Student C used primarily Spanish whenever he communicated with others, which was rarely. Student D was attentive during the read aloud with her teacher, but she did not respond in either the home language, Spanish or the target language, English. During a subsequent interview, the classroom teacher disclosed that student D had been involved in a car accident and had been chronically

absent due to sustained injuries as a result of the collision. The teacher alluded to the fact that the student's experience may have caused the result of the child having select mutism. When the text was finished, the students divided into their desired center areas. During this morning circle time, the students used a mixture of Spanish and English. For some students, their language use appeared to depend upon which teacher they were communicating with. In the agriculture-based children's center, there are two teachers in each classroom, based on the enrollment numbers. One teacher's home language is in Spanish, while the other's home language is English. This co-teaching model appeared to aid the student's SLA as both the target language and the home language were being used to build their biliteracy and biculturalism.

Language Output

This study was conducted in order to address the following questions:

1. Does dialogic reading influence the student's language output and literacy?
 - a. Will the language of the text influence the students' comprehension?
 - b. Will the use of culturally relevant text influence the students' comprehension of the story?

While analyzing the data, the researcher has come to a few conclusions. As noted in the previous chapter, the researcher utilized a mixed methods approach to collecting data. The researcher tallied each time a word was said by a research participant before, during, and after the intervention was administered. The tallies also indicated the language used for each utterance. In this study, Student A and Student B received the intervention of dialogic reading. According to Image 6, the intervention was beneficial to Student A on Day 1 of the study. During Day 1, the researcher read the story of *Polar Bear, Polar Bear* by Eric Carle and Bill Martin Jr using the

dialogic reading intervention. The student started with a baseline of speaking 7 words of English. After the intervention was administered, student A had the ability to use 35 words of English when answering comprehension questions. During Day 1, the student was attentive and actively engaged in the read aloud and dialog. She sat in close proximity to the researcher and made observations of the illustrations used by Eric Carle. On Days 2-5, Student A's data was not as consistent. During the subsequent read aloud sessions, the student was restless and was engaging in free play with other students during the intervention time. She would momentarily return to the group but would then leave. While analyzing Image 6, the researcher noted that the data for Student A was inconsistent. As mentioned earlier, the researcher was unable to collect end line data from the student. On Image 6, the unobservable post-intervention language use of student A is indicated by a 0 in the "after Eng." (after intervention English used) column.

Student B also appeared to have benefitted from dialogic reading, as his English use went from using 1 word of English to 27 words of English when answering comprehension questions. In contrast with Student A, Student B was present during all aspects of intervention process, including the collection of pre-, peri-, and post- intervention data. Through analyzing the data (Images 6 & 7), there seemed to be a loose correlation between the use of dialog during the read aloud of each text, and the increased use of English after the intervention. This was evident when looking at Student B's compiled beginning and end data. On Day 1 of the study, he used 1 word of English during pre-intervention observation. While receiving the intervention, Student B used 21 words of English while engaging in dialog about the text. Post-intervention data demonstrated that Student B utilized 45 words of English when answering the researcher's comprehension questions. It appeared as though the use of dialogic reading with Student B, a migrant child, aided the student's ability to use English. Student B's data suggested that the more the use of

directed dialog during reading, the more the participant uses the English language. With Student B, this trend continued throughout the remainder of the study (see Image 7).

Literacy & Comprehension

As outlined in the methodology, the researcher used a variety of books that included culturally relevant themes, and at times, the Spanish language. To address the following research questions (see below), the researcher compiled data on Images 1-5 in order to examine the possibility of a trend between bilingual and multicultural text and the participant's comprehension skills.

- Does dialogic reading influence the student's language output and literacy?
 - Will the language of the text influence the students' comprehension?
 - Will the use of culturally relevant text influence the students' comprehension of the story?

Through data analysis, the researcher determined that there is no consistent, direct correlation between the use of culturally relevant books and the participants' English language use, in this case. While analyzing Image 5.1, the researcher noticed that Participant B produced more English words after he was read the text, *Tito Puente: Mambo King*. With 60 English words, Student B was able to answer comprehension questions based on the culturally relevant text (see exchange below):

Teacher: Do you remember the main character of the story?

Student: Umm, no. Wait! I think ... I think ... Tido?

Teacher: Close, his name was Tito. Do you remember what happened at the beginning of

the story?

Student: Tito play the drums. He play loud. Neighbors was mad. They got him lessons.

Teacher: That's right! Do you remember what happened in the middle of the story?

Student: He grow up and play basketball, (pauses and thinks with puzzled look) *mumble beisbol* (baseball)

Teacher: Okay, and do you remember what happened at the end of the story?

Student: He won! (shouting)

Conversation cont.

While Student B was able to recollect the details from the culturally relevant text, *Tito Puente: Mambo King*, with accuracy, he encountered difficulty when introduced to the text *Marisol McDonald Doesn't Match: Marisol McDonald No Combina* by Monica Brown. According to Image 5.1, Student B produced 45 English words based on the text. The researcher made the following observations during the intervention on day 2. The children started the session off by sitting in a semi-circle on the rug during circle time. The primary researcher started to read the text to the participants. While the story was being read, some of the students remained engaged throughout the read aloud. The students' language output in the target language English during and after the dialogic reading, while not always on topic, was primarily in English. The children became restless midway through the story and then began to play. Student B was able to answer the comprehension question: "What was an event that happened in the story?" He answered the

prompt by saying that, “The girl wanted a puppy and then she got one. Kitty was the dog name.”

While the intervention group was able to answer some questions based on the story, student B had higher comprehension accuracy and language output when referring to texts such as *The Grouchy Ladybug* by Eric Carle, which was a non-culturally relevant text.

Conclusion

With the intervention of dialogic reading, the students were able to achieve a higher level of language output in the target language, English. There appeared to be no direct correlation between the use of multilingual texts and the use of English according to the compiled data inserted below. In the next chapter, the researcher will further analyze the data and discuss the further implications of the discussed results.

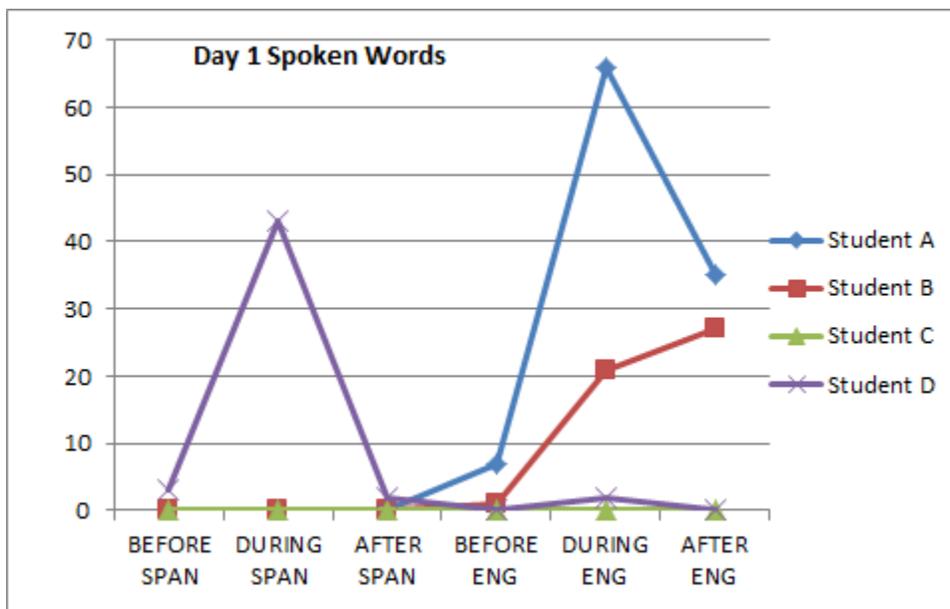


Image 1 - Polar Bear Polar Bear by Bill Martin Jr. and Eric Carle

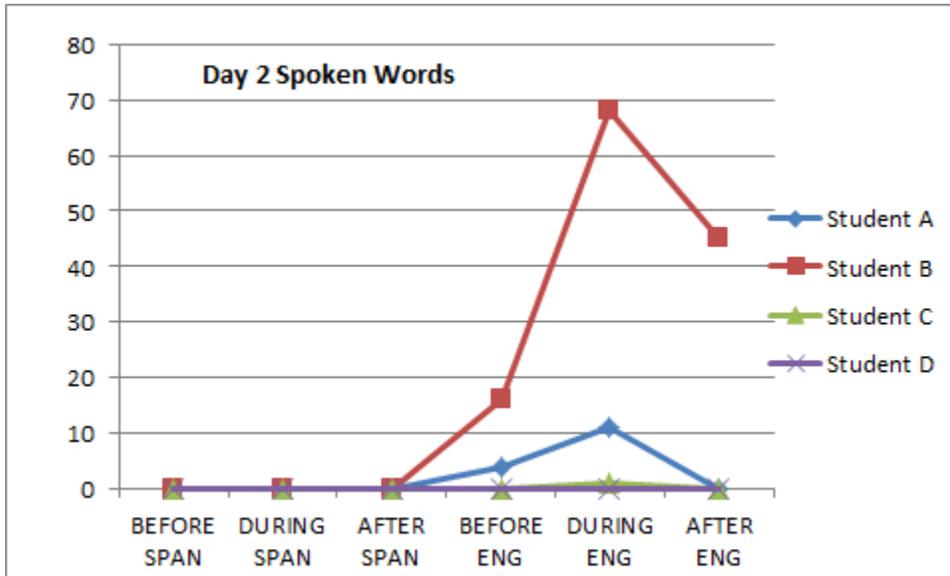


Image 2 - Marisol McDonald Doesn't Match by Monica Brown

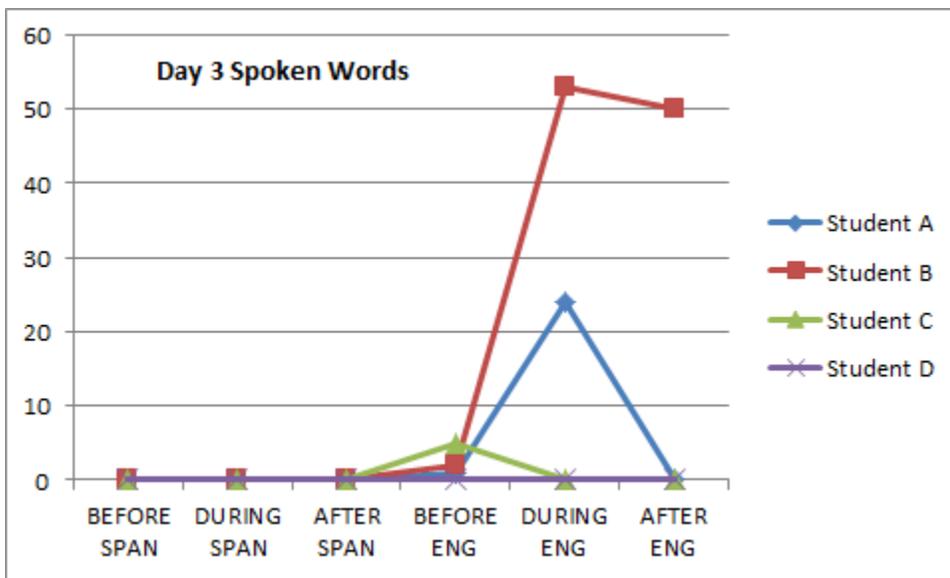


Image 3 - The Grouchy Ladybug by Eric Carle

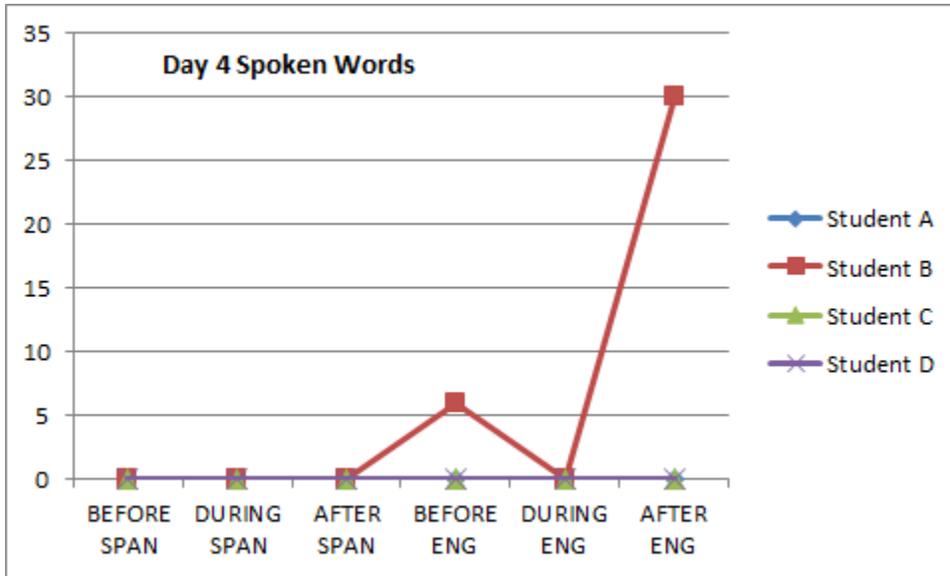


Image 4 - What Do You Want to Do? by Gloria Bancroft

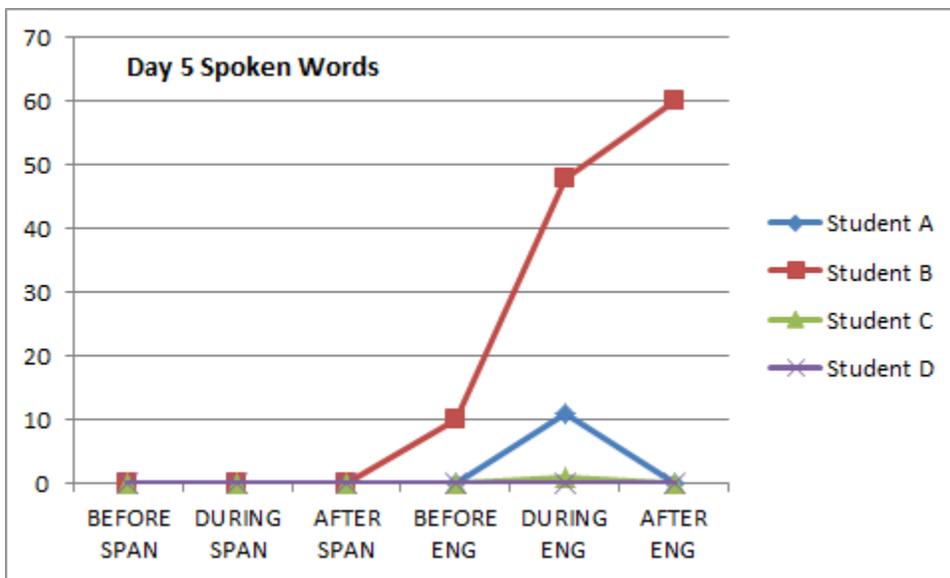


Image 5 - Tito Puente: Mambo King by Monica Brown

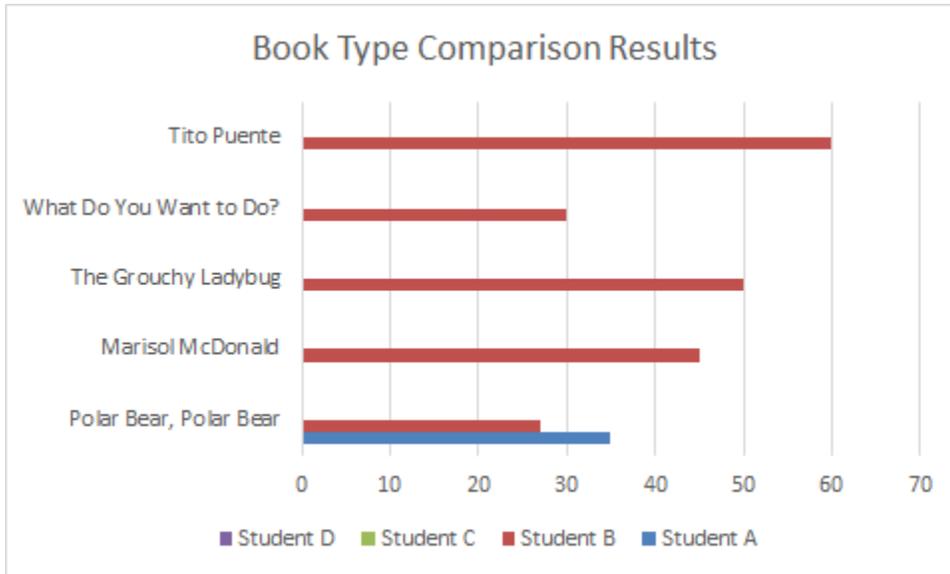


Image 5.1 - Book Type Comparison Results

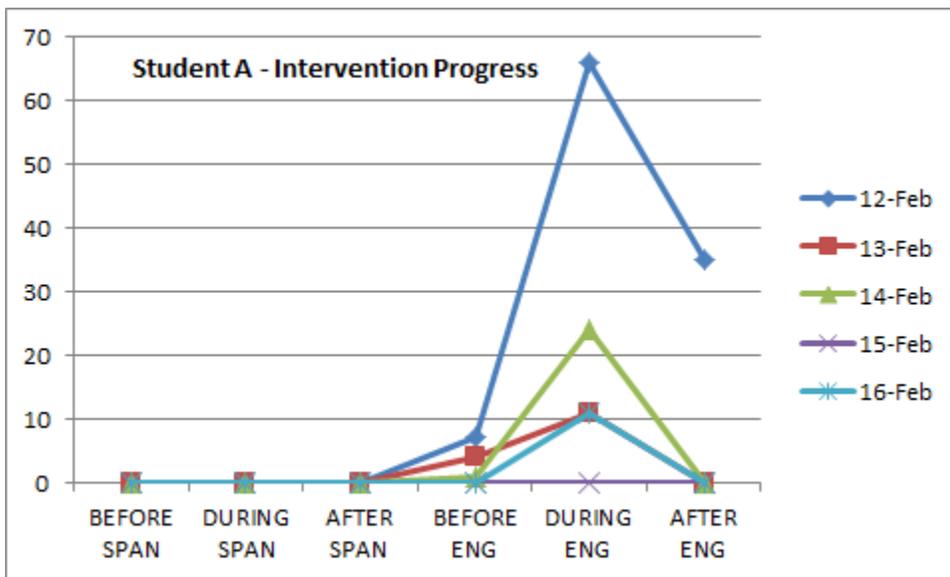


Image 6 - Student A: Intervention Progress

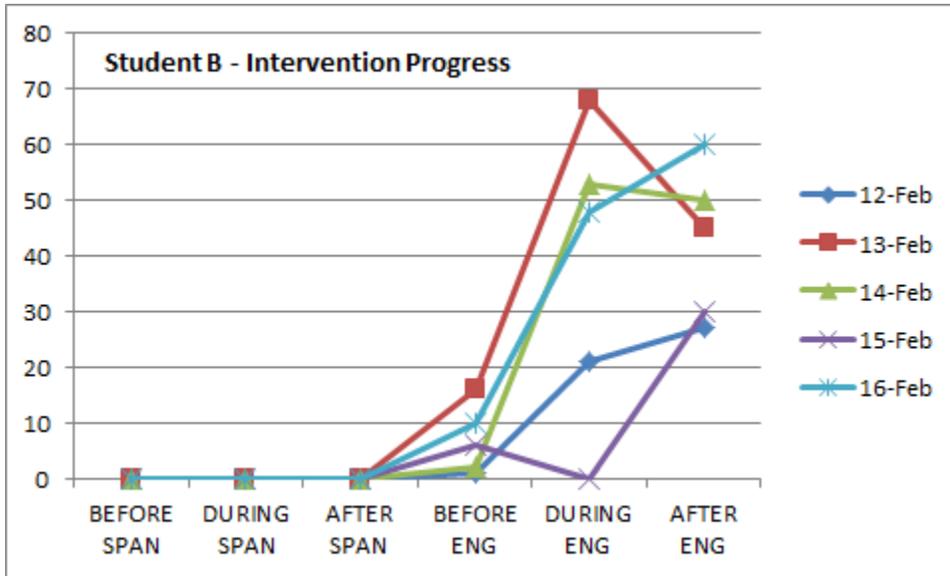


Image 7 - Student B: Intervention Progress

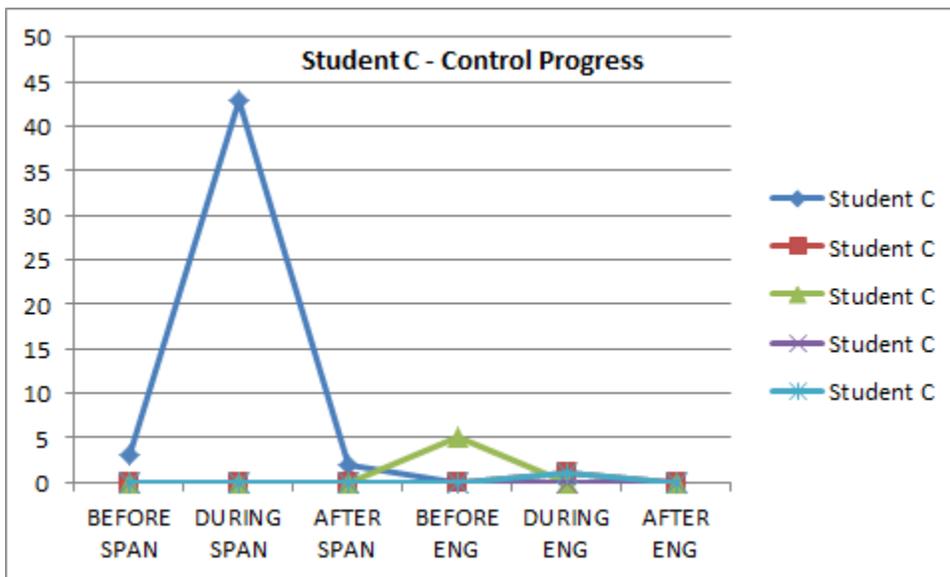


Image 8 - Student C: Control Progress

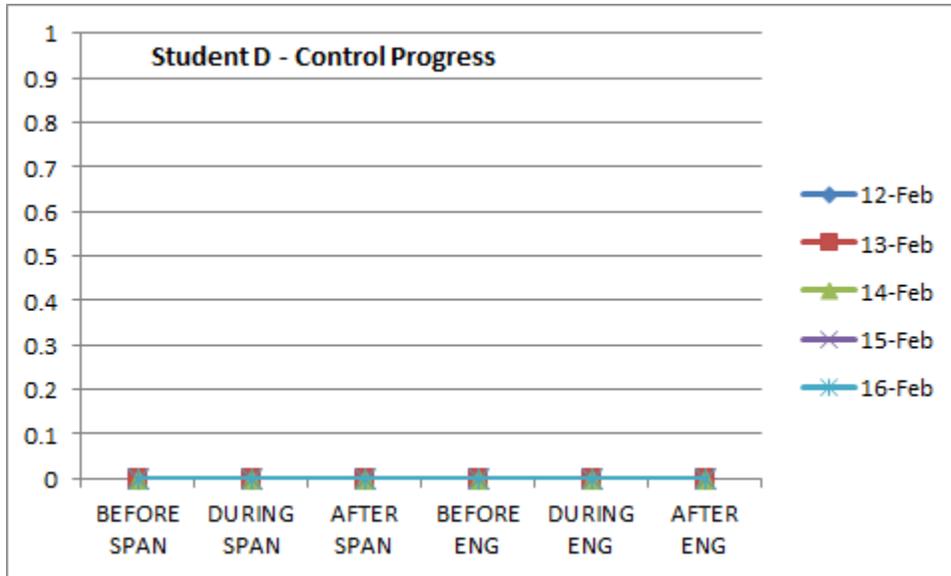


Image 9 - Student D Individual Progress

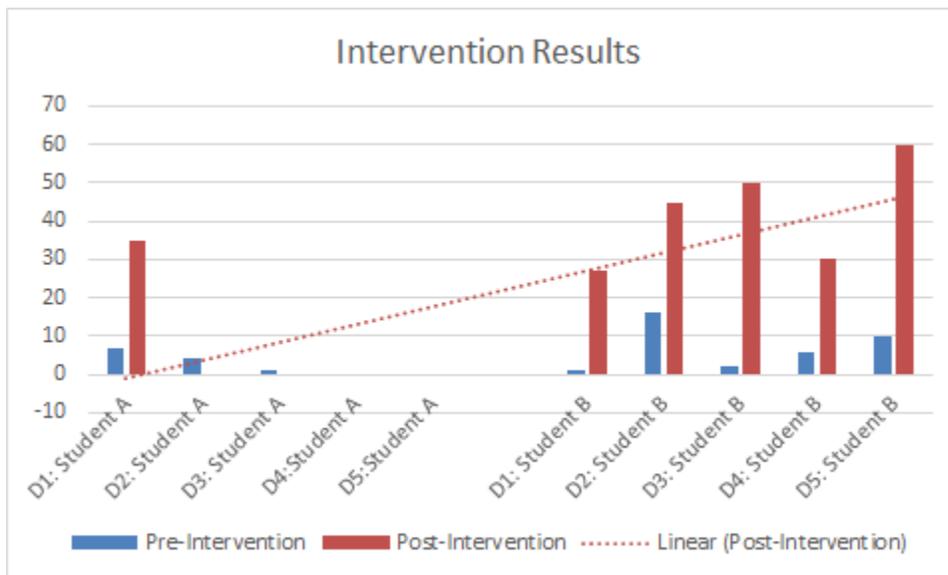


Image 10 - Compiled Intervention Data (English)

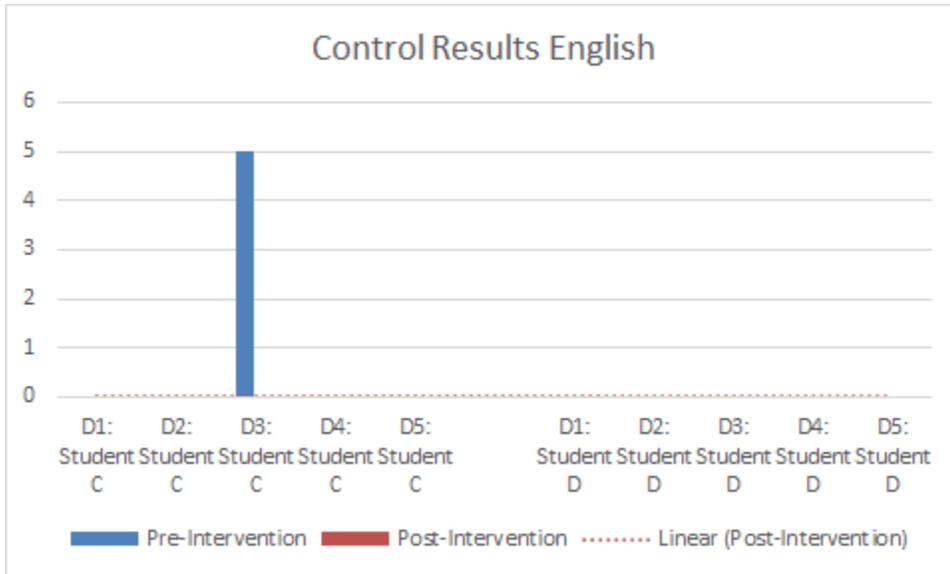


Image 11 - Compiled Control Data (English)

Discussion

As discussed in the previous chapter, the use of dialogic reading as an intervention appeared to result in higher use of the target language, English. Both Student A and Student B showed an increase in language output when they were actively engaged in dialog based on the text. The compiled results also suggested that there was no direct correlation between the use of multilingual or culturally relevant text and each participant's comprehension of the text. Next, the researcher will discuss the study's significance.

Significance

In 2007, it was deemed that nearly 10.8 million children that attended school in the United States used a language other than English in their home setting (Planty, Hussar, Snyder, Kena, Kewal Ramani, Kemp, Bianco, & Dinkes, 2009). Due to language differentiation within each child's home, students arrive to school with a variety of languages as well as acquisitional stages (Ballantyne, Sanderman, & McLaughlin, 2008). The indicated results for language output aligned with the theory that the use of comprehensible input in the target language will lead to SLA (Bunce & Watkins, 1995; Saville-Troike, 2012; Tabors, 2008). The results of the study also suggested that the use of dialog and shared book reading allowed the participants' oral language to develop (Aukrust, 2007; National Early Literacy Panel, 2008). In terms of comprehension and literacy skills, the results appeared to be inconsistent. There was no clear incline or decline of accuracy regarding the students' comprehension of the text.

When culturally relevant and bilingual texts were used, there was no direct correlation between the use of the home language, Spanish, and the increase of English language output. While the available research suggested that there were possibilities for transfer amongst

languages that could be applied to the same skill in the second or additional language, the results from this study implied that there was not a significant amount of transfer for literacy skills, when the text was read in each participant's home language, Spanish (August & Shanahan, 2006; Durgunoglu, Nagy, & Hancin-Bhatt, 1993; Riches & Genesee, 2006). This was evident when Student B was able to answer one comprehension question concerning the bilingual text while Student A was unable to provide an answer. This result was unexpected from the study, as the researcher thought that the students would be able to better identify with text that resembled their background, and subsequently, answer more comprehension questions with accuracy as the previous literature suggests (Gay, 2000).

Limitations

This study, like most, has its limitations. The researcher chose to use purposive sampling for her research methodology. In using this method of sampling, the results of this study are specifically catered to the students within the agriculture-based children's center and cannot be generalized to a larger population. In addition, this study was conducted in an early childhood setting, with children ages 4-5. When the research was being conducted, the researcher noted that some of the statistics may have been skewed, as, at times, the students were engaged in activities other than the intervention. As noted in previous sections, the students would become restless at times and would begin to engage in learning through play, during the time of the intervention. This, for example, occurred for Student A and B at various times during the reading of the bilingual and multicultural text *Marisol McDonald Doesn't Match* by Monica Brown. It is important not to over generalize the results of the study, as there are limitations to its results. If the study were to be conducted again, the researcher would recommend the following implications for future study.

Implications for Further Research

The results of this study added to the knowledge of the ESOL and bilingual educational field as it confirmed some existing theory represented in literature. While not focused on, the study also suggests that the use of dialogic reading can aid in the acquisition of English vocabulary by Migrant Emergent Bilinguals. The students recalled words such as mane, breezy, and aphid from the text and dialog used throughout the intervention. Future researchers could explore this topic further. In addition, future researchers could expand the time of the study, giving time for the researcher to become a part of the classroom's daily routine. With a consistent, reliable schedule, English Language Learners (ELLs) have the opportunity to anticipate the events and language requirements of each daily task; leading to their acquisition of an additional language when combined with other strategies (Bunce & Watkins, 1995; Tabors, 2008). There is also a possibility of conducting a study surrounding the re-assimilation of migrant children in the classroom that have experienced trauma. Professionals such as elementary teachers, English as a New Language (ENL) teachers, Bilingual Education teachers, social workers, School Building and District Leadership could potentially use the results to aid migrant ELLs in the acquisition of and additional language.

Conclusions

In summation, migrant ELLs are perceived to have a learning gap when compared with non-ELLs. Access to high quality education from informed and properly trained professionals is crucial to the success of ELLs (Barnett, 2008). While all educational professionals did not specialize in this field, it is important for everyone that encounters Emergent Bilinguals (EBs) to have and utilize strategies that can provide comprehensible input and aid in the students' Second

Language Acquisition. This strategy of dialogic reading has implied a positive correlation between the intervention and the increased output of utterances using the English language. Now is the time to help the students. It is a shared responsibility to ensure the success of *all* children.

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Appendices

Appendix A:**Interview Protocol for Parents/ Guardians**

1. How frequently does your child(ren) use English at home currently?
 - a. ¿Con qué frecuencia usa actualmente su hijo (s) el inglés en casa?
2. How frequently does your child(ren) use Spanish at home currently?
 - a. ¿Con qué frecuencia usa su hijo (s) el español en casa actualmente?
3. In your opinion, does your child(ren) use more English or Spanish at home?
 - a. En su opinión, ¿usa su hijo (s) más inglés o español en casa?
4. Do you read with your child(ren) at home? On average, how much time do you devote to reading daily? What language is used?
 - a. ¿Lee con su hijo (s) en casa? En promedio, ¿cuánto tiempo dedicas a la lectura diaria? ¿Qué idioma se usa?
5. What types of text do you read to your children? Do they reflect your culture?
 - a. ¿Qué tipo de texto le lees a tus hijos? ¿Reflejan tu cultura?

Appendix B:**Interview Protocol for Teachers**

1. What level of Second Language Proficiency do you perceive your migrant children to be at currently?
 - a. ¿Qué nivel de competencia en el segundo idioma percibes que tienen tus hijos migrantes actualmente?
2. How frequently does (insert student name) use the target language in the classroom currently?
 - a. ¿Con qué frecuencia usa (inserte el nombre del estudiante) el idioma de destino en el aula actualmente?
3. How frequently does (insert student name) use the home language in the classroom currently?
 - a. ¿Con qué frecuencia usa (inserte el nombre del estudiante) el idioma del hogar en el aula actualmente?
4. Do you read with your child(ren) during the class day? On average, how much time do you devote to reading daily? What language is used?
 - a. ¿Lee con su hijo (s) durante el día de clase? En promedio, ¿cuánto tiempo dedicas a la lectura diaria? ¿Qué idioma se usa?
5. What types of text do you read to your students? Do they reflect the student's cultural backgrounds?
 - a. ¿Qué tipo de texto lees a tus alumnos? ¿Reflejan los antecedentes culturales del estudiante?

Appendix C: Anecdotal Record/ Observation Chart

Directions: Keep a tally of the amount of utterances given by the study's participants. Notate the specific utterances

Student	Before Intervention	During Intervention	After Intervention	Description of utterances
1				
2				
3				
4				

Appendix D: Comprehension Questions Protocol**Date** _____

1. Who was the main character of the story?
Student 1:
Student 2:
Student 3:
Student 4:

2. What happened in the beginning of the story?
Student 1:
Student 2:
Student 3:
Student 4:

3. What happened in the middle of the story?
Student 1:
Student 2:
Student 3:
Student 4:

4. Was there a problem in the story? What was it?
Student 1:
Student 2:
Student 3:
Student 4:

5. How did the characters solve their problem?
Student 1:
Student 2:
Student 3:
Student 4:

6. How did the story end?
Student 1:
Student 2:
Student 3:
Student 4:

Appendix E Informed Consent for Guardian and Children

Purpose of the research study:

The purpose of this study will be to address if the strategy of dialogic reading can positively influence the acquisition, output, and literacy of migrant, early childhood students who may be identified as students with interrupted formal education (SIFE).

What you will be asked to do in the study:

Guardian: To respond to interview questions based on your perception of the language use of your child

Child(ren): To be read aloud to and asked comprehension questions based on the various books

Time Required:

Time required to complete the interview will be approx.:

Guardian: 30 minutes per interview

Child(ren): Approx. 45 minutes per book during the school day

Compensation:

There is no compensation for participating in the study.

Confidentiality:

Your identity will remain confidential. Participant responses may be utilized for the research study and they may be digitally recorded (to be destroyed once the study is completed). Recordings will only be accessed by the researcher during the study.

Voluntary participation:

Your participation in this study is completely voluntary. There is no repercussion for not participating.

Right to withdraw from the study:

You have the right to withdraw from the study at any time without consequence. This study is completely voluntary.

Potential Benefits and Risks:

This investigation will add to the research and knowledge base of second language acquisition for migrant children. The potential benefits include increased language output in the target language, English, as well as increased literacy.

Whom to contact if you have questions about the study:

Jasmine Barrow, TESOL Graduate Student

Email: Jbarrow@fredonia.edu

Whom to contact about your rights as a research participant in the study:

Dr. Robert Dahlgren

Thompson Hall E270

Robert.Dahlgren@fredonia.edu

(716) 673-3701

I have read the procedure outlined above. I voluntarily agree to participate
in this study and have received a copy of this description.

Participant's signature

Date

Principal investigator's signatures

Date

Appendix F Informed Consent for Teacher

Protocol Title: The effects of Dialogic Reading on language output, and literacy of Migrant Students with Interrupted Formal Education in Early Childhood

Please read this consent document carefully before you decide to participate in this study.

Purpose of the research study:

The purpose of this study will be to address if the strategy of dialogic reading can positively influence the acquisition, output, and literacy of migrant, early childhood students who may be identified as students with interrupted formal education (SIFE).

What you will be asked to do in the study:

To respond to interview questions based on your perception of students' second language acquisition.

Time Required:

Time required to complete the interview will be approx. 30 minutes per interview

Compensation:

There is no compensation for participating in the study.

Confidentiality:

Your identity will remain confidential. Participant responses may be utilized for the research study and they may be digitally recorded (to be destroyed once the study is completed). Recordings will only be heard from the researcher.

Voluntary participation:

Your participation in this study is completely voluntary. There is no repercussion for not participating.

Right to withdraw from the study:

You have the right to withdraw from the study at any time without consequence. This study is completely voluntary.

Potential Benefits and Risks:

This investigation will add to the research and knowledge base of second language acquisition for migrant children. The potential benefits include increased language output in the target language, English, as well as increased literacy.

Whom to contact if you have questions about the study:

Jasmine Barrow, TESOL Graduate Student
Email: Jbarrow@fredonia.edu

Whom to contact about your rights as a research participant in the study:

Dr. Robert Dahlgren
Thompson Hall E270
Robert.Dahlgren@fredonia.edu
(716) 673-3701

I have read the procedure outlined above. I voluntarily agree to participate
in this study and have received a copy of this description.

Participant's signature

Date

Principal investigator's signatures

Date

Appendix G Text List

Title	Author
Polar Bear Polar Bear, What Do You See?	Bill Martin Jr., Eric Carle
Marisol McDonald Doesn't Match: Marisol McDonald No Combina	Monica Brown
The Very Grouchy Ladybug	Eric Carle
What Do You Want to Do?	Gloria Bancroft
Tito Puente: Mambo King	Monica Brown

Appendix H HSR Approval

19 December 2017

Jasmine Barrow
c/o Robert Dahlgren, Ph.D.
Curriculum and Instruction
College of Education
Thompson Hall
The State University of New York at Fredonia

Re: Jasmine Barrow—The Effects of Dialogic Reading on Language Acquisition, Output, and Literacy of Migrant Student With Interrupted Formal Education in Early Childhood

Your research project using human subjects has been determined Category 1, Exempt, under the United States Department of Health and Human Services Code of Federal Regulations Title 45 Public Welfare, Part 46 Protection of Human Subjects, 46.101, Subpart A (b) (1) and/or (2). This document is your approval and your study titled "The Effects of Dialogic Reading on Language Acquisition, Output, and Literacy of Migrant Student With Interrupted Formal Education in Early Childhood" may proceed as described, beginning on **January 1, 2018 and ending on February 28, 2018.**

Thank you for keeping the high standards relating to research and the protection of human subjects under the auspices of the State University of New York at Fredonia.

Sincerely,

A handwritten signature in cursive script that reads "Judith M. Horowitz".

Judith M. Horowitz, Ph.D.
Associate Provost, Graduate Studies, Sponsored Programs
and Faculty Development
Human Subjects Administrator

Appendix I CITI Certification

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

**COMPLETION REPORT - PART 1 OF 2
COURSEWORK REQUIREMENTS***

* NOTE: Scores on this [Requirements Report](#) reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

- **Name:** Jasmine Barrow (ID: 6306932)
- **Institution Affiliation:** SUNY - College at Fredonia (ID: 273)
- **Institution Email:** barr1278@fredonia.edu
- **Institution Unit:** TESOL
- **Phone:** 8459438229

- **Curriculum Group:** Human Research
- **Course Learner Group:** Group 1.
- **Stage:** Stage 1 - Basic Course

- **Record ID:** 22987708
- **Completion Date:** 27-Apr-2017
- **Expiration Date:** 27-Apr-2019
- **Minimum Passing:** 80
- **Reported Score*:** 91

REQUIRED AND ELECTIVE MODULES ONLY	DATE COMPLETED	SCORE
Avoiding Group Harms - U.S. Research Perspectives (ID: 14080)	27-Apr-2017	3/3 (100%)
Belmont Report and CITI Course Introduction (ID: 1127)	27-Apr-2017	3/3 (100%)
History and Ethical Principles - SBE (ID: 490)	27-Apr-2017	5/5 (100%)
Defining Research with Human Subjects - SBE (ID: 491)	27-Apr-2017	4/5 (80%)
The Federal Regulations - SBE (ID: 502)	27-Apr-2017	5/5 (100%)
Assessing Risk - SBE (ID: 503)	27-Apr-2017	5/5 (100%)
Informed Consent - SBE (ID: 504)	27-Apr-2017	5/5 (100%)
Privacy and Confidentiality - SBE (ID: 505)	27-Apr-2017	4/5 (80%)
Research with Prisoners - SBE (ID: 506)	27-Apr-2017	5/5 (100%)
Research with Children - SBE (ID: 507)	27-Apr-2017	5/5 (100%)
Research in Public Elementary and Secondary Schools - SBE (ID: 508)	27-Apr-2017	4/5 (80%)
International Research - SBE (ID: 509)	27-Apr-2017	4/5 (80%)
Internet-Based Research - SBE (ID: 510)	27-Apr-2017	4/5 (80%)
Vulnerable Subjects - Research Involving Workers/Employees (ID: 483)	27-Apr-2017	4/4 (100%)
Conflicts of Interest in Research Involving Human Subjects (ID: 488)	27-Apr-2017	4/5 (80%)
SUNY Fredonia State College (ID: 587)	27-Apr-2017	No Quiz

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: www.citiprogram.org/verify/?x65cbecc9-88e6-4619-b400-1323a7160125-22987708

Collaborative Institutional Training Initiative (CITI Program)
 Email: support@citiprogram.org
 Phone: 888-529-5929
 Web: <https://www.citiprogram.org>

