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**Exploring Hispanic Immigrant Parents Literacy Needs In Navigating Life With Children
In The United States**

By

Michelle Lowry

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Submitted in partial fulfillment of the requirements for the degree of

Doctor of Philosophy (PhD) in Health Sciences

Seton Hall University

2024

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[School of Health and medical Sciences]

APPROVAL FOR SUCCESSFUL DEFENSE

[Michelle Lowry] has successfully defended and made the required modifications to the text of the Exploring Hispanic Immigrant Parents Literacy Needs In Navigating Life With Children In The United States for the [PHD] during this [Spring 2024]

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ACKNOWLEDGEMENTS

First and foremost, I would like to thank my parents. Two of the most courageous and hardworking people who as Hispanic immigrant parents themselves, have given me a life filled with everything I ever needed and wanted and gave me the motivation and support I needed to pursue this PhD. They were my inspiration and motivation for completing this dissertation. I dedicate this dissertation to them.

To my husband and children- Shane, Emelia, Benjamin, Penelope, and George- for their love, patience, laughs, and support throughout this long journey. You have cheered me on and encouraged me to continue to the finish line even when I could not muster the courage on my own. You will forever be my team. I am so grateful for my team.

Thank you to all my committee members who guided me through is journey, both academically, and outside of the classroom. Throughout this journey, I have learned so much from each of you and have gained important life lessons that I will carry with me forever.

I have spent so many years of my life as a student, and it is bittersweet to end this chapter. However, I am excited to take on new life adventures that await me as Dr. Michelle Lowry Ph.D., CCC-SLP.

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ABSTRACT

The responsibility of raising a child is demanding on all parents, but immigrant parents with limited literacy skills in English may find parenting even more demanding than native born parents. Hispanic immigrant parents are rarely consulted about their literacy needs. Furthermore, they are often overlooked as experts on their own needs. Using two of the most widely accepted models of literacy, The Simple View of Writing and The Simple View of Reading, this study explored Hispanic immigrant parents' literacy needs in the United States. The current study was conducted on N=30 Hispanic Immigrant parents, ages early 30s to mid 70s. A qualitative open-ended questionnaire was used to provide information regarding Hispanic immigrant parents' literacy needs. The conceptual frameworks used, emerging patterns of learners' perspectives of their literacy needs were analyzed under six categories: Three reading elements- Decoding, language comprehension, and reading comprehension, and three writing elements- text generation, transcription, and self-regulation. Findings of the present study provide initial insights on the literacy needs of Hispanic immigrant parents in light of The Simple View of Writing and The Simple View of Reading literacy frameworks. These insights can be used to inform and advance literacy interventions and programs that can be tailored to parents' specific needs moving forward as we seek to provide person centered care for this population. The implications of these findings of parents' literacy needs are discussed in terms of its impact on parents education and the quality of the outcomes so that a literacy program that meets Hispanic immigrant parents' needs can be built in the future.

Chapter I

INTRODUCTION

Given the upward trend of immigration to the United States from Spanish speaking countries, the number of Spanish-speaking immigrant parents continues to grow. The population of Spanish speaking families in the United States has increased significantly over the last decade. According to the U.S. Census Bureau (2019), the course of immigration in the United States, and more specifically in New York City is significantly increasing and linguistically diverse populations are also on the rise. The increase of Hispanic immigrant adults overall is accompanied by an increase in adults with limited literacy in English as well (Burt et al., 2003). More than half of the immigrants in the United States speak only Spanish or Spanish and another non-English language before starting school (Warkentien et al., 2009). Meaning that for every non-English speaking child entering school, there is also at least 1 adult parent who is also an English Language Learner.

In NYC, 48.7% of the population report a first language other than English spoken at home (U.S. Census Bureau, 2019). Within the Hispanic population, 37.4% of Hispanic adults and 12% of Hispanic children ages 5 to 17 speak English “less than very well” or speak a language other than English in the home (Waggoner, 2021). According to the U.S. Department of Education National Assessment of Adult Literacy (2003), an average of 14% of all adults living in households are foreign born. In general, immigrant adults have lower average literacy scale scores compared to the total household population and the U.S. born population. More specifically, Hispanics account for approximately half of all immigrant adults living in households, and have the lowest

average English literacy scores compared to their foreign-born peers (U.S. Department of Education, 2003).

Several factors affect the English literacy levels of immigrants- age of arrival to the US, years spent in the US, and highest level of education obtained (Warkentien et al., 2009). More than half of immigrant adults that are currently living in the US arrived here at 19 years of age or older. These adults have lower literacy scores overall when compared to immigrant adults who arrived at age 11 or younger (Warkentien et al., 2009). Immigrant adults who spend 1-5 years in the US also represent a larger amount of the immigrant population, and have overall lower literacy scores when compared to adults who have been here 6 years or longer. Overall, immigrants with higher levels of education scored higher on literacy tasks when compared to immigrants who have completed high school or less.

Literacy learning in the English language is a difficult challenge that immigrants face upon arrival to the United States (Warkentien et al., 2009). Since the 1970s, the immigration rates in the United States have increased significantly (Census, 2007; Schmidley, 2001). It is because of this growth that there continues to be a strong interest in how Hispanic immigrant adults use literacy within their communities and society. Many studies have focused on adult literacy in the United States overall, however there is currently no national-level research that focuses on the literacy skills of immigrant adults.

The 2003 National Assessment of Adult Literacy (NAAL) is the nation's most comprehensive measure of adult literacy (Greenberg & Jin, 2007). The NAAL provides information on adult literacy performance as well as related background characteristics for the adult learners. The main purpose of the NAAL is to document the English literacy levels of adults in the United States based on their performance on several tasks that reflect needs in their

everyday lives. The NAAL measures English literacy on three separate scales: prose, document, and quantitative. The scales each range from 0 to 500, with the assessment questions being open-ended. The scores are then categorized within four literacy levels: Below Basic, Basic, Intermediate, or Proficient. Over 19,000 adults participated in the assessment, representative of the entire population of US adults 16 and older. The results showed that 11.7% of respondents spoke English and another language (Spanish) at home, and 13.6% spoke only another language at home. Only 6.3% of respondents have taken English as a Second Language (ESL) classes if needed, and 10.4% of respondents learned to read and write in Spanish or another language only. Approximately 22% of respondents stated that they did not read or write English well or at all, and in turn fell into the below basic literacy level (Greenberg & Jin, 2007).

Current trajectory of ELL adult literacy programs

Many organizations offer support and resources to English Language Learner parents to improve literacy skills, however, these programs are often designed without input from English Language Learner Hispanic immigrant parents themselves (McManus & Suizzo, 2020). Assumptions are that what parents need is already known, that all parents need the same thing, and that what motivates parents to learn is already known (McManus & Suizzo, 2020). So why do parents in the US need to learn literacy skills in English? How do adult learners learn literacy skills? What are the best ways to teach literacy to this population? Over the past several decades, researchers and educators have attempted to answer these questions as they are faced with the challenges posed by a growing number of ELL parents in the United States.

Currently, there are several adult literacy programs available to ELL parents within the United States. According to Wrigley and Guth (1992), ELL adult literacy programs made a major shift from teaching the basics of reading and writing such as phonics and letters to a more

real life and practical literacy approach. This helps adult learners understand the “print” that they see around them in their daily environments and communities. Another shift in thinking is that literacy is no longer seen in isolation, but rather as a part of their social networks and the environment of the people around them. A review of the literature shows that ELL learners should use literacy in the context of their lives, communities, work, and interactions.

There has been a large growth in parenting education courses in recent years. This growth in the parenting education industry has been created as a way to avoid more costly interventions for children in the future (Barker et al., 2001; Day & Davis, 1999; Smith, 1996). Parents role in the early stages of their children’s lives has been addressed several times across a variety of disciplines (Affleck et al., 1992; Bandura, 1986; Cicchetti & Toth, 1995; Cohen & Rice, 1997; Feldman et al., 1989; Phelps et al., 1998; Minde et al., 1988; Whitbeck et al., 1997). The idea that effective parenting is not an inherent skill and that most parents can benefit from parent education programs has grown significantly (Miller & Sambell, 2003).

However, several limitations have been seen across studies and many aspects of adult literacy needs remain unclear. It is known that literacy programs for parents will help, however the most effective ways that educators can support the literacy needs of immigrant ELL parents, and the ways literacy skills are taught is not known. Many of the current strategies used with ELL adults are practices that are established for English-only speakers (Artiles & Ortiz, 2002). Moreover, because of the heterogeneity of the population in terms of literacy skills and because programs are not connected to theoretical frameworks, they are not well supported. In general, there is little research on literacy strategies for adult ELLs (Cohen, 2011). According to Panofsky et al. (2005), the best strategies for teaching literacy to ELL adults have not been well studied.

One study found within the literature review discusses parenting education program that focuses on literacy. Crooks (2005) discusses the Iowa State University Extension Program which is a parent education program that improves parenting and literacy skills of Spanish-speaking families. The program is made up of six lessons, in either Spanish or English, depending on the preferred language of the family. Results indicated that after participating in the program parents self-reported that they were reading more regularly at home. Results also showed an increase in literacy enhancing techniques in the home, increased comfort with literacy for the parents, and a better understanding of how literacy tasks in the home helps prepare children for academic success.

Burt et al. (2003) provided a review of the research literature on the reading development of ELL adults in the United States from 1980-2000. A summary of the findings showed that several factors influence an ELL's reading development and these factors need to be considered when creating a literacy program. These factors include personal variables, reading process, and language development. Personal factors include the learners linguistic and educational backgrounds such as their living environments, needs and motivations, first language literacy, and their goals. The reading process factor includes the complex cognitive skills that are a part of learning to read mixed with the readers own values and beliefs. The language development factor includes the ELL adults' previous needs and literacy education. The learning process differs depending on whether the learner is preliterate, nonliterate, or literate.

There is a dearth of research on effective strategies for supporting adult literacy skills. Especially those who are ELLs. No studies within the literature review focus on improving the literacy skills of ELL immigrant parents or the literacy difficulties ELL immigrant parents experience within their daily lives with a focus on parent's needs. With the knowledge gained

through the current study, ELL parents literacy programs can be changed or adjusted to tailor to parents' specific needs. These improved literacy programs could benefit ELL immigrant parents in many aspects of their life. The goal is to get the ELL immigrant parents to feel confident in their literacy skills, and carry it over to their current life and home environments.

Factors related to Hispanic Immigrant Parents Literacy Needs

There are several key factors in the research related to Hispanic immigrant parents and their literacy needs. The following factors were prevalent in the literature review conducted for this study:

English Language Learners

An English Language Learner is defined as a person born in another country other than the United States or whose native language is a language other than English (Linquanti & Cook, 2013). This person may come from an environment where a language other than English impacted the persons English language proficiency. English language learners may have difficulty speaking, reading, writing, or understanding the English language, which impacts their ability to participate in society (Linquanti & Cook, 2013). A lack of literacy and proficiency in the English language may negatively impact the way an adult parent their children within the United States where English is the primary language. When speaking of English Language Learners, the terms L1 and L2 are often used. L1 refers to the English language learner's primary, native language. For this study, the native language is Spanish. L2 is used to refer to the English language learner's secondary language, which in this study is English.

An English Language Learner parent (ELL parent) is a person who fits the definition of above-mentioned ELL, however is also a person who, according to Merriam-Webster, brings up and cares for another. In contrast, Black's Law Dictionary defines "parent" as the lawful father or

mother of someone. Therefore, the current study defines a "parent" to be a person who cares for another. A person is not technically a parent legally until they are determined to be by law.

Parents and parenting

In the current study, the term 'parents' is used to include all people who provide care for children in their home or within their families. This can include a biological parent, step-parents, adoptive parents, foster parents, or grandparents. The term 'parent' is a gender-neutral term used to encompass both men and woman in the role as mothers or fathers. This study focuses on both mothers and fathers; however, it should be noted that most research found within the literature review focuses on mothers. So, what is meant by the term 'parent'? It is important to be clear about the definition of this term before discussing a parents' perspective on the topic of their literacy needs. In the *Handbook of Parenting* (Bornstein, 2002), parenting is defined as:

Put succinctly, parents create people. It is the entrusted and abiding task of parents to prepare their offspring for the physical, psychosocial and economic conditions in which they will eventually fare, and it is hoped, flourish.... Parents are the "final common pathway" to children's development and stature, adjustment and success. (Bornstein, 2002; Preface, p. ix)

This definition does not include how parents themselves would define parenting, or what exactly it is that parents do. The list of things that encompass 'parenting' is endless, and can change depending on cultures and social groups. However, most ideas of parenting include the care of both a child's physical needs and their social emotional needs. Most definitions of parenting also place parenting within the context of family, however, often it is assumed that woman are the primary caregivers with a man's role as 'parent' less studied or acknowledged.

Across the board, and across cultures, parenting is described as the most difficult job in the world, with the idea of parenting needs as an endless list. Above all, the role of diversity within parenting is fundamental. With diversity at the forefront, it must be recognized that there are many different views of what makes a ‘good parent’ and parents must be listened to in order to gain further knowledge on this topic.

Literacy

Populations who need support represent the last group of people who are given opportunities for literacy instruction (Keefe & Copeland, 2011). The most common reason for this lack of support and opportunity is that there are limited definitions of literacy in general. According to Scribner (1984), our definitions of literacy shape our perceptions of each individual who may lie on either side of literacy depending on whether they are literate or illiterate. The clearest definitions of literacy come from the United Nations and other international organizations because literacy is considered a global issue. Additionally, calls for literacy rights for all come from these international organizations. According to UNESCO (2008), their primary goal is to eliminate illiteracy and ensure all populations can read and write. A person is considered literate if they are able to read, write, and understand a short statement on their everyday life (UNESCO, 2008). According to the Experimental World Literacy Program of 1966, a person is literate when they are able to functionally engage in all activities in which literacy is required within a group or community setting and also for enabling them to use reading, writing, and calculation for their own and their community’s development (UNESCO, 2008). The Experimental World Literacy Program definition includes that literacy is situated in the context of a community setting. However, because many countries are not able to assess

literacy skills of individuals within their country, literacy is often viewed as an individual attribute (UNESCO, 2008).

There are several other definitions that have emerged out of the belief that literacy is a social experience. Scribner (1984) suggested that the most common definitions are based on the idea that literacy is an individual attribute, however, the most undeniable fact about literacy is that it is a social achievement. The way literacy is defined affects our practices and the opportunities that can be provided to others needing literacy instruction. Therefore, it is important to have a concrete definition of literacy because it will affect the programs that are offered to underserved populations such as Hispanic immigrant parents.

Parenting in immigration

Immigrating to a new country can be an exhilarating time for immigrant families. However, it can also be a stressful life change as families learn to adjust to the sociocultural differences of their new physical environment. The period of adjustment that follows immigration is referred to as acculturation, and is defined as the changes that occur when two different cultures meet (Berry, 2003). These acculturation changes typically occur across multiple factors including individual behaviors (e.g., language) attitudes, values, and beliefs (Sam, 2006). Immigrant parents experience the difficulties of their own acculturation process due to challenges that arise from raising children in a new cultural environment. In general, parents play a key role in the development, education, and overall wellbeing of their children. Parents are the key holders of their child's health and safety. Immigration to a new country as a parent creates new challenges in their ability to perform parenting tasks, increases stress, and lowers their parenting self-esteem (Yakhnich, 2016). Their confidence in their child rearing abilities is affected by their new cultural environment and adjustment (Costigan & Koryzma, 2011). The

pressures of immigration may affect family relationships and increase conflict amongst family members during the transition (Dwairy & Dor, 2009; Mirsky, 2012; Sou-tullo et al., 2016; Rasmussen et al., 2018). However, on top of the challenges of settling into a new country, additional challenges are faced in association with limited literacy skills in English amongst this population. Decreased levels of literacy create many challenges for immigrant parents from Spanish speaking minority groups when navigating daily life with their children (Marcella et al., 2014).

According to Lin et al. (2012), as of 2009 23% of children in the US were either foreign born or had immigrant parents. Many immigrant families live in low-income households, have parents with low education levels, and tend to use fewer public benefits compared to the general public (Lin et al., 2012). Immigrant parents also tend to access services less, have limited knowledge of community resources, and are less likely to use health clinics and social services (Lin et al., 2012). Overall, immigrant parents have socioeconomic, cultural, and linguistic challenges that may inhibit them from accessing health care, insurance, and communicating with medical professionals on behalf of themselves and their families (Yu et al., 2006).

Parents and Literacy

An important consideration for the growing population of Hispanic immigrant parents is the impact of their own literacy skills on their lives. Literacy tasks are shown to be the primary form of assessment within many disciplines and domains (Viel-Ruma et al., 2010). Literacy skills are a requirement in acquiring job opportunities, career advancement, higher education, and communicating with health care professionals to name a few. In the United States, having limited English proficiency can be a barrier for several reasons, such as difficulty navigating life with children, accessing health care services, and understanding health information for their

children (Nielsen-Bohlman et al., 2004). Adults with limited literacy have difficulties following medication instructions for themselves and their children, communicating with their child's health care providers and teachers, and understanding health information (Lincoln et al., 2015). According to Nielsen-Bohlman et al. (2004), there is a positive correlation between limited literacy skills and chronic health conditions. When compared to adults with higher literacy skills, adults with limited literacy skills are more likely to have no source of care and report lower self-rated health for themselves and their children (Ponce et al., 2006). Overall, a parent's low literacy levels may impact daily life in a variety of ways, more specifically in terms of general health.

Limited literacy skills impact the daily life of Hispanic immigrant parents' children as well. Research shows that children begin to learn literacy skills prior to entering school years (Bradley & Bryant, 2013; Hammer et al., 2010; Lee et al., 2014; Niklas et al., 2016; Waldfogel, 2012; Skibbe et al., 2011). More specifically, children begin to learn emergent literacy skills within their home environments (Manning & Manning, 1984; Morrow, 1983). A parent's predisposition to create a literacy rich home is important, and one major factor in parental predisposition to establish literacy-rich home environments may be parental literacy levels. Parents with low literacy levels may be less inclined to teach their children literacy skills or may feel that they do not know how to foster literacy development. On the other hand, parents with higher literacy skills may place more importance on their children's reading and writing abilities. Parents with higher literacy skills may feel more capable to help engage children in literacy tasks.

Increasing the literacy skills of Spanish-speaking immigrant parents in the United States could increase the number of parents who read to their children regularly, increase the use of strategies to enhance children's literacy skills, improve health outcomes for children, increase the

amount of services for their children, improve the comfort level of parents reading to their children, and lead to a greater understanding of how literacy skills help to prepare children for success in school (Crooks, 2005). It can also improve health care services, decrease chronic health conditions within families, increase sources of care and self-rated health, and improve understanding of health information for their children (Nielsen-Bohlman, Panzer & Kindig, 2004; Ponce et al., 2006). Improving parents' literacy skills can also improve parents' abilities to follow medication instructions for themselves and their children, improve communication with their child's health care providers and teachers, and increase understanding of health information overall for all family members (Lincoln et al., 2015). However, within the literature, there are no studies that explore parent's needs related to literacy. There are also no studies that explore the literacy needs of Hispanic immigrant parents with low literacy skill levels.

While immigration continues to increase, and the population of immigrants with limited English proficiency grows, exploring Hispanic immigrant adult literacy needs is not well studied. Furthermore, based on the literature review for this study, there is a dearth of literature that applies the Simple View of Writing and the Simple View of Reading to explore this topic. Based on the gaps in the literature, conducting a needs assessment of Hispanic immigrant parents' literacy needs in the United States may provide important insights for all stakeholders involved. Through the lens of the Simple View of Writing and the Simple View of Reading, we may be able to understand the factors involved in literacy for parents.

Conceptual Frameworks for Literacy

The Simple View of Writing

The Simple View of Writing (Berninger & Amtmann, 2003) was used to develop aspects of the needs assessment on writing skills in ELL parents of children. The Simple View of Writing includes three components- text generation, transcription, and self-regulation all controlled by working memory (WM) (Berninger & Amtmann, 2003). The component of text generation involves language production, text production, and writing content. The transcription component is related to handwriting and spelling. The self-regulation component involves goal setting, planning, and revising (Berninger & Amtmann, 2003). This model was selected because it is currently the most widely accepted model for developing writers. It also includes an emphasis on working memory which has been found to be a significant predictor of literacy acquisition in ELL adults (Berninger et al., 2002).

The Simple View of Reading

The Simple View of Reading (Hoover & Gough, 1990) was used to develop aspects of the needs assessment on reading abilities in ELL parents. The Simple View of Reading discusses that reading is a complex process that consists of two equal components, decoding and linguistic comprehension (Hoover & Gough, 1990). The difference between reading and oral language is that the reader has to decode graphic shapes into linguistic information. According to the authors decoding is defined as efficient word recognition. Linguistic comprehension is defined as the ability to take lexical information and derive interpretations of it (Hoover & Gough, 1990). This model was selected because it is currently the most widely accepted model for developing reading in ELL adults.

What is a needs assessment?

According to Auerbach (1994), the word “assess” is derived from the Latin term “assidere” which means to “sit beside”. During a needs assessment, the researcher “sits beside” the learners to identify their proficiencies, their goals, expected outcomes, and needs. The researcher attempts to immerse themselves in the lives and views of the learners to gain more insight on their needs. A needs assessment for ELL adult learners is a tool that can be used to understand the perspective of the learner, the literacy skills that they think they currently possess, the literacy contexts of their lives, and what the learner wants and needs to know in order to function in those contexts. An important consideration for the researcher is to think ahead to what the learner would hope to gain from a literacy program. A needs assessment focuses on the adult learners’ proficiencies rather than their deficits and builds on that (Auerbach, 1994).

A needs assessment involves collecting data about the participants, their backgrounds, goals, linguistic and behavioral demands, and preferred learning styles (Jasso-Aguilar, 1999). It is important to understand the learners’ functional needs in the target language, which in this case is English. However, data can be collected in their primary language due to the fact that their literacy skills in English are not proficient, which in this case is Spanish. Needs assessment should be an on-going process in order to obtain and analyze information about the needs of learners, to continue to assess whether the learners’ needs are being targeted within the program, and to find out whether the program’s objectives and the learners’ objectives match (Purpura & King, 2003).

A needs assessment related to the literacy needs from the adult learner’s perspective is a crucial step in creating an instructional program (Weddel & Van Duzer, 1997). Often times, adult learners register for adult ESL literacy programs for many reasons, and although they say

they just want to learn English they have underlying needs and goals (Weddel & Van Duzer, 1997). Some of these needs and goals include to be able to help their children with homework, to be able to read to their children, to get a job to help support their family, to communicate with teachers and healthcare professionals on behalf of their children, and send their children to better schools (Weddel & Van Duzer, 1997). According to a study done by Grant and Shark (1993), learners are more likely to drop the course than to voice their dissatisfaction when their needs are not met.

Needs assessments are important for several reasons. Needs assessments ensure a more flexible and responsive program, it provides information about what the learner currently knows and what they want and need to know or take from the course (Weddel & Van Duzer, 1997). Within education, there is a need for accountability and relevance, meaning what is taught should be useful to the learners (Briggs, 1977). A needs assessment is a systematic way to determine goals, identify discrepancies, establish a plan for action, and if used in the education realm, it will help determine what should be taught to learners (Briggs, 1977). According to Khalid (2016), a needs assessment is a necessary step in designing a program for ELLs that caters to the needs of the learners.

Khalid (2016) explains that English for Specific Purposes (ESP) is a term often used amongst ELL and ESL literature and refers to the idea of teaching English for a purpose that meets the needs of the learner. These needs could be academic, occupational, or functional life purposes. According to Hutchinson and Waters (1987), ESP is an approach to ELL English learning in which all content and learning styles are based on the needs of the learner and their reason for learning the language. ESP can be used to learn specific skills, such as literacy skills in the English language. For purposes of this dissertation, we will be using ESP in the context of

teaching literacy skills to ELL adult parents. Using a needs assessment method can help bridge the gap between current literacy program models, and the development of resources and programs that effectively target the needs of ELL parents.

Why a needs assessment?

Needs assessments from the learner's perspective is an important step in creating instructional programs and can benefit both instructors and learners (Lytle, 1988). When we understand why behaviors happen, we can design more effective and efficient interventions that target specific behaviors (Langlois & Hallam, 2013). According to Reid (2001), literacy courses for ELL adults should be designed to incorporate their needs, goals, and expectations. If this is the case, then there is a need for collecting authentic data on ELL adults and their literacy needs.

When discussing needs assessments, it is important to determine a concrete definition of the word 'need' that is being conceptualized. According to Brindley (1989), the word 'need' is ambiguous and has a variety of meanings from necessities to demands, wants, and needs and everywhere in between. Similarly, Berwick (1989) defines 'need' as the gap between an existing condition and a desired goal. Benesch (1996) suggests that needs assessment should be thought of as a critical needs analysis rather than a descriptive analysis of a person's needs. A critical needs analysis considers existing conditions while considering the target goal. The first step to solving any problem is to identify the problem and to decide if a problem exists. A needs assessment helps you to do just that- to identify the problem, help you decide if there is a problem to address, how big the problem is, and how important the problem is to solve (Briggs, 1977).

What are some approaches to Needs Assessments?

According to Jordan (1997), there are five different approaches to a needs assessment: target situation analysis, present situation analysis, learning centered approaches, strategy analysis, and a means analysis. There are six researchers (e.g. Basturkmen, 2014; Flowerdew & Peacock, 2001; Hutchinson & Waters, 1987; Jordan, 1997; Strevens, 1977; Swales, 1980) who discuss the necessity for a needs assessment as a starting point for creating interventions and programs for ELL adult learners.

Munby (1981), discussed target situation analysis which focused on the learners needs at the end of their learning journey. However, due to its systematic and comprehensive nature, this needs assessment model was complex, and time consuming. Therefore, all subsequent models of needs assessments were based on simplicity and flexibility (Jordan, 1997). Richterich (1971) discussed the present situation analysis which focused on the learner's current state of language development, and their current life situations and institutions or places of work. This model focuses on the learner's society and culture, which gains a more holistic picture of the learner and their needs.

Hutchinson and Waters (1987) used the learning centered approach to a needs assessment which focused on the learning process and the role of the individual and their society.

Hutchinson and Waters (1987) differentiated between target needs and learning needs. Target needs is related to what the learner needs to do in a target situation, and learning needs is what the learner needs to do to learn. The target needs can be separated into three categories- necessities which are needs derived from facts, lacks which are gaps between existing proficiency and target proficiency, and wants which are what the learner feels they need, their

wishes, motivations, attitudes, interests, learning styles, and personal reasons for wanting to learn.

According to Allwright (1982), the best starting point for a needs assessment is to obtain the learners perceptions of their personal needs in their own words. Allwright believed it was best for learners to self-identify their needs and preferred learning strategies. This method of a needs assessment is referred to as a strategy analysis because it is related to gathering information about the learners learning strategies (Allwright, 1982). Another type of needs assessment is a means analysis approach discussed by Holliday and Cooke (1982). The purpose of this type of needs assessment is to focus on the environment in which the learning will take place. It also gathers information on how a language intervention will be implemented. Table 1 outlines all 5 approaches needs assessments.

Table 1

Approaches to Needs Assessments

Approach	Present Situation Analysis	Target Situation Analysis	Learning Centered Approach	Strategy Analysis	Means Analysis
Researchers	Richterich (1971)	Munby (1981)	Hutchinson and Waters (1987)	Allwright (1982)	Holliday and Cooke (1982).
Information about the approach	Focused on the learner’s current state of language development, and their current life situations and institutions or places of work. This model focuses on the learner’s society and culture, which gains a more whole picture of the learner and their needs.	Focused on the learners needs at the end of their learning journey.	Focused on the learning process and the role of the individual and their society. Styles, and personal reasons for wanting to learn.	Focused on learners to self-identified needs and preferred learning strategies. It is related to gathering information about the learners’ learning strategies.	Focused on the environment in which the learning will take place. It also gathers information on how a language intervention will be implemented.

Note. Information related to needs assessments from Allwright, 1982; Richterich, 1971; Holliday and Cooke, 1982; Hutchinson & Waters, 1987; Munby, 1981.

Aligned with the purpose of this dissertation, the model set forth by Richterich (1971) was chosen for the following reasons. Within the present situation analysis model, an emphasis was placed on the adult learner's current literacy skills and how they use literacy within their current life situations at home and as a parent. By including a skills component, I was able to assess literacy skills aligned with conceptual frameworks for reading and writing, namely, The Simple View of Writing (Berninger & Amtmann, 2003), The Simple View of Reading (Hoover & Gough, 1990). This allowed for providing a way to observe and obtain self-report on literacy skills, an important gap to be filled by this study. The present situation model also allows space for a needs assessment to touch on the learner's society and culture which plays an important role in the learners needs and motivations.

How have needs assessments changed through the years?

Previously referred to as 'needs analysis', according to West (1994), from the early stages of needs assessments, the focus and scope of needs assessments have changed. In earlier years, the focus of needs assessments was for occupational purposes. Then, a shift occurred to more academic purposes. More recently, needs assessments are used for more functional and general language learning purposes, which was the purpose of its use for this dissertation. Munby (1981) previously focused on more specific target situation needs. Whereas now, the scope of needs assessments has broadened to include more areas of focus.

Furthermore, a review of the literature also showed that many ELL adult literacy programs that have been conducted in the past have not been informed by a theoretical

framework. It is also evident from reviewing the literature that the majority of ELL adult literacy programs content are not based on the needs of the participants, the content does not match the objectives of the participants, and teaching styles are not learner centered. Because of this, the number of ELL adults that enroll in literacy interventions and programs is low, and the dropout rate for adult learners amongst these programs is high (Grant & Shark, 1993).

Teaching literacy skills is an important component of parenting in the developed world, but research indicates that it may not be meeting parent's needs. This study provides an overview of a needs assessment that aims to determine the needs and motivations of parents and how they prefer to learn literacy skills needed to parent today. The findings could be used to develop an innovative approach to parental literacy education in order to better prepare parents for parenthood. This needs assessment was conducted to inform the development of a new education program for parents. The aim was to explore the needs and motivations of parents and to describe the changing nature of these needs and motivations.

Background of the Problem

Individuals identifying as Hispanic make up 19.5% of the population, with a total count of 65.3 million Hispanics and Latinos currently living in the United States (U.S. Census Bureau, 2020). According to Passel and Rohal (2015), by 2065 the number of Hispanics in the United States is expected to increase by 24%. Upon arrival to the United States, Hispanic immigrant parents may experience a multitude of challenges. These challenges can be exasperated by limited English literacy skills.

Becoming literate in English is an immense challenge, with most Hispanic immigrants being functional illiterates even after living in the United States for over a decade. According to Richwine (2017), 63% of Hispanic immigrants have a "below basic" understanding of English,

placing them in the illiterate category. The statistic does not improve after years of living in the US, with more than 67% of Hispanics not being English proficient after 15 years (Richwine, 2017).

According to the Center for Immigration Studies (2002), overall, 41% of immigrants score at or below the lowest level of English literacy. The importance of obtaining literacy in English for immigrants cannot be stressed enough (Richwine, 2017). Without English literacy skills, immigrants will experience challenges succeeding in American society, as low literacy skills have a strong correlation with low socioeconomic status and poverty. Additionally, challenges faced by immigrant parents upon arrival to the United States are influenced by many factors. With such a projected increase expected in this population, an exploration of Hispanic immigrant parents' literacy needs is of prominent importance.

Problem Statement

Immigrants face challenges after arriving to the United States. More specifically, Hispanic immigrant parents may have increased difficulties due to limited literacy skills in English. Hispanic immigrant parents need proficient English literacy skills in many areas of their life; however a review of the literature also shows that many ELL adult literacy programs that have been conducted in the past have not been informed by a theoretical framework, the content is not based on the needs of the participants, and the content does not match the objectives of the participants. Because of this, the number of ELL adults that enroll in literacy programs is low, and the dropout rate for adult learners amongst these programs is high. Therefore, it is imperative to better understand the Hispanic immigrant parents' literacy needs, so that insight can be offered to assist ELL to meet these needs.

Purpose Statement

The purpose of this qualitative study was to explore Hispanic immigrant parents' perceived literacy needs to effectively engage in educational, medical, and community services in the United States.

Research Questions

There is one overarching research question guiding this study:

What literacy elements make up the literacy needs of Hispanic immigrant parents in the United States?

Using the literacy models as a framework, the two sub-questions address different components to support the overarching research question.

SRQ1. Which elements of **the Simple View of Writing** are involved in the literacy needs of Hispanic immigrant parents in the United States?

SRQ2. Which elements of **the Simple View of Reading** are involved in the literacy needs of Hispanic immigrant parents in the United States?

The additional sub questions are related to the literacy needs in relation to educational, medical, and community services in the United States.

SRQ3. How do parents describe their perceived literacy needs to effectively engage in **educational services** in the US?

SRQ4. How do parents describe their perceived literacy needs to effectively engage in **medical services** in the US?

SQR5. How do parents describe their perceived literacy needs to effectively engage in **community services** in the US?

Chapter II

LITERATURE REVIEW

The purpose of this chapter was to present the literature and research relevant to the topic of study. This section transitions into the review of the studies that provide the literature review for this study. The literature review section ends with a discussion of the gaps in the literature.

In the past, research on parenting focused on dyadic relationships between the parent and child only. However, more recently, triadic theories are used to consider other aspects and relationships involved in parenting (McHale, 2007). Lamb and Lewis (2010) discussed the social network model of parenting which emphasizes relationships beyond just between the parent and the child, for example with other family members, teachers, peers etc. Weisner (2005) discussed how parenting occurs within a culture and society context, and is made up of everyday activities such as going to school, church, visiting family, seeing friends, going out shopping etc. This model is applicable to cultures in which children are thought to be raised by their “village” (Weisner, 2005). According to Dunn (2014), children spend more time in contexts with multiple people in their lives rather than just their parents. From the family systems perspective, a parents family needs, which occur within larger sociocultural contexts, influence their perspectives and ideas on how they should parent (Morman & Floyd, 2006; Stern, 1995). According to Harkness et al. (2000), parenting and child rearing is influenced by cultural values, goals, and other contextual factors such as socioeconomic status, and the community in which parenting occurs.

Literacy learning is a sociocultural phenomenon. It is a process that is determined by the beliefs and values held by the persons of a cultural group (Clay, 1993). Hispanic immigrant

parents hold certain beliefs and values related to literacy within their cultural group.

Additionally, Hispanic immigrant parents need proficient literacy skills in many aspects of their life, especially within their home environments and for child rearing purposes. A parents literacy skills has an impact on the development of their children. Parents play a key role in the emerging literacy learning process for their children. For bilingual, minority children to succeed in school, it is important for parents to work on increasing literacy skills in children birth to 5 years old (Crooks, 2005). Researchers indicate that teaching parents to support literacy skills is an effective way to improve child outcomes (Crooks, 2005). The home literacy environment plays a role in children's language and literacy skill development (Marcella et al., 2014). Home literacy environments are made up of family literacy activities which may include shared book reading, storytelling, singing songs, arts and crafts, game playing, learning letters and numbers etc. (Marcella et al., 2014). However, research shows that Latino Spanish-speaking families are not as likely to create rich home literacy environments for their children (Marcella et al., 2014).

Researchers found that family literacy practices vary significantly amongst low-income populations (Payne et al., 1994). When studying Spanish-speaking families in particular, studies found that Spanish-speaking families participate least in family literacy practices when compared to other ethnic groups. Latino families often exhibit the lowest quality home literacy environments for children birth to three years of age (Raikes et al., 2006; Rodriguez et al., 2009). Several studies discussed the literacy practices of low-income families and its correlation with maternal education, family size, income, ethnicity etc. Maternal education is a factor that closely relates to the topic of interest in the current study. Low maternal education means that mothers may also have limited literacy skills, and is negatively correlated with frequency of shared book reading within the home (Raikes et al., 2006). Historically, Latino families experience many

challenges in addition to limited English proficiency such as low education, and poverty (National Task Force on Early Childhood Education for Hispanics, 2007). These challenges are often exasperated by the added layer of immigration status in the US. The accumulation of these risk factors, referred to in the literature as cumulative risk, negatively affects the development of children (Sameroff, et al., 1993). Additionally, higher levels of cumulative risk negatively impact the early literacy skills of children (Cadima et al., 2010).

Furthermore, Marcella et al. (2014) suggests that Spanish home language and immigrant status are the leading risk factors in decreased literacy practices within a home environment. While specifically teaching reading and writing skills such as print knowledge and phonemic awareness is important, studies have shown that frequent storytelling and song singing are relevant to literacy learning as well (Rodriguez et al., 2009). However, Hispanic immigrant parents are less likely to engage in these tasks.

Another factor that affects the early literacy skills of children is whether they attend early childhood programs (Winsler et al., 2008). Amongst all communities within the US, there are several options for early learning settings: public preschools, private programs, family child care options etc. Although various options are available, low-income, and more specifically immigrant families struggle with the inability to enroll children due to low literacy levels, inability to understand eligibility requirements, or inability to read through program descriptions (Chaudry et al., 2011; Henly & Lambert, 2005; Li-Grining & Coley, 2006). Research shows immigrant families do not use center-based care for their children (Chaudry et al., 2011; Layzer & Burstein, 2007). Additionally, as children improve their literacy skills within a school setting,

parents are often more motivated to improve their literacy practices in order to match their child's abilities (Mansell et al., 2005; Senechal et al., 1995).

Several studies identified during the review of literature focused on the social influence from friends and family within the parents' social networks, and discussed parents' beliefs of their children's literacy abilities as well as explore parents' perceptions of literacy learning for their children.

Bruneau et al. (1990) explored the literacy tasks within a home environment of kindergarten children, as well as middle- and upper-class parents' perceptions of literacy learning. The researchers found that parents preferred a whole language approach as opposed to teaching specific literacy skills at home. Fitzgerald et al. (1991) discussed the relationship between parents' literacy skills and the parents' perceptions of emergent literacy for their children. The study showed that parents with lower literacy levels place less importance on the literacy development of their children. However, parents with higher literacy levels place a higher value on the literacy success of their children.

Researchers have shown that children develop literacy skills prior to entering school age, and develop perceptions of literacy consistent with those of their parents before they enter school (Anderson, 1995; Sulzby & Teale, 1991). It is because of this that many educators and theorists reconceptualized literacy learning into a more holistic and developmental process referred to as emergent literacy (Clay, 1966). Encompassed in this view is the idea that children are the owners of their own literacy journey with parents as facilitators that engage them in literacy tasks within the home (Sulzby & Teale, 1991).

Heath (1983) documented differences between the early literacy needs of working-class children and their parents. The researcher found that the middle-class children who had similar literacy needs at home and at school were more successful academically. However, middle class children with different home and school literacy needs went through difficulty, failure, or drop out. This study demonstrates the importance of literacy needs at home and the relationships related to parents' literacy level.

In the same light, Fitzgerald et al. (1991) examined the relationship between parental literacy level and parents' perceptions on emergent literacy and literacy needs for preschool children. Parents of kindergarteners ($n = 108$) were interviewed and tested on their personal literacy skills. The interview was a combination of open-ended questions and Likert scale questions. Results were categorized in two groups- parental perceptions of children's literacy development overall, and the differences in perceptions of parents with low literacy skills and high literacy skills. The results showed that overall parents had positive perceptions of literacy learning during the preschool years of their children. However, there was a negative relationship between the parental literacy skills and their perceptions on the importance of literacy. This means that lower levels of literacy skills amongst parents were related to higher ratings on the importance of literacy. The findings of this study are important because it shows that parents are willing to facilitate early literacy development and that they are open to obtaining more information in order to raise levels of awareness related to literacy skills in the home.

Reese and Gallimore (2000) discussed immigrant Latinos' cultural model of literacy development and the idea of home to school discontinuities. The researchers also explained what parental views of what literacy is and how their views of literacy determine which activities they engage their children in during daily life. This study used a case study approach to collect data

on Mexican and Central American immigrant parents, their cultural models, and literacy development practices used for their children. In total, 39 immigrant Spanish-speaking parents of kindergarteners were interviewed over a 10-year period. Results showed that the parents viewed literacy as something that was learned through repeated practice in formal education settings. Due to this belief, emerging literacy skills were not incorporated into their home environments. The authors explained that the reason for this may be the parental literacy levels and their previous daily lives in rural areas outside of the US where literacy was not needed as much. According to the authors, many Spanish speaking immigrant parents tend to disregard literacy in the home and believe that literacy is to be learned only in school. Furthermore, in low-income Latino families, shared book reading is not common practice.

These studies focus on what is happening in the home environment in terms of literacy, the parents' perspective of literacy learning for their children, and the relationship between parents' literacy skills and parents' perceptions of their children's literacy skills. Because parents play such an important role in their children's literacy journeys, it is relevant to explore the perspectives of parents on the topic of their children's literacy skills. Overall, the majority of research discusses what is happening with literacy in the home between parents and children. However, within this literature review, there is a dearth of research that focuses on the parents' perspective of their own literacy needs.

Parents' needs

Within the following studies, parents' individual needs and needs are examined. When discussing parent's needs, it is important to determine a concrete definition of the word 'need' that is being conceptualized. According to Brindley (1989), the word 'need' is ambiguous and

has a variety of meanings from necessities to demands, wants, and needs and everywhere in between. Similarly, Berwick (1989) defines ‘need’ as the gap between an existing condition and a desired goal. For purposes of this study, Berwick (1989) definition of ‘need’ is used.

Parenting is a complex and cultural process with a combination of what parents need and what their children need (Suizzo et al., 2012). To list all parents’ needs and needs out would be a daunting task; however, it is important to understand that these needs vary culturally, socially, and economically particularly for parents within vulnerable populations such as Spanish-speaking immigrants (McManus & Suizzo, 2020). The inferences of what successful and unsuccessful parenting looks like has been a highly regarded topic, and because of this there has been a significant focus placed on parenting education (Miller & Sambell, 2002). Parents play a key role in the lives of their children, especially in the early stages. Hence, determining what parents need in order to improve parenting abilities should become a major focus. According to Health for all Children (Hall & Elliman, 2006), supporting parents needs and needs early on is the most effective way to address the public health agenda for children and their families. However, what may be one parents needs may not be another’s, and when working with parents and children, the complex nature of family ecology makes understanding a parents’ perspective a challenging task (Moran et al., 2004). According to Garbarino and Bedard (2001), parents face different challenges and risks in child rearing because of their own physical make-up and because of the different social environment that they live in. Within varying societies, parents are on different parenting journeys and will come across different sets of obstacles that will help or hinder them as they continue along the parenting pathway (Moran et al., 2004). Therefore, it would be a disservice to parents to assume all parents’ needs are the same or that parents are

struggling in the same ways, and to assume a position of what an ideal ‘good parent’ may be across the board.

When discussing parenting needs throughout this study, there is a focus on the link between parents needs and outcomes for their children. Within the literature, there is a debate as to how much attention should be placed on parents needs as carers of children versus parents’ individual needs aside from their child care roles. Often it is seen that the discussion of parents needs related to literacy is linked to parents needs as individuals and not how their literacy needs affect their parenting abilities. It can be agreed on that from the child development standpoint, it is better for a parent to be literate than illiterate. However, if we use the child development lens, our focus can switch to the needs of children rather than the needs of parents. Therefore, the current study concentrates solely on the parents’ perspective of their literacy needs and connect parents needs with relationships between parents and others in their lives, including their children.

Although unrelated to literacy specifically, a few studies explored parents needs related to supporting their children. Miller and Sambell (2003) investigated parent’s needs, beliefs, expectations, and needs related to parenting support. The researchers also explored parenting education and models of parenting support in regards to approaches to parenting education and quality outcomes. The researchers discussed the growth in parenting education and the benefit of working with parents directly as a way of avoiding more costly interventions for children in the future. These researchers conducted focus groups with 37 parents of children from preschool to adolescents. The purpose of the focus groups was to have parents come together and share their perceptions of their parenting needs and beliefs on how these needs are currently being addressed. Results showed that parents use three approaches to parenting support and learning- a

dispensing model, a relating model, and a reflecting model. Within the dispensing model parents ask “what can I do to change my child?”, in the relating model parents ask “how do I feel about this situation?”, and in the reflecting model parents ask “why is this happening?”. This study adds to the literature in that it raises several questions regarding what is hoped to be achieved when supporting parents, what benefits come out of educating parents, and whether education is being delivered adequately and functionally to parents.

Kemp et al. (2014) analyzed child welfare practices in efforts to improve child welfare services. The study examined the relationship between parent self-reports of worker’s use of strength-based practice and parent investment in child welfare services. The study collected data from 679 parents and 327 child welfare caseworkers. Results showed that parents perceptions of the caseworker’s use of strength-based practices predicted parents buy-in to services. The term “buy-in” is often used synonymously with the word “engagement” in regards to services. Buy-in to services is important because it determines how successfully the services were used and whether they lead to a positive change. This study adds to the literature by demonstrating the importance of addressing parents’ concerns and needs related to child services in order for parents to participate in services that benefit their children.

Marcenko et al. (2011) discussed mothers needs and needs related to the child welfare system. The researchers conducted in person interviews of 747 mothers in order to examine the service needs, and socio-demographic and psychological characteristics of participants. Results showed that the majority of mothers needs included mental health services, social support, substance abuse support, family counseling, and management of difficult child behaviors. This study adds to the literature by showing the necessity to identify the needs of mothers in order to improve services for their children and families.

Hogg and Worth (2009) explored parent perceptions of effective support in order to continue to develop services for children. These researchers conducted interviews and focus groups for 25 mothers. Results showed that mothers depend on their social networks such as extended family and close friends to destress and help raise their children. These findings shine light on the importance of engaging with parents directly in order to obtain an authentic understanding of parent's needs. The researchers found that focusing on a universal service delivery model that is used to support parents based on their perceived needs is best in order to improve outcomes for children. Supporting parents' needs should be assessed early on in order to use targeted interventions that are judged by parents to be most important. This can be achieved by engaging with parents early on rather than after the difficulties worsen.

Mckenna and Millen (2003) investigated parent engagement in the academics of their children and the needs of underprivileged parents depending on context and culture. Mothers (n = 8) who were already engaged in parent education programs were recruited for the study. The researchers conducted focus group interviews and collected parents' letters to teachers related to their family situations. Results showed that the current and traditional perceptions of the involvement of parents was not accurate or detailed enough to represent different cultures or economical statuses. This study discussed how the engagement of parents impacts the academic success of children, and that it is best if educators put aside assumptions and preconceptions about parents and families and focus on the parents' needs in order to improve parent engagement.

These aforementioned studies, though scattered across populations and purposes, provide insights into the benefits of obtaining the perspective of parents on their needs with parent populations who are vulnerable for different reasons. These studies also provide insight to the

importance of exploring parents needs in order to target parent education to what parents perceive as important. The limitations of these studies are that they only focus on the needs of parents related to services for children, or their academic careers, and some do not emphasize other roles that parents play outside of school. Another limitation of these studies is that they do not include exploring a variety of parents needs across economic and cultural situations.

When it comes to immigrant parents, research has ignored parents' perspectives (DeJesus, 1985). Although, researchers have realized that parents do in fact play an important role in the literacy development of children, and more research has turned its focus on the literacy needs provided by the parents in the home, and parents perceptions of their children's literacy learning, within the literature review studies that discusses parents' literacy needs were not found.

However, several studies were found that discuss parents beliefs related to literacy. Sonnenschein et al. (1997) examined the beliefs of parents' ways to help children learn to read through 'The Early Childhood Project', a longitudinal investigation examining how children of different sociocultural groups learn to read. This study collected data from 41 families of prekindergarten and kindergarten students. Data sources included diary reports, interview questions, and the performance of children on a battery of literacy related tasks. Results showed that middle income parents were more likely than low-income parents to state that reading was important for learning. Furthermore, there were larger income related differences in regards to children's' literacy experience at home. Middle income families thought of reading as entertainment and therefore read more to their children, whereas low-income families thought of reading as skill oriented and therefore incorporated literacy tasks much less in daily life. Results

showed that viewing literacy as a source of entertainment for children is important in fostering literacy development overall.

Gillanders and Jimenez (2004) explored the literacy beliefs and practices of immigrant Mexican kindergarteners' families from low socio-economic background in the United States who also showed high level of emergent literacy skills when compared to peers. Twenty-Seven parents from low socio-economic background participated in the study. The researchers used a general informal interview approach to obtain the perspectives of parent's beliefs and values related to literacy. Parent observations were conducted in order to observe the home environment and informal interactions between parents and children. Literacy samples were collected from each student by the researchers. This study used the deficit theory which states that immigrant children are predicted to fail academically because of their socioeconomic status and their lack of experience needed for school. However, their findings challenged the deficit theory because the children in this study were able to perform well academically and develop literacy skills that are comparable or better than their English only speaking classmates. Overall, the study portrayed a deeper understanding of the factors needed for literacy success amongst low-income Latino children. The authors explained that in general there is a high incidence of low academic achievement and school dropout rates of Spanish minority children due to decreased literacy practices established within home environments. Furthermore, Spanish minority children have decreased literacy ability when compared to English speaking children. The researchers explained that the reason for this may be because although raising children as bilingual can increase metalinguistic ability, the children are exposed to less literacy activities in the home by their parents.

According to Rogoff (1990), young children learn literacy through interactions with the adults in their life. Not only in structured environments when literacy is being taught first hand, such as during a shared book reading task, but also during daily routines such as going to the grocery store, reading a recipe, and cooking, or going to the post office etc. Understanding the literacy needs of parents will help clarify what happens within a home environment and how literacy is incorporated within the home.

The importance of the parents' perspective

According to Sonnenschein et al. (1997), parental beliefs are related to what parents choose to do with their children and what needs they engage their children in within the home. It is widely known that the home environment plays an important part of the early literacy development of children. Furthermore, parental beliefs and needs impact the emergent literacy of their children. The ultimate goal of gaining the parents' perspective is to ensure that parents are learning the necessary literacy skills needed to develop effective parenting abilities. For example, if improving communication with their child's teachers is a parents primary literacy need, then focusing on email or note writing is an important goal for that parent to focus on in the future. If a parents primary literacy needs include reading medication labels for the benefit of their family, then a focus on medicine instructions would be the main focus for that parent. Within the literature review, there has been little consideration regarding parents' perspective on their literacy needs. It is important that knowledge is developed on this topic from a parental perspective in order to make better use of the resources within parental education.

Summation

Gaps in the literature

The literature review illustrates the importance of literacy in children, parents' views and beliefs of their children's literacy journey, as well as parents needs in general. Given the projected rise in the number of immigrants to the United States, there are few studies that reflect Hispanic immigrant parents needs overall. Furthermore, the literature lacks studies in regards to the literacy needs of Hispanic immigrant parents. Additionally, there is a dearth in the literature of studies using The Simple View of Reading and The Simple View of Writing as a framework to discuss parent literacy needs. The focus on the current study is to address these deficiencies by conducting an exploration of Hispanic immigrant parents' literacy needs in the United States. In doing so, the question of what literacy elements make up the literacy needs of Hispanic immigrant parents in the United States can be answered. With the knowledge gained in regards to literacy needs from the perspective of immigrant parents themselves, parents' literacy programs can be adjusted to align with parents' specific functional literacy needs. This information can encourage and better prepare parents in the United States.

Chapter III

METHODOLOGY

Research Design and Measurement

The purpose of this qualitative study was to explore Hispanic immigrant parents' perceived literacy needs to effectively engage in educational, medical, and community services in the United States. A general online qualitative study approach was selected utilizing a qualitative open-ended online questionnaire needs assessment to allow participants to use their reading and writing abilities to respond to the questions (D'Abundo, 2020). As common practice within the field, quantitative studies are often performed. However, it is difficult to explore and understand the factors related to parents needs using quantitative methods as there is an inability to engage parents from particular groups within a population and not enough flexibility to allow for culturally diverse experiences to shine through. Therefore, a qualitative approach was used.

When conducting qualitative research, the researcher is used as a key instrument in attempts to gain a deeper understanding of how a phenomenon is experienced by individuals (Creswell, 2013). This research was also exploratory in nature as it examined a phenomenon that has little known about it and explored how other factors relates to it (Kumar, 2011; Patton, 1990). This design was selected for this study because it allowed the researcher to gain insight into the personal perceptions and needs within the Hispanic immigrant parent population and their literacy needs.

Research Questions

There was one overarching research question guiding this study:

What literacy elements make up the literacy needs of Hispanic immigrant parents in the United States?

Using the literacy models as a framework, the two sub-questions address different components to support the overarching research question.

SRQ1: Which elements of **the Simple View of Writing** are involved in the literacy needs of Hispanic immigrant parents in the United States?

SRQ2: Which elements of **the Simple View of Reading** are involved in the literacy needs of Hispanic immigrant parents in the United States?

The two research questions addressed different literacy elements of The Simple View of Writing and The Simple View of Reading which are the conceptual frameworks that guides this study. The exploratory nature of the overarching question fit the exploratory study design of this qualitative study.

The additional sub questions are related to the literacy needs in relation to educational, medical, and community services in the United States:

SRQ3. How do parents describe their perceived literacy needs to effectively engage in **educational services** in the US?

SRQ4. How do parents describe their perceived literacy needs to effectively engage in **medical services** in the US?

SQR5. How do parents describe their perceived literacy needs to effectively engage in **community services** in the US?

Questionnaires as a means of data collecting

When discussing the topic of parents needs within the literature, researchers have used many different qualitative methods of data collection such as focus groups, observations, and semi-structured interviews (Fitzgerald et al., 1991a; Fitzgerald et al., 1991b; Heath, 1983; Rasinski et al., 1990; Reese & Gallimore, 2000). However, literature related to English Language Learners and literacy learning in English used questionnaires as their means of collecting data. Given that the topic of interest for the current study was related to literacy and our population was English Language Learners, it was fitting to use an open-ended questionnaire as the form of data collection for this study. An open-ended qualitative questionnaire allowed for the participants to provide honest and open answers, and share their ideas freely related to their literacy needs without the feeling of judgement or embarrassment that may come from in person data collection (Creswell, 2018). Additionally, an open-ended online questionnaire was used to obtain the true essence of the participants literacy abilities when completing a questionnaire, and collect their responses as documents which gave additional data to reference and analyze.

Questionnaires are a form of self-reported measures, as the participant is reporting their current abilities, needs, motivations, and difficulties. Prior research has reported on questionnaires that use self-reported measures and state that self-reported measures are indicative of ability for adults (Shameen, 1998). A general review of the literature on the topic of questionnaires for parents showed that within the past 20 years, questionnaires have been used for health-related issues such as addiction, cancer, asthma, ASD, behavioral difficulties, and

medication compliance to name a few. Questionnaires related to literacy are more focused on the needs of young children or students within their academic careers, or the needs of the educators. An in-depth review of the literature showed that there has not been a study that uses an open-ended questionnaire to explore the literacy needs of ELL Hispanic immigrant parents within the last 20 years. Although not specific to parent's needs, the following studies used questionnaires to explore the needs of English language learners across various areas of study. All studies relate to the current study in that they used a questionnaire to assess the needs of English Language Learners.

Marian et al. (2007) developed a valid and reliable questionnaire that allowed participants to self-report bilingual language status using both self-reported measures and behavioral measures. The researchers established internal validity on the basis of self-reported data from 52 bilingual adults, and criterion-based validity was established on the basis of standardized language tests and the self-reported measures from 50 bilingual adults. Results showed that the questionnaire was internally valid and that the self-reports were reliable indicators of language ability. The self-reports were accurate for reading as well.

Delgado et al. (1999) explored the relationship between self-reported proficiency and standardized language measures. The researchers tested Spanish-English bilinguals and correlated self-reported proficiency with scores on the Woodcock-Munoz Language survey. Results showed that self-reported measures are more accurate for L2 reading and writing ability than oral language and comprehension.

Jia et al. (1999) used a 32-item questionnaire that assessed both demographic information and language proficiency. These researchers also found that self-reported ratings of speaking, reading, and writing proficiency was correlated with performance.

Yan and Zou (2021) conducted a questionnaire to explore the overall situation of English for Academic Purpose students and their learning needs. The survey was given to 105 non-English speaking doctoral students from 9 different fields. The survey used a Likert scale ranging from 1 (Strongly disagree) to 5 (strongly agree). The first part of the survey was demographic information, and the second part consisted of 39 items categorized into specific needs- individual wants, motivations, learning strategy, teachers' quality, curriculum design, teaching materials etc. The findings showed that overall, the participants were unsatisfied with the resources that they have access to and that there is a need to improve several aspects of the EAP program.

Sultana (2018) conducted a questionnaire in order to learn about the needs of students within a basic English learning course. Participants ($n = 25$) completed the survey regarding learning needs prior to the course, in the middle of course, and after the course. Results showed that in an autonomous class setting, there is a direct link between learning needs, productive classroom implementation, and outcomes.

Other studies also used questionnaires to explore the needs of students within specific subjects. Yurekli (2012) identified the needs of computer science students taking English 101 and 102 in the context of listening, reading, speaking, writing, and research skills. The questionnaire was completed by 1,005 college freshman students, 17 freshman EAP course instructors, and 35 departmental teachers. Semi-structured interviews were also conducted with department teachers to determine their expectations from freshman students in terms of English language skills and academic skills. The results showed that there is a need for an integrated approach to EAP teaching and an approach that is content based and specific for the student's area of study.

Chowdhury and Haider (2012) used a structured questionnaire to investigate the efficiency of English for Academic purposes and the extent to which these courses met academic and work-related needs of the students. The questionnaire was completed by 40 undergraduate pharmacy students and 4 professors who teach EAP courses at the university. The results of the study showed that the current EAP courses do not meet the students' expectations for academic or professional purposes. The results were used as a recommendation to improve course materials and to change the course curriculum to add more content on writing and speaking skills which were two areas that were flagged as important and necessary by students.

Chen et al. (2016) used a questionnaire to explore the learning needs of English learners and their English related needs in the workplace. These researchers administered the questionnaire to 30 college students and 30 employers. Results showed that the students and the employers have different needs towards English learning within a workplace environment.

Nafissi et al. (2017) used a questionnaire to conduct an EAP course evaluation. The survey was given to 20 undergraduate students upon completion of an ESP course. The results showed that most participants would like to take more EAP courses at throughout their college careers.

Uzun (2018) explored the EAP needs of research assistants within a nursing program using an open-ended questionnaire. The results helped shine light on the need of the participants to improve their academic speaking and writing skills in order to write research articles and give presentations.

Youn (2018) used a questionnaire and interview to explore how various stakeholders perceive pragmatic needs within an EAP classroom. The participants consisting of

administrators, teachers and students were interviewed and asked to complete a questionnaire regarding real-life EAP language use situations. Varying degrees of pragmatic needs were expressed amongst the participants depending on their placement within the program. Menggo et al. (2019) explored the target and learning needs in the context of academic English materials. Participants included ($n = 312$) English major students who were given a questionnaire and in-depth interview. The result show that target needs include necessities, what the materials lack, and their wants. Learning needs include input, procedure, setting and the role of the learners.

Köse et al. (2019) explored the academic needs of graduate students across multiple disciplines in order to examine why students have difficulty acquiring L2 academic literacy. The results showed that the students need most of the listed competencies including reading, writing and listening within academic settings across all disciplines and that their needs are language-skill specific.

Based on the literature review conducted on qualitative questionnaires, the research focused on the needs of students and learners taking English for academic purposes. One aspect that these studies had in common is that they focused on a combination of both self-reported language proficiency as well as history and demographic related variables. Although scattered across areas of study, these studies showed that questionnaires are a valid and reliable form of data collection. The current study used an open-ended questionnaire to explore the parents' literacy needs. Some of these studies did use open ended, qualitative questionnaires as their data collection tool which was the primary form of data collection for this study. However, based on my current review, there are no studies that used open-ended qualitative questionnaires to explore the literacy needs of Hispanic immigrant parents.

Sample Selection

Purposeful, criterion, and snowball sampling was used in this study to identify potential participants based on inclusion and exclusion criteria. Participants were purposefully selected based on a specific criterion that allowed the researcher to obtain a more in-depth understanding of the topic of study (Patton, 2002). Snowball sampling was also used which allowed the participants to pass the study solicitation along to other potential participants (Patton, 2002). The inclusion criteria included participants who were bilingual English-Spanish speaking healthy older immigrant adult parents (ages 18+) with a variety of language needs and proficiency levels who reside in the United States. The participants were working class immigrant having immigrated to the US after the age of 12, and living in the US more than 5 years. The participants included parents who have earned a high school degree or some college, parents of school age children living in the United States, sequential English learners (learned English after Spanish) who learned L1 early in life and L2 later in life, unbalanced bilinguals, meaning they are more proficient in one language than another (Marian, Blumenfeld, & Kaushanskaya, 2007), literate in L1 (Spanish), with no neurological impairments.

This target population was chosen for several reasons: to accommodate the widest and most diverse sample of Hispanic immigrant parents, to allow the questionnaire to be completed independently with minimal support while still providing meaningful data, to be able to collect in depth data in order to use the data to create an efficient and effective literacy intervention for this population in the future.

The exclusion criteria includes individuals who are not immigrants, not bilingual Spanish-English speaking (to some capacity), not parents, or have children who do not live in the United States, parents who have children who are not school age, did not complete any

schooling, are not literate in L1 (Spanish), have some neurological impairment, not working class immigrants, students, native to the United States, simultaneous English learner, young adults under the age of 18, or college students.

Participant recruitment

The social media platform, Facebook, was used to access the study population. I was a registered user of the platform. Criterion sampling was used to obtain participants from closed Facebook groups that were created based on a set of criteria for its members. Only groups meeting the inclusion criteria of this study were contacted to request access into the group for solicitation (e.g. groups containing immigrant or Spanish speaking parents only). In order to filter out individuals who did not fit the inclusion criteria, qualifier questions were asked at the start of the questionnaire and a letter of solicitation form was available on Qualtrics prior to the start of the questionnaire to further establish the inclusion criteria required to participate. For a Facebook user to become a member of a closed group, the person was required to answer several mandatory questions that helped the group administrator identify shared characteristics of the individual with the rest of the group. The administrator of the group also required permission for members to post on the group's discussion page. I provided a request to the administrators for permission to join the group and to post on the group page. Once permission was granted, the questionnaire invitation was posted to the group wall upon admittance into the group. All rules and regulations of the closed groups were strictly adhered to during the solicitation of study participants.

Once approval from the SHU IRB was received, permission was sought from and granted by the administrators of each closed Facebook groups to myself to solicit the members of these groups to participate in this research. Participants confirmed their interest in participating by

choosing to click on the link provided. The questionnaire was open for 2 months in duration, during which a total of 107 individuals participated in the questionnaire. In the end, 30 individuals completed the questionnaire fully.

Sample size

There is no one-size-fits-all method to decide on sample size in qualitative research (Fusch & Ness, 2015). In qualitative research, the aim is to have thick and rich data. The current study was designed to reach participants with the expectation that a percentage of participant responses would provide in-depth, rich data. Sample size depends on the purpose of the research, how the information will be used, what will have credibility, and what can be done with available time and resources (Patton, 1990). Many qualitative studies have small sample sizes of approximately 20-30 participants (Creswell, 2013). In Qualitative studies, there is no sample size limitations (Patton, 2002). Data is collected until the categories become saturated (Creswell, 2014). Information-rich samples explain the topic in-depth (Creswell, 2013; Patton, 2002). A sample size between 20-30 participants provides in-depth coverage to reach redundancy in qualitative research (Creswell, 2013).

Development of the questionnaire

The most common qualitative methods used for questionnaire development are focus groups and interviews (Sofaer, 2002). When developing a survey or questionnaire, it is important to identify the aspects that are most meaningful to participants, as well as the language they use when talking about the topic. Even if a clear conceptual framework or theory is used to guide the questionnaire, the best way to develop the questionnaire is to obtain the feedback and ideas from potential participants. Interviews are considered by many researchers to be an important element

for testing the reliability and validity of survey instruments, especially to determine if questions are understood and consistently interpreted by potential participants as intended by the researcher (Sudman, Bradburn, & Schwarz, 1996). The feedback can be collected in a think aloud format during which the potential participant completes the survey in the presence of the researcher and verbalizes their responses, ideas, and thoughts about question meanings in their own words (Sofaer, 2002). Alternatively, the researcher can administer the survey questions orally, adding follow up questions when needed for clarity, followed by a debriefing with the participant (Sofaer, 2002).

For the development of this questionnaire, the use of potential participant interviews were conducted in order to collect feedback about how the population thought and talked about the topic of literacy. The purpose of the interviews were to identify how potential participants define literacy, if the language used was ideal for the population, what type of quality information would be obtained with the questions asked, is the wording used relevant, relatable, and easy to understand, and could the wording be translated into Spanish in an easy-to-understand way. Two interviews were conducted during the development process, and feedback was collected using two different approaches. The first interview used the think aloud format during which the potential participant was given the questionnaire and filled it out in front of the researcher. During the completion of the questionnaire, the potential participant verbalized aloud their responses, ideas, and thoughts about questions asked and their meanings in their own words. During the second interview, the researcher administered the survey questions orally, and used follow up questions for clarity and further understanding. After the questionnaire was complete, the researcher conducted a debriefing with the participant.

Both interviews yielded helpful information and assisted the researcher in developing a valid and reliable questionnaire for the population. In the first interview, the researcher learned that the wording did not translate accurately into Spanish, and therefore it needed to be simplified. The questions asked also did not illicit the responses that the researcher was hoping to obtain, and therefore needed to be adjusted. The interviews shed light on several terms that were not understood by the population. The researcher also learned that it was necessary to be explicit in specifying the definition of literacy at the beginning of the questionnaire.

Data Collection

Participants completed the Hispanic Immigrant Parents Literacy Needs Assessment (HIPLNA) online via Qualtrics. Qualtrics is a secure, online survey development software service that was founded in 2002. The company allows a person to build surveys, distribute surveys, and analyze responses (Qualtrics, 2002). Once approval was obtained from Seton Hall University's IRB to conduct the research, participants were recruited through Facebook closed groups and the use of snowball sampling. The online questionnaire regarding literacy needs of Hispanic Immigrant parents was composed of 22 questions. The first 3 questions were qualifying questions. The following 11 questions asked about each parents' literacy needs. The last 8 items were used to collect demographic information. The demographic section asked about the participants ages, gender, current state in which they reside, occupation, highest level of education, children, and children's ages. At the end of the questionnaire, participants were asked if there was anything else that they would like to share.

Data Analysis

Once all questionnaires were completed in Qualtrics, all data was exported from Qualtrics to Microsoft Excel. Next, the researcher identified any questionnaires that were missing responses to greater than 30% of the questions and removed those responses from the data set. Responses missing greater than 30% of the questions were not analyzed. In total, 30 participants completed the questionnaire fully. The researcher then cleaned the data within Excel to make sure all responses were aligned with the questions asked in the questionnaire. The researcher then imported the cleaned data into Atlas.ti-9. Atlas-ti-9 is a qualitative software that can be used to establish inter-coder reliability through greater clarity in defining codes, concepts, and themes. To protect anonymity of participants, names and other identifiers were not collected through the Qualtrics platform. Each participants' data received a numerical code (e.g. P1, P2) to allow for distinction among data responses. The researcher then prepared the data to begin coding within Atlas.ti-9. Once in Atlas.TI-9, the following steps were completed:

The first step was to read through and look at all the data. The researcher immersed in the data by reading and reviewing all data collected, and writing memos as reminders (Creswell, 2013; Merriam, 1998; Patton, 2002). This process allowed myself to obtain a general understanding of the data and reflect on the overall meaning (Creswell, 2014).

The next step was to begin coding. First, I completed 1st level open line by line coding (Saldaña, 2021). Next, I met with the dissertation chair to obtain inter-coder agreement and code checks. Myself and the reviewer met to compare their analysis, and discuss discrepancies. Both inter and intra-coder agreements were met within the recommended ranges, which are between 80% and 90% (Creswell, 2013). After the inter-coder agreement was complete, a qualitative code book was created that contained a list of codes including a code label for each code, a brief

description of it, a definition of the code, examples, and when to use the code (Creswell, 2013). Finally, I was able to conceptualize and create first-level data groupings.

The last step was to conduct theoretical coding (Saldaña, 2021). This step focused on discovering patterns/themes, processes, sequences, wholes, and/or typologies within the data. The themes were categorized by each of the literacy elements within my frameworks. Lastly, the researcher interpreted and made sense of the data using the literacy themes to explain it. The Simple View of Writing and The Simple View of Reading were used as a lens to interpret the findings and explain the results.

Criteria for evaluation in Qualitative Research

The criteria used for evaluation of qualitative research cannot be taken from that of quantitative research and must be converted to address qualitative studies. In order to evaluate qualitative research, Guba (1981) created the criteria of trustworthiness which is parallel to internal and external validity, reliability and objectivity, and defined it as credibility, transferability, dependability, and confirmability. Trustworthiness demonstrates rigorous methods that were implemented in the study in order to assess the accuracy of the findings (Creswell, 2013).

Credibility is related to the correspondence with the perspectives of the participants as analyzed by the researcher. Credibility in qualitative research is equivalent to internal validity in quantitative research. It demonstrates that the findings are truthful and credible. Guba and Lincoln (1989) established 6 techniques to ensure credibility- prolonged engagement, persistent observation, peer debriefing, negative case analysis, progressive subjectivity, and member

checks. Credibility was achieved in this study by presenting conflicting information that ran counter to the themes in addition to the themes that were used (Creswell, 2014).

Transferability is parallel to external validity and generalizability, meaning that the research results can be applied to other contexts, different subjects, or other participants (Lincoln & Guba, 1985). Transferability was achieved in this study by providing rich and in-depth description when conveying the findings in order to make the transferability judgements possible for all readers (Creswell, 2013; Lincoln & Guba, 1985).

Dependability parallels the concept of reliability and refers to the stability of the findings over time (Lincoln & Guba, 1985). To account for dependability, the researcher provided a detailed and comprehensive documentation of the research process to ensure dependability of the research findings. A codebook was created to maintain consistency when coding data (Creswell, 2014). Also, an audit trail was maintained to demonstrate how data was collected, and how decisions were made in interpreting the findings (Lincoln & Guba, 1985). Lastly, inter-coder agreement was established to analyze and code the data (Creswell, 2013).

Confirmability, parallel to objectivity, is related to the ideas of bias and prejudices of the researcher (Lincoln & Guba, 1985). To control for this, I practiced reflexivity and discussed my underlying assumptions and personal involvement to the study (Creswell, 2013).

Validation process

Many strategies were incorporated into this study design to assure the credibility of the data collection process and findings. In the current study, I created a validation process from beginning to end through the purposeful design of the study, open-ended questions used in the questionnaire, carefully designed demographic questions, data analysis, and code checking. I

also used open-ended, and non-leading questions that were purposefully sequenced in the questionnaire (Creswell, 2013). All participant comments were transcribed verbatim and not edited in any way to assure credibility of data (Creswell, 2013). Throughout the process, I documented the procedures, checked and rechecked data, findings, and interpretations to assure credibility (Patton, 2015).

Qualitative research within Speech Language Pathology

Very little attention has been placed on qualitative research approaches within the field of Speech Language Pathology. Overall, qualitative research is appropriate to answer a wide range of research questions amongst many fields. It can be used to gain a better understanding of a phenomena which may be difficult to do quantitatively. Qualitative research can serve as a supplement to quantitative approaches within Speech Language Pathology and Education research.

As a general rule, quantitative research is related to a problem and the degree to which a problem possesses the properties, characteristics, similarities, differences and causal relationships that exist within and between the problem. Quantitative research measures and gives a broad, generalizable set of findings. However, qualitative research is mainly concerned with the properties, and the nature of the phenomena. Qualitative research explores the process and examines it, but does not measure it. Qualitative research produces detailed data, careful description of persons, situations, behaviors etc. (Labuschagne, 2003). This type of research can provide the field of Speech Language Pathology with studies that describe a phenomenon and provide detailed data to further explain it to other clinicians and researchers within the field. It can broaden our scope of practice and the knowledge needed to treat a variety of cultures.

Chapter IV

RESULTS

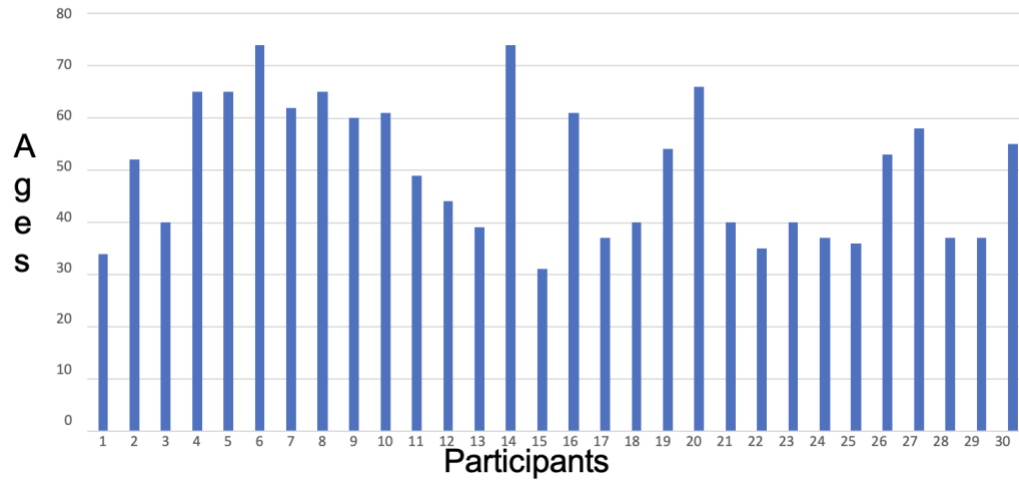
The results of this study will be presented in two parts. The first part of the results will be the responses to the demographic questions that were asked at the end of the questionnaire. The second part will be the themes involved in the literacy needs of our participants that emerged for each element of the Simple View of Writing and the Simple View of Reading.

Demographics

The participants were asked to answer 8 demographic questions following the questionnaire. The following tables and figures provides a summary of the results. Table 2 and Table 3 show the participant demographics of their occupations and their children's ages. Figure 1 shows participant demographics of participant ages. Figure 2 shows participant genders. Figure 3 shows education level of participants. And Figure 4 shows the number of children the participants have.

Figure 1

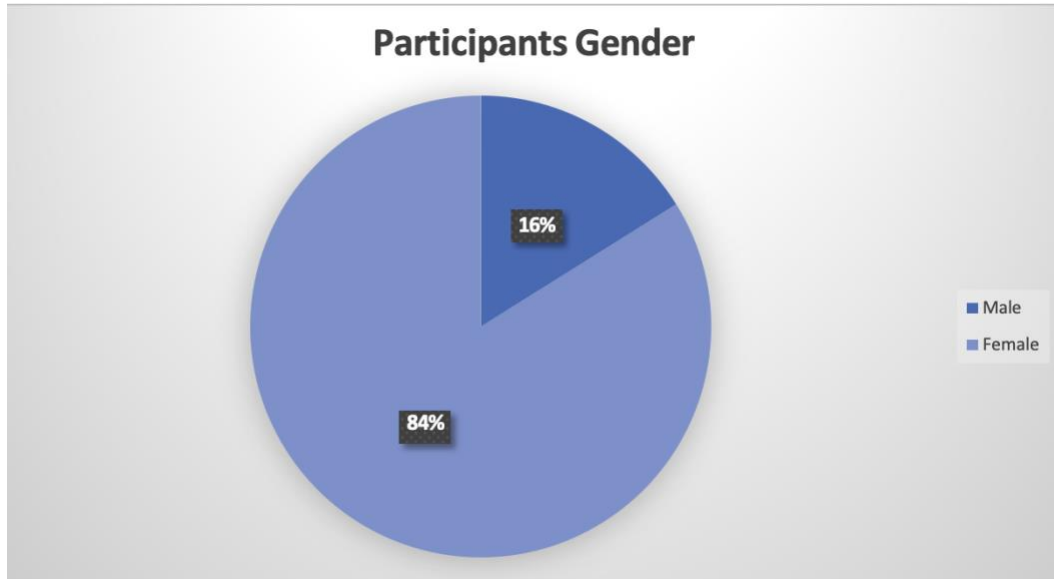
Participant Demographic: Ages



Note. Figure 1 shows participants ages ranging from early 30s to mid 70s.

Figure 2

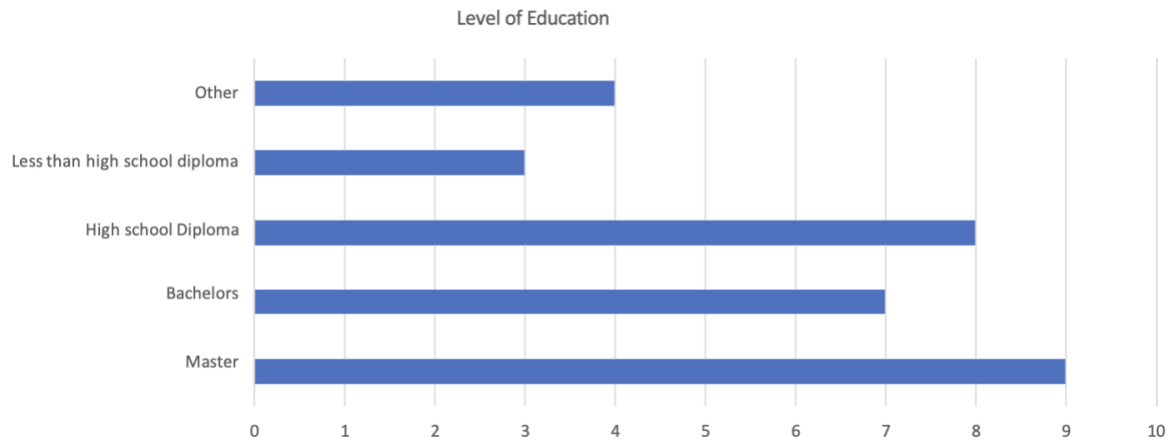
Participant Demographics: Gender



Note. Figure 2 shows the participant's gender: 84% are female and 16% are male.

Figure 3

Participant Demographics: Educational level



Note. Figure 3 shows the participants education level ranging from High School Diploma to Master's level.

Table 2

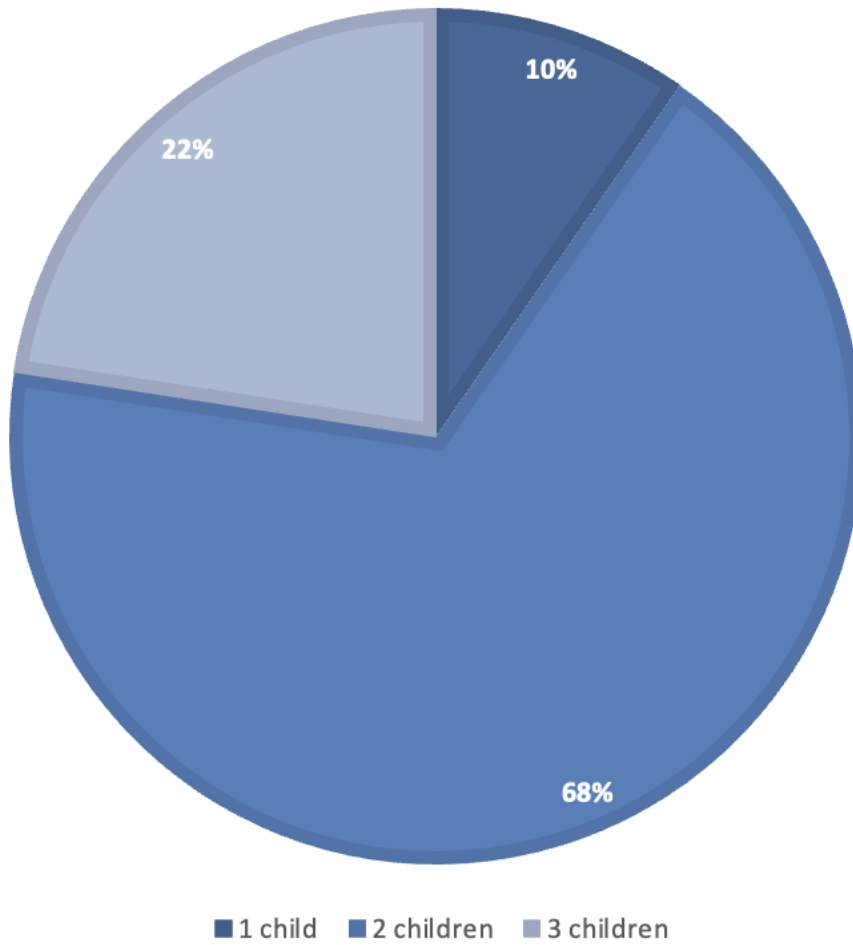
Participant Demographics: Occupation

Occupation type	Number of participants
Hospitality	8
Healthcare	4
Education	4
Construction	4
Stay at home parent	3
Accounting	2
Real Estate	1
Self employed	1

Note. Table 2 shows the participants occupations listed in categories. The current roles of the participants is as follows: Eight participants work in hospitality, four participants work in healthcare, four participants have careers in education, four participants work in construction related jobs, three participants are stay at home parents, two participants work in accounting roles, one participant works in real estate, one participant is self-employed.

Figure 4

Participant Demographics: Number of children



Note. Figure 4 shows that 68% of the participants had 2 children, 22% had 3 children, and 10% had 1 child.

Table 3

Participant Demographics: Children's ages

Participants children	Range of ages
Range	0-57
Median	17
Mean	20.05

Note. Table 3 shows the ages of the participants children which ranged from 0-57 with a median of 17.

Figure 5

Participant Demographics- Participants States



Note. Figure 5 shows that participants resided within the US. With 25 living in NY, 1 in Oregon, 1 in New Jersey, and 1 in Florida.

Themes

The second part of the results identify the themes that emerged specific to the literacy needs of Hispanic immigrant parents in the United States for each element of the Simple View of Writing and the Simple View of Reading. First, findings in response to Research Question #1 are shared related to the Simple View of Writing and the literacy needs of Hispanic immigrant parents. Second, the findings related to Research Question #2 are shared related to the Simple View of Reading. Finally, findings from Research Questions 3,4 and 5 are shared. There were 9 overarching themes that emerged from the questionnaire data during the data analysis process. Table 4 provides an overview of these themes along with the corresponding elements of the Simple View of Writing and the Simple View of Reading and corresponding research questions that are addressed.

Table 4*Table of Themes*

Research Question	Framework	Theme/Code	Definition	Example Statements	Sub theme	Participant	Questionnaire question
SRQ1	The Simple View of Writing	Text Generation	Turning ideas into text: idea generation, word choice, content, text structure, genre	Sometimes I use Google translate	Translate/Translator	P2	Q2
				I write my thoughts down in Spanish and than translate it into English	Translate/Translator	P4	Q2
				I write them in Spanish first and then I translate to English using google translate or the help of my family or children	Translate/Translator	P32	Q2
				I learned to use word maps and they help a lot	Text structure	P26	Q2
				Making a mental outline of what I want to convey and then expanding on it on paper	Text structure	P3	Q2
				I write down my ideas in drafts and then edit them	Content	P30	Q2
				I write and type alot for work so I think about what I need to express	Content	P31	Q2

				and then write it down			
				Organize my thoughts and ideas clearly and then write uo the ideas	Idea Generation	P9	Q2
				I use the help of my kids	Help	P11	Q2
				Help from my family	Help	P19	Q2
				Follow American standards of writing. My prose style is seen in the US as those find in novels.	Genre	P16	Q2
				It is all about storytelling	Genre	P22	Q2
Research Question	Framework	Theme/Code	Definition	Example Statement	Sub theme	Participant	Questionnaire question
SRQ1	The Simple View of Writing	Transcription	Translating sounds, words, sentences and passages into print. Includes handwriting or typing, spelling, mechanics	Handwriting is the same	Handwriting positive	P2	Q3
				Handwriting is the same in both languages	Handwriting positive	P7	Q3
				I wish it was better	Handwriting negative	P29	Q3
				Handwriting has always been bad in both languages	Handwriting negative	P32	Q3
				Not too comfortable	Spelling negative	P20	Q3

				Spelling is a problem due to the fact that in Spanish you pronounce all the vowels as opposed to English	Spelling negative	P7	Q3
				I feel competent in Spelling	Spelling positive	P9	Q3
SRQ1	The Simple View of Writing	Self Regulation	What writers do to meet their writing goals. Includes goal setting, planning, organization, self monitoring, self evaluating	I write down my ideas first. I make a list of things I want to add. Then I start to write a draft and work on revising and editing as I write.	Planning	P2	Q4
				Taking notes, writing, proof reading and revising	Planning	P3	Q4
				I read and use the English language in my everyday life	Self monitoring	P6	Q4
				I try to take classes to improve	Self monitoring	P8	Q4
				Get information, make sure it makes sense and then revise the document.	Organization	P7	Q4
				Check tense numbers (singular plurals) prepositions	Self evaluating	P16	Q4
				I proof read my writing and I read it a few times. i also put aside	Self evaluating	P17	Q4

				and I read it again at a later time			
Research Question	Framework	Theme/Code	Definition	Example Statement	Sub theme	Participant	Questionnaire question
SRQ2	The Simple View of Reading	Decoding	Ability to transform print into spoken language	I feel like I am able to do that now but it was hard when I was learning English	Decode positive	P2	Q5
				Good, practice and consistency helps	Decode positive	P4	Q5
				It is a little hard, because the phonetic is different	Decode negative	P7	Q5
				It is difficult because the sounds are different from Spanish	Decode negative	P8	Q5
				Hesitant about when to pronounce letters since in Spanish you pronounce all of them.	Decode negative	P10	Q5
Research Question	Framework	Theme/Code	Definition	Example Statement	Sub theme	Participant	Questionnaire question
SRQ2	The Simple View of Reading	Language comprehension	Ability to understand spoken language	I have a hard time but I understand	Language comprehension negative	P8	Q6
				I feel confident. I will look use the dictionary if i do not understand a word	Language comprehension positive	P9	Q6
				When people speak too fast I have some difficulties	Language comprehension negative	P14	Q6

				I do understand english but sometimes there are words I dont know and I have to ask their meaning. I can listen to NY1 news and understand almost everything	Language comprehension negative	P15	Q6
				I don't struggle with understanding spoken English words	Language comprehension positive	P28	Q6
Research Question	Framework	Theme/Code	Definition	Example Statement	Sub theme	Participant	Questionnaire question
SRQ2	The Simple View of Reading	Reading comprehension	ability to take lexical information and derive interpretations of it	I can understand and interpret things average, may need clarification on certain words.	Reading comprehension negative	P11	Q7
				I usually ask my children to explain if I don't understand what I am reading	Reading comprehension negative	P14	Q7
				i think it's easier for me to read english than to listen to it	Reading comprehension positive	P15	Q7
				Reading is pretty easy for me, maybe sometimes I use google to help me understand new vocabulary	Reading comprehension positive	P26	Q7

				I found it much more difficult to read than listen and understand	Reading comprehension negative	P29	Q7
				I can understand and interpret information when reading in English	Reading comprehension positive	P31	Q7
Research Question	Framework	Theme/Code	Definition	Example Statement	Sub theme	Participant	Questionnaire question
SRQ3		Educational Services	Schooling, continuing education, academics	I use it when dealing with my children's school and when communicating with their teachers	Children's schooling	P2	Q8
				I went to college	Education for self	P7	Q8
				For my children's school, to communicate with teachers, read and write emails and group messages with other parents	Children's schooling	P24	Q8
				I take college courses to further my education	Education for self	P26	Q8
Research Question	Framework	Theme/Code	Definition	Example Statement	Sub theme	Participant	Questionnaire question
SRQ4		Medical Services	Doctors appointments, hospital visits, medication	I use it when going to the doctor and filling out forms at office visits	Doctor visits	P2	Q9
				I speak slowly and carefully and pronounce my words to make them understandable.	Communicating with medical professionals	P3	Q9

				It is very important that you have the knowledge and education to understand the services	Understanding medical services	P5	Q9
				I'm able to communicate by phone or in writing.	Communicating with medical professionals	P6	Q9
				I look up information online that I do not understand on my health documents.	Understanding medical services	P9	Q9
				Filling out paperwork to receive medical attention	Communicating with medical professionals	P11	Q9
				I try and stay informed by reading and if I need more information I will do my own research	Understanding medical services	P14	Q9
				email with doctors, reading medical information for me and my kids, I ask for spanish when I can	Communicating with medical professionals	P25	Q9
				I often email my doctors and my children's doctors	Communicating with medical professionals	P26	Q9
				I need to know how to read and write to keep my kids and family healthy	Family health	P27	Q9

				I talk to my doctors and read their letters and emails	Communicating with medical professionals	P32	Q9
Research Question	Framework	Theme/Code	Definition	Example Statement	Sub theme	Participant	Questionnaire question
		Community Services	Community events and activities	I use it on social media and to chat with people in my community via text	Social media	P2	Q10
				I tend to speak in my native language which is more comfortable.	Speaking Spanish	P3	Q10
				I only speak English when I go buy things	Daily needs	P8	Q10
				Community interpreter in church and community fair events	Events	P16	Q10
				I do thru help of social workers services	Participation	P18	Q10
				Yes- friends, teachers, co workers, my child's friends parents	Communication	P22	Q10
				Book clubs in my community, parent groups, library classes with my kids, registering my kids in sports and activities	Activities	P24	Q10
				kids after school activities	Activities	P25	Q10

				Going shopping in my community	Daily needs	P25	Q10
				I volunteer in my community and am a part of a mom group in town. I get alot of emails from both.	Activities	P26	Q10
				I need to read and write to participate in community clubs, events, and social outings	Events	P27	Q10

Note. Data collected by author in November 2023.

The Simple View of Writing themes that are involved in the literacy needs of Hispanic Immigrant Parents

Research question 1 (SRQ1) was related to the elements of the Simple View of Writing that were involved in the literacy needs of Hispanic immigrant parents in the US. Within this framework, the themes that emerged included text generation, transcription, and self-regulation. The questionnaire questions that aligned with research question 1 were questions 2, 3, and 4. This information was used to determine if these were literacy elements that should be targeted in literacy education for this population in the future.

Question number 2 on the questionnaire aligned with SRQ1 as it asked participants how they turn their ideas into writing content in English. The theme that emerged from this question was Text Generation, which was defined as turning ideas into text. See table 4 for examples.

From the main theme, a few sub themes emerged including:

1. Translation
2. Text structure
3. Content
4. Idea generation
5. Help
6. Genre

From this theme, I gathered data related to how this population turned ideas into text. From these results, the research question was answered by saying that it seems that this was not an area of concern for this population as all participants responded that they had some sort of plan in

place that they use to turn ideas into text. For example, the use of a translator, asking for help, using word maps or outlines etc.

Question number 3 on the questionnaire aligned with SRQ1 as it asked participants how they felt about their handwriting and spelling in English. The theme that emerged from this question was Transcription which was defined as translating sounds, words, and sentences into print. See table 4 for examples. From the main theme, a few sub themes emerged including:

1. Handwriting positive
2. Handwriting negative
3. Spelling positive
4. Spelling negative

From this theme, I gathered data related to how this population felt about their handwriting and spelling abilities in English. From these results, the research question was answered by saying that it appears that transcription was a literacy element that was involved in the literacy needs of this population as they felt their handwriting was ok or they felt that it was the same across languages. However, spelling appeared to be necessary to target for this population as many participants stated that spelling was difficult because of the different sounds and vowel sounds in Spanish vs English.

Question number 4 on the questionnaire aligned with SRQ1 as it asked participants what steps they took in setting goals, planning, and revising their writing in English. The theme that emerged from this question was Self-Regulation which was defined as what writers do to meet

their goals. See table 4 for examples. From the main theme, a few sub themes emerged including:

1. Planning
2. Self- monitoring
3. Organization
4. Self-evaluating

From this theme, I gathered data related to how this population set goals, plans, and revises their writing. From these results, the research question was answered by saying that it seemed that this was not an area of concern for this population as all participants responded that they had some sort of plan in place that they used to plan, organize, and revise their work. For example, making lists, drafts, note taking, proof reading, practicing English, re-reading etc.

The Simple View of Reading themes that are involved in the literacy needs of Hispanic Immigrant Parents

Research question 2 (SRQ2) was related to the elements of the Simple View of Reading that were involved in the literacy needs of Hispanic immigrant parents in the US. Within this framework, the themes that emerged included decoding, language comprehension, and reading comprehension. The questionnaire questions that aligned with SRQ2 were questions 5, 6, and 7. This information was used to determine if these are literacy elements that should be targeted in literacy education for this population in the future.

Question number 5 on the questionnaire aligned with SRQ2 as it asked participants how they felt about their ability to decode sounds in English. The theme that emerged from this question

was Decoding which was defined as the ability to transform print into spoken language. See table 4 for examples. From the main theme, a few sub themes emerged including:

1. Decode positive
2. Decode negative

From this theme, I gathered data related to how this population felt about their ability to transform print into spoken language in English. From these results, the research question was answered by saying that it seemed that this was a literacy element that was involved in the literacy needs of this population as many felt their decoding abilities were poor because the phonetics is different across languages. Reviewing phonetics and the sounds of letters in English would be beneficial for this population in the future.

Question number 6 on the questionnaire aligned with SRQ2 as it asked participants how they felt about their ability to understand spoken language in English. The theme that emerged from this question was Language Comprehension which was defined as the ability to understand spoken language. See table 4 for examples. From the main theme, a few sub themes emerged including:

1. Language comprehension positive
2. Language comprehension negative

From this theme, I gathered data related to how this population felt about their ability to understand spoken language in English. From these results, the research question was answered by saying that it seemed that language comprehension was a literacy element that was involved in the literacy needs of this population as many felt their language comprehension abilities were

poor. Many participants expressed they needed speakers to slow down, they required the use of dictionaries, or they felt the need to look up words.

Question number 7 on the questionnaire aligned with SRQ2 as it asked participants how they felt about their ability to understand and interpret information read in English. The theme that emerged from this question was Reading Comprehension which is defined as the ability to take lexical info and derive interpretation from it. See table 4 for examples. From the main theme, a few sub themes emerged including:

1. Reading comprehension positive
2. Reading comprehension negative

From this theme, I gathered data related to how this population currently feels about their ability to understand lexical information in English. From these results, the research question was answered by saying that it seems that reading comprehension is a literacy element that is involved in the literacy needs of this population as many feel that reading comprehension is more difficult than listening, or feel that they struggle with their reading abilities.

Perceived literacy needs of Hispanic Immigrant Parents to effectively engage in educational services in the US

Research question 3 (SRQ3) was related to educational services in the US. The theme that emerged was Educational Services. The questionnaire questions that aligned with SRQ3 was question 8.

Question number 8 on the questionnaire aligns with SRQ3 as it asks participants how they use literacy to engage in educational services in the US. The theme that emerged from this question was Educational Services. From the main theme, a few sub themes emerged including:

1. Children's schooling
2. Education for self

From this theme, I gathered the participants literacy needs to engage in educational services in the US. From these results, the research question was answered by saying that it appears that this population uses literacy either for their children's school needs or for education for themselves such as going to college or taking additional courses.

Perceived literacy needs of Hispanic Immigrant Parents to effectively engage in medical services in the US

Research question 4 (SRQ4) was related to medical services in the US. The theme that emerged was Medical Services. The questionnaire questions that aligned with SRQ4 was question 9.

Question number 9 on the questionnaire aligns with SRQ4 as it asks participants how they use literacy to engage in medical services in the US. The theme that emerged from this question was Medical Services. From the main theme, a few sub themes emerged including:

1. Doctors' visits
2. Communicating with medical professionals
3. Understanding medical services

4. Family health

From this theme, I gathered the participants literacy needs to engage in medical services in the US. From these results, the research question was answered by saying that it seems that this population uses literacy either for their family health, doctor visits, understanding medical services, and to communicate with medical professionals.

Perceived literacy needs of Hispanic Immigrant Parents to effectively engage in community services in the US

Research question 5 (SRQ5) was related to community services in the US. The theme that emerged was Community Services. The questionnaire questions that aligned with SRQ5 was question 10.

Question number 10 on the questionnaire aligns with SRQ5 as it asks participants how they use literacy to engage in community services in the US. The theme that emerged from this question was Community Services. From the main theme, a few sub themes emerged including:

1. Social media
2. Daily needs
3. Events
4. Participation
5. Communication
6. Activities

From this theme, I gathered the participants literacy needs to engage in community services in the US. From these results, the research question was answered by saying that it seems that this population uses literacy either for social media, activities and events in their neighborhoods, meet daily needs like grocery shopping, and communicating with community members.

Chapter V

DISCUSSION, RECOMMENDATIONS, AND CONCLUSIONS

Discussion

In summary, several themes emerged within each literacy element during the data analysis process that answered the research questions. These themes provided an explanation for the elements involved in the literacy needs of Hispanic immigrant parents in the United States. Each research question represented one of the elements from each of the frameworks used.

This qualitative study was designed to understand the literacy elements involved in the literacy needs of Hispanic immigrant parents in the United States. The Simple View of Writing and The Simple View of Reading were used as the framework and guide for this study. In total 9 themes, and 35 sub themes emerged from the data analysis which were categorized using the literacy elements of each framework. These findings provide information about the literacy needs of the parents themselves, and offers a new contribution to the literature related to parent literacy education and parent's needs. The themes that emerged for each of the literacy elements of the models allowed for explanation of the components related to the literacy needs of this population such as: Decoding written text, transcription of information when writing, comprehending written information, comprehending spoken information, turning ideas into text, and revising written work.

These findings advance prior literature in that it gives specific needs that can be targeted in parent literacy education and is the foundation work from which others can create more effective and targeted literacy education programs for this population in order to support their child rearing responsibilities in the US.

Research question 1: Which elements of the Simple View of Writing are involved in the literacy needs of Hispanic immigrant parents in the United States?

Only one element of the Simple View of Writing was mentioned as a literacy need for this population- transcription. The elements of text generation and self-regulation were not elements addressed as literacy needs for this population. For text generation, all participants responded that they have some sort of plan in place that they use to turn ideas into text such as the use of a translator or asking for help. For example, participant #4 said:

I write my thoughts down in Spanish and than translate it into English.

Participant #32 said:

I write them in Spanish first and then I translate to English using google translate or the help of my family or children.

For self-regulation, all participants said they have some sort of plan in place that they use to plan, organize, and revise their work such as making lists, drafts, note taking, proof reading, practicing English, or re-reading. For example, participant #2 said:

I write down my ideas first. I make a list of things I want to add. Then I start to write a draft and work on revising and editing as I write.

Transcription was the only element of this model that was addressed as a literacy need for this population. Transcription is defined as translating sounds, words, sentences and passages into print and includes handwriting or typing, spelling, and mechanics. Most participants

responded that their handwriting was either the same across both languages or that it was not an issue in either language. For example, participant #7 said:

Handwriting is the same in both languages.

However, many participants responded that they feel they need help with spelling in English due to the phonetics being different in both languages. For example, participant #7 said:

Spelling is a problem due to the fact that in Spanish you pronounce all the vowels as opposed to English.

Research question 2: Which elements of the Simple View of Reading are involved in the literacy needs of Hispanic immigrant parents in the United States?

All three elements of the Simple View of Reading were addressed as literacy needs for this population. The elements of Decoding, Language Comprehension, and Reading Comprehension were the elements of this model that were addressed as literacy needs for this population.

Decoding was the first element of this model that was addressed as a literacy need for this population. Decoding is defined as the ability to transform print into spoken language. Many participants responded that decoding is difficult because the phonetics between the two languages is different. For example, participant #7 said:

It is a little hard, because the phonetic is different.

Participant #8 said:

It is difficult because the sounds are different from Spanish.

And participant #10 said:

Hesitant about when to pronounce letters since in Spanish you pronounce all of them.

Language Comprehension was the second element of this model that was addressed as a literacy need for this population. Language comprehension is defined as the ability to understand spoken language. Some participants responded that they have difficulty understanding spoken English because of the speakers rate of speech, or because they do not understand some words.

For example, participant #28 said:

I don't struggle with understanding spoken English words.

Participant #15 said:

I do understand english but sometimes there are words I dont know and I have to ask their meaning. I can listen to NY1 news and understand almost everything.

And participant #14 said:

When people speak too fast I have some difficulties.

Reading Comprehension was the third element of this model that was addressed as a literacy need for this population. Reading comprehension is defined as the ability to take lexical information and derive interpretations of it. Many participants responded that when reading, they may need clarification on some words, they do not understand everything they read and may

need help to comprehend, or that they find reading in English most difficult. For example, participant #11 said:

I can understand and interpret things average, may need clarification on certain words.

Participant #14 said:

I usually ask my children to explain if I don't understand what I am reading.

Participant #29 said:

I found it much more difficult to read than listen and understand.

The second part of this qualitative study was to understand the educational, medical, and community literacy related needs of Hispanic immigrant parents in the United States. Research questions number 3, 4, and 5 (SRQ3, SRQ4, and SRQ5) were related to these types of needs. These findings provide information about the functional literacy needs of the parents themselves within the context of their everyday lives. It gives information related to specific examples of how this population uses literacy functionally on a day-to-day basis. This information could be used to create a more functional and personalized approach to parent literacy education in the future, and to bring more real-life tasks and lessons into parent literacy courses in order to target specific needs for this population. It also offers a new contribution to the literature related to parent literacy education and parent's needs for child rearing purposes.

Research question 3: How do parents describe their perceived literacy needs to effectively engage in educational services in the US?

Educational services was defined as schooling, continuing education, and academics for parents and their children. In relation to educational services, participants responses were related to their children's schooling needs such as communicating with teachers on behalf of their children, and their own schooling needs such as college courses or continuing education for themselves. For example, participant #2 said:

I use it when dealing with my children's school and when communicating with their teachers.

Participant #24 said:

For my children's school, to communicate with teachers, read and write emails and group messages with other parents.

Participant #26 said:

I take college courses to further my education.

Research question 4: How do parents describe their perceived literacy needs to effectively engage in medical services in the US?

Medical Services was defined as doctors' appointments, hospital visits, medication. In relation to medical services, participants responses were related to going to doctor appointments

and communicating with medical professionals, understanding medical information, and keep up with their family's health concerns. For example, participant #2 said:

I use it when going to the doctor and filling out forms at office visits.

Participant #25 said:

email with doctors, reading medical information for me and my kids, I ask for spanish when I can.

Participant #27 said:

I need to know how to read and write to keep my kids and family healthy.

Participant #32 said:

I talk to my doctors and read their letters and emails.

Research question 5: How do parents describe their perceived literacy needs to effectively engage in community services in the US?

Community Services was defined as community events and activities. In relation to community services, participants responses were related to meeting daily needs, attending events and activities within their community, communicating with others within their community, and participating in events within their communities. For example, participant #8 said:

I only speak English when I go buy things.

Participant #24 said:

Book clubs in my community, parent groups, library classes with my kids, registering my kids in sports and activities.

Participant #26 said:

I volunteer in my community and am a part of a mom group in town. I get a lot of emails from both.

Participant #27 said:

I need to read and write to participate in community clubs, events, and social outings.

These findings advance prior literature in that it gives specific needs that can be targeted in parent literacy education and is the foundation work from which others can create more effective and targeted literacy education programs for this population in order to support their child rearing responsibilities in the US. Results also showed the educational, medical, and community needs as parents which helps us to promote a more person-centered approach to literacy education for this population. These results provided us with specific ways in which this population uses literacy in educational, medical, and community services such as their children's school, education for themselves, visiting the doctor, communicating with doctors, participating in activities and events within their community, and meeting their daily needs such as food shopping.

Summary

This qualitative study was designed to understand the literacy elements involved in the literacy needs of Hispanic immigrant parents in the United States. The Simple View of Writing

and The Simple View of Reading were used as the framework and guide for this study, and in total 9 themes, and 35 sub themes emerged from the data analysis which were categorized using the literacy elements of each framework.

The following section interprets the emerging themes further. The meaning of these findings is then discussed in relation to the literacy frameworks. Implications for future practice that have been guided by the frameworks and derived from the findings are provided to offer guidance and suggestions for improving parent literacy education for Hispanic immigrant parents. In conclusion, suggestions for future research are provided.

The literature related to this topic of literacy needs is in the context of the literacy needs for the children of parents in the United States, or for immigrants currently attending university. Therefore, these findings provide information about the literacy needs of the parents themselves, and offer a new contribution to the literature related to parent literacy education. The discussion that follows will focus on areas that can be used to improve parent education in the context of literacy.

Themes Interpreted

As previously discussed, the themes that emerged have been categorized using the literacy elements. The themes emerged included transcription, text generation, self-regulation, decoding, language comprehension, reading comprehension, educational services, medical services, and community services. However, the themes of transcription, decoding, language comprehension and reading comprehension were found most prominent in this study. The reason these themes were more prevalent in this study may be due to the way questionnaire questions were written, and perhaps allowed for better understanding of these questions by participants.

The themes of text generation and self-regulation are more abstract and perhaps more difficult to comprehend and explain for the participants. There is also the possibility that the participants truly feel they have a grasp on text generation and self-regulation aspects of writing and therefore did not emerge as a literacy needs for this population.

Consideration of The Simple View of Writing and The Simple View of Reading

As discussed, The Simple View of Writing and The Simple View of Reading were used as a guide for this study, and themes emerged from each framework that allowed for explanation of the elements that are involved in the literacy needs of Hispanic immigrant parents. Upon reviewing the findings, more themes emerged from the Simple View of Reading. Fewer findings emerged that related to the Simple View of Writing. This was an unexpected finding, as the researcher assumed writing would emerge as a more prominent need for this population. The information shared by participants offered unique contributions to the literature related to literacy elements and their literacy needs. This is explained further in the following sections.

Theoretical Implications

Interaction of The Simple View of Writing and The Simple View of Reading explain the literacy needs of Hispanic immigrant parents

The Simple View of Writing and The Simple View of Reading were used as the framework for this study. Themes that emerged for each of the literacy elements of the models allowed for explanation of the components related to the literacy needs of this population. These results suggest the need to consider all literacy elements when speaking to literacy needs. Although more findings emerged for some elements over others, all literacy elements offer a more comprehensive view of the literacy needs of Hispanic immigrant parents. Therefore, the

connection and intertwined nature of the literacy elements that emerged shows that the use of these models offers significant insight into improving parent literacy education and allows for opportunity for growth and development in this area in the future. Several solutions also emerged from the findings to improve parent education in the context of literacy that are guided by the models as well. Specifically, suggestions for areas that require improved literacy skills emerged from this study's findings, which demonstrates how a combination of ideas can be applied practically within the realm of adult education for parents.

Limitations

There are limitations to this study. First, the sample was recruited from closed Facebook groups which participants independently chose to join. Therefore, there may be potential for self-selection bias from participants interested in this topic. Also, data collected from the questionnaires reflect self-reported literacy experiences. Given the fact that this is a qualitative study, the results are not generalizable to other populations. Finally, assumptions were made that study participants answered the questions honestly. Because the sample was selected via purposeful sampling, transferability of findings is limited. Therefore, readers should make transferability judgements of their own when applying these findings within their own samples.

Future Research

There are several opportunities for future research within this topic. Within their questionnaire responses, participants discuss literacy needs within their community. Future research could be designed to better understand the literacy needs of Hispanics within a work environment and how that can contribute to career advancement and career satisfaction. Additionally, since this study focused only on parents' literacy needs, future research could

include additional stakeholders such as family members or colleagues, or focus on the literacy needs of the children within their home environments and at school. Obtaining views from other stakeholders could offer a more comprehensive view of literacy needs within the culture. Future research can also focus on the literacy education journey of Hispanic immigrant parents to determine if their individual literacy needs are being targeted in literacy education courses that are currently available to them. Future research can also focus on more of a program evaluation of current literacy education courses within the United States.

Conclusion

In conclusion, the results of this research demonstrate that there are many literacy needs of Hispanic immigrant parents currently living in the United States. This research also provides guidance for literacy education courses to implement improved practices and education guidelines for ELL Hispanic immigrant parents. To effectively implement these findings within literacy education will require a shift in the standard ELL education approach to a more individual literacy needs and functional approach to literacy learning.

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APPENDICES

APPENDIX A

QUESTIONNAIRE

Hispanic Immigrant Parent Literacy Needs Assessment (HIPLNA)

Start of Block:

Thank you for your participation in the Hispanic Immigrant Parent Literacy Needs Assessment. You may continue on to complete the questionnaire if you are interested in participating in the study. Your participation in the questionnaire will convey your consent for the study. If you choose to participate in this study, please be certain to close your browser after submitting your questionnaire responses to avoid any risk of hacking. Please feel free to share information about this study with others who you might know and encourage them to participate in this study by sending them the link. If you decide not to complete the survey, you can still share the information with others who you might know.

End of Block:

Start of Block: Qualifier Questions (Your responses are 100% confidential and anonymous).

Q1 Are you a parent of a child living in the US?

Yes (1)

No (2)

Skip To: End of Survey If Are you a parent of a child living in the US? = No

Q2 Are you an immigrant located in the US?

Yes (1)

No (2)

Skip To: End of Survey If Are you an immigrant located in the US? = No

Q3 Are you of Hispanic or Latino ethnicity?

Yes (1)

No (2)

Skip To: End of Survey If Are you of Hispanic or Latino ethnicity? = No

End of Block: Qualifier Questions (Your responses are 100% confidential and anonymous).

Start of Block: Hispanic Immigrant Parent Literacy Needs Assessment (HIPLNA)

For purposes of this study, we define literacy proficiency as: Having the ability to functionally engage in all activities in which literacy is required within a group or community setting and also for enabling them to use reading, writing, and calculation for their own and their community's development. A person is considered literate if they can, with understanding both, read and write a short statement on their everyday life.

Q1 What does literacy mean to you?

Q2 How do you turn your ideas into writing content when writing in English? Please explain.

Q3 How do you feel about your handwriting and spelling when writing in English? Please explain.

Q4 What are steps you take to set goals, plan, and revise your writing in English? Please explain.

Q5 How do you feel about your ability to decode sounds in English in order to read words? Please explain.

Q6 How do you feel about your ability to understand spoken language in English? Please explain.

Q7 How do you feel about your ability to understand and interpret information you read in English? Please explain.

Q8 How do you use literacy to engage in educational services here in the United States? Please explain.

Q9 How do you use literacy to engage with medical and health services in the United States? Please explain.

Q10 How do you use literacy to engage with your community here in the United States? Please explain.

Q11 Please share any other thoughts about literacy.

End of Block: Hispanic Immigrant Parent Literacy Needs Assessment (HIPLNA)

Start of Block: Demographic questions

Q1 What is your age?

Q2 What was your first language?

Q3 In which state are you currently located?

Q4 What is your gender?

- Male (1)
 - Female (2)
 - Non-binary / third gender / other (3)
 - Prefer not to say (4)
-

Q5 What is your highest level of education?

- a. Less than high school diploma (1)
 - b. High school diploma or equivalent (2)
 - c. Bachelors (3)
 - d. Masters (4)
 - e. Doctorate (5)
 - f. Other (6) _____
-

Q6 What is your profession?

Q7 How many children do you have?

Q7 How old are your children?

Thank you for participating in the Hispanic Immigrant Parent Literacy Needs Assessment (HIPLNA).

End of Block: Demographic questions

APPENDIX B
LETTER OF SOLICITATION

Letter of Solicitation



Date _____

Dear Participant,

I am a PhD student at Seton Hall University. I am working on a research study about the reading and writing needs of Hispanic Immigrant parents.

What is the purpose of the study?

This information is to help you decide if you would like to participate in the study. You can ask questions at any time.

The purpose of this study is to explore the reading and writing needs of Hispanic Immigrant parents to be a part of educational, medical, and community services in the United States.

You will be asked to answer questions that will take 10-15 minutes.

There is no risk or benefit of participation.

What is the study procedure?

We will be asking you questions for you to answer today. You can participate if you meet the following:

- Moved to the United States after the age of 12 and at least 5 years in the US
- Have high school or some college
- Parents of school age children living in the United States
- Learned English after Spanish
- Can read and write in Spanish
- Bilingual Spanish- English speaking healthy older adult parents (ages 21+),
- No neurological impairments that affect understanding
- Currently working adults

If you meet the above list and would like to answer the questions, you will be asked to complete the following:

- Hispanic Immigrant Parent Literacy Needs Questionnaire (HIPLNQ).
- A few demographic questions such as age, gender, and profession.

If you agree to do the study, you will be asked to:

- Complete a 10-15 minute online questionnaire.
- The questionnaire will consist of 3 qualifier questions at the beginning.
- Next, you will complete 11 open ended questions.
- At the end, you will be asked 8 demographic questions.
- The responses are nameless and will only be read by the researcher.

Is participation voluntary?

Is the survey anonymous?

Yes, we will not ask your name or any other personal information. After you are finished, you will be given a participant number. That number will be used to identify you until the study is completed. The data will be published; however, your name, contact and other personal information will not be added.

What will happen to the study data?

Information will be kept electronically only on a USB memory key, and kept in a locked place.

Risk and Benefits

There are no risks connected with this study. Benefits of this study include adding more information about reading and writing needs of Hispanic immigrant parents.

Ways to participate in the study

You may complete the survey if you are interested in doing in the study. Your participation in the survey will be your agreement for the study. The study is available at the following link:

[LINK TO QUESTIONNAIRE](#)

If you choose to do in this study, please exit the window after finishing your survey to avoid any risk of hacking.

Please feel free to share information about this study with others who you might know by sending them the above link. If you decide not to complete the survey, you can still share the information with others who you might know.

Can I request further information?

Yes. If you need further information about this study, please feel free to contact the researchers through Michelle Lowry, at the School of Health and Medical Sciences, Seton Hall University

Thank you. We appreciate your time and consideration to do the study and add to this important research study.

School of Health and Medical Sciences
Department of Interprofessional Health Sciences
and Health Administration
Interprofessional Health Sciences Campus (IHS)
340 Kingsland Street, Building 123, Nutley, NJ 07110
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APPENDIX C

SETON HALL UNIVERSITY IRB APPROVAL



April 4, 2023

Michelle Lowry
Seton Hall University

Re: Study ID# 2023-418


Dear Michelle,

The Research Ethics Committee of the Seton Hall University Institutional Review Board reviewed and approved your research proposal entitled “Exploring Hispanic immigrant parents literacy needs in navigating life with children in the United States.” as resubmitted. This memo serves as official notice of the aforementioned study’s approval as exempt. Enclosed for your records are the stamped original Consent Form and recruitment flyer. You can make copies of these forms for your use.

The Institutional Review Board approval of your research is valid for a one-year period from the date of this letter. During this time, any changes to the research protocol, informed consent form or study team must be reviewed and approved by the IRB prior to their implementation.

You will receive a communication from the Institutional Review Board at least 1 month prior to your expiration date requesting that you submit an Annual Progress Report to keep the study active, or a Final Review of Human Subjects Research form to close the study. In all future correspondence with the Institutional Review Board, please reference the ID# listed above.

Thank you for your cooperation.


Phyllis Hansell, EdD, RN, DNAP, FAAN
Professor
Co-Chair, Institutional Review Board

Office of the Institutional Review Board
Presidents Hall · 400 South Orange Avenue · South Orange, New Jersey 07079 · Tel: 973.275.4654 · Fax 973.275.2978 ·
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