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Mary Ellen Huennekens  
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ACCELERATING SECOND LANGUAGE DEVELOPMENT IN PRESCHOOL  
ENGLISH LANGUAGE LEARNERS:

A CROSS-LINGUISTIC STORYBOOK INTERVENTION

A Thesis submitted in partial fulfillment of the requirements for the degree of Masters of  
Education at Virginia Commonwealth University.

by

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## **ABSTRACT**

Previous research documents the importance of maintaining the home language to the acquisition of a second language. This study examined the effects of a shared reading experience in the child's home language on the emergent literacy and language acquisition in English of preschool-age English Language Learners (ELLs). Parents of Spanish-speaking four-year-old Head Start students read storybooks in Spanish with their children concurrently with the use of the English language version of the books in the classroom. A single subject design with multiple baselines across subjects and settings was applied. The researcher documented changes in the frequency of utterances, the Mean Length of Utterance-word (MLU-w), and the frequency of spontaneous or child-initiated utterances in various settings within the Head Start classroom. The Results indicated that there might be a relation between a shared reading experience in the home language and second language acquisition. Additionally, there appeared to be a relation between the behaviors and the settings.



## CHAPTER ONE

### INTRODUCTION

“I hear and I forget;

I see and I remember;

I do and I understand.” Unknown.

#### *Overview*

A large and fast-growing English language learner (ELL) population under the age of 5 in the United States presents a number of challenges for schools, families, and the individual children. Teachers and parents are seeking ways to improve the children’s English language skills without sacrificing their home language and culture. Shared storybook reading can build children’s language and literacy skills, especially when the children are active participants. Research indicates that children use their first language skills for acquisition of a second language (Cisero & Royer, 1995; Cardenas-Hagan, Carlson, & Pollard-Durodola, 2007). Additionally, bilingualism has been shown to be cognitively advantageous for children (Bialystok, 1988; Reese, Garnier, Gallimore, & Goldenberg, 2000). The current study examines the effects of an intervention which may help children use strong first language (L1) skills to learn English, develop emergent literacy skills, and increase social communication.



### *Statement of Problem*

The 2006 U. S. Census report indicates that one in five children (under the age of 18) is a child of immigrants. This is the fastest growing segment of the population (The Urban Institute, 2006). Head Start's English Language Learners Focus Group reports that 29% of the children they serve speak a language other than English (Head Start, 2002). Of 900,000 children in the preschool programs, 27% are listed as speakers of other languages; of those, more than 80% are Spanish speaking (Head Start, 2002). Because of their limited English proficiency, these children face special challenges in school. For example, Virginia students averaged 84% on standardized reading proficiency tests, but English Language Learners scored 65.8%, which was 4 percentage points higher than the lowest scoring category Children with Disabilities (USDOE, 2007). Because of their low scores on a variety of academic tasks and developmental assessments, ELLs often are misdiagnosed and misrepresented in Special Education programs. In a study of eleven urban schools in California, Artiles, Rueda, Salazar, and Higareda (2005) analyzed the placement of ELL students in special education programs. The district reported a 200% increase in the number of ELLs for the previous 16 years. The elementary grades reported 53% of the students were ELL. Specifically, the study examined the rates of placement in elementary and secondary Learning Disabled (LD) and Language and Speech Impairments (LAS) classes and found that ELLs were consistently overrepresented.

Cummins developed the theory of Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) wherein a child may



become proficient in social language but remain not competent in receptive or expressive academic language or CALP (Cummins, 2003). Children may appear to have a high degree of fluency while interacting with peers and teachers in social situations, but they may not have mastered the specialized decontextualized language of the classroom. They may comprehend and express understanding for concepts in the home language, but lack the language skills to express these concepts in the academic register of the second language. Teachers may misinterpret their struggle as learning delays or language impairments and recommend them for special education testing. As a result, this group often is misrepresented in special education programs. The 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA) recognizes this problem and requires states to develop procedures to prevent over-identification and disproportionate representation of children by ethnicity as well as race in special education programs (Individuals with Disabilities Education Improvement Act of 2004).

Young children often face the realities of cultural and linguistic diversity in ways that may set the tone for either life-long academic and social achievement or disenfranchisement. As preschoolers, they are asked to develop language and literacy skills in English even as they are still developing those skills in their home language. Language researchers consider second language acquisition to be an additive process, that is, a child need not lose his home language (L1) to learn a second language (L2). Rather, a child will add the second language to his or her repertoire (Cummins, 1979). Research has shown that children use the same skills to learn L1 as L2 and that the skills transfer to the acquisition of the second language (Cardenas-Hagan et al., 2007; Cisero & Royer, 1995).



This study is based on that research. In addition, some children of immigrants are encouraged to learn English and abandon their home language, leading to dissociation with their home culture and posing a threat to important familial relationships. Maintaining a home culture and language while adapting to new ones is advantageous for the individual child, for his family, and for the community. Specifically, bilingual children show advantages in cognitive and linguistic achievement (Bialystok, 1988; Reese et al., 2000).

This intervention is designed to improve the second language skills and emergent literacy of preschool children of immigrants whose primary home language is Spanish.

The study goals include:

- Increased frequency and quality of shared reading opportunities at home;
- Strengthened second language and literacy skills;
- Improved social-communication skills in English;
- Increased participation in educational activities in English.

Additionally, the intervention is designed to be effective, cost efficient, easily accessible for families, easy to implement, and available to children from a variety of linguistic backgrounds. The intervention and collection of data occurred in natural environments, the home and the preschool. The time required of parents was mostly time spent reading to their children. There was a brief meeting with individual parents to explain the program, obtain consent, and train the parents in dialogic reading strategies. A Spanish language interpreter presented the program information and conducted the training. The interpreter contacted parents every week to encourage adherence to the dialogic reading protocol.



Parents were asked to keep a journal of the home reading experience with attention to the book read, the frequency of reading sessions, and the duration of each session.

### *Significance of Study*

This project examined the effects of a shared reading experience across settings of home and school and across languages. The children participated in shared reading experiences at home and became familiar with characters and events in the storybooks which they heard in the classroom in English. The familiarity may have helped them follow the reading activity in English and may have motivated them to participate in group discussions about the books. As their language skills and confidence grew they were more likely to participate in social conversations in the classroom.

This intervention supports the Virginia Foundation Blocks for Early Learning literacy blocks 1-5 and personal and social development block 4 (Virginia Department Of Education, 2007). Implementation of the training and intervention followed the Division for Early Childhood (DEC) recommendations for family-based practices (Sandall, Hemmeter, Smith, & McLean, 2005).

### *Research Questions*

This study attempted to answer the questions: Does a shared book reading experience between a parent and a child in the home language increase the frequency of utterance in the second language (English); and Does a shared book reading experience between a parent and a child in the home language increase the Mean Length of Utterance (MLU) in the second language (English); and Does a shared book reading experience between a parent and a child in the home language increase (a)the frequency of child-



initiated utterances in the second language or (b) the responses to others in the second language? The current intervention was intended to offer families, children, and teachers a means of strengthening a child's second language skills. The strategy was designed to be effective, cost efficient, and easily accessible for families.



## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### *Overview*

This chapter includes a literature review of past and current studies related to the importance of shared storybook reading especially between a preschooler and her parents. The researcher reviewed major findings on shared storybook reading, on dialogic reading, on the transfer of language acquisition skills, on the advantages of additive bilingualism, and on the involvement of families of children with diverse cultural and linguistic backgrounds.

#### *Shared Storybook Reading*

Most children are interested in storybooks. Storybooks are visually stimulating, familiar, and entertaining. Shared storybook reading supports development of receptive and expressive language, vocabulary, print awareness, phonemic awareness, social communication skills, and emergent literacy (Otto, 2006). Westerlund and Lagerberg (2007) compared the results of a survey of mothers and a communication screening of 1091 children (545 boys and 546 girls). They found that good communication and female gender were significantly associated with expressive vocabulary and that reading to the children six times per week added more than 0.3 standard deviation (SD) in vocabulary regardless of gender and communication.

There is extensive research supporting the powerful effects of family involvement on children's literacy development (Jordan, Snow, & Porche, 2000; McCormick & Mason, 1986; Neuman, 1996). Literacy experiences in the home environment,



particularly, shared storybook reading can have significant influence on children's vocabulary, phonological awareness, decoding skills, print concepts, and alphabet awareness (Senechal, Lefevre, Thomas, & Daley, 1998). In their study of parent/child home literacy experiences, Senechal et al. found a positive correlation between joint reading and oral and written language. They compared the results of parent checklists and questionnaires related to literacy practices in the home with child outcomes on measures of oral and written language. The study indicated a 2% variance in oral language skills among kindergarteners and a 7% variance among first-graders related to the joint reading experience at home. Payne, Whitehurst, and Angell (1994) obtained similar results in a study of 323 4-year-olds enrolled in Head Start which compared the outcomes of a home literacy environment measure with child outcomes on two standardized tests of language skills. Their analysis indicated home literacy scores were associated with a 12-18.5% variance in child outcomes. The results were cross-validated with a subgroup of 87 children.

A meta-analysis of empirical evidence from 41 studies found positive correlations between parent-preschooler reading and a number of child outcomes related to language growth and emergent literacy (Bus, Van Ijzendoorn, & Pellegrini, 1995). The study strongly and clearly supports the theory that "storybook reading is one of the most important activities for developing the knowledge required for eventual success in reading" (Bus et al, p. 15). Debaryshe (1993) found that joint reading is correlated to receptive language skills, but less so to expressive language skills, and theorized that this may be due



to varying degrees of active participation in the storybook reading process by children.

Additionally, age of onset of joint reading in the home is strongly predictive of the strength of correlation between language and reading skills (Debaryshe).

### *Dialogic Reading*

Encouraging scaffolded interactive practices during shared reading has been shown to support emergent literacy. Whitehurst et al. (1988) addressed the issue of participatory reading with a reading technique designed for use with preschoolers. Dialogic reading is an interactive method of shared storybook reading. Parents are instructed to read the storybook and incorporate several conversational methods into their delivery. The reader asks questions which require more than “yes” or “no” as answers. Questions such as who, what, how, and where, stimulate the use of new vocabulary and increase mean length of utterance. The adult reader scaffolds the child’s conversation by following the answers with more questions and repeating the child’s statements. The adult reader will reference the story to familiar aspects of the child’s life and praise the child’s participation, making it a fun and productive activity. Through open-ended questions and expansion of the child’s answers the parent gradually switches roles becoming the onlooker as the child tells more and more of the story.

Dialogic reading has been shown to have a significant effect on children’s developing language and emergent reading skills (Arnold, Lonigan, Whitehurst, & Epstein, 1994; Payne, Whitehurst, & Angell, 1994). Whitehurst et al. (1988) studied a group of children from intact, middle class families with normal developmental ranges for their age and a group of children from families of limited income and parent education (Whitehurst



et al. 1994). Both studies indicated that the shared reading experience had a significant impact on the children's expressive language skills. Valdez-Menchaca and Whitehurst (1992) conducted a study using dialogic reading techniques with working-class, Spanish-speaking families in a Mexican daycare. Many of the mothers were single or divorced and most had no more than ten years of education. Lim and Cole (2002) examined the effectiveness of Dialogic Reading with typically developing three- and four-year-olds whose home language was Korean. Both studies indicated the system of language facilitation used during shared reading resulted in an increase in children's language production. In attempting to address the needs of children in a public school Early Childhood Special Education program with mild to moderate language delays, Crain-Thoreson and Dale (1999) found that the use of dialogic reading techniques elicited "...more complex linguistic performance" (p.38).

#### *Transfer of Skills*

Preschool age children of immigrant families are still learning their home language (L1) and, as members of the minority language group in their schools, they are learning English (L2) at the same time. Maintaining the home language and culture is beneficial to children. In fact, the language acquisition skills which are needed to learn L1 can transfer to the acquisition of L2. Cardenas-Hagan, Carlson, and Pollard-Durodola (2007) assembled a group of 1,016 Spanish-speaking ELLs entering kindergarten. They administered a battery of literacy and oral language measures. They examined the resulting data to determine the degree to which L1 skills predicted L2 skills from the fall to the spring of the academic year. The results indicate that "L1 (Spanish) competence



mediates the acquisition of L2 (English) at the time that a child begins to acquire L2 (English)” (Cardenas-Hagan et al., p. 255). Spanish skills in letter name and sound identification predicted early English skills. The greatest degree of transfer occurs when the L1 skills are stronger and the L2 skills are weaker.

### *Advantages of Bilingualism*

Bilingualism offers cognitive advantages in the areas of memory and problem solving. Bialystok (1988) ran two studies of groups of children with varying degrees of bilingualism, fully and partially bilingual, and monolingual. In both groups, the two languages shared a common alphabet (English/French and English/Italian). The groups, consisting of 57 and 41 children respectively, were from similar socio-economic groups and exhibited no major differences in I.Q. They were given three tests of analysis of linguistic knowledge. An analysis of the results using a between-group design indicated the fully bilingual group performed better than both the partially bilingual group and the monolingual group on several of the tasks.

In the second study the same linguistic skills were presented to three groups of students, again they were fully and partially bilingual, and monolingual (Bialystok, 1988). This time a within-group design was used to have greater control over variability factors and to detect more subtle effects. Again, results indicated the children who were fully bilingual had advantages over the other two groups and children who were partially bilingual out-performed the monolingual group. The difference appears to be the degree of control over processing language. Bilingual children are skilled at selection and integration of different aspects of language. They can both decode and comprehend.



Bialystok theorized that this advantage in linguistic and literacy achievement may extend to other cognitive abilities.

English language learners with strong L1 language and literacy skills reap academic benefits for as long as eight years. In a longitudinal study of 121 families, Reese, Garnier, Gallimore, and Goldenberg (2000) compared family characteristics, including home literacy practices, to child literacy achievement as children entered kindergarten and again in seventh grade. They found that the level of "...Spanish literacy at the beginning of kindergarten is a significant predictor of English reading ability eight years later" (Reese et al, p.655). Further they were able to establish a significant relationship between early English oral proficiency and English reading skills in seventh grade.

#### *Family Involvement*

Involving families in extensions of classroom activities serves as a bridge between the two environments and can further support the development of critical cognitive and social-communication skills. For children whose predominant home language is not English this bridge between home and school is vital to their progress as they attempt to live in two cultures and function in two languages. In *Language Development in Early Childhood*, Beverly Otto wrote, "...children build on their knowledge of language by making connections and comparisons between the home language and the target language"(Otto, 2006, p. 73). According to Otto, students who receive this intervention will bring knowledge of the storybook to the classroom and will have the opportunity to



make the connections between their home language and English as it is used in the classroom.

### *Summary of the Literature*

Research has shown that young children use the same mechanisms to learn a first and a second language. Cardenas-Hagan et al. (2007) refer to it as the transfer of skills. Studies further suggest that strengthening the first language skills contributes significantly to the development of second language skills. Dialogic Reading has been shown to strengthen emergent literacy and language skills in young children from a variety of socio-economic and linguistic backgrounds as well in as children with specific language disorders. Lim and Cole (2002) and Valdez-Menchaca and Whitehurst (1992) noted significant differences in language production resulting from a dialogic reading intervention among Korean-speaking and monolingual Spanish-speaking preschoolers. To date, there are few studies which examine the effects of a dialogic reading intervention across languages. This study attempted to examine a cross-linguistic effect using Dialogic Reading in Spanish to accelerate the development of language skills in English.



## CHAPTER THREE

### METHODOLOGY

#### *Setting*

This study was implemented in a Head Start preschool classroom in a public elementary school located in a mid-Atlantic city. Of the 517 children enrolled in the school, nearly 400 receive free or reduced price lunch. There are 75 Hispanic students in the school including 4 English language learning preschoolers in the Head Start program.

#### *Participants*

The participants in this study were two four-year-old English language learners: one male and one female whose predominant home language is Spanish. The study initially involved four students. One child moved to another school. The parents of the fourth would not agree to come to school for the dialogic reading training despite numerous phone calls from the interpreter. The researcher has confirmed that the parents are illiterate in their home language.

The children in the study are considered to be sequential bilinguals or sequential language learners, that is, they learned their home language (L1) first and started learning English (L2) after the age of three (Cummins, 1979). They are participants in an Early Reading First project to support early language and emergent literacy in English. The Early Reading First grant is funded by the U. S. Department of Education and has the approval of the VCU Institutional Review Board (IRB). The IRB approved a research change application adding this researcher as an investigator. The children all qualify



under the guidelines for Head Start enrollment. Additionally, parents completed a survey of demographic information and home literacy practices. Child 1 is a 58 month old female who has been in the Head Start program for 7-12 months. Her mother has completed elementary school. Both of her parents were unemployed at the time of the survey so the family income was less than \$30,000. The family speaks Spanish at home. The mother indicated that the family had more than 30 children's books in the home; however, during the training, the father reported that the family had no Spanish language storybooks in the home. Child 2 is a 65 month old male. He recently started in Head Start (5 months). His mother has completed high school and reports that the family income is less than \$30,000. The family had no children's books in the home when this study began. The family speaks Spanish in the home.

### *Design*

This study used a single subject design with multiple baselines across two subjects and two settings. Data were graphed for visual comparison of changes resulting from the intervention over time including immediacy of effect and trend. Additionally, data were analyzed to compare the pre- and post-intervention means (level) for each behavior in each setting.

### *Baseline and Intervention*

Baseline information was gathered prior to the intervention. Each child was observed for 25 minutes in the classroom during the large group meeting and storybook time; their comments were recorded verbatim using a data recording sheet designed for this study, adapted from the observation recording form developed by Bricker (2002; See



Appendix A). The date and time of the observation was noted, the utterances were recorded, and each response utterance was coded in a column next to the recording. Following the observation, the rate of utterance per minute was calculated and graphed. The children were observed individually for ten minutes during the independent work/play Centers time. Their comments were recorded verbatim and the rate of utterance was calculated as described above. Once a stable baseline of at least three data points was established with Child 1, the parent participated in the training procedure as described below and the family received the first Spanish language storybook. The intervention with Child 1 began following the training. The baseline measure continued for the other child until a response to the intervention was noted with the first participant. Then the parent of Child 2 received training with the same procedure as with Child 1, followed by intervention with Child 2, while Child 1 continued with the intervention. Each week during the intervention, the families received Spanish language editions of the storybooks which were used in the classroom in English at the same time. Parents were asked to read the Spanish language editions of the books to their children for twenty minutes, five days per week, and to keep a log of their reading frequency. Child 1 and her family received the intervention for a total of 7 weeks; Child 2 received the intervention for a total of 5 weeks.

### *Variables*

The independent variable in this study was the shared-reading experience with the parent in the home language (L1) as defined by the dialogic reading training protocol. The dependent variables were the frequency of utterances, the Mean Length of Utterance-



word (MLU-w), and the frequency of child-initiated utterances and child's responses to others. Rate of utterance was a simple count of all statements made by the children divided by the number of minutes in the observation period. The Large Group observation time was 25 minutes; the Centers observation time was 10 minutes per child. If a word was unintelligible, it was noted and the utterance was counted. Mean length of utterance-word was calculated using the average number of words in the three longest utterances in each setting. If an utterance contained an unintelligible word, the utterance was not considered in the MLU-w calculation. Every utterance was coded as child-initiated or response-to-others, and the percentages of the total frequency were calculated. If the child offered a comment during a class discussion, asked a question of a peer or an adult, began a conversation, or commented independent of others, it was coded as child-initiated utterance. Any comment the child made in response to a statement by a peer or an adult, to a conversation with another person, or to answer a direct question was coded as a response-to-other (RTO).

### *Training Procedure*

Parents received information about the study and were asked to give consent for their family's participation in the literacy program and this study. They participated in a dialogic reading training session provided by the researcher and assisted by a certified Spanish language interpreter. The training was adapted from procedures and guidelines described by Arnold et al. (1994) and Lim and Cole (2002) for similar studies using dialogic reading in the home. The training used a Spanish language storybook appropriate for three- and four-year-olds. The pages were marked with stop points and



accompanied by specific questions the parents could ask of their children as well as directions for extending the child's answers. The interpreter modeled the technique and engaged the parents in a practice session. Questions and concerns the parents had about the program were answered following the training session and throughout the intervention phase. Parents received a packet of materials containing a brief reminder of the dialogic reading protocol (See Appendix B), a reading log (See Appendix C), dialogic reading questions to accompany each book (See Appendix D), and contact information for interpreter. Each training session lasted approximately 20-30 minutes. Practice sessions were adapted to satisfy each participant's individual needs. The researcher developed a script which included the exact procedure for training the parents (See Appendix E). The teachers were asked to read the assigned storybook 3-5 times each week. The researcher observed 6 of the reading sessions prior to the intervention and concluded that the teachers regularly use the dialogic reading techniques. Books were chosen by the lead teacher, from books used regularly as part of her curriculum.

### *Data Collection*

The researcher observed each participant in the classroom during group reading time (Large Group) and Centers time, a child-directed, socially-oriented activity. Head Start classrooms typically have distinct activity centers established around learning concepts. For example, there might be a kitchen center with play appliances, pots, pans, food-themed books, and plastic food; and there might be a writing center with a desk, papers, various writing instruments, book-making supplies, and ink stamps. The daily classroom schedule includes a 45-60 minute period of independent play in which the



children go to the learning center of their choice and engage in self-directed activities with 2 or 3 other children or alone. Observations occurred three days each week for approximately one hour each day. The researcher made verbatim recordings of the children's utterances and noted which were child-initiated and which were responses-to-others. Following each observation period, the researcher evaluated the recordings for frequency of utterance and MLU-w and coded the utterances as child-initiated or responses to others. The data were graphed regularly.

#### *Inter-observer Agreement*

Inter-observer agreement was established by two college students who work with the literacy grant. Concurrent utterances and codings were recorded for 25% of the observations. Reliability was calculated using the standard single subject design formula  $S/L \times 100\%$  where S is the smaller number and L is the larger number (Kennedy, 2005).

#### *Treatment Fidelity*

The parent participants received training from a script and were required to practice the interactive reading technique during the training session and demonstrate their understanding of the protocol. Each week a new book was sent home accompanied by a list of questions to help the parents start the dialogic reading procedure. The interpreter contacted the families once each week during the intervention phase to ask specific questions which were designed to ensure adherence to the protocol (Appendix F). Parents received a packet of information which included a reminder of the protocol, contact information for the interpreter, and a log designed to help the parents record the number of reading sessions, the length of time spent reading, and the book used. Each week during



the intervention phase, families received a new Spanish language storybook marked with stop points and a list of dialogic reading-inspired questions to accompany the stop points.

### *Social Validity*

At the conclusion of the study, the parents were asked to complete a survey indicating their opinions on various aspects of the intervention (See Appendix G). The eight items address the benefits of the study to their children and family, the training, the protocol, and the likelihood that they will continue to use the Dialogic Reading method with their children. Each item was to be answered on a 3-point Likert scale ranging from Agree to Do Not Agree. The translator orally asked the participating children questions about their experience with Dialogic Reading with their parents (See Appendix H). The Head Start teachers completed a brief questionnaire in which they were asked to share their impressions of the study and its effects on the children's language skills (See Appendix I).



## CHAPTER 4

### RESULTS

Research question 1: Does a shared book reading experience between a parent and a child in the home language increase the rate of utterances in the second language (English)? As seen in Figure 1, the baseline for Child 1 in the Large Group setting showed a high degree of stability with a mean of 0.07 utterances per min (See Table 1) and a fairly stable trend. After approximately one week (four observations) slight increases in the rate of utterances were observed as the slope began an upward trend, but the overall mean decreased from 0.017 to 0.016. From baseline to intervention, the overall level increased to a mean rate of 0.24 utterances per min, an increase of 0.16 or 45%. The data maintained a high degree of stability; however, 25% of the intervention data points overlapped with the baseline data. Four of the last five data points exceeded the mean.

Baseline values for Child 2 in the Large Group setting were stable with a downward trend (slope = -0.02). Upon introduction of the intervention, the immediacy of effect was moderate appearing after three observations. The mean rate of utterance for Child 2 in the Large Group setting increased from 0.76 to 0.92 or 22%. The intervention data overlapped 100% of the time with the baseline data as the trend changed direction during the intervention phase and the slope increased from -0.23 to 0.48.



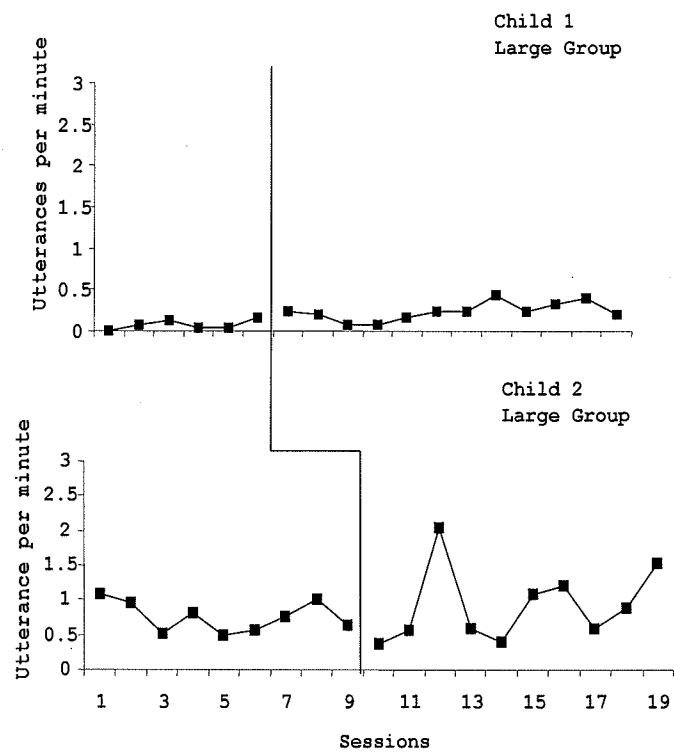


Figure 1. Rate of utterance for both participants in the Large Group setting



Table 1. Means and Standard Deviations across participants and settings

<b>Variables</b> →	<b>Rate of Utterance Large Group</b>	<b>Rate of Utterance Centers</b>	<b>MLU Large Group</b>	<b>MLU Centers</b>	<b>Child- initiated Utterance Large Group</b>	<b>Child- initiated Utterance Centers</b>	<b>Response to Others Large Group</b>	<b>Response to Others Centers</b>
<b>CHILD 1</b>								
<b>Baseline</b>								
<b>Means</b>	0.07	0.6	3.2	3.34	1.17	3.83	1.33	2.17
<b>(SD)</b>	-0.11	-0.6	-1.53	-2.61	-1.93	-5.31	-2.06	-1.15
<b>Intervention</b>								
<b>Means</b>	0.24	0.81	3.33	4.14	2.5	6.71	3.67	1.36
<b>(SD)</b>	-0.11	-0.6	-1.53	-2.61	-1.93	-5.31	-2.06	-1.15
<b>CHILD 2</b>								
<b>Baseline</b>								
<b>Means</b>	0.76	1.4	5.4	5.3	12.44	10.22	6.44	4.11
<b>(SD)</b>	-0.22	-0.54	-1.08	-1.38	-3.21	3.87)	-3.13	-2.15
<b>Intervention</b>								
<b>Means</b>	0.92	2	5.73	6.36	11.7	16.82	11.4	3.27
<b>(SD)</b>	-0.51	-0.65	-1.51	-1.17	6.8)	5.62)	-7.5	-2.76

As illustrated in Figure 2, the Centers setting the baseline for Child 1 had a high degree of stability with a slight upward trend and a mean rate of 0.60 utterances per min. The overall mean level change was 0.80 utterances per min, an increase of 35%. The trend continued slightly upward but with a decrease in slope from 0.08 to 0.03. There was a high degree of variability during the intervention phase; however, 4 of the last 5 data points were near to or exceeded the mean.

As illustrated in Figure 2, (the Centers setting), the baseline for Child 2 showed more variability ranging from 0.3 to 2.0 utterances per min. The immediacy of effect was rapid. From baseline to intervention, the overall level increased from a mean of 1.4 utterances per min during the baseline phase to 2.0 utterances per min, an increase of 43%. Both the baseline and intervention conditions had downward trends; however, the



intervention phase slope was less steep increasing by 0.09. Eighteen percent of the intervention phase data points overlapped with the baseline. Of the last 5 intervention data points, 4 are near to or exceed the mean.

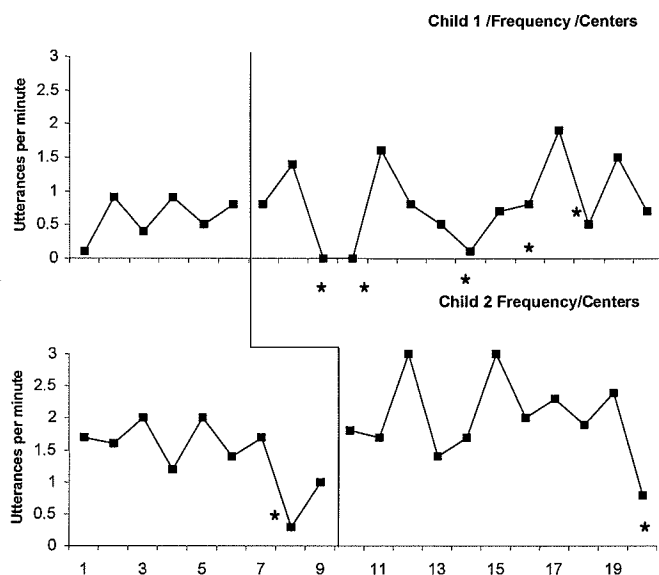


Figure 2. Rate of utterance for both participants in the Centers setting  
Note: Asterisks indicate sessions affected by a change in the daily routine such as a substitute teacher or computer use by a participant.

Research question 2: Does a shared book reading experience between a parent and a child in the home language increase the Mean Length of Utterance -word (MLU-w) in the second language (English)? As indicated in Figure 3, the baseline for Child 1 in the Large Group setting is moderately stable with a slight upward trend. The immediacy of



effect was slow; change was noted after five observations or approximately 10 days. The trend during both baseline and intervention phases was slightly upward. The level increased across phases by 4.4%, although, the slope decreased from 0.45 to 0.20. The intervention data overlapped with the baseline data 100%, and four of the last five intervention phase data points exceeded the average.

In the Large Group setting, the baseline data for Child 2 was stable with a slight downward trend. Following the introduction of the intervention, no differences were found until the third session. Intervention phase data had an upward trend with a slope increase from -0.07 to 0.02, a change of 0.09. The level increased 6.2% from a mean length 5.40 words in the baseline phase to a mean of 5.73 words during the intervention phase and 100% of the baseline data points overlapped with the intervention phase. All of the last five data points were near to or exceeded the mean during the intervention phase.



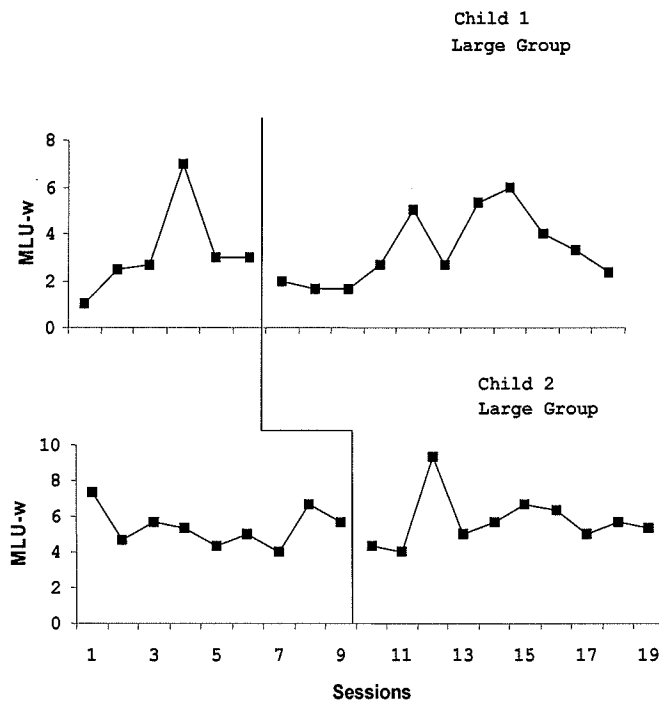


Figure 3. Mean Length of Utterance for both participants in the Large Group setting

As shown in Figure 4, in the Centers setting, the baseline for Child 1 showed little variability and an upward trend. The findings are difficult to determine due to the high degree of variability among the data during the intervention phase. The baseline overlapped the intervention data 100% and the slope decreased from 0.71 to 0.25. Despite the variability in data and the change in slope, there was a slight increase in the level of 2.5%. Additionally, four of the last five data points exceeded the mean.



The baseline for Child 2 in this setting was stable with a downward trend and a slope of -0.27. There appears to be little change with the introduction of the treatment. The intervention phase shows a slightly upward trend with a slope leveling off close to 1 (-0.05); it is highly stable. The level increases from 5.3 in the baseline to 6.4 during the intervention phase. The mean of the last five data points (6.4) exceeds the last five baseline points (mean = 5.0).

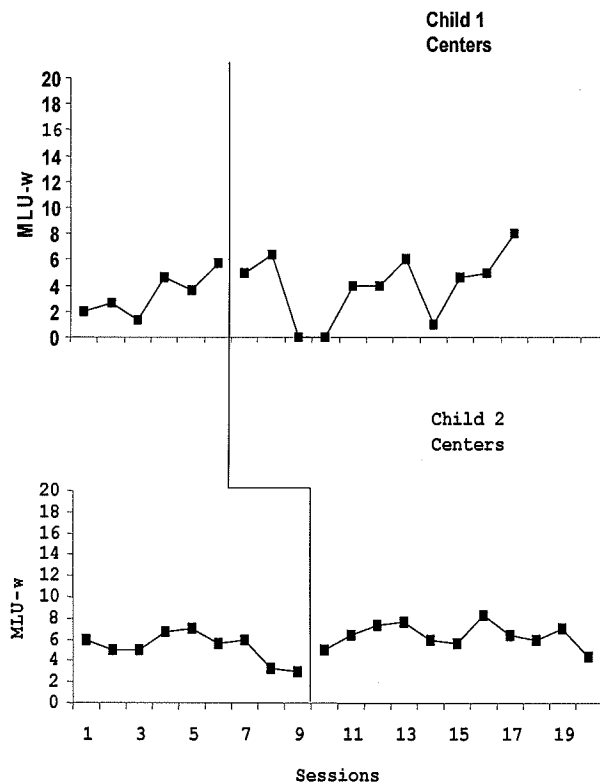


Figure 4. Mean Length of Utterance for both participants in the Centers setting



Research question 3a: Does a shared book reading experience between a parent and a child in the home language increase the number of child-initiated utterances in the second language (English)? Figure 5 presents the number of child-initiated utterances during the Large Group time for Child 1 showed little variability ranging from 0 to 2 utterances during a twenty-five minute observation. No changes occurred immediately following the implementation of the intervention, but change in the utterances began to increase slightly after 5 sessions. Overall the level increased from a mean of 1.17 during baseline to a mean of 2.5 during the intervention phase, an increase of 114%. The trend during the baseline phase was downward (slope = -0.86) and increased during the intervention phase (slope = 0.39). The baseline data overlapped with the intervention data 100%, and four of the last five intervention phase data points exceeded the mean.

Baseline data in the Large Group setting for Child 2 was moderately stable with a downward trend (slope = -0.4). A response to the intervention was noted at the second observation; however, the intervention phase reflected a high degree of variability. The trend during the intervention phase was upward, and the slope increased from -0.4 to 1.1. The level increased from a baseline mean of 11.7 to an intervention phase level of 12.44, an increase of 6%. All of the baseline data overlapped with the intervention data, and four of the last five intervention data exceeded the mean.



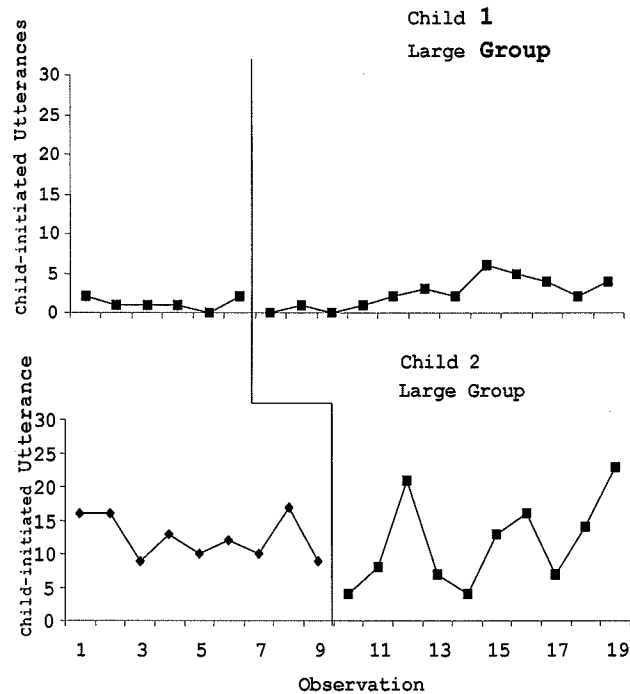


Figure5. Number of child-initiated utterances for both participants in the Large Group setting.

Figure 6 presents data from the Centers setting. As seen, the baseline data for Child 1 was highly stable (slope = 1). However, due to the high level of variability in the intervention phase data, the influence of the intervention is difficult to interpret. Although the level increased by 75% from baseline to intervention, the trend turned downward during the intervention phase. All of the baseline data overlapped with the intervention data, and while 3 of the last 5 five intervention data points exceeded the mean, the high degree of variability leads to no predictable trend.



In the Centers, setting the baseline for Child 2 showed a strong downward trend. The immediacy of effect was rapid. The level changed from a baseline mean of 10.22 to an intervention mean of 16.82 child-initiated utterances, an increase of 65%. The intervention phase trend was upward; the slope increased from -0.96 to 0.23. 63% of the intervention phase data points exceeded the mean.

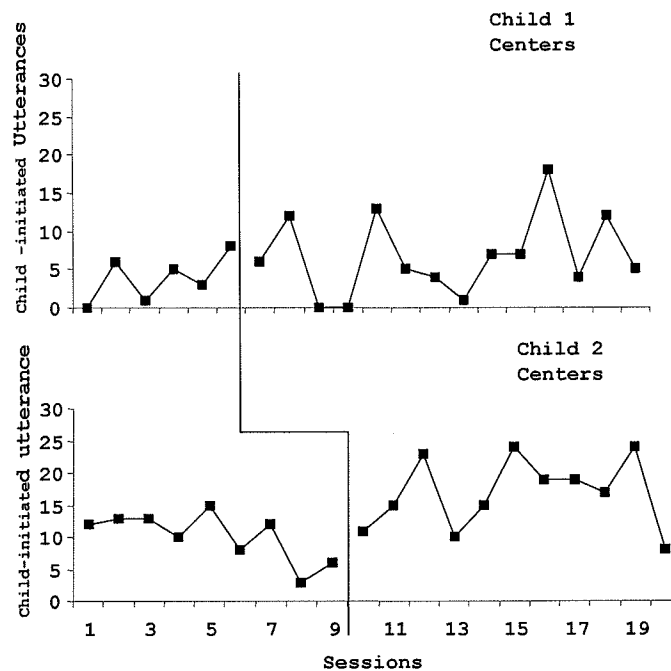


Figure 6. Number of child-initiated utterances for both participants in the Centers setting



Research question 3b: Does a shared book reading experience between a parent and a child in the home language increase the number of responses to others in the second language (English)? Any utterance made by the participants during the observation which was not child-initiated was considered a response to others. For instance, if the child answered a question or responded to a statement or a conversation with a peer or an adult, the utterance was coded as response to other (RTO). In the Large Group setting, the baseline for Child 1 was stable with slight downward trend (see Figure 7). The immediacy of effect was initially rapid but demonstrated variability. The level increased from a mean of 1.33 RTO (baseline) to a mean of 3.67 RTO (intervention). The trend during the intervention phase was upward and the slope increased from baseline (-0.06) to intervention (0.13). There was a 30% overlap of intervention data with baseline data, and four of the last five data points exceeded the mean during intervention.

The baseline in the Large Group setting for Child 2 was moderately stable with slight trend downward. A response to the intervention occurred quickly, appearing during the third intervention observation, although subsequent data values were lower. The level during intervention (mean = 11.4) reflected a 78% increase in responses over the mean during baseline (6.44). The trend turned upward during the intervention phase, and the slope increased from -0.18 to 0.12, baseline to intervention. There was a 60% overlap of the baseline by the intervention data, and 3 of the last five data points exceeded the mean.



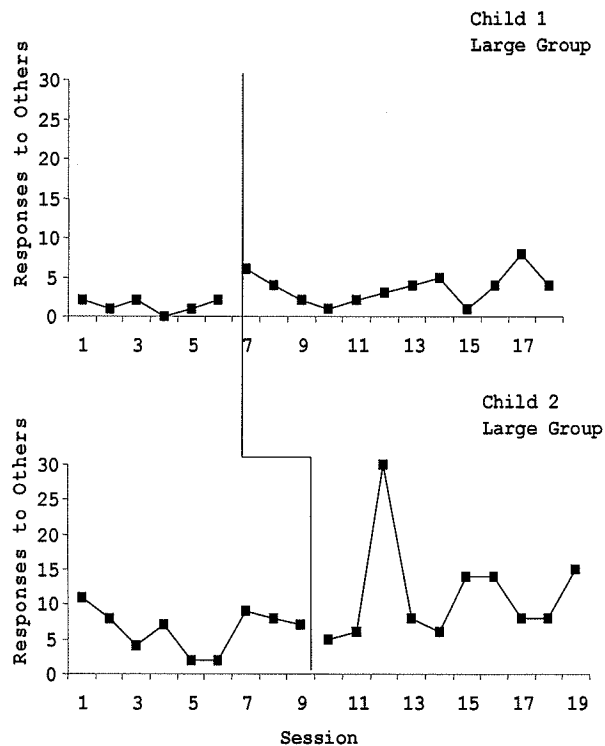


Figure 7. Number of responses to others for both participants in the Large Group setting

In the Centers setting (Figure 8), Child 1 had a stable baseline with a downward trend. The stability continued throughout the study with no discernable effect from the intervention. The trend turned upward somewhat with the slope increasing from -0.02 (baseline) to 0.02 (intervention), but the level decreased from a baseline mean of 2.17



RTO to a mean of 1.4 RTS during intervention. The last two data points exceeded the intervention mean.

In the Centers setting, the baseline for Child 2 was stable and trended downward. There was no response to the intervention apparent upon visual inspection of the graph. There was a decrease in level of 25% from baseline (mean =4.11) to intervention (3.27) and a complete overlap of the intervention data by the baseline data. There was a slight increase in the slope from -0.22 during baseline to -.56 during intervention but the trend continued downward.



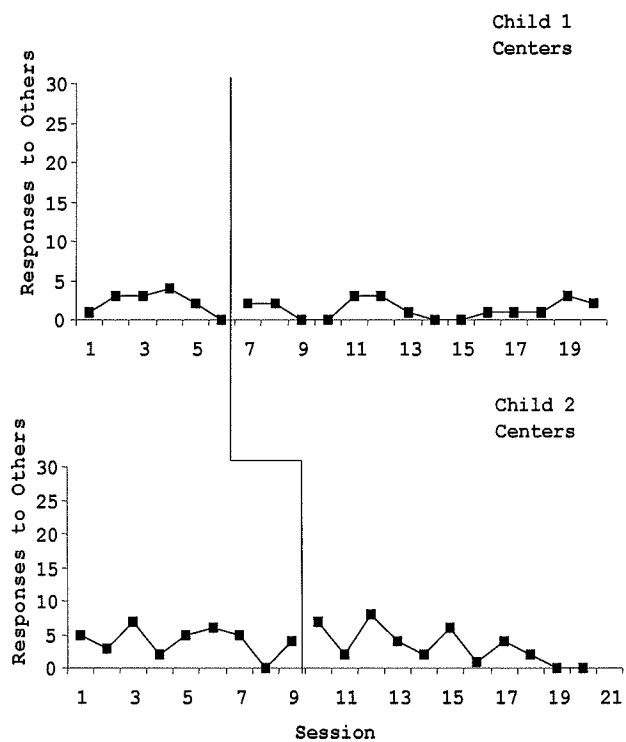


Figure 8. Number of responses to others for both participants in the Centers setting



### *Inter-observer Agreement*

As mentioned previously, inter-observer agreement was calculated and found to be between 79% and 96% . (See Table 2).

Table 2. Inter-observer agreement –percents and ranges

	<b>Rate of Utterance</b>	<b>MLU-w</b>	<b>C-I/RTO</b>
<b>CHILD 1</b>	92% (64-100)	96%(87-100)	79% (65-85)
<b>CHILD 2</b>	88% (73-100)	87% (64-100)	94% (81-100)

### *Treatment Fidelity*

The parents were not consistent in completing the weekly reading logs. Each family returned one log. The weekly phone calls with the interpreter were more useful for establishing fidelity. The family of Child 1 reported that they read together for approximately 5 minutes twice each day. They indicated participation in this study gave them permission to read to their child in Spanish. Prior to this study they did not have any books in Spanish for their child.

The mother of Child 2 reported that they read together at the same time, in the same place everyday. Usually they read for up to 30 minutes every day. The child got the books and asked many questions while they are reading. The mother reported that she enjoyed the study because they spent more time together and she is enjoying reading for herself again. Additionally, the children made comments during storybook reading time



such as, “I have that book at home”, or “My momma reads that book to me,” which provided confirmation of some fidelity to the reading schedule at home.

Teacher fidelity was high based on self-reports and observer verification. The teachers read the assigned books either during the large group time in the morning or in the afternoon. They reported reading the same book 3-5 times each week. The classroom teacher consistently gave equal opportunities for all children to participate and to answer questions.

### *Social Validity*

The interpreter met with each child and conducted the post-study survey in Spanish (See Appendix H). Child 1 indicated she liked reading with her parents especially when they read in Spanish. However, she expressed a preference for speaking English when she was at school.

Child 2 indicated that he liked reading with his mother and wanted to continue to do so. He expressed a preference for reading books in Spanish rather than English and for speaking Spanish at school with the other Spanish-speaking children. He has told them about the Spanish language storybooks and about reading with his mother.

Both teachers indicated the study was helpful to the participating children and that they would take part in similar studies in the future (See Appendix I). The lead teacher found the researcher’s presence in the classroom disruptive, although she did not comment to that effect during the study. The lead teacher and teaching assistant both commented that they noticed an increase in the participants’ use of English in the classroom and an improvement in their English skills.



One parent returned the post-intervention survey (Appendix G). He indicated that the training was useful, that his family enjoyed the reading protocol and will continue to use it, and that the intervention had a positive influence on his child's language development. Overall he circled Very True or Somewhat True for all questions. The second parent did not return the survey despite repeated attempts to contact her.

The classroom literacy coach administered the Preschool-Language Assessment System (Pre-LAS) (Duncan & DeAvila, 2000) to the participants as part of the larger literacy study shortly before the baseline observations began. The Pre-LAS assesses second language learners' receptive and expressive language skills such as morphology, syntax, new vocabulary, and listener comprehension. The results of the post-test, given coincidentally at the end of the current study showed Child 1, while still considered a non-English speaker (NES), had improved oral language skills by 24% (42 to 55). Child 2's score improved by 47% and from 39 to 74 which placed him into the higher level category of the Limited English Speaker (LES). The Pre-LAS was not part of the current study and other variables, such as exposure to English in school and normal growth and development, likely contributed to the increase in scores; however, the results may provide further evidence of a relation between the intervention and the children's English language skills.



## CHAPTER 5

### DISCUSSION

This study examined the effects of a storybook intervention on preschool English language learners' English language acquisition and emergent literacy. Specifically, three behaviors were observed, coded, and analyzed during large group and center time: frequency of utterance, mean length of utterance, and child-initiated utterance/response-to-others. It is a cross-linguistic extension of Whitehurst's (1988) study using Dialogic Reading as the intervention.

#### *Overall Findings*

The results indicate changes in an individual child's second language acquisition skills and emergent literacy following the current storybook intervention. The high degree of overlap between the baseline phase and the intervention phase for each of the behaviors makes it difficult to determine if there is a relation between the treatment and the children's literacy and language skills.

Overall the mean rate of utterances increased from baseline to interaction across the two participants and two settings (Figure 3). The level for frequency of utterance and MLU increased in both settings for both children (See Figures 1, 2, 4 and 5). The percentage of response-to-others increased in the structured teacher-led setting for both children, while the percentage of child-initiated utterances increased in the socially-oriented setting (See Table 3 and Figures 9 and 10).



Table 3. Percentage of utterances: Child-initiated or Response to Others

	Child One		Child Two	
	Child-Initiated	Response to others	Child-initiated	Response to others
<b>Large Group</b>				
Baseline	47	53	66	34
Intervention	42	58	51	49
<b>Centers</b>				
Baseline	64	36	71	29
Intervention	83	17	84	16

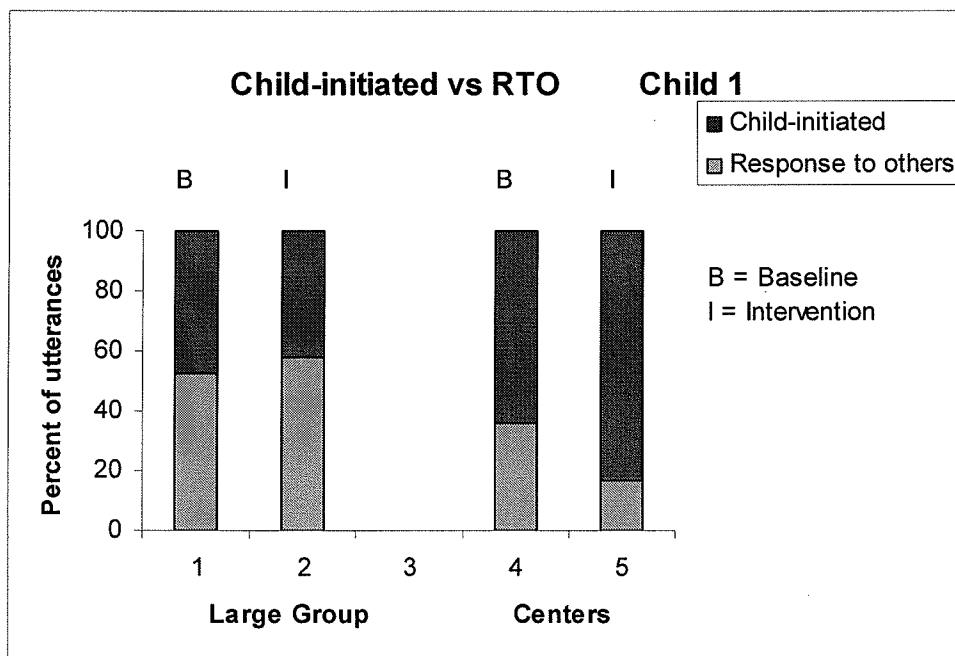


Figure 9. Percent of utterances coded as either Child-initiated or Response to others for Child 1



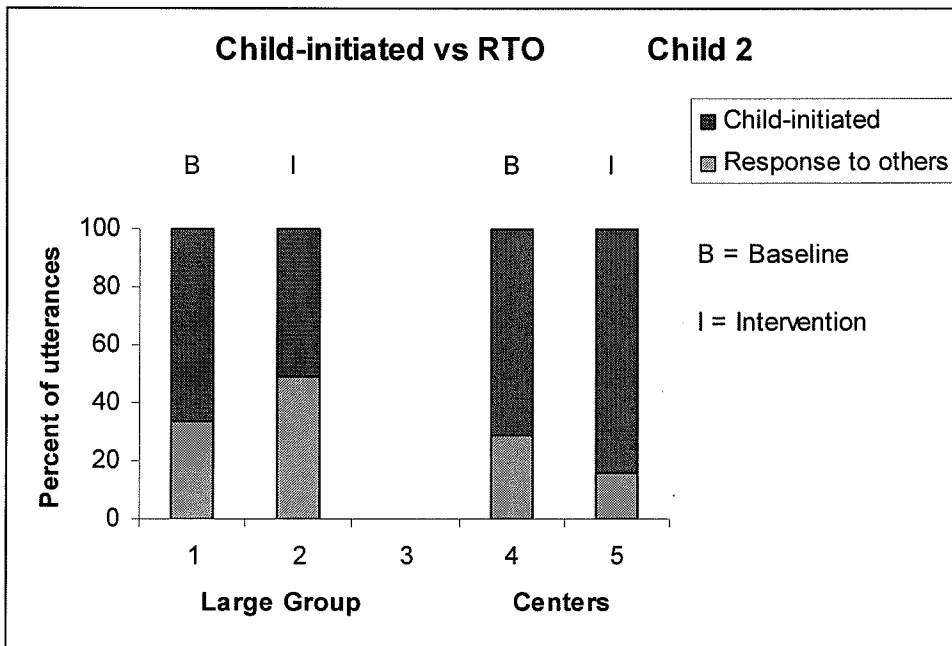


Figure 10. Percent of utterances coded as either Child-initiated or Response to others for Child 2

Intervention phase trend lines for all behaviors were upward for Child 1; however, the slopes decreased for many of the behaviors and settings. This may indicate that the intervention did not last long enough to elicit a meaningful response in language development for this child. The trend lines for response-to-others reversed from downward to upward in both settings as did the trend in child-initiated utterances in the large group setting. The trends for all behaviors in both settings for Child 2 were upward with an increase in all slopes.

Kennedy (2005) suggests that for skills which may develop over time it may be more meaningful to consider the last five data points in each phase. Table 4 shows the means of the last five data points for each phase for all behaviors across participants and



settings. The results indicate that in all but two instances, the mean of the last five points of the intervention phase exceeds the mean of the last points in the baseline phase. This suggests a positive relation may exist between the treatment and the behavior. Since language skills develop over time, longer treatment periods are needed to accurately assess the relation to the target skills.

Table 4. Means and Standard Deviations of the last five data points across participants and settings

<b>Variables</b> →	<b>Rate of Utterance Large Group</b>	<b>Rate of Utterance Centers</b>	<b>MLU Large Group</b>	<b>MLU Centers</b>	<b>Child- initiated Utterances Large Group</b>	<b>Child- initiated Utterances Centers</b>	<b>Response to Others Large Group</b>	<b>Response to Others Centers</b>
<b>CHILD 1</b>								
<b>Baseline</b>								
<b>Means</b>	0.07	0.6	3.2	3.34	1.17	3.83	1.33	2.17
<b>(SD)</b>	-0.06	-0.32	-1.9	-0.75	-0.75	-3.06	-0.81	-1.47
<b>Intervention</b>								
<b>Means</b>	0.32	1.08	4.2	4.9	4.2	9.2	4.4	1.6
<b>(SD)</b>	-0.1	-0.6	-1.5	-1.48	-1.48	-5.8	-2.5	-0.89
<b>CHILD 2</b>								
<b>Baseline</b>								
<b>Means</b>	0.69	1.28	5.13	5.3	11.6	8.8	5.6	4
<b>(SD)</b>	-0.2	-0.66	-1.08	-1.75	-3.21	-4.8	-3.36	-2.34
<b>Intervention</b>								
<b>Means</b>	1.06	1.88	5.8	6.4	14.6	17.4	11.8	1.4
<b>(SD)</b>	-0.34	-0.64	-0.7	-1.46	-5.77	-5.9	-3.5	-1.67

### *Contextual Factors*

The storybook reading took place in the home and child observation took place in the preschool classroom; both are considered natural environments for preschoolers. As a



result, there were extraneous variables for which the researcher could not control, such as substitute teachers, special events in the classroom, and daily events in the home. Centeno, Anderson, and Obler (2007) found that a child's utterances will vary depending on the interlocutor present. For instance, during the #17 and #19 observations, the lead teacher was not present and there was a substitute teacher. The frequency of utterance for Child 1 in the Large Group (Figure 1) setting with the first substitute remained consistent with previous behavior while the frequency of utterance in the presence of the second substitute fell to a noticeably lower level. Child 2 increased his frequency of utterance (Figure 2) with the second substitute teacher at observation #19, but the rate decreased with the first substitute. Additionally, observation #9 occurred when the school held its annual Career Day. The daily Centers time on this day was relocated outside the preschool classroom to a different part of the school building. Representatives of various professions introduced the children to their jobs. Child 1 did not speak or participate in the activities. The frequency of utterance for Child 2 was the second lowest rate recorded during the study. (Figure 2).

A consistent finding throughout the study is the relation which appears to exist between the setting and the percentage of the children's utterances that are either child-initiated or responses to others. In the Large Group, a formal, teacher-led setting, the teacher asks questions of the group and of individual children. The percent of utterances which were coded as RTO increased for both children in the Large Group setting during the intervention phase while the percentage of child-initiated utterances decreased.



Further, the percentage of child-initiated utterances increased during Centers. The children initiated more social interaction with their peers during the intervention phase when given a chance to choose their activities. Future studies may focus on the importance of child-oriented activities and personal choice to the development of second language skills. These settings and behaviors may be related to the development of specific skills found in BICS and CALPS. More sensitive assessment tools would be needed to determine a relation to the current treatment.

#### *Intrapersonal factors*

Child temperament may have influenced each participant's reaction to the various environmental changes. Centers time is a child-directed, socially-oriented period of the school day. Each child chooses the area in which they will play, such as art, reading, building, computer, house, or writing. Child 1 chose to color alone during observations #10 and #14. She took her coloring pages and markers to a table where she sat alone and had little interaction with other children. The frequency of utterance and the MLU for those observations were extremely low (Rate of utterance = 0, 1 respectively; MLU = 0, 1 respectively) (Figures 1 and 3).

Child 2 chose the computer area during observation #8, #14, and #18. The teacher requires the children to use headphones while working on the computer so there is little or no social engagement at that time. During observation #8 the frequency in the baseline phase was the lowest recorded for Child 2; MLU for this observation was the second



lowest recorded for Child 2. During observation #20, Child 2 chose to read with a third Spanish-speaking child so he spoke very little English that day during Centers time (Figures 2 and 4).

#### *Parent Participation*

The parents indicated a willingness and eagerness to participate in the study. Their responses to the weekly telephone interviews and the children's comments in the classroom indicate they were moderately faithful to the reading protocol. Future studies may introduce on-going parent coaching in addition to the initial training session. Coaching and training should emphasize the importance of learning to read, write and speak the home language to a child's success in school in English. This could ensure further fidelity to the protocol and an increase in the number of shared reading sessions in the home.

#### *Teacher Preparation*

The classroom teachers were cooperative and enthusiastic most days. Both indicated the study was helpful to their children and both are willing to participate in future studies of this kind. The classroom literacy coach reported anecdotally that the lead teacher's interaction and responses to the ELL children changed during the course of this study. She engaged the ELL children in more speaking opportunities and used longer wait times with them during instruction. Subsequent studies may provide education and training for teachers in the strengths and needs of ELL children.



### *Limitations*

There were several limitations to this study. The participant pool was limited to the English language learners currently enrolled in the Early Reading First study. The students are male and female, their families have different levels of formal education, and they have lived in the United States for various lengths of time. Initially there were four child participants, one child left the school and one child's parents did not participate in the study. The intervention took place in the children's homes, and the researcher depended upon families' self-reports to assess fidelity to the protocol. There was no assessment of the children's home language skills before or after the treatment. The Pre-LAS measured the children's English language skills but there is no direct causal link between the treatment and the increase in language skills scores. Because this study took place in the preschoolers' natural environments, there were no controls for sickness, changes in schedules, special events at schools, or disruptions in home routines. This study used a single subject multiple baseline design across subjects and settings; therefore, while it may show changes in language skills in an individual child, more studies will be needed to generalize the results to a larger population of ELLs.

### *Future Research*

This study could be expanded to a larger number of children and for a longer intervention time. Faver, Nakamoto, and Lonigan (2007) developed a screening tool to be used with Spanish-speaking ELLs. It is administered at the beginning and end of a regular school year and measures phonological awareness, print knowledge, and oral



language skills of preschool children in English and Spanish. A longer intervention and a more sensitive screening tool may be a more definitive means of assessing the benefits of the current intervention. A more robust intervention such as, a more intensive parent training, in-home observations of the shared-reading experiences, and dialogic reading questions directed at developing specific aspects of emergent language and second language acquisition may produce more meaningful results. As an extension of this study, it may be useful to consider the intervention a) with ELLs whose home language is something other than Spanish; b) with ELLs whose home language uses a different alphabet system. Previous studies using dialogic reading have employed taped training sessions and graduate students and parents as facilitators (Lonigan & Whitehurst, 1998; Valdez-Menchaca & Whitehurst, 1992). This study relied on parents' reports about their reading schedules and techniques in the home. Parents were trained and routinely encouraged through phone and in-person conversations with the interpreter to use the dialogic reading protocol.

#### *Implications of the Study*

Preschool English language learners represent a large and growing segment of the population. Research suggests their successful acquisition of English at an early age may support future academic success in English. There are few studies to indicate what methods and interventions may have significant effects on second language acquisition. This study may be an important step toward developing a comprehensive emergent literacy and second language acquisition intervention for pre-school English language learners.



The Head Start program statistics suggest that there are families representing many linguistic cultures in schools. While it may be desirable to offer bilingual education, it may not be practical to expect preschools to hire teachers who are fluent in all the home languages represented in the classroom. This intervention requires only access to storybooks in the home language and an interpreter for the parent training and permission process. If further testing reveals the effectiveness of the intervention, it could be extended to a longitudinal, between groups study within a curriculum. Research indicates family involvement has a significant impact on a child's literacy and language development (Crain-Thoreson & Dale, 1999; Jordan, Snow, & Porche, 2000; Neuman, 1996). This intervention requires the participation of parents in their children's literacy and language development through daily shared reading experiences and family literacy training. Further, it may help the child maintain the family's home language and by doing so may enhance the child's relationships with extended family members and strengthen their cultural bonds to their home language community.



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## Appendix A

### Data Recording Sheet

Date:	Time:	Comments:
Utterance		



**Appendix B**  
**Tips for Reading Time**

- Read the assigned book to your child every day for 15 minutes.
- Point to the pictures and ask "what" questions -  

P: *what is this?*  
C: *ball*
- Repeat what he/she says  

P: *Yes, it is a ball.*
- Follow your child's answer with another question -  

P: *What color is it?*  
C: *Red.*
- Repeat and expand the answer.  

P: *Yes, it is a red ball.*
- Point to pictures of things you know are interesting to your child.
- Encourage your child to talk about the book as you read each page.
- Praise your child.
- Have fun sharing the books with your child.



### CONSEJOS PARA EL TIEMPO DE LECTURA

- Trate de leer a la misma hora cada día.
- Buscar un lugar cómodo para leer con su hijo.
- Lea el libro asignado a su niño todos los días durante 15 minutos.
- Seleccione las imágenes y se preguntan "qué" preguntas --

P: ¿Qué es esto? C: bola

- Repetir lo que dice

P: Sí, es una pelota.

- Siga la respuesta con una otra pregunta

--

P: ¿De qué color es? C: Rojo.

- Repetir y ampliar la respuesta.

P: Sí, es una bola roja.

- Señale los dibujos de cosas que son interesantes para conocer a su hijo.
- Anime a su hijo para hablar sobre el libro al leer cada página.
- Elogie a su niño.
- Que se diviertan compartir los libros con su niño.



## Appendix C

### Reading Log

BOOK 1 _____	
Day _____	Time _____
How long did you read? _____	
Questions? _____	
_____	
_____	



## Appendix D

### Dialogic Reading Questions

#### Are You My Mother?

Por P. D. Eastman

1. What is this? Yes it is an egg.
2. Can you find the egg on this page?
3. What happened?
4. What happened to the baby bird?
5. What is this? Yes, it is a cat.
6. What is this? Yes, it is a chicken.
7. What do you think he will say?
8. What is happening?
9. Where is the baby bird? Yes, he is back in his nest.
10. Who is this?

#### Eres mi Mama?

Por P. D. Eastman

1. ¿Qué es esto? Sí, es un huevo.
2. ¿Puedes encontrar el huevo en esta página?
3. ¿Qué pasó?
4. ¿Qué pasó con el bebé de aves?
5. ¿Qué es esto? Sí, es un gato.
6. ¿Qué es esto? Sí, es un pollo.
7. ¿Qué crees que dirá?
8. ¿Qué está sucediendo?
9. ¿Dónde está el bebé de aves? Sí, él está de regreso en su nido.
10. ¿Quién es este?



Is Your Mama a Llama?  
By Deborah Guarino  
Illustrated by Steven Kellogg

1. What do you think this is?
2. What kind of animal is Dave?
3. Yes, he is a bat.
4. What kind of animal is Fred's mama?
5. Can you find Fred's mama?
6. What animals do you see on this page?
7. What do you think Jane said?
8. What animal says. "Moo"?
9. What kind of animal is Clyde? What other animal do you see in the picture?
10. What happened to the fish?
11. Can you find the baby kangaroo? What is he doing?
12. What do you think Llyn will say? What kind of animal is she?
13. What are the mama and baby llamas doing?



Su mamá es una Llama?

Por Deborah Guarino ilustrada por Steven Kellogg

1. ¿Qué crees que es esto?
2. ¿Qué tipo de animal es Dave?
3. Sí, es un murciélago.
4. ¿Qué tipo de animal es la madre de Fred?
5. Fred se puede encontrar la mama?
6. ¿Qué animales ves en esta página?
7. ¿Qué crees que dice Jane?
8. ¿Qué animal dice. "Moo"?
9. ¿Qué tipo de animal es Clyde? ¿Qué otro animal es el que usted ve en la imagen?
10. ¿Qué pasó con los peces?
11. ¿Puedes encontrar el bebé canguro? ¿Qué está haciendo?
12. ¿Qué crees que dirá Llyn? ¿Qué tipo de animal es?
13. ¿Cuáles son las llamas mamá y el bebé haciendo?



Does a Kangaroo Have a Mother, Too?

By Eric Carle

1. Look at the kangaroo. What is she doing? Can you find the baby kangaroo?
2. Can you count the baby lions?
3. Where do the penguins live? It looks cold and snowy.
4. Do you think a dolphin has a mother?
5. Where do the dolphins live?
6. Can you point to all three bears? What color are the bears?
7. Do animal mothers love their babies?

¿Un Canguro Tiene una madre, también?

Por Eric Carle

1. Vea la canguro. ¿Qué está haciendo? ¿Puedes encontrar el bebé canguro?
2. ¿Puede usted contar con el bebé leones?
3. ¿Dónde viven los pingüinos? Parece frío y nieve.
4. ¿Cree usted que un delfín tiene una madre?
5. ¿Dónde viven los delfines?
6. ¿Se puede apuntar a los tres osos? ¿De qué color son los osos?
7. Hacer animales madres aman a sus bebés?



The Carrot Seed  
By Ruth Krause

1. What is this? Yes, it is a shovel.
2. What do you think he did with it?
3. What do you think his brother said?
4. What is this? Yes, it is a can for watering the carrot seed.
5. What do you think happened? Nothing came up!
6. What do you think is going to happen next?
7. What is this? Do you think it will be a big carrot or a little carrot?
8. What does the little boy have?

La semilla de zanahoria  
por Ruth Krauss

1. ¿Qué es esto? Sí, es una pala.
2. ¿Qué cree usted que lo hizo con él?
3. ¿Qué crees que dice su hermano?
4. ¿Qué es esto? Sí, es una lata para el riego de las semillas de zanahoria.
5. ¿Qué crees que pasó? Nada ocurrió!
6. ¿Qué cree usted que va a suceder ahora?
7. ¿Qué es esto? ¿Crees que será un gran zanahoria o un poco de zanahoria?
8. ¿Qué hace el niño tiene?



Planting a Rainbow

By Lois Ehlert

1. What is a rainbow?
2. Bulbs grow into flowers.  
Can you find the bulbs?
3. What happened to the bulbs?
4. Seedlings are very small plants.  
Can you find the seedlings?
5. What colors are these flowers?
6. What is your favorite color?
7. Which is your favorite flower?

Como plantar un arco iris

por Lois Ehlert

1. ¿Cuál es un arco iris?
2. Los bulbos crecen en las flores.  
¿Puede usted encontrar los bulbos?
3. ¿Qué sucedió a los bulbos?
4. Las plantas de semillero son plantas  
muy pequeñas.  
¿Puede usted encontrar las plantas de  
semillero?
5. ¿Qué colores son estas flores?
6. ¿Cuál es su color preferido?
7. ¿Cuál es su flor preferida?



## **Appendix E**

### **Training Script**

I am conducting a study to develop a way to help your children learn English while maintaining their Spanish language. I will observe your children in the classroom during story reading time and free play time to see how often they interact with the class in English. Next I will ask you to read specific storybooks to them at home several times each week in Spanish. The teacher will read the same book to the class in English. I will observe the children again in the classroom to see if they are participating more during storybook time and during free play time in English.

I will ask you to use a method of storybook reading called Dialogic Reading which we will learn today. D. R. is a way of encouraging your child to be an active listener and to participate in telling the story. You will learn to ask your child questions about the pictures and story as you read the book. After you have read the same book several times your child will be able to tell the story to you. As they become familiar with the book we hope they will understand it better in English also and will begin to participate in conversations in the classroom in English.

Let's begin.



I have given each of you the book \_\_\_\_\_. When you begin to read the book look at the front cover and read the name of the book and the name of the author.

“This is \_\_\_\_\_; written by \_\_\_\_\_.”

You will notice that there are marks on the pages. These are stop points. When you reach this point stop and ask your child the question, “What is this?” Repeat his answer, “Yes, it is a \_\_\_\_\_.”

Follow up with a second question, “What color is it?” Repeat and expand his answer, “Yes, it is a red \_\_\_\_\_.”

Praise your child when she participates, “Yes, that’s a ball, great!” Or, “good job!”

Throughout the book there are more stop points. Continue to ask questions, follow-up with more questions, and repeat and expand your child’s answers throughout the book.

After you have read the book two or three times, you may want to begin to ask open-ended questions such as, “What do you think will happen now?” or “What is he doing?”



A very important part of this reading method is called “wait time”. When you ask your child a question give her time to say her answer. This is often difficult. It may feel as

though you are waiting too long. Try counting to five silently and slowly. This will be a good “wait time” for your child. In a few days, she may begin to answer more quickly.

I am asking that you read for 15 minutes, five days each week. I have prepared a log sheet for you. There are spaces on it for the name of the book, the day and time you read, and the amount of time you spend reading. You may also wish to write comments about the experience. Let me know if you like this method, if you think your child likes it or is benefiting from it, and any questions you may have. Kelly will call you at home one day each week to ask you questions about your reading experiences and to answer your questions.

When your part of the study begins I will send the book home with your child. At the end of one week, I will send home the next book. The books are yours to keep.

Thank you very much for participating in this study. I hope it will be beneficial to your family.



At this time, Kelly and I will demonstrate D. R. for you. Kelly will be the parent and I will be the child.

Now each of you can choose a partner for practice. One of you will be the parent and one will be the child. When you finish the book, switch roles so each of you has an opportunity to be the parent and the child.

The researcher and the interpreter will model D. R. using the sample storybook. Following the demonstration, the parents will pair up and practice as the researcher and interpreter observe. All parents will demonstrate their understanding of the shared reading model.



## Script (Spanish)

Estoy realizando un estudio para desarrollar una manera de ayudar a sus hijos a aprender Inglés al mismo tiempo mantener su idioma español. Voy a observar a sus hijos en el aula durante el tiempo de lectura y la historia de tiempo de juego libre para ver la frecuencia con la que interactuar con la clase de Inglés. Próxima voy a pedir a leer cuentos específicos para ellos en su casa varias veces a la semana en español. El profesor leerá el mismo libro a la clase de Inglés. Voy a observar a los niños de nuevo en el salón de clase para ver si están participando más de cuentos en tiempo libre y durante el tiempo de reproducción en Inglés.

Voy a pedirle que utilice un método de lectura de cuentos llamado Dialogic Lectura que vamos a aprender hoy. RD es una forma de alentar a su hijo a ser un oyente activo y participar en la historia. Usted aprenderá a preguntarle a su hijo preguntas acerca de los dibujos y la historia como la lectura del libro. Después de haber leído el mismo libro varias veces su hijo / a será capaz de contar la historia para usted. A medida que se familiarice con el libro que espero que se entienda mejor en Inglés y también comenzará a participar en las conversaciones en el salón de clases en Inglés.

Empecemos.

He dado a cada uno de ustedes el libro \_\_\_\_\_. Cuando usted comienza a leer el



libro mirar la portada y leer el nombre del libro y el nombre del autor.

"Este es \_\_\_\_\_; escrito por \_\_\_\_\_."

Usted notará que hay marcas en las páginas. Estos son puntos de parada. Al llegar a este punto y dejar de pedir a su niño a la pregunta, "¿Qué es esto?" Repetir su respuesta: "Sí, es un \_\_\_\_\_."

Seguimiento con una segunda pregunta, "¿De qué color es?" Repetir y ampliar su respuesta, "Sí, es un rojo \_\_\_\_\_."

Elogie a su niño cuando participa, "Sí, es un balón, ¡excelente!" O "buen trabajo!"

A lo largo del libro hay más puntos de parada. Continuar a hacer preguntas, el seguimiento con más preguntas, y repetir y ampliar las respuestas de su hijo en todo el libro.

Después de haber leído el libro dos o tres veces, puede que desee empezar a preguntar preguntas abiertas como "¿Qué crees que va a pasar ahora?" O "¿Qué está haciendo?"

Una parte muy importante de este método de lectura se denomina "tiempo de espera". Cuando le pida a su niño una pregunta darle tiempo a decir que su respuesta. Esto es a



menudo difícil. Se puede sentir como si usted está esperando demasiado tiempo. Trate de contar hasta cinco en silencio y lentamente. Este será un buen "tiempo de espera" para su hijo. En unos pocos días, ella puede empezar a responder más rápidamente.

Pido que lea durante 15 minutos, cinco días cada semana. He preparado una hoja de registro para usted. Hay espacios para que en el nombre del libro, el día y la hora de leer, y la cantidad de tiempo que usted pasa la lectura. También puede escribir comentarios acerca de la experiencia. Déjame saber si te gusta este método, si usted cree que su hijo le gusta o se beneficia de ella, y cualquier duda que pueda tener. Kelly le llamará en su casa un día a la semana a hacerle preguntas acerca de sus experiencias de lectura y para responder a sus preguntas.

Cuando su parte del estudio comienza yo enviaré el libro a casa con su hijo. Al final de una semana, voy a enviar a casa el próximo libro. Los libros son tuyos para siempre.

Muchas gracias por participar en este estudio. Espero que sea beneficioso para su familia.

En este momento, Kelly y yo demostrar DR para usted. Kelly será el padre y yo seré el niño.



Ahora cada uno de ustedes puede elegir un socio para la práctica. Uno de ustedes será el padre y uno será el niño. Cuando termine el libro, a fin de cambiar los papeles que cada uno de ustedes tiene la oportunidad de ser el padre y el niño.

El investigador y el intérprete modelo DR utilizando la muestra de cuentos. Tras la manifestación, los padres y la práctica par que el investigador e intérprete observar. Todos los padres demuestren su comprensión de la lectura compartida modelo.



## **Appendix F**

### **Phone Questions for Parents**

1. When is the best time to look at books with your child?
2. Do you read at the same time each day?
3. What works best to get your child to talk and participate in the book reading?
4. What differences have you noticed in your child during book reading since you began the program?
5. This week you are reading \_\_\_\_\_. What is your child's favorite part of the story? Does your child have a favorite picture in this book?
6. Do you and your child like reading books together in this way? Why or why not?
7. Do you have any questions for us this week?



### Preguntas para los Padres

1. ¿Cuándo es el mejor momento para mirar los libros con su hijo?
2. ¿Lee a la misma hora cada día?
3. ¿Qué funciona mejor para su niño a hablar y participar en el libro de lectura?
4. ¿Qué diferencias has notado en tu hijo durante la lectura de libros desde que comenzó el programa?
5. Esta semana que está leyendo \_\_\_\_\_. ¿Cuál es tu parte favorita del niño de la historia? ¿Tiene usted un niño tiene imagen favorita en este libro?
6. ¿Es que usted y su niño, como leer libros juntos de esta manera? ¿Por qué o por qué no?
7. ¿Tiene alguna pregunta para nosotros esta semana?



## **Appendix G**

### **Post-intervention Parent Survey**

For each item, please circle Not True, Somewhat True, or Very True.

1. I found the training procedure with the researcher to be very helpful.

Not true      Somewhat true      Very true

2. I enjoyed reading to my child using Dialogic Reading.

Not true      Somewhat true      Very true

3. I noticed a significant improvement in my child's language while participating in the study. (Spanish or English)

Not true      Somewhat true      Very true

4. My child appeared to enjoy the shared reading experiences.

Not true      Somewhat true      Very true

5. I will continue to read to my child using the Dialogic Reading method now that the study is complete.

Not true      Somewhat true      Very true

6. I will use this method of reading with my other children.

Not true      Somewhat true      Very true

7. I will tell other parents about this method of storybook reading.

Not true      Somewhat true      Very true

8. The researcher and interpreter were helpful and answered my questions.

Not true      Somewhat true      Very true



## **Appendix H**

### **Post-intervention Child Survey**

The children will be asked several questions orally following the study.

1. Do you enjoy reading at home with your parent?

YES              NO

2. Would you like to read with your parents again?

YES              NO

3. Did you enjoy hearing the same books in Spanish and in English?

YES              NO

4. Will you tell your friends about reading like this?

YES              NO

5. Do you enjoy speaking English with your friends at school?

YES              NO



## Appendix I

### Post-intervention Teacher Survey

Please answer the following questions by circling

Not True, Somewhat True, or Very True.

1. This study was helpful to the students who participated.

Not true      Somewhat true      Very true

2. The researcher's presence in my classroom was disruptive.

Not true      Somewhat true      Very true

3. I would participate in a similar study in the future.

Not true      Somewhat true      Very true

Thank you for facilitating this study in your classroom. Please feel free to add any comments or suggestions.

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## **Appendix J**

### **Storybook List**

- Carle, E. (2000). Does a kangaroo have a mother, too? New York: Harper Collins Publishers.
- Carle, E. (2002). El canguro tiene mama'? New York: Harper Collins Children's Books.
- Eastman, P. D. (1960). Are you my mother? New York: Random House, Inc.
- Eastman, P. D. (2001). Eres mi Mama'? New York : Random House, Inc .
- Ehlert, L. (1988). Planting a rainbow. Orlando, Florida: Harcourt, Inc.
- Ehlert, L. (2006). Co'mo plantar un arco iris. Orlando, Florida: Harcourt, Inc.
- Guarino, D. (1989). Is your momma a llama? New York: Scholastic, Inc.
- Guarino, D. (1993). Tu mama' es una llama? New York: Scholastic, Inc.
- Krauss, P. D. (1978). La semilla de zanahoria. New York: Scholastic, Inc.
- Krauss, R. (1945). The carrot seed. New York: Scholastic, Inc.



**Appendix K**  
**VCU IRB Approved Consent**



# VCU Memo

Virginia Commonwealth University

Office of Research  
Office of Research Subjects Protection

BioTechnology Research Park  
800 East Leigh Street, Suite 114  
P.O. Box 980568  
Richmond, Virginia 23298-0568

(804) 827-0868  
Fax: (804) 827-1448

DATE: November 6, 2008

TO: Christopher Chen, PhD  
The Literacy Institute at VCU  
Box 842037

FROM: Lea Ann Hansen, Pharm D *Lea Ann Hansen, Pharm D / AB*  
Chairperson, VCU IRB Panel D  
Box 980568

RE: VCU IRB #: HM11874  
Title: Supporting and Ensuring Early Language and Literacy Success (SEELLS)

On November 5, 2008, the following research study was approved by expedited review according to 45 CFR 46.110 Category 7. This research involves children and is approved under 45 CFR 46.404. This approval reflects the revisions received in the Office of Research Subjects Protection on November 6, 2008. This approval includes the following items reviewed by this Panel:

**RESEARCH APPLICATION/PROPOSAL:** OSPA # PT103122; Supporting and Ensuring Early Language and Literacy Success (SEELLS)

**PROTOCOL:** Supporting and Ensuring Early Language and Literacy Success (SEELLS)

- Research Synopsis (Dated 11/6/08; received in ORSP 11/6/08)
  - Includes measures (Received in ORSP 10/1/08)

**CONSENT/ASSENT:**

- Parent Information and Consent Form (Parent/Guardian) (Dated 10/29/08; 3 pages; received in ORSP 11/6/08)
- Teacher Information and Consent Form (Dated 10/29/08; 2 pages; received in ORSP 11/6/08)

**ADDITIONAL DOCUMENTS:** None

This approval expires on October 31, 2009. Federal Regulations/VCU Policy and Procedures require continuing review prior to continuation of approval past that date. Continuing Review report forms will be mailed to you prior to the scheduled review.

The Primary Reviewer assigned to your research study is Richard Fine, PhD. If you have any questions, please contact Dr. Fine at [rfine@vcu.edu](mailto:rfine@vcu.edu) or 828-4483; or you may contact Aleksandra Baldwin, IRB Coordinator, VCU Office of Research Subjects Protection, at [akbaldwin@vcu.edu](mailto:akbaldwin@vcu.edu) or 827-1445.

Attachment – Conditions of Approval



## Conflict of Interest Disclosure Statement

No.: \_\_\_\_\_  
 Rec'd by: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Actions: \_\_\_\_\_  
 To COIRC: \_\_\_\_\_  
 To File: \_\_\_\_\_

Under VCU Research Policy, the Principal Investigator and all others who have responsibility for the design, conduct, or reporting of research, must disclose financial interests in any external entity that is related to the work to be conducted under the proposed project or is interested in the results of the project. Providing this information is mandatory. Any individual who voluntarily discloses financial interests related to extramurally supported research projects should also use this form. Under the Virginia Public Records Act, this information may be made available to the public upon request.

Principal Investigator: Christopher Chin

School/Dept: The Literacy Institute

Funding Entity: U.S. Department of Education

Contract/Grant No: 359A08-0051

Title of Research Project: Supporting and Ensuring Early Literacy and Language Success (SEELS)

Reason for Disclosure: ☐ New Proposal ☐ Additional Support ☐ New Protocol ☒ New Investigator ☐ New Interest Obtained  
☐ Revisions to Grant/Contract ☐ Grant/Contract Continuation

## Disclosure and Certification

By signature below, each individual certifies that either no Financial Interest exists or that a complete listing of all financial interest is provided on a Disclosure Supplement form. All individuals named below further acknowledge their responsibility to disclose any new Financial Interest obtained during the term of the award.

The Principal Investigator's signature certifies that all individuals required to make disclosures have been listed below.

- A. Do you, your spouse, or dependent children have a Financial Interest in an external entity related to the work to be conducted under the project or interested in the results of the project? (See reverse for definitions of Financial Interests.) - Check response below adjacent to your signature.
- B. If the project is funded, to the best of your knowledge, does any VCU employee have a financial interest, including an ownership or equity interest, in the sponsor? Check response below adjacent to your signature.
- C. Project is Unfunded: ☐
- Signature (PI) Christopher Chin Date 2/16/09

Christopher Chin

Print or Type Name of Principal Investigator

A. ☒ NO ☐ YES, Supplement Form attached

B. ☒ NO ☐ YES, Name
  - Signature Mary Ellen Huennekens Date 2/16/09

Mary Ellen Huennekens

Print or Type Name of Investigator

A. ☒ NO ☐ YES, Supplement Form attached

B. ☒ NO ☐ YES, Name
  - Signature \_\_\_\_\_ Date \_\_\_\_\_

Print or Type Name of Investigator

A. ☐ NO ☐ YES, Supplement Form attached

B. ☐ NO ☐ YES, Name
  - Signature \_\_\_\_\_ Date \_\_\_\_\_

Print or Type Name of Investigator

A. ☐ NO ☐ YES, Supplement Form attached

B. ☐ NO ☐ YES, Name
  - Signature \_\_\_\_\_ Date \_\_\_\_\_

Print or Type Name of Investigator

A. ☐ NO ☐ YES, Supplement Form attached

B. ☐ NO ☐ YES, Name

(please attach additional pages as required)



**Mary Ellen Huennekens**  
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Richmond, Virginia 23225  
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***Education***

**M.Ed.** Early Childhood Special Education, Virginia Commonwealth University, August 2009

**B.S.** Biology, Virginia Commonwealth University, with Honors, May 1982,

***Professional Experience***

**Graduate Assistant** Richmond Early Reading First, Virginia Commonwealth University, August 2008-August 2009

**Case Manager** Richmond Court Appointed Special Advocates (CASA), Richmond, VA January 2003 to July 2007

**Assistant Director, University Honors Program** Virginia Commonwealth University, Richmond, Virginia November 2001- January 2003

**Substitute Teacher**, Richmond Public Schools Richmond, Virginia, September 1997- June 2000

**Enrichment Teacher**, Mathematics and Science Center Richmond, Virginia September 1985-January 1990

**Secondary Mathematics Teacher**, Gill School, Richmond, Virginia, August 1982- June 1983

***Professional Affiliations***

Council for Exceptional Children (CEC), Division for Early Childhood (DEC)  
Phi Kappa Phi Honor Society

***Other Professional Activities***

Volunteer Emergency Families for Children, Board of Directors 2006-Present  
Rubicon, Inc, Board of Directors 2005-2008  
Superintendent's Task Force for Assessment and Placement 1996  
Superintendent's Task Force on Magnet Schools 1989