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# Simultaneous Education

Heidi H. Platt & Sofia Marshak

*Prince Georges County Public Schools and Cascadia College*





# Objectives

- Learn about a study that looked at:
  - What happens when an immigrant parent goes back to school to learn English?



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## IMPORTANT NOTE

- This research was done by Sofia Marshak. It was her dissertation. She gets the credit. I assisted at the end of it. Previously, we worked and researched together on various projects. Since then, she has moved to Seattle where she now teaches Adult ESOL at Cascadia College.



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# Schedule

- Discuss current challenges of parent-school partnership
- Review the research findings of a qualitative study that examined parent education
- Discuss possible outcomes



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# Challenges

- What challenges do schools and teachers face when trying to increase ESOL parent involvement in schools?
  - Elementary
  - Middle
  - High



## In groups

- What challenges do schools face when trying to increase ESOL parent involvement in schools?
  - What have can be done to address these challenges?
    - Group 1 – Elementary schools
    - Group 2 – Middle schools
    - Group 3 – High schools



# Think about.....

- What do you say when a colleague complains,
  - “Why don’t they (Immigrant Parents) just learn English?”





# Participants

## Genders

- 8 Females
- 2 Males

## Country of Origin

- 2 from Cameroon
- 2 from Mexico
- 3 from El Salvador
- 2 from Guatemala
- 1 from Nicaragua







# Homework: A group activity

For several families the act of doing homework became a family affair - a time when the parent and the children would gather together around the dining room table and do their homework.

*Marina says that her children "make it the homework with me." Now, not only did the homework get finished, but they had an activity that served to further unite the family, leading to better understanding between parents and their children.*



# Transfer of Information

*Parents and kids shared what they were learning. The information that the parents were learning in class was getting transferred over to their children and vice versa. For example, Guston studied the environment and the impact of recycling in one of his classes. As a result of his class he has changed the practices at home and taught his daughter about recycling and the environment.*



# Helping with homework

*“But now I have the courage to help them. So, that's the difference with what was before. Now, I can do it more by myself. So, yes, I do see the difference. I feel better now. I can help my children. I know and can help [my children with hw.] Sometimes one comes from their native countries and does not know how to help the children, but at least I know and can help. . . With them I realized, how can I help them if I do not know English. My son would say, "look mommy", and I just would not understand.” Judith*



# Increased school awareness

*Olguita notes that the children "cannot trick [them] anymore to say that they did their homework but really they have not. Now I say, 'I want to see, I want to see, show me the books I want to see.' Now, they cannot so easily trick me. We can see if they did it or not. Now, we can see better what is going on*



# Increased school involvement

*In the past I worked more with the interpreter. And now I feel that it is less. I went to the office, asked for the translator. I was told that she was at a meeting....So, I started to explain why I came. ...Yes, everything good, everything good. Now I feel more comfortable, more secure and I am not as afraid to go to some places, yes I feel better now. . . . Sandrine*



# Challenges

- Conflicts among children, work, and school;
- Lack of time
- Exhaustion
- Fear
- Miscellaneous difficulties
  - Adult Education Class itself
  - Transportation
  - Lack of support from government and family



# Scheduling Conflicts

*"I don't have time, you know my job is crazy with my hours and this and this, they change every time my schedule, I don't like, I don't like. . . I tell them that, OK, Friday, weekend, change it, whatever, you can do whatever with me, but I want Monday through Thursday, but they want, you know I hope they accept my schedule." Paula*





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# Balancing School and Children

*I have one advantage that my kids are older. It's a big advantage for me. It is possible that for some parents, who have little children that it affects them. Yes, so it is big advantage for me. I go and there is no problem. Olguita*

*"One of the children remarks: "Mom, you are also taking classes." "So, you will not be able to pick me up?"" Judith*





# Transportation

*It is very good, my school is very close so I can walk. They might be splitting up our school, and that will be harder because it will take 10 minutes by car to get there. If the school is that far away it's a problem. Judith*



# Fear

There was a sense of fear of studying English

*Some people they are afraid.* Guston

*It can be scary.* Judith

*But I don't go to school, because I have a scared too.*

Marina



# Program itself

## Lack of promotion

*But the semester past I did not went to because get tired of being in the four level. Something wrong. I have to be in level five, but the lady over there put me in a level four. She did not say no excuse. She said it was fun. Susanna*

## Lack of information

*Some don't get the right information. Some people be too far from the school, they don't have any information. On the TV they don't say anything about how to go, to learn So I think it's an information problem. Guston*



## Other interesting tidbits

Stability- It was not asked but noted;

- Most of the participants in the study, mentioned that they had been in the United States for many years.
- They appeared established. Participants either lived in an apartment and did not have to sublet any rooms or lived in a house that they owned.



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## Back in groups

- What implications do you see from this discussion for your practice?
- What wonderings do you have?
- What next steps would like to see?



# Comprehensive ESOL classes

- Offer at a different times
  - In the study, most classes were 6:30-9:30 in the evening, One was during the day 9:30 – 12:30.
- Allow for make up
  - Schedules changed, One idea is that parents could alternate between taking a class one week at one time and location and another week at a different setting if necessary.
- Offer incentives for employers