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Recontextualizations of Families of Linguistic and Cultural Diversity in Educational E-Discourse: A Discourse Analysis of Representation, Accessibility, and Ideological Values in Parent Involvement

Janelle L. Newman

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RECONTEXTUALIZATIONS OF FAMILIES OF LINGUISTIC AND
CULTURAL DIVERSITY IN EDUCATIONAL E-DISOURSE: A
DISCOURSE ANALYSIS OF REPRESENTATION, ACCESSIBILITY,
AND IDEOLOGICAL VALUES IN PARENT INVOLVEMENT

A Dissertation

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Title: Recontextualizations of Families of Linguistic and Cultural Diversity in Educational E- Discourse: A Discourse Analysis of Representation, Accessibility, and Ideological Values in Parent Involvement

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In this mixed methods study, the author examined how messages about families of linguistic and cultural diversity (FLCDs) in the context of parent involvement (PI) e-discourse were recontextualized across the tri-level educational authority structure. Corpus creation and analysis was used to provide quantitative data to direct the subsequent critical discourse analysis. From the analysis of fifteen data sets, the author discovered specific lexical, syntactic, and whole-text discursive elements which uncovered the accessibility and ideological structures supporting the recontextualizations of FLCs in PI. Findings exhibited the continual deficit positioning of FLCs, shown through the conflicting, dependent relationship between educational authorities and FLCs. The results of this study may influence the existing condition of PI expectations for FLCs in the American school system and may be significant in its contribution to two main areas of educational research: policy implementation and teacher training.

Keywords: parent involvement, ESL, discourse, corpus analysis, critical discourse analysis

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CHAPTER ONE

INTRODUCTION TO THE STUDY

“All the diverse areas of human activity involve the use of language” (Bakhtin, 1986, p. 60). Language is used to communicate, to make meaning, for self-expression, to create beautiful objects, and to replay or challenge the societal messages embedded through this communicative instrument. Language is not a neutral, sterile, or innocent tool. It functions as a social entity that is constructed and reproduced according to the ideologies perpetuated within a particular society. Language, written or spoken, is inescapable. Whether the messages created or received are fully understood is not the issue – language exists. It will continue to influence what the experiences of those who unavoidably encounter it.

Contextualizing the Study

One societal sphere where language is used to shape meaning with extensive consequences is the educational context. Language policy, language education, and language use are consistently brought into debate. This debate may stem from the increasing numbers of children who speak more than one language. Currently, over one in five school-aged children speaks a language other than English at home (U.S. Department of Education & National Center for Education Statistics, 2011a). It is not only the students’ use of language which is important, but also that of their families.

Students do not exist by themselves in their educational environment; their education and developmental success has consistently been correlated to the involvement of their families (Boethel, 2003; Epstein, 2011; Fan & Williams, 2010; Henderson & Mapp, 2002; N. E. Hill & Tyson, 2009). Families of linguistic and cultural diversity (FLCDs) make up a significant number of the total K-12 parent population, but as FLCDs attempt to participate in the

educational lives of their children, they face significant challenges. These challenges may begin with linguistic barriers, but are then compounded by difficult work schedules, an unfamiliarity with American school procedures, and unreachable, school-defined expectations (Dudley-Marling, 2009; Lawson & Alameda-Lawson, 2011; Turney & Kao, 2009).

The outcomes of the challenges which FLCs face are apparent in recent news stories as school districts struggle to fulfill federal guidelines and look to provide aide to lessen these challenges. In April 2014, the US Department of Education reached an agreement with the Hazelton, PA Area School District regarding district violations of Title VI of the Civil Rights Act of 1964 in connection with its program for English Language Learners (ELLs). Among other concerns regarding ELL program requirements, there were violations concerning school-home communication about ELL options. Parents were not always offered interpreters in order to understand the ELL program and follow-up communication with parents was not always conducted (Office for Civil Rights, 2014). Schools, parent teacher associations/organizations (PTA/Os), and community initiatives are adding or revitalizing language instruction and job training to help FLCs (Guerra, 2014; Mariotti, 2014; Phillips, 2014). Also, schools are encouraging more ESL parent participation in parent organizational groups (Young, 2014).

The act of “helping” FLCs by reinforcing existing laws or providing language services is not the simple display of goodwill as it might initially appear. This “help” leads to greater expectations for parent participation. There are other discussions occurring which question the expectations placed on parents, suggesting that new accountability programs are in fact amplifying inequitable situations for FLCs. In an approved contributor post on the Forum of the American Journal of Education, Smith (2013) reflects on the trend of parent involvement mutating into parent accountability. He cautions that current parent programs which include

compulsory volunteer hours and even parent progress reports are going to further enlarge the equity issues that exist in the school setting.

The Problem

The problem for study becomes concentrated around language use and issues of equity for FLCs. Through federal, state, and local discourse, language has been used to shape how FLCs are represented. Representations can have power in so far as they work to identify, define, and construct how subjects of texts view themselves and how others may view them (Fairclough, 2010, p. 249). Considering the increasing number of FLCs and their importance within the educational system, how these families are represented within the federal, state, and local educational discourse will have substantial effects on the educational community. The problem remains as how to specifically identify these representations within the educational e-discourse.

Purpose of the Study

The purpose of this study is to show how educational e-discourse (electronic discourse) dealing with parent involvement recontextualization across the tri-level educational authority structure (federal, state, and local) is used in the discussion of representation and accessibility. The goals of the study are to describe how these representations are being made within the e-discourse across the educational authority levels. To achieve these goals, I will examine lexical, syntactic, and whole-text discursive elements in order to uncover the accessibility and ideological structures which support the recontextualization.

Researcher Motivation

As a researcher, my interest in the subject started with a personal experience. A few years ago I had the opportunity to tutor a few Saudi women in their homes. One of those

students was Talah¹. Talah was the mother of three children and an aspiring student. Her plan was to improve her English so she could pursue her master's degree in the US. She was already more educated than her husband; he was entering a bachelor's program in engineering and she had already completed a bachelor's degree in geography. Talah was an eager student though tired from organizing her household and recently having a baby. When our lessons began, she had had some previous experience learning English, but was generally at the level of a false beginner (a language learner with basic instruction in the additional language). For almost a year, we worked on improving her English skills and I, in turn, learned much about her family and life in the U.S. and Saudi Arabia.

Having a bachelor's degree in elementary education, I often inquired about how Talah's children were doing in school and how their language development was progressing. During several conversations, she would pull out a document from her son's elementary school and ask me what it said or what she needed to do with it. We talked about the ESL testing of her son and how she didn't really understand exactly how he was doing and how she could help. She would ask me for advice and I would help her the best I knew how. The experience piqued my interest. How could Talah be better served by her children's school? She obviously cared a great deal about her children and their educational development. If I hadn't been there, who would she ask? I inquired more about the situation and Talah and her husband told me stories about their first arrival in the US. Other Saudis who were already in the area helped them by getting their children registered for school, but they spend hours translating the multitude of documents that came home from school – many times not having the hours in the day to do it.

¹Talah is a pseudonym

In my undergraduate studies I was taught how parents' involvement in their children's education was a "make or break" component of a student's success. Actively including parents in school activities and continually encouraging their participation in the educational lives of their children should be a priority for every teacher because if a parent did not perform, chances were that his or her child would not either. How did Talah and her husband fit into this socially accepted equation? Were they "blamed" for their son's difficulty in reading? Were they seen as "those kind of parents" – the kind that would ultimately be the biggest influence on their children's educational failure?

After my intensive teaching time with Talah finished, I began to reflect more on the circumstances of her life. Through my doctoral studies I was re-introduced to concepts of social justice and critical approaches to reading the world. I started to conceptualize that the situation with Talah and her husband and the struggles they faced were most likely not isolated experiences. The articulation of their parental responsibility was communicated at some point by someone. The message was then reproduced through various mediums so that administrators, pre-service and active teachers, and most parents knew what those expectations were.

But it was not only the expectations, which affected Talah and her family. It was the sensitivity, or seemingly lack thereof, on the part of the school to consider the issues that Talah and her family faced. School communication, in the form of classroom handouts, did not appear to demonstrate any type of adaptation, which could help Talah and her family better understand their role in the American school system.

The combination of linguistic barriers and unfamiliarity with American school "norms" influenced how Talah understood what schools expected of her as a parent and the educational possibilities for her children. Observing her consistent effort to understand and also her

continued frustration, I became further interested in grasping more detailed aspects of her struggle. Through a focused research discussion, maybe positive change could occur for families such as hers.

Federal, State, and Local Contexts

After this glimpse into one local context, I became more interested in how the reproduction of educational ideologies concerning FLCDs might begin. The main federal education website, www.ed.gov, explains the roles of federal, state, and local educational authorities (“U.S. Network for Education Information (USNEI),” 2008). The federal role in education is to enforce anything associated with national law: make sure civil rights laws are followed in connection to education; lead national policy and reform initiatives; supervise the payment of aid where applicable in educational contexts; and provide statistics. State departments of education oversee, license, fund, and set policy related to teachers, curriculum, standards, and students with special needs. The local level functions on the district and school level. The district has the responsibility to enforce any state law or policy, manage local school taxes, hire and supervise faculty, and address issues such as parental involvement, community partnerships, special interest groups, and school choice. Districts can also execute locally-designed educational policy. Schools provide the most immediate point of contact for students and their families. In terms of public schools, the individual school sites have limited autonomy in that they are implementers of state standards and local policy (“U.S. Network for Education Information (USNEI),” 2008).

While state agencies seem to control much of what happens on the local level, local authorities still must interpret what the federal law prescribes. For example, the Elementary and Secondary Education Act prescribes how schools should function and articulate their

responsibilities to students and families. States then construe these laws with more specific policies and, finally, districts enforce and explain those more detailed policies to parents in an understandable manner. Ultimately, the power of discourse construction begins with federal policy and federal ideological assumptions are carried out to the local school site.

Ideological assumptions can be passed on in many forms of written, verbal, and multimodal means of communication. In more formal, established institutions, the written form (and more recently multimodal expressions such as podcasts, YouTube videos, and embedded presentations) often takes a prominent position in the transfer of information. This information transfer occurs in the educational setting as well through the transmission of policy from the national to local levels, communicated often through virtual contexts (i.e. publically available educational websites and password-protected school portals). For this study, the information transfer – termed recontextualization – will be examined across this tri-level educational structure through the examination of parent involvement education e-discourse as it affects FLCDs.

Theoretical Orientation

As a researcher, I must acknowledge the fundamental ways I view the world, including the essence, construction, and value of knowledge. This worldview will partly form the motivation for research as well as the lens I will use to experience the phenomena around me. My approach to research is guided by a critical view of the world and a social justice perspective.

A Critical Lens

To pursue a critical view of the world, I will employ critical theory as a research philosophy or paradigm related to postmodern research which aims to “change the social context” (Lichtman, 2013, p. 114). According to a critical view, research cannot be separated

from its political implications. Thus, its objectives are “to create political debate and discussion to empower people to take action, to bring about change in existing social structures and processes, and to re-conceptualize the entire research process.” (Bloomberg and Volpe, (2012, p. 29). A critical lens recognizes that discourse is constructed and laden with societal expectations. To grasp its full meaning, researchers need to engage in a political discussion of the embedded messages. Once implicit messages are made more explicit, the dismantling of prevailing oppressive structures can occur. Consequently, the results could fuel a discussion leading to positive change in the lives of FLCDs and their children in the educational context. For this study, I use a critical lens to investigate the educational e-discourse affecting the parent engagement of FLCDs. More specifically, I situate examined educational e-discourse in a social justice interpretive framework.

Social Justice Perspective

Though frequently recast and extended, social justice theory rests on foundational work by John Rawls (1999, 2001). Rawls’ ideas, more commonly known as “justice as fairness” are not a general, moral interpretation of justice, but rather a political conception of justice which operates in a democratic society working to ensure cooperative principles between free and equal citizens. The conception of justice as political allows for the acceptance of diverse worldviews and an overlapping consensus, making harmonious life possible amidst pluralistic ideas (Pogge, 2007, pp. 34–5). Through these ideas, individuals would be able to realize a “complete life” (see Rawls, 1999, 2001) through the support of social institutions working to remove structures of inequality (Valadez & Mirci, 2015, p. 162).

With this understanding of social justice, I have selected the social justice interpretive framework as a type of critical lens which allows me to understand issues of unequal

relationships of power existing in society and be aware of these imbalances throughout the research process (Creswell, (2013, pp. 34–5). Furthermore, it enables me to focus not only on a better understanding of the issues, but also call for transformative moves to manifest change on the topic. Since a greater awareness of discursive practices can lead to change within the situations where they function, this study looks at those recontextualized practices in order to critically analyze the FLCD experience. In this study, using a social justice interpretive framework for analysis and discussion will help me to see empowering implications for FLCDs themselves and suggestions for those creating discourse within the tri-level U.S. educational system.

Research Questions

In light of the personal motivation for this study and the gap revealed in the literature (explained in greater detail in Chapter 2: Review of the Literature), I have constructed detailed research questions to structure this study. In order to understand how the discursive patterns in educational e-discourse affecting FLCDs are being recontextualized to influence representations and accessibility issues, I have designed a study which uses a corpus and critical approach to discourse analysis. The following research questions guide this study:

1. How could recontextualized lexical discursive elements from a corpus of US federal, state and local educational web site documents shape the representation of FLCDs?
 - a. How could key vocabulary from these documents shape the representation of FLCDs?
 - b. How could key collocations from these documents shape the representation of FLCDs

2. How could recontextualized syntactic discursive elements from a corpus of US federal, state and local educational website documents shape the accessibility of these texts to FLCsDs?
 - a. How could key active and passive discursive elements from these documents shape the accessibility of these texts to FLCsDs?
 - b. How could key nominalization discursive patterns from these documents shape the accessibility of these texts to FLCsDs?
 - c. How could key complex sentence discursive patterns from these documents shape the accessibility of these texts to FLCsDs?
3. How could key re-contextualized whole-text discursive features in a corpus of US federal, state and local educational website documents convey socio-cultural and ideological values to FLCsDs?
 - a. How could key intertextual structures from these documents convey socio-cultural and ideological values to FLCsDs?
 - b. How could key assumptions from these documents convey socio-cultural and ideological values to FLCsDs?
 - c. How could key legitimation structures from these documents convey socio-cultural and ideological values to FLCsDs?

To seek answers to these questions, I sought the methodological approaches which could provide the most data. The following section gives a very brief overview of these methodological considerations.

Overview of the Methodology

In search of plausible responses to these questions, I utilized a mixed-methods design using a corpus analysis and critical discourse analysis approach to examine selected data samples

from three prominent educational websites from federal (www.ed.gov), state (www.pde.state.pa.us), and local (www.eriesd.org) educational authority levels. Data was collected according to the criteria, mined for significant lexical and syntactic patterns (using quantitative corpus analysis techniques), and then further investigated in connection with socio-cultural and ideological constructs present within the discourse (using qualitative critical discourse analysis techniques). I discuss the data collection methods and my methodological approach in significantly greater detail in Chapter 3: Methodology.

Significance of the Study

Through the investigation of lexical, syntactic, and whole-text structures of parent involvement educational e-discourse affecting FLCDs and how those messages are recontextualized throughout the tri-level educational authority structure, this study has the potential to influence the existing condition of parent involvement expectations for FLCDs in the American school system. The study is significant in its contribution to two main areas of educational research: policy implementation and teacher training. The results of this study will have implications for policy implementation at the local level. While federal educational policy production may have expected, standardized, and recognized communicative discourse intended for an audience of policy makers, local educational parental discourse has a different primary audience – the families themselves. Though the task of the local educational sites is to enforce national and state policy, local educational discourse has the flexibility and potential to reach all families, particularly those often disenfranchised in the school setting such as FLCDs. This study will help identify successful and problematic elements of parent involvement e-discourse and give suggestions for change.

In addition, this study will have significance in the realm of teacher training. Pre-service teachers may find a greater understanding of discourse and its influence on the reproduction of potentially oppressive cultural ideologies. In turn, the discoveries may then assist these pre-service teachers in becoming sensitive to the needs of individual learners and families in light of the dominant societal structures at large when those teachers have their own classrooms.

Operational Framework of Concepts (Glossary)

Since the study has been contextualized and explained within a theoretical orientation, I will briefly address terms essential for the operational framework used. The following section provides instructional definitions of core conceptual concepts utilized throughout the study. Each entry presupposes a basic understanding of the principal interpretation of the term, while the explanation further explanation applies to its precise study use. Broader definitions and analyses of major concepts that underlie this study are available in Chapter 2: Review of the Literature and Chapter 3: Methodology chapters.

accessibility: the ability of the target audience (FLCDs) to engage with a data source based on the complexity of discursive features shown through analyses of active/passive voice, nominalization, complex sentence structures, and readability. Research question 2 examines how features of accessibility might affect overall recontextualization.

active voice: a syntactic discursive element; a verbal structure which places the subject of the sentence as the focus; for this study, research question 2a examines how active voice reveals levels of agency and accessibility in educational e-discourse.

assumption: a claim made by a text creator about the existing situation, what could be, or what is desirable which will be examined to reveal recontextualized ideological structures. Research question 3a examines how textual assumptions might affect overall recontextualization.

complex sentence structure: a syntactic discursive element; the use of the phrases, clauses, and sentence length, examined in research question 2b to reveal accessibility in educational e-discourse.

corpus linguistics: corpus linguistics (CL) is an approach to discourse analysis which examines how smaller linguistic units (words and phrases) are used within larger texts. In order to identify textual patterns, corpora is created and mined using WordSmith Tools 6.0 in order to identify key patterns within texts for further qualitative CDA analysis.

critical discourse analysis: critical discourse analysis (CDA) is a paradigm for research which focuses on uncovering ideological issues of inequality and power towards the possibility of social change. This study uses CDA principles to examine CL data patterns and other ideological issues.

educational e-discourse: the educational e-texts and videos selected from three types of educational websites, i.e., www.ed.gov and (government, i.e., US Department of Education), <http://www.pde.state.pa.us/> ; (state, i.e., State of Pennsylvania), and <http://www.eriesd.org/> (regional, i.e., the Erie School District) as these relate to parent involvement.

families of linguistic and cultural diversity: families of linguistic and cultural diversity (FLCDs) are the target audience for this study, referring to families who speak a language other than English in the home, and also generally speak a language other than English as their first language. Student of linguistic and cultural diversity (SLCDs) will refer to K-12 students in these families.

ideological structures: existing constructs in society which encourage and reinforce existing power relationships, e.g., the definition of an “ideal” parent found within educational discourse. CDA is used to identify these constructs for this study.

ideology: a non-neutral set of beliefs which sustain the contexts and relations of power in a given situation. For this study, the prevailing ideologies form the foundation of the ideological structures.

intertextuality: various connections, historical and current, texts have to each other. Research question 3a examines intertextuality in order to illuminate socio-cultural and ideological values found with the educational e-discourse.

key: salient information focused on specific topics found within the education e-discourse. As seen within the sub-research questions, I will explore key structure of vocabulary, collocation, active/passive structure, nominalization, complex sentence structures, intertextuality, assumption, and legitimation.

legitimation: the use of claims made by a text creator justifying the existence and practices of a behavior or representation. Research question 3c examines legitimation constructions within texts to reveal recontextualized ideological structures in the education e-discourse.

lexical discursive elements: components of discourse focusing on how words and their patterns are utilized in discourse. Research question 1 investigates how lexical discursive elements (key words and collocations) are examined to show representations of FLCs in parent involvement educational e-discourse.

nominalization: a syntactic discursive element; the use of the noun form of a word in place of the verb or adjective option, demonstrating one method for making texts denser. Research question 2b examines how nominalizations reveal accessibility in educational e-discourse.

parent involvement: parent involvement (PI) encompasses the expected practices set forth by the educational authorities for parent participation in their children's education; for this study, I will examine how these expectations are represented for FLCs through recontextualization.

passive voice: a syntactic discursive element; a verbal structure which places the object of a sentence action as the focus. Research question 2b examines how passive voice reveals levels of agency and accessibility in educational e-discourse.

recontextualization: reproduction of specific elements of discourse across different genres; the major area for investigation is recontextualization of educational e-discourse affecting the parent involvement of families of linguistic and cultural diversity across the tri-level authority structure of the U.S. education system.

syntactic discursive elements: components of discourse focusing on how grammar and mechanics structures are utilized in discourse; for this study, research question 2 investigates how syntactic discursive elements (active/passive voice, nominalization, and complex sentence structures) are examined to show representations of FLCs in parent involvement educational e-discourse

target audience: the intended audience, or the suggested audience, for a text; in this study I investigate discourse which positions FLCs as the intended or suggested audience

target e-discourse: the e-discourse under investigation; for this study, I chose fourteen texts and two videos as educational e-discourse samples concerning parent involvement from three primary tri-level educational authority level websites: www.ed.gov; <http://www.pde.state.pa.us/>; and <http://www.eriesd.org/>.

tri-level educational authority structure: the three levels of educational authority in the U.S.: federal, state, and local; I examine how educational e-discourse on parent involvement is recontextualized from one level to another

Overview of the Dissertation Chapters

While this chapter offers a brief overview of the study, the remaining chapters add to this knowledge. Chapter 2: Literature Review provides the argument for the necessity of this study. It examines three main areas: the importance of discourse, the parent involvement issue as a whole, and the situation for FLCs, in order to demonstrate the need for a discourse analysis of educational e-discourse. In Chapter 3: Methodology, I discuss processes used for the completion

of the study – explaining the context, research design, data sources and collection methods, and methods for analysis. Chapter 4: Data Analysis explains the results from the analysis of corpora, elucidating key findings from each of the data sets according to the educational authority level. Finally, Chapter 5: Discussion synthesizes the findings, explicates the recontextualized messages found from the analysis results across the educational authority levels, explores the implications of the study, and utilizes my reflections as a researcher to explore current possibilities for this study and future directions for similar research.

CHAPTER TWO

REVIEW OF THE LITERATURE

As mentioned in the previous chapter, the main goal of this study is to examine how the recontextualization of educational policies focusing on parent involvement, including the parent involvement of FLCDs, occurs from federal, to state, and to local e-discourse. In order to better understand this process, Chapter 2 provides a synthesis of research elucidating the components of the research problem: discourse, parental involvement, and FLCDs. It argues that considering the social significance of discourse, the educational importance of parent involvement, and the specific challenges faced by FLCDs, a critical investigation of how education e-discourse affecting the parent involvement of FLCDs is recontextualized across educational authority levels would reveal areas where changes in discourse could lead to a more just representation of FLCDs and encourage a more supportive educational environment for FLCDs and their families.

Chapter 2 begins by explaining the relevancy of the issue as a topic of inquiry. Next, I explicate the methods used to gather the literature for review. Following the description of the literature review methodology of this study, I offer a detailed discussion of discourse: definition, general elements, specific elements of intertextuality and recontextualization, educational e-discourse, and an introduction to the discourse analysis approaches as used in the study. I then explain the concept of parent involvement and its varying definitions and ideological significance. I follow this with a description of FLCDs, the challenges they may face, and the intercultural component at play within FLCD discourse. Finally, I reiterate how the current literature examined illustrates the need for the present study.

Relevancy of the Issue

Before describing the scholarly research on the research topic, it is imperative to note the significant attention that FLCDs and general parent involvement receive in popular media, in informal educational blogs such as those offered by National Public Radio (NPR), as well as in the widely read teacher news source *Education Week*. Online newspapers, teaching news sources, twitter feeds, and other well-known media outlets are bringing these issues to the forefront through several important discussions. Many articles highlight the legal history of language education and breaches in the law concerning FLCDs and their families (Meraji, 2014; Office for Civil Rights, 2014) and changing school demographics (Thompson, 2014). Some are bringing up the continued language barriers which FLCDs face in accessing and fully participating in the educational lives of their children (Rossi, 2014; Thompson, 2014; Tullo, 2014). Others add to the language barrier issue by pointing to programs that are deemed successful due their education of the FLCD through language classes, school socialization programs, and job training (Adely, 2014; “Center, library offer adult ESL classes,” 2013; Fatima, 2013; Guerra, 2014; Mariotti, 2014; Phillips, 2014). Judging from the widespread consideration in popular media outlets, the questions at the center of this study are core to current educational issues and deserve further investigation in scholarly publications.

Literature Review Methods

While media sources can provide insight into mainstream topics, a literature review of scholarly resources focuses on peer-reviewed research articles and professional books published by well-respected experts in the field. In this study, I approach the literature review with the purpose of understanding the key components of my research topic, finding gaps in current research, and, consequently, defining a research problem and research questions whose

exploration would potentially contribute to my field of study. My research topic is multi-disciplinary. It is at the crossroads of education, sociolinguistics, and cultural studies. Therefore, my search includes resources in those areas. I begin my investigation using academic search engines such *Academic Search Complete*, *Communication and Mass Media Complete*, and *Sage Premier*. Using search terms relevant to the study including, but not limited to, such terms as discourse, power, parent involvement, parental engagement, linguistic diversity, and linguistic minorities, I have located many studies which add to my growing understanding of the research problem. My initial search results have led to pinpointing specific journals to search including, but not limited to, scholarly journals such as *Discourse & Society* and *The Journal of Educational Research*. Further investigation led me to the full works of key scholars and theorists in the field such as Baker (2006; 2008; 2006), Gee (2008, 2011a, 2011b), Fairclough (1992, 1999, 2001, 2003, 2009, 2010), Rogers (2003; 2005) and Wodak (2012; 2009). Given the abundance of publications and the need to maintain a research focus, selected articles include either seminal works in the field or those published in the last fifteen years. All sources were annotated and organized with the source management system, Zotero, which allowed for notes and organizational tagging. In order to build the argument for the study at hand, the following literature synthesis is organized around three key areas: discourse, parent involvement, and families of linguistic and cultural diversity with a final explanation of the revealed gaps in the scholarly work that this study attempts to partially fill.

Discourse

At the center of this study stands one core concept, that of discourse. Its interpretation and application in the analysis of educational texts on parent involvement and the involvement of FLCs is crucial in the search for answers to its research questions. This section reviews the

literature that ultimately elucidates salient features of discourse, educational discourse, analytical approaches to examining discourse, significant discursive elements, intertextuality and recontextualization.

Defining Discourse

Defining discourse is not a straightforward procedure. Historically, theorists and scholars have developed numerous explanations of discourse in order to pinpoint a clear, precise meaning (Bakhtin, 1986; Bourdieu, 1977; Fairclough, 1999, 2001, 2010, Gee, 2008, 2011a, 2011b; Jaworski & Coupland, 1999; Koller, 2012; Van Leeuwen, 2008). But discourse, like language itself, is a slippery notion. In a quest to grasp the terms, discourse can be deciphered by being examined as a basic notion, an individual phenomenon, and a social construct.

A basic definition of discourse seems easy to understand. At its essence, discourse represents a communicative event between one or more speakers in a particular setting (Gu, 2012, p. 542). To be discussed in more detail in later paragraphs, discourse can be thought of as an uncountable, or mass, noun as well as a countable, or able to be pluralized, noun (Gee, 2008; Johnstone, 2008). The communicative medium used can be verbal, written, or visual expressed through a basic unit often termed the utterance (Bakhtin, 1986; Hall, 2012). But discourse is more than one utterance or even one text, it is comprised of all the different ways or possibilities for communication within a specific community.

As an individual phenomenon, discourse engages participants in communicative events, where individuals have some responsibility within the basic notion of discourse. It is the individual who forms the initial utterance (Bakhtin, 1986). As people are born into a particular discourse with a capital “D” (Gee, (2008, 2011a, 2011b), those initial discourses become a way to express identity (Gee, 2008). However, beyond that, individuals could be object to the

countable, lower-case “d” notion of discourses, thus, choosing to learn and adopt secondary discourses and identities as they suit their purposes (Gee, (2008).

The complexity of discourse becomes apparent when moving beyond its basic and individual aspects and on to its nature as a social construct. Many scholars argue that aside from the elements to be discussed generally or connected to the individual, it is impossible to discuss discourse without consideration of its social consequences. Utterances hold meaning in the way they are perceived by the other participants in the acts of communication (Bakhtin, 1986). It is the community where these discourses are used that ultimately determine what is considered acceptable discursive behavior and where transfer to new communities create marginalization of particular discourses (Bourdieu, 1977; Gee, 2008, 2011a, 2011b). Understanding discourse involves a cyclical pattern where discourse continually shapes and is being shaped by the societal forces in which it resides (Bourdieu, 1977; Jaworski & Coupland, 1999; Johnstone, 2008; Koller, 2012).

After looking at various iterations of discourse from a historical perspective, I arrived at its use in the current study. Building off the basic and individual notion, for this study discourse is viewed as a complex and social phenomenon. It can hold embedded meanings for the communities where it resides and it can be accessed and interpreted differently in diverse communities. This study analyzes a specific type of discourse, i.e., educational discourse further explained as educational e-discourse, according to its syntactic, lexical, and semantic discursive elements in order to uncover the complex, social significance found within. These discoveries will additionally help answer the research questions previously described in Chapter 1: Introduction and further detailed in Chapter 3: Methodology.

Ideology in Discourse

As with discourse, the notion of ideology is complex and can be seen from a non-critical or critical viewpoint. Since this study rests on the theoretical foundation of social justice and operates from a critical perspective, the definition of ideology is also critical, rather than neutral. For many scholars ascribing to a critical framework and for the study, ideology is not simply a person's ideas or beliefs. Rather, ideology is intrinsically connected to power and social class struggles (Fairclough, 2007). Ideology is used as the foundation for the ideological structures, which reinforce power relationships in a particular community. The beliefs which support ideological structures are communicated through indirect ways and replicated in discourse (van Dijk, 2009, p. 79). This study uncovers the existing ideology (ideologies), seen from a view of ideologies as non-neutral, in order to understand how these ideologies affect the representation of FLCs in the educational discourse.

Educational Discourse

This study looks at not just discourse as a general constructed phenomenon, but as communicative component of a distinct discipline – the field of education. As shown by the definition of discourse, many scholars believe that language is not separable from the reality in which it exists. These societal influences therefore make language, and more specifically discourse, ideological. Educational discourse abounds in ideological reproduction. Though many administrators, educators, families, and students have sought to make schools locations of equity, school contexts have been plagued with ideological reproduction and violence, and with a history of oppression in the education of Native Americans, African Americans, Asian Americans, and Hispanic/Latino Americans (Spring, 2010). While much was displayed in observable, physical scenes, ideological examples of language oppression, denial of citizenship

rights, and overall inequitable treatment have persisted and been reinforced through tangible and discursive means.

Educational discourse can take many forms, from classroom communication (e.g., interactions between teachers and students) to written documentation (e.g., policy, curriculum, textbook, websites) to organizational discourse (e.g., teachers' union reactions, school district procedures). Educational discourse as a social construct cannot escape its ideological texture. Researchers have explored how educational discourse holds and disseminates ideological meaning. In the classroom setting, a teacher communicates ideological views about discourse to a student, commenting on "acceptable" story-telling practices (Gee, 2008). Concentrating on construction of reading policy, an examination of California state department of education, professional communication (listservs), private communication, and popular national written media sources (magazines and newspaper articles) reveal constructions of "research" and "expert" which are used to justify reading policy (Woodside-Jiron, 2003). With parent involvement as a focus, state documents and school-family contracts expose constructions of the ideal parent (Nakagawa, 2000). Furthermore, Brantlinger, Majd-Jabbari, and Guskin (1996) examine how ideologies are used and justified by what educational discourse has identified as the "ideal parent" – white, middle class mothers. Whether from teacher to student or official documentation to information communication, ideological values concerning "acceptable" practices are communicated through educational discourse. A better understanding of educational discourse across various documents and authority levels could add to the discussion of how even micro-level changes in the discourse, might lead to larger impacts on educational communities at large.

Educational E-Discourse

According to its location and medium of transmission, discourse could be further subdivided into separate categories. Thus, e-discourse is defined as utilizing the combined elements of traditional discourse, such as linguistic, contextual, and production attributes, and taking place in the environment of the internet, particularly that of email, chat, and webpages (Muniandy, 2002). Hybridized or combined discourse is also known as multimodal or resulting from the combination of written text with other elements (e.g., visual, auditory). Whether found in a digital context or not, it provides enhanced opportunities for global and intercultural communication (Hawisher, Selfe, Kisa, & Ahmed, 2010). More recently, research on multimodality has emphasized the digital component of e-discourse, reinforcing the original idea of e-discourse as primarily a text type.

As more and more information is being housed and accessed in a virtual environment, using e-discourse across disciplines is becoming a common practice. The same holds true for educational discourse. Even with unequal technology access issues, parents prefer to access and communicate online (National School Public Relations Association & K12 Insights, 2011) so further study of educational e-discourse, the major focus for this study, is also an important focus for discourse analysis in general.

Though other terms could be used to describe the discourse of this study, using *e-discourse*, rather than simply *discourse* or *multimodal discourse*, more specifically reflects the data sets researched. E-discourse is a slightly older term, used most often in research from the 1990s to early 2000s and subsequently replaced by multimodal discourse from the mid-2000s until the present, but it is more precise due to the location and unique features of this study's data sets. Since the data sets were a combination of written and spoken text found through computer-

mediated means they legitimately represent e-discourse (Muniandy, 2002). Multimodal discourse, on the other hand, refers to much more than written and spoken text, but rather integration of gesture, special, and visual elements (Arola, Sheppard, & Ball, 2014). More importantly, the location of the data sets set forth in the parameters of the study also plays an important role in the classification of the discourse. Key educational websites were searched – not out of convenience, but intention – because these virtual environments contain a plethora of information, some, but not all, of which may be found in paper form. The potential for document changeability is another feature connected to the idea of e-discourse rather than a more general (discourse) or a more detailed (multimodal discourse) term. Data sets found in the virtual environment are dynamic. Therefore, the combination of text type, place of access, and potential for changeability led to the decision for *e-discourse* above other possible choices.

Approaches to Analyzing Discourse

In order to understand the linguistic and social phenomenon of discourse, a framework or a combination of analytic frameworks must be used. Discourse can be analyzed by applying different methods in one discipline or across disciplines. Typically, discourse analysis involves deconstructing language into its various discursive constituents, such as lexical and syntactic elements (Johnstone, (2008) (to be discussed further in the following section). In addition to this, interdisciplinary discourse analyses tend to focus on the ideological constructs embedded in their constituent texts. Two specific approaches to discourse analysis, and more specifically to e-discourse analysis, used in this study are corpus linguistics and critical discourse analysis.

Corpus linguistics (CL). I use corpus linguistics as a methodology to pinpoint specific elements (e.g., lexical and syntactic) within the target educational e-discourse. Corpus linguistics is defined as “a methodology for linguistic analysis that focuses on describing linguistics

variation in large collections of authentic texts (the corpus), using automatic and interactive computer programs to aid in analysis” (2012, p. 139). Corpus Linguistics (CL) is an approach to the analysis of short discourse excerpts, mostly words and phrases as they are situated in their preceding and succeeding linguistic environments. Thus, it allows for the investigation of the use of a language item, or a key word/phrase in large numbers of texts and contexts, often using the assistance of software. CL represents a methodology, not only a theoretical approach (Gray & Biber, 2012; McEnery & Gabrielatos, 2006). The value of using corpus linguistics can also be found in its examination of text within its naturally occurring context (Meyer, 2002). The methodology is particularly useful in recognizing patterns that exist with natural language samples by utilizing software to aid in discovery. CL is a crucial method for quantitatively analyzing discourse to derive statistical data about word frequency and collocations as the approach can look at large quantities of individual texts if necessary. CL is an indispensable method for quantitative analysis, and while its results can indicate areas for further qualitative study, using a chosen lens for qualitative analysis can add to the robust description (Baker et al., 2008). The qualitative lens used for this study, is explained in more detail in the next section.

The use of CL supposes a particular theoretical perspective on language; namely, the details of language and how they convey meaning rest not in a predetermined set of rules, but rather on their use in communication (Lindquist, 2009, p. 1). With this theoretical perspective, many scholars take on an eclectic use of research techniques (McEnery & Gabrielatos, 2006). CL is often used to examine large quantities of data from news sources, policy documents, textbooks, and spoken communication from pre-existing or specialized corpora (Baker, 2006; Hamilton, Adolphs, & Nerlich, 2007; Jaworska & Krishnamurthy, 2012; McCarthy & Carter, 2006).

There are many already established corpora available for research use; for instance, the British National Corpus (“British national corpus, version 3 (BNC XML Edition),” 2007) and the International Corpus of English (“International corpus of English,” 2014) include written, spoken, and transcribed spoken representations of language in context and in literature and are often used as the basic for CL research. Sources such as these give insight into broader issues in any given collection of language and some possibility for refined searches. Corpora can then be subdivided into sub-corpora based on genre, dates of publication, or other needed research categories (Baker et al., 2008).

The discussion of CL in this chapter helps to further explain the place it holds as a discourse analysis method. Taking into consideration the definition of CL, its benefits and drawbacks, its uses in the field, and its existing iterations, a more detailed discussion of how it will be used in this study is explained in Chapter 3: Methodology. Sections of Chapter 3 explain why a specialized corpora was needed for this study, the specifics of CL software selection and implementation, and how the created corpus contributes to this study’s goals.

Critical discourse analysis (CDA). Though CL provides a powerful quantitative methodology for investigation on its own, it does not deliver the qualitative critical lens required for this proposed study such as other approaches can offer. To uncover and unpack the dominant ideological implications and messages in the target e-discourse, I also use critical discourse analysis (CDA). A form of discourse analysis, CDA is not truly a methodology, but rather a theoretical framework for analysis. CDA is often used interchangeably with Critical Linguistics and more currently Critical Discourse Studies (CDS). CDA has its roots in the critical theory of the Frankfurt School which suggests that social theory should move beyond describing and understanding to “critiquing and changing” (Wodak & Meyer, 2009, p. 6). Rogers et al. (2005)

explain the "critical" in CDA in its connection to critical literary theory, leading those interested in the process to greater "understanding, uncovering, and transforming conditions of inequality" (p. 369). "Discourse" in CDA is often defined as "language use in social practice" (p. 369) and is based off work by Fairclough (1989, 1992, 1995) and Halliday (see Halliday, 1985). In CDA, the "analysis" part includes a variety of approaches but differentiates itself from other discourse analysis in its addition of "how discourse systematically constructs versions of the social world to the traditional strategies of description and interpretation" (p. 370).

CDA is not a specific method in itself; it is more akin to a paradigm which consists of various principles which does not ascribe to one theory or methodology (Wodak & Meyer, 2009). Other scholars describe CDA as more of an "academic movement" which centers on ideological issues of power (Baker et al., 2008, p. 273). Some shared beliefs about CDA include: 1) CDA could reveal how the representation of social processes could be influenced by the choice of their linguistic exponents; 2) CDA encourages a view of discourse as it "constitutes the social world and is constituted by specific social practices" (p. 61); 3) CDA should occur in a systematic fashion within the context it occurs in; 4) CDA seeks to uncover the perpetuation of inequitable power relations; and 5) CDA which presupposes the necessity of social change, cannot be considered neutral (Phillips and Jørgensen, 2002).

From the description above, CDA is clearly tied to social theory and has the potential to reveal embedded ideological structures present within society displayed through discourse. This perspective also leads to critiques of the approach. Some and scholars propose that CDA tries to separate discourse from the context it resides by focusing too much on the specific linguistic structures, attempting to derive ideological meaning, and therefore leaving efforts to analyze text devoid from the original intent (Blommaert, 2005; Jones, 2007). CDA scholars may admit

the potential bias, but reject the separation from the actual context, noting the continual refocusing on the social problem of interest throughout the analysis process (Fairclough, 2003, 2010).

CDA is an approach used across many areas of social science, including political analyses (e.g., globalization, refugee discourse), queer and feminist discussions, and most recently education (Caldas-Coulthard, 2003; Rogers et al., 2005; Wodak & Meyer, 2009; Woodside-Jiron, 2003). A further discussion of how it will be utilized in the context of this study is explained in Chapter 3: Methodology.

Combining CL and CDA. To answer the critiques of each method, this study will incorporate both corpus linguistics and critical discourse analysis in order to benefit from the strengths of both approaches. Either approach can be used as a single method, but, in this study, a combination of the two as a mixed-methods approach can lead to a richer analysis of the target e-discourse. Thus, corpus linguistics can help quantify CDA findings and reduce researcher bias by making it significantly easier to work with larger quantities of data, therefore, expanding the empirical foundation (Mautner, 2009). The mixed-approach is becoming more widespread within interdisciplinary fields to examine such topics as Wahhabi-Saudi Islam media representations from pre-existing corpora (Salama, 2011), American media representations of North Korea (Kim, 2014), gender representations in British newspapers (Caldas-Coulthard & Moon, 2010), and UK educational policy (Mulderigg, 2012). Consequently, a data based and mostly quantitative corpus linguistics approach can add empirical value to the qualitative components of the critical discourse analysis of the target e-discourses thus offering a fuller and more efficient way of accomplishing this study's research goals, i.e., the recontextualization of online educational resources affecting parent and FLCs' involvement. A combined corpus

linguistics and critical discourse analysis will expand the developing mixed-methods approach and will enlarge the discussion of e-discourses' discrete discursive elements.

Discursive Elements

At some point in the analyzing process of discourse, a breakdown of the language into smaller chunks is required. Scholars may refer to these as linguistic categories (Johnstone, 2008), formal features for description (Fairclough, 2001), or linguistic branches or aspects (Crystal, 2008). In order to simplify the terminology, this study will use the term discursive elements.

Discursive elements are the smaller units in which longer stretches of discourse or whole texts could be divided into. They are constituents of discourse, which help to categorize areas of more specific study. Discursive elements include lexical, syntactic, and ideological elements (Fairclough, 2001). Lexical elements within discourse refer to how a word, part of a word, or a chain of words is used in a text. Lexical discourse discussions revolve around vocabulary, its use, and its patterns within a text. These components can be analyzed for their frequency and dispersion throughout and across discourse. Syntactic elements deal with sentence-level structures, such as the use of active and passive voice, pronouns, nominalizations, use of positive and negative constructions (Fairclough, 2001, p. 93; Van Leeuwen, 2008). Along with lexical elements, syntactic discussions reveal text complexity, accessibility, and participant agency. Building upon the lexical and syntactic elements, ideological elements, such as the use of assumptions and legitimations, add another dimension to discourse analysis (Fairclough, 2003). As discussed previously, ideological connotations cannot be separated from language choices, because in every speech act, there are many alternative structures to choose from depending on the intended user message. Thus, each choice can hold creative or interpretive weight (Johnstone,

2008) as well as inevitable intended or unintended ideological implications. By singling lexical, syntactic and ideological discursive elements for CDA, this study will establish recurring educational e-discourse features that define the accessibility of educational documentation addressed to parents in FLCDS. It will do so by examining the complex lexico-grammatical and informational networks of the target e-discourses and the resulting ideological transformations as educational texts are recast from government to state to local websites, namely through the analysis of intertextuality and recontextualization.

Intertextuality and Recontextualization

This recasting of ideological structures across the tri-level education authority levels is an example of intertextuality and recontextualization. Intertextuality refers to the various connections, historical and current, that texts have to each other (Wodak, 2012, p. 48). These relationships between texts can manifest themselves in different ways – through common references or repeated lines of argument. Intertextuality can refer not only to texts' relationship to other texts, but to related visual signs and spoken language that could have been situated presently or in the past. The basic unit of intertextuality, i.e., intertext, is used to describe intertextual references which can be co-thematic (e.g., sharing similar content), co-orientating (e.g., sharing similar viewpoints), co-actional (e.g., sharing similar activities), and co-generic (e.g., sharing similar genres) (Lemke, (1992). Texts can demonstrate intertextuality by sharing one element, but not the others.

Recontextualization is a type of intertextuality with an increased emphasis on its variational socio-linguistic nature and on its pragmatic social implications. From a linguistic or discourse perspective, recontextualization occurs as particular theses are removed from their original locations and then re-explained in new contexts. In this sense, recontextualization is

akin to Bakhtin's (1986) notion of the dialogic text, or the transformation of voices in a new way and context. However, recontextualization also occurs when only particular details or components of these are removed from their original locations and then re-explained in new contexts (e.g., in new text genres and situations, for new purposes) (Fairclough, 2003; Wodak, 2012). From a sociological perspective, recontextualizations are often part of a chain of events that reshape social practice. They happen repeatedly as textual details are moved further from the original source (Van Leeuwen, (2008). Thus, in the process of its distancing from its original source, information is filtered from the primary to subsequent texts and social events and practices are "evaluated, explained, and legitimized" through the information chosen for inclusion, through the amount of details given, through the organization of information, and through their emerging additional interpretations (Fairclough, 2003, p. 139). To illustrate the concept, consider how the federal government may articulate a new law or policy initiative concerning education, using legal language, which can be understood by policy makers. In order to enforce the policy, the state department of education may convey the same information in a similar or abbreviated fashion for the local school district. The local school district and schools would then be responsible to again recast the information so local administrators, teachers, and families could comprehend. In this study, the process of the recontextualization of educational e-discourse from global to local levels, from federal to state to local websites is addressed as the central factor in communicating or miscommunicating information to parents and to FLCDs with the potential to either facilitate or hamper parent involvement.

Parent Involvement (PI)

A thorough understanding of discourse forms the foundation of the study, but to understand how discourse may function in a focused manner, one needs being cognizant of the

topic of discourse study – parent involvement. Parent involvement (PI) generally refers to the overall engagement of parents in the multiple and varied activities usually generated by educational authorities and related to their children’s schooling and education. It is prevalent in the field of education and has long been an area of educational research (Christenson & Sheridan, 2001; Epstein, 2011; Henderson & Mapp, 2002; Hornby & Lafaele, 2011). More specifically, PI does not simply include the parents of school children, but any influential caregiver, extending the term in essence to close relatives as well. As PI has been found to affect positively the success of K-12 students in the classroom (Fan & Chen, 2001; Boethel, 2003; Henderson & Mapp, 2002), it is important to know the ways in which PI could be most influential. In this study, the e-discourses that represent official educational policies, expectations, and practices intended for a parent’s or a family’s involvement and communicated through verbal, written, and visual expressions are critically analyzed to uncover potential areas of inclusion or exclusion of these families and of FLCs in particular. For that, it is important to define PI extensively, to consider PI “best practice” implementations specifically, and to apply a focused critical discourse analysis in the discussion of the ideological implications of the target e-discourses for PI.

Defining Parent Involvement (PI)

While many scholars agree on the importance of parents’ involvement in the education of school-aged children, their definitions of the term “parent involvement” (PI) show variation in use of specific labels and in content focus. Terminologically, PI is frequently referred to as parent participation, parent engagement, parent communication, and home-school partnerships.

The content focus of PI is best defined by federal law and by research studies on PI. Federal law mandates its provisions and specifies acceptable PI practices. Title I, Section 1118 of

the Elementary and Secondary Education Act of No Child Left Behind (NCLB) dictates that local educational agencies must provide all families opportunities for engagement. (*No Child Left Behind (NCLB)*, 2002, secs. 1112, 1118). PI opportunities must encompass one annual meeting, a written PI policy, a Title I funding explanation, accommodating engagement opportunities, relevant and continual communication, joint planning and review of programs between schools and families, and situations where families can learn how to better encourage student success. In addition to federal law, studies which include surveys and interviews of parents, teachers, and administrators have attempted to pinpoint exactly what is meant by PI. Some suggest that appropriate or expected PI activities include homework support, school and classroom-based activities (e.g., field trip chaperones, classroom helpers), and participation in school-led programs to promote cultural understanding (Ladky & Peterson, 2008). Other studies that define PI focus on the positioning of parents, rather than on specifying the activities of parent involvement, or, alternatively, delegate the responsibility of PI definitions and expectations to schools (Lai and Vandeboncoeur, 2012).

History of PI

Though a consistent definition of PI remains ambiguous, the understanding of PI has been shaped by the history of the American school context, legal cases surrounding parental rights, and current laws which are in effect. In the beginning of education in the American colonies, school communities were based on religious affiliation, social class, and apprenticeship relationships. Parents had much control over teacher choice, curriculum, and governance of local schools. Key events, such as the move to compulsory education in 1852, the influence of child labor laws, the professionalization of teachers, and the standardization of the school environment distanced parents from the school situation and created a wedge between parents and schools.

This separation caused parents to organize themselves, firstly through National Congress of Mothers in 1897, and, eventually, through parent teacher associations (PTAs).

PTAs and other parent organizations consistently became more vocal in advocating for the rights of students, working in key educational cases which dealt with equal access: *Brown v. Board of Education of Topeka* (concerning racial segregation of students) (1954); *Serrano v. Priest* (concerning equal distribution of statewide educational funding) (1976); *Lau v. Nichols* (concerning student access to bilingual programs) (1973); *Pennsylvania Association for Retarded Children v. Commonwealth of Pennsylvania* (concerning access for special needs students) (1971) and more recently *Parents Involved in Community Schools v. Seattle School District No. 1* (concerning racial segregation of students) (2007). Advocating for equal educational access for all students has been a central focus of parent organizations. In order for this to take place, parents need access, physical and linguistic access, to the legal information.

Current educational law also references PI and the responsibilities of the educational authorities. Section 1118 of Title I of the NCLB (the seventh reauthorization of the Elementary and Secondary Education Act (ESEA)) describes PI necessary activities such as, a written parent involvement policy, annual evaluation of the policy, an annual parent meeting, parent-teacher conferences, and frequent reports on student progress. Considering the history of PI until today, parents have moved from a position of active control to a position of passive influence.

Best Practices for PI Implementation

As mentioned above, PI definitions frequently incorporate specific parent practices that are deemed appropriate or effective. In other words, they recommend what is also known as “best practices.” Most often, such best practice recommendations originate in educational institutions that appear to hold the power to define and then suggest effective implementation of

PI programs. As stated above, proof of such best practice implementation is a necessary condition for federal funding for schools. For example, in order to receive Title I funding under ESEA, schools must implement specific PI practices. In addition to federally mandated best practice policies and activities, there are others that are locally administered. Thus, local schools take on the responsibility to encourage parents to participate, with administrators and teachers taking the lead. Beyond best practice activities, the agency of school leaders and teachers in managing such activities to provide opportunities for PI of FLCs helps shape the school climate and overall inclusion of FLCs (Grant & Wong, 2004; Guo & Mohan, 2008; Lynch, 2009; Vera et al., 2012). Teachers, for example, play an important role in encouraging best practices that support PI. As a teacher and literacy facilitator for FLCs, Lynch (2009) encourages teachers to humanize the classroom for all families, particularly FLCs, leading to a more comfortable environment for all participants where the teacher becomes learner as well as the instructor. Another study of 123 families, found that teachers had a great influence on a parent's enjoyment and appreciation of a school-based, parent-child literacy program (Pelletier & Brent, 2002).

Much of this best practice PI encouragement is focused on educating parents to become successful participants in their children's education (Panferov, 2010). However, many scholars suggest that reaching out to parents and encouraging their involvement requires more than the re-education of parents and includes a complete reconceptualization of PI for FLCs (Grant & Wong, 2004; López & Stoelting, 2010). As it is, even with more culturally responsive approaches to PI, many school programs do not overtly encourage extensive parental agency. It is left to the parents themselves to take agency and to socialize themselves into the school culture. Parents who show initiative in PI activities are praised for their efforts and show signs of more active PI as defined by their context (Chen & Harris, 2009). More recent studies are

beginning to emphasize the value of reciprocal relationships between families and schools, ones that focus on mutual engagement, and not of one-sided or one-way PI attempts (Ippolito & Schechter, 2012; Lawson & Alameda-Lawson, 2011).

PI programs, which concentrate on a reciprocal relationship between school and home often are deemed more successful by all participants involved. Innovative programs imagine PI for FLCDs moving outside of the school building itself and into community locations where parents have opportunities to build self-efficacy and social capital within their language and cultural communities (Lawson & Alameda-Lawson, 2011). Some reciprocal PI programs combine a parent discussion session with an additional session of parent and student literacy activities. It is an example of communicative opportunities where home and school representatives can be heard can foster a two-way expression to overcome barriers (Ippolito and Schechter, (2012). Other PI programs are envisioned as communities of practice (CoP) (see Wenger, McDermott, & Snyder, 2002; Wenger, 1998) because of their focus on “mutual engagement, shared repertoires, and joint enterprise” (Laluvein, (2010)p. 177). Yet others describe the success of PI activities that focus on cultural liaisons and a search for common ground between schools and families (Grant and Wong, 2004). These studies give insight into what seem to be best PI practices within a particular context and while every context is different, they demonstrate a desire for better inclusion of FLCDs that may inspire newer methods for better communicative experiences for FLCDs by fostering greater parent involvement and more positive ideological implications within the PI movement.

Ideological Significance of PI

The above explicit definitions of PI derived from legal documents mandated by government or from local school websites. Often, they offer parent initiatives with multiple

choices for best practices. Yet the results of these initiatives are far from satisfactory largely because of the implicit ideological implications of these PI events. For one, the pressure on parents to participate still persists despite the fact that in school discourse, the success of student success or failure rests mainly on the involvement of parents in an expected, yet rarely articulated manner. While such loosely defined PI may deter some parents from meeting their schools' expectations, other parents seem to be strongly positioned in the school discourse (Ladky & Peterson, 2008). Such examples of strong parent positioning in educational discourse contribute to the construction of the notion of the "ideal" parent as one whose involvement efforts are only accepted when they match the school's expectations (Nakagawa, (2000).

Given the pressure applied to school districts to uphold PI programs, and the positioning of parents to fulfill the expectations set forth by schools, the issues that are thus communicated become laden with ideological presumptions. As the discourse of parent involvement travels from the federal, to the state, and finally to the local level, these messages are consequently reproduced and rearticulated across various texts to construct representations of families, including those of linguistic and cultural diversity. Particularly for FLCs, the resulting PI information is much more than an educational issue. For these families, it is much more than that: it is a cultural, ideological and political one (Guo & Mohan, 2008).

Due to the broad social significance of PI and the PI e-discourse present inside the field of education, it becomes the main topic for discourse study in this research. PI is used as a filter in the data collection process and the manner of use will be described in greater detail in Chapter 3: Methodology.

Families of Linguistic and Cultural Diversity

The target audience for PI discourse, briefly described in the Operational Framework of Concepts (Glossary) section of Chapter 1, may realistically change depending on the educational authority level where the discourse resides. Legal documents, most often found at the federal and state e-discourse levels, may not have the intended audience of the families themselves, but rather the local administrators who may be enforcing the legal requirements. Nevertheless, the content of the discourse has significant consequences for families in general and particularly for any already disenfranchised families.

The use of a parent involvement discourse becomes more complicated considering the barriers faced by one segment of families – those of linguistic and cultural diversity. A sizeable number of students in US schools, currently over one in five children aged five through seventeen, speaks a language other than English at home (U.S. Department of Education, National Center for Education Statistics, 2012). In light of this number, schools are continuously searching for ways to support these students in their educational development (Newman, 2013). Sociocultural influence, particularly the effects of family involvement, can impact that growth. This section of the literature will loosely define FLCDs, consider the challenges they face with the school community as a whole, and discuss how intercultural communication issues, in line with the theory of discourse presented in previous sections, may affect their “full participation” in the school lives of their children.

Defining FLCDs

Defining any people group without essentializing or stereotyping it is a difficult task. The goal of describing FLCDs is to demonstrate how unique characteristics may have an impact on the understanding and fulfillment of parent involvement expectations as set out by schools.

Families of linguistic and cultural diversity (FLCDs) represent children, their parents, and any extended family holding a major stake in the children's upbringing. Such families often find themselves in marginalized positions in educational contexts and the society at large due to a different home language or practiced cultural heritage.

The unique language and cultural expressions can be found in all families, but possibly more visible in the case of FLCDs and their relationship to the dominant social structure. These characteristics allow for exceptional learning opportunities for schools and communities in and outside of the classroom. FLCDs may have entered the U.S. at various times and for numerous reasons which could affect their willingness to "conform" to the involvement expectations communicated by local schools (Ogbu & Simons, 1998). In addition, the learning theories and pedagogical approaches which form the basis of the American classroom very often follow a Western, linear fashion which may conflict with other cultures who view time, achievement, classroom relationships, activity, and self-control in more circular and collective ways (Brown, 1997).

In addition to some obvious and not so obvious qualities, FLCDs receive a label. Using any definitive label is problematic and the preferred term for individuals, who may speak languages other than English at home and are learning English, varies by situation. Common descriptive terms used for the children in these families in the literature include: English as a Second Language (ESL) learners, English Language Learners (ELLs), English for Speakers of Other Languages (ESOL) learners, Limited English Proficiency (LEP) students, second-language learners, or multilingual, migrant, immigrant, and refugee students. Some contexts use the terms interchangeably, while others hold strict differentiating definitions. The No Child Left Behind (NCLB) legislature preferences ELL, but continues to use limited English proficiency as a

descriptive term. Researchers within education and English composition are recognizing that these terms may hold significant implications and practical consequences for the lives of these students (J. Hill, 2006; Ortmeier-Hooper, 2008).

Recognizing the functional and contextual variation in the use of the above labels, for the purposes of this study, I use a “people first language” approach (Snow, 2013). This approach, taken from the field of disability studies, seeks to refer to individuals not by what society could view as limiting factors, but by their personhood. Linguistically and culturally diverse (LCD or sometimes CLD) learners is already an acronym used in some circles of English language instruction (see NCTE’s Conference on English Education’s position statement), but this study will adapt the term to refer more specifically to the group of interest in this study – FLCDs. The term FLCDs could encompass many families who speak English as a first language, but who also may have a strong cultural heritage that conflicts with the dominant ideology. For the purposes of this research, FLCDs will be used to refer to families who speak a language other than English in the home, and also generally speak a language other than English as their first language.

Challenges Faced by FLCDs

FLCDs already experience the issue of being “labeled”, reinforcing their place of difference in the mainstream educational system. As FLCDs attempt to participate in the educational lives of their children, they also encounter other challenges (Christianson & Sheridan, 2001; Guo, 2006; Turney & Kao, 2009). While the intent to support their children is present, prevailing over the formidable challenges can be overwhelming and disheartening. These often take the form of different cultural expectations for PI, language barriers to PI, and life challenges that many FLCDs face (e.g., conflicting work schedules, immigration trauma). Research reveals that the FLCDs studied participated in their children’s education through home

activities often suggested by the school, but language barriers made home-based literacy support efforts a struggle (Dudley-Marling, 2009; Guo, 2006; Vera et al., 2012).

Intercultural Communication

Though FLCDs often have the desire and intent to assist the educational development of their children, one main area of difficulty is language. Communication which takes place between schools and FLCDs may qualify as intercultural communication. The concept has long been explored in the context of business transactions and more recently in the classroom, but not often in the situation of discourse about and with FLCDs. Spencer-Oatey and Franklin (2009) clearly define an intercultural situation as follows: “An intercultural situation is one in which the cultural distance between the participants is significant enough to have an effect on interaction/communication that is noticeable to at least one of the parties” (as quoted in Spencer-Oatey, Işık-Güler, & Stadler, 2012, p. 572). In the context of communication with and directed towards FLCDs, interview studies have shown that FLCDS often express these feelings of cultural distance affecting communication (Guo, 2006).

Previously cited research often notes the barriers FLCDs face in the communication between school and home (Christianson & Sheridan, 2001; Guo, 2006; Turney & Kao, 2009). As shown through the prior discussion of discourse, discourse as part of a communicative act involves more than attention to specific linguistic structures (though essential), but also carries ideological weight. The barriers faced by FLCDs are therefore not only linguistic in nature, but also involves differing worldviews and perceptions of what school should look like (Brown, 1997). General issues of intercultural communication revolve around four key areas: achieving understanding, managing rapport, maintaining and honoring identity, and experiencing a level of intercultural communicative competence (Spencer-Oatey et al., 2012). For schools, FLCDs, and

the discourse about PI, these issues must be considered, though in reality they are often neglected. For the tri-level education authority structure to truly represent FLCs accurately with PI discourse, and make PI discourse more accessible, there needs to be an awareness of lexical, syntactic, and ideological discursive structure already present within the discourse and the intent to develop a intercultural communicative competence which better values the unique characteristics and important contributions FLCs can make in the educational community.

Defining the Gap

Much research has been done on PI discourse, some studies focusing directly on FLCs and their place within the educational discourse. Additional research has also begun to explore how ideological constructs may be used intertextually across texts within educational discourse. This study uses this groundwork, but then seeks to fill in the areas of existing gap. The literature demonstrates the saliency of the topic and the need for more focused quantitative and mixed-methods approaches which can highlight empirical discoveries to add to the qualitative interview and case study approaches often used with FLCs and PI inquiries. Therefore, the mixed-methods approach using corpus linguistics and critical discourse analysis adds to an area of the field which is in need of expansion. Though this study does focus on written discourse, it adds the element of e-discourse, using sources available in the online environment and using the multiple mediums that such an environment allows; namely, recognizing video samples as another “text” of discourse worthy for analysis. Instead of investigating only a small number of directly related educational documents, this study examines how the recontextualization of several educational e-discourse samples, more broadly related to PI and existing across the tri-level educational authority structure, can create representations of FLCs. Finally, the critical perspective of this study seeks implications which can suggest positive change in the lives of

SLCDs and their families, moving beyond suggestions of best practices to fit all contexts to a more vigorous and contextualized understanding which could enrich multiple situations.

Chapter Summary

Throughout this chapter, the review of literature has aimed to reveal where gaps may exist between discourse, PI, and FLCDs in order to justify the need for the proposed study. Discourse is a phenomenon that has the power to shape and be shaped by the sphere of society where it resides, which includes the domain of education. One repeated topic of discourse in education is PI, an often poorly articulated concept, but considered of paramount importance in education discussions. It follows that if discourse is socially shaped and embedded with ideological meanings, then the educational discourse of PI would also incorporate the same principles. FLCDs are an often-disenfranchised audience that is negatively affected by PI discourse. So considering the social significance of discourse, the educational importance of parent involvement, and the specific challenges faced by FLCDs, a critical investigation into how education e-discourse affecting the parent involvement of FLCDs is recontextualized across educational authority levels would reveal areas where changes in discourse could lead to a more just representation of FLCDs and encourage a more supportive educational environment for SLCDs and their families.

The next chapter will explain and justify the methodology chosen to complete this investigation. The methodology developed for this study will address some of the gaps found within existing research and seek answers to the areas of inquiry this study proposes; i.e., the recontextualization of educational e-discourse affecting the PI of FLCDs.

CHAPTER THREE

METHODOLOGY

The purpose of this study is to describe how educational e-discourse dealing with parent engagement may reveal representations and accessibility issues for FLCDs, specifically how recontextualization across authority levels (e.g., federal, state, and local) is used in the discussion of representation and accessibility. In order to achieve this purpose, a robust investigation of the target educational e-discourse samples provided data for analysis. Many researchers have used discourse analysis techniques to examine educational policy (Nakagawa, 2000; Prins & Toso, 2008; Rogers et al., 2005; Woodside-Jiron, 2003), but few have given a thorough examination of how the recontextualization of that discourse takes place across multiple levels of educational authority (M. A. Johnson & Stephens, 2012) or provided a look at the type of discourse specifically made available via the internet. This study is responding to the literature gap found in this type of critical, multilevel recontextualization study of education e-discourse affecting the parent involvement of FLCDs.

Chapter 3 will explain the methodology in detail, focusing first on the rationale for a mixed methods research approach, explaining the choice of corpus linguistics and critical discourse analysis methods, and describing the context of this research. The next section will provide an overview of the information needs for the study and methods used to collect data. I will then explicate the data sources by providing a rationale for choices, the criteria for selection, and descriptions of the textual choices. Afterwards, I will begin clarifying the analysis process through an overview of data analysis procedures, a breakdown of corpus creation, a description of data analysis tools, and an explanation of data analysis phases. Lastly, I will discuss the

trustworthiness of the study and its ethical considerations, the limitations of the method, and provide a chapter summary.

A Rationale for Critical Mixed-Methods Research

Though the gap in the scholarship on the recontextualization of parent involvement educational e-discourse affecting FLCDs demonstrates the need for the study, it is also necessary to justify the methodology used in it. While some researchers argue that qualitative and quantitative methods must be kept separate, a third research paradigm exists which uses both approaches. Mixed- methods research uses a combination of approaches to find pragmatic answers to research questions (Johnson & Onwuegbuzie, 2004). In this study, I ultimately look for pragmatic answers to this study's research questions as the critical lens to which I ascribe seeks not only description and discovery, but also social change. Johnson & Onwuegbuzie suggest various models of mixed-methods research with differing status and time considerations for the combination of the qualitative and quantitative methods. One danger of mixed-methods research is the favoring of one traditional method (qualitative or quantitative) over the other, but concentration on a balanced approach will allow for the benefits of quantitative approaches as well as the "reflexivity or power or acknowledgement of the participants" which qualitative approaches allow for (Lichtman, 2013, p. 106).

The data for this study will be analyzed first using a quantitative approach that relies on numerical analysis, i.e., frequencies and pattern recognition of chosen texts adds to a fuller understanding of the discourse to be studied. These numerical data will then provide the foundation for quantitative explanations.

To complete the mixed-methods approach, this study uses a qualitative component as well, looking at data from a critical discourse analysis perspective, as the research questions aim

to provide a starting point for understanding human behavior, in this case, as it takes the form of written and multimodal discourse, described in Chapter 2 as e-discourse. This research will also use data sources which encompass educational e-discourse concerning parent involvement and FLCs occurring within a natural, albeit virtual, setting. The proposed study also aims for robust description of a phenomenon as it occurs over a number of different sources, using corpus linguistics and critical discourse analysis as paradigms, which guide the methodology. In Chapter 2: Review of the Literature, these concepts are described and positioned within the overall discussion. The following sections will extend these depictions to justify their precise use in this study.

Corpus Linguistics (CL)

Building off the existing definition of CL explained in Chapter 2, I will begin by discussing the need for creating a specialized corpus. There are many existing, publically available corpora for analysis. The existing corpora available include many examples of news stories, spoken dialogues, and academic writing, but I was unable to find a corpus, which contained a wide range of examples I required for looking at parent involvement across the tri-level education authority structure. Therefore, I chose to create my own corpus, which better suits the needs of the research inquiry. For this study, corpora will be created based on the specific topic for research and manual HTML tagging will be added in order to filter data according to the research needs of the study.

Construction of the corpus requires consideration of the corpus size, texts included, and source of the texts, and the research purposes of the corpora. When deciding on the size of a corpus, practical concerns such as the available monetary, person-hours, and software accessible must be well thought-out. Though the general consensus suggests that the larger the corpus, the

better (Meyer, 2012), there is still debate on the number of texts to include in any given corpus, with scholars proposing that evidence can be found even in smaller representative samples (Baker, 2006, p. 28). For this study, approximately five texts will be chosen from each educational authority level (e.g., five to six texts from the federal level (www.ed.gov), state level (www.pde.state.pa.us), and local level (www.eriesd.org). This sample will allow for a variety of content genres while focusing the e-discourse on one topic.

Explained in greater detail in the later sections of this chapter, text samples (including transcribed video and written examples of parent involvement education e-discourse) were chosen according to clearly defined criteria, cleaned of any existing extraneous information (developer notes found in the textual coding used in websites), and organized for analysis using *WordSmith Tools 6.0* (Scott, 2014a). *WordSmith Tools 6.0* (described extensively in subsequent sections) is an oft-used analysis program for specialized corpora analysis (Baker, 2006).

Critical Discourse Analysis (CDA)

In Chapter 2, I described some of the historical development, current issues, and tenets of CDA. Using this information as a starting point, I describe how I adapt the notions of the paradigm to best answer this study's questions of inquiry. In so far as CDA can be called a methodology, this study follows the precepts of the dialectical-relational approach used by Fairclough (1992, 1999, 2001, 2003, 2009, 2010). Fairclough explains this approach throughout his publications, highlighting different strategies within each and maintaining that all uses of the approach must be utilized flexibly to suit the context and problem at hand.

The dialectical-relational approach focuses on the "social wrong", its linguistic aspects (see the Chapter 2 discussion of discursive elements), the existing relationship between barriers and societal dependence on the social wrong, and ways past those barriers (Fairclough, 2009,

2010). This study is centered around the social wrong of FLCD representation through recontextualization of education e-discourse on PI. Though Fairclough's terminology uses "wrong" to look at the social phenomenon, I look at the "social issue" while acknowledging the ideological complexity of all discourse and the recognition that in much PI discourse, the expectations for an ideal parent which an FLCD may never be able to meet may very well represent a "wrong".

CL and CDA

In this study, the mixed-methods approach of CL and CDA enabled a rich description and thorough analysis of the PI educational e-discourse chosen. By using a combination of approaches, the weakness and limitations of one approach (as described in Chapter 2: Review of the Literature) may be addressed with the inclusion of the other. Where CL is extremely useful in identify patterns, a CDA lens can suggests a critical interpretation of those patterns leading to social transformation. CL adds more validity to what may appear to some as the biased approach of CDA. Near equal attention can be given to each method, creating a "methodological synergy" (Baker et al., 2008, p. 274). As I further describe the research context, design, data collection, and data analysis, the explicit use of CL and CDA combined will be clarified.

Research Context

An account of the recent context provides another justification for a mixed-methods approach of CL and CDA. In the PI section of the literature review, I discussed the barriers faced by FLCDs. To better understand the context of this research study, a statistical breakdown of the SLCD population will help show the significance of FLCD involvement throughout the tri-level educational structure of the US. Though the context of the research could be actually be considered the websites where the texts reside (to be described later in the section on Data

Sources), the social dimension of discourse lends to an understanding of the people included and affected by the discourse, in this case FLCDs. Therefore, in order to get a glimpse of FLCDs, descriptive statistics concerning the students of linguistic and cultural diversity (SLCDs) are useful in understanding a key component of the context, the target audience.

SLCDs make up a growing section of school-aged population (age 5-17) of the American education system. According to the 2011 Condition of Education report, by 2009 over 20% of school-age children spoke a language other than English at home (U.S. Department of Education & National Center for Education Statistics, 2011b, p. 30). Pennsylvania, along with 37 other states, had a population of less than 3% of SLCDs. Using data from 2010-11, the 2013 Condition of Education report shows that just under 10% of the total national school-age population participate in English language learning programs and less than 3% of the total state school-age population participate in English language learning programs in Pennsylvania. Looking at numbers alone, it may seem that the total population of SLCDs is decreasing. In reality, many students who speak a language other than English at home are not all participating in English language learning programs. The most recent statistics from the Pennsylvania Department of Education website were from the 2006-7 school year and showed the local school in this study had approximately 4.5% of all students identified as Limited English Proficiency (LEP), recently changed to English Language Learners (ELL). Other research shows Pennsylvania's student population had an increase in the number of languages spoken between 2002 and 2009: an increase of 73 languages to a total of 211 languages spoken (O'Conner, Abedi, & Tung, 2012). The authors report that looking at the total number of SLCDs, 12% of the population spoke languages outside of the most common eighteen. For the local district examined for this study, several elementary schools have a population of over 17% of SLCDs.

The research context of this study does not purely consist of statistical data, though its inclusion is essential to grasp the importance of the issue. The statistical data underpins the ideological issues that exist. Just as a statistical understanding of the research context can guide in an understanding of the ideological issues present within text samples of discourse, so a quantitative understanding the PI education e-discourse will emphasize important patterns and structures for a deeper qualitative analysis.

Research Design

This discourse analysis study focuses on the recontextualization occurring in the U.S. tri-level (federal, state, and local) educational e-discourse that specifically represents the parental involvement expectations for FLCs. The following table illustrates the research questions of the study (previously mentioned in Chapter 1), the information needed to answer each of the questions, the data sources from which the information will be gathered, and the method of data analysis to be used.

Table 1

Research Question Overview

Research Questions	Information Needed	Method of Data Analysis
1. How could recontextualized lexical discursive elements from a corpus of US federal, state and local educational website documents shape the representation of FLCDS? <ol style="list-style-type: none"> a. How could key vocabulary from these documents shape the representation of FLCDS? b. How could key collocations from these documents shape the representation of FLCDS? 	<ul style="list-style-type: none"> • Identification of key vocabulary and collocations in individual texts and across authority levels 	<ul style="list-style-type: none"> • Corpus analysis using WordSmith Tools 6.0: WordList, Concord, and KeyWords • Critical discourse analysis
2. How could recontextualized syntactic discursive elements from a corpus of US federal, state and local educational website documents shape the accessibility of these texts to FLCDS? <ol style="list-style-type: none"> a. How could key active and passive discursive elements from these documents shape the accessibility of these texts to FLCDS? b. How could key nominalization discursive patterns from these documents shape the accessibility of these texts to FLCDS? c. How could key complex sentence discursive patterns from these documents shape the accessibility of these texts to FLCDS? 	<ul style="list-style-type: none"> • Identification of active/passive voice, nominalizations, and complex sentence patterns in individual texts and across authority levels 	<ul style="list-style-type: none"> • Corpus analysis using WordSmith Tools 6.0 • Accessibility and readability analysis using Espresso, The Readability Test Tool, Readability-Score.com • Critical discourse analysis
3. How could key recontextualized whole-text discursive features in a corpus of US federal, state and local educational website documents convey socio-cultural and ideological values to FLCDS? <ol style="list-style-type: none"> a. How could key intertextual structures from these documents convey socio-cultural and ideological values to FLCDS? b. How could key assumptions from these documents convey socio-cultural and ideological values to FLCDS? c. How could key legitimation structures from these documents convey socio-cultural and ideological values to FLCDS? 	<ul style="list-style-type: none"> • Identification of intertextual structures, key assumptions, and key legitimation structures 	<ul style="list-style-type: none"> • Corpus analysis • Critical discourse analysis

Data Sources

In order to answer the research questions, it is imperative to find data sources, which, after analysis, can add to the discussion of their recontextualization. In the following section, I have identified and justified appropriate data sources. This section explains the rationale for the data source choices, the criteria for selection, as well as describes the data sets in detail. From this point forward, data sources/samples will be referred to as data sets.

Data sets were selected from e-discourse found on official educational websites at the federal (www.ed.gov), state (www.pde.state.pa.us), and local (www.eriesd.org) educational levels, also known as the tri-level educational authority structure as introduced in the Operational Framework of Concepts (Glossary) of Chapter 1. Data sets were chosen specifically from educational websites because these access points are increasingly becoming the face of all levels of educational institutions. The chosen data sets represent the main informational portals for each of these levels.

To further support this claim, research has shown that websites can act as a connection to the community; a communication format across differing class, cultural, and age groups; a resource space which may encourage parent engagement; a place of information for visitors; and a showcase of school achievements, displaying an emphasis on technology (Miller, Adsit, & Miller, 2005). In fact, communication by digital means is also a preference among families. More specifically, a 2011 survey on school communication preferences, conducted by the National School Public Relations Association (NSPR) in conjunction with K12 Insights found the highest preference for communication by digital means – email, e-newsletters, websites, and “parent portals” (NSPR & K12 Insights, 2011). The selected websites mentioned above contain written, spoken, and visual discourse. In its initial development in the early 2000s, the

hybridized written and spoken discourse was often termed electronic discourse, or e-discourse, and has been described in more detail in Chapter 2.

As discourse contributes to the social understanding of the world, this study selects e-discourse as it is used in official educational websites sponsored by the main educational governing bodies. While there are specific methods for analyzing multimodal texts, this study examined the textual, not visual, elements of the documents utilizing a critical analysis approach. The selection includes textual examples (found in Word docs, PDFs, or as webpages) found on primary tri-level educational authority websites (www.ed.gov, www.pde.state.pa.us, www.eriesd.org). Video sources were also used and transcribed as text for the analysis of the e-discourse.

Rationale for Data Sets

The choice of data sets in this study reflects current research in the field of educational discourse analysis. Federal educational policy documents, in theory, should provide the basis for state and local recognition of nationwide policy decisions (“U.S. Network for Education Information (USNEI),” 2008). Discourse and critical discourse analyses of national programs, such as No Child Left Behind (NCLB) and Obama’s Race to the Top, revealed differing local perceptions of the regulations, and issues of equity and exclusionary language (D. Johnson, 2009; M. A. Johnson & Stephens, 2012; Mathis, 2007). Other studies have focused on state policy documents and how they are recontextualized to suggest new meanings of key terms and constructions of agent representation (Nakagawa, 2000; Woodside-Jiron, 2003).

This study used data sets which represent federal, state, and local policy as well as documents which reflect those policies, such as informational videos and handbooks. The

chosen sources were not chosen for initial evidence of recontextualization, but rather according to the criteria set up subsequently.

Criteria for Data Sets

For each official website (www.ed.gov, www.pde.state.pa.us, www.eriesd.org), the inclusion and exclusion of discourse in the sample was decided based on explicit criteria, based around key areas. The content of data sets should primarily discuss the concept of parent involvement in some capacity, with either direct mention or direct influence on FLCDs, relating to the topic of inquiry. The sources themselves should be located or directly linked on the official websites of the tri-level educational authority structure so they classify as e-discourse. The sources should all be originally published or last modified in the last 14 years in order to explain the current discourse which is available and can be accessed by FLCDs. All genres of e-discourse will be considered in order to represent the varied possibilities for PI educational e-discourse.

The following chart reiterates this criteria description and also includes any exclusionary factors which added to the data sources selection:

Table 2

Criteria for Data Sets

Area	Inclusion	Exclusion
Content	<ul style="list-style-type: none"> • Discusses parent involvement using a variety of terms: parent involvement/engagement and family involvement/engagement • Mentions FLCDs in the overall discourse discussion using a variety of terms: ESL, ELL, LEP, migrant and immigrant parents or • Represents a policy or initiative with a direct impact on FLCDs, i.e., recent national family engagement initiative 	<ul style="list-style-type: none"> • Discusses only one or none of the key search terms
Location	<ul style="list-style-type: none"> • Found within the original website portal or directly sponsored by the original official website • Located using a combination of selected search terms: ESL, parent, parent involvement • Links are part of the main texts 	<ul style="list-style-type: none"> • Uses information or studies not directly connected to the official website, i.e., the national website directing to a study found on the ERIC search engine
Publication Date	<ul style="list-style-type: none"> • Published or last modified during or after 2000 	<ul style="list-style-type: none"> • Uses information more than fifteen years old
Content Genres	<ul style="list-style-type: none"> • Official web documents (including all media) 	

Corpora

I collected data from the primary tri-level education websites (www.ed.gov; <http://www.pde.state.pa.us/>; and <http://www.eriesd.org/>) and organized it by authority level sets: Corpus 1 (federal – U.S. Department of Education); Corpus 2 (state – Pennsylvania Department of Education); and Corpus 3 (local – Erie School District website). In the following descriptions, I explain the samples chosen for each data set by providing basic reference information. All final samples have been chosen according to the criteria explained above, but for each description I will also include a sample summary and extended rationale for inclusion in the study. The final specialized corpora includes the following selections:

Corpus 1: National department of education: www.ed.gov. Corpus 1 includes parent information found on the U.S. Department of Education's website, www.ed.gov (U.S. Department of Education, n.d.-a). The website communicates news about national educational trends, policies, and information about the state of education in the U.S. I chose this site because it is the official location for the U.S. Department of Education and should therefore include the most up-to-date and accurate information on federal educational policy.

Corpus 1: Data set 1:

Title: Family and Community Engagement

Content genre: informational video

Summary: In this two and a half minute video, Secretary of Education Arne Duncan introduces the newly released government framework for family and community engagement. Duncan stresses that research-backed evidence supports the importance of parental involvement for student success and promises more help for schools (i.e. ideas, resources) to implement more effective programs.

Rationale for inclusion: In addition to fulfilling the selection criteria, this video includes the most recent federal educational initiative about PI and therefore should demonstrate the most current depiction of PI as it may relate to FLCDs.

Search terms: parent involvement ESL -> right panel tab for Family and Community Engagement -> leading story on the page

Location: found at <http://www.ed.gov/family-and-community-engagement> with a stable link on https://www.youtube.com/watch?v=z0H_qyi6xCo

Publication date: Published on Apr 8, 2014

Corpus 1: Data set 2:

Title: The Dual Capacity Building Framework For Family-School Partnerships

Content genre: informational publication and infographic

Summary: The document (available as pdf or Word) describes the significance of building capacity for adult stakeholders (families and educational professionals) within family engagement programs. The Framework recommends strengthening and expanding the capabilities (individual capital), connections (social capital), cognition, and confidence in one's adequacy. This development will address the challenge of all parties involved through organizational systems and processes.

Rationale for inclusion: In addition to fulfilling the selection criteria, this sample connects to Sample A1, but allows for the content information to be explained in a different medium, possibly allowing for more accessibility for FLCs.

Search terms: parent involvement ESL -> right panel tab for Family and Community Engagement -> under heading for Department of Education Releases New Family and Community Engagement Framework

Location: <http://www2.ed.gov/documents/family-community/partnership-frameworks.pdf>

Publication date: no date on document, but it connects to the New Family and Community Engagement Framework

Corpus 1: Data set 3:

Title: Parental Partnerships Facilitated by the Office for Civil Rights

Content genre: informational webpage

Summary: This webpage explains the mission of the Office for Civil Rights (OCR) and success stories of local districts enacting equitable practices. It also contains a list of

resources to help parents and community members find more information on diversity and equity.

Rationale for inclusion: In addition to fulfilling the selection criteria, Sample A3 touches on the legal issues of equity that affect FLCs and their involvement in education.

Search terms: parent involvement ESL -> right panel tab for Family and Community Engagement -> under heading for Department of Education Releases New Family and Community Engagement Framework

Location: <http://www2.ed.gov/parents/needs/rights/ocr/parents2.html>

Publication date: last modified May 12, 2005

Corpus 1: Data set 4:

Title: Engaging Parents in Education: Lessons from Five Parental Information and Resource Centers (selected sections)

Content genre: informational handbook

Summary: This document was prepared for and endorsed by the US Department of Education by an outside contractor, WestEd. It addresses the requirements of parent involvement under NCLB and highlights how federally funded Parents and Information Resource Centers (PIRCs) should help in the implementation of the NCLB regulations. Sections of the 80 page documents pertaining to FLCs will be examined for this study.

Rationale for inclusion: In addition to fulfilling the selection criteria, Sample A4 brings in the policy explaining and requiring parent involvement – NCLB.

Search terms: parent involvement ESL

Location: <http://www2.ed.gov/admins/comm/parents/parentinvolve/engagingparents.pdf> and
<http://www.ed.gov/admins/comm/parents/parentinvolve/index.html>

Publication date: June 2007

Corpus 1: Data set 5:

Title: Part A — Improving Basic Programs Operated by Local Educational Agencies
(selected sections)

Content genre: legal document

Summary: This document is NCLB Title I Part A. Sections of the 30,000 word document (specifically SEC. 1118 in addition to other general references) pertaining to FLCDS will be examined for this study.

Rationale for inclusion: In addition to fulfilling the selection criteria, Sample A5 is included as it is the federal regulations for parent involvement.

Search terms: parent involvement ESL

Location: <http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html>

Publication date: last modified June 21, 2005

Corpus 2: State department of education: <http://www.pde.state.pa.us/>. Corpus 2 includes parent information found on the Pennsylvania Department of Education's (PDE) website (Commonwealth of Pennsylvania, 2014). Similar to www.ed.gov, this site supplies links to relevant information in current educational issues that affect Pennsylvania's educational system. I chose the site because it should represent the official policy and procedures of the State of Pennsylvania in accordance with federal policy initiatives.

Although the federal site (www.ed.gov) provided many documents for the search "parent involvement ESL," a search of the state department of education yielded fewer appropriate

search returns. In order to adapt, searches were conducted using “ELL,” “LEP,” “migrant,” and “English.” Finally, a more general search for “parent involvement” was needed in to locate appropriate samples.

Corpus 2: Data set 1:

Title: Pennsylvania Migrant Education Program Diploma Project Toolkit: A Guide for Pennsylvania Parents and Students

Content genre: informational handbook for parents and students

Summary: This Word document is directed towards the parents of migrant high school students in order to encourage the students’ completion of high school and pursuit of higher education.

Rationale for inclusion: In addition to fulfilling the selection criteria, Sample B1 is included as it demonstrates how schools are communicating FLCDs parent involvement expectations.

Search terms: parent involvement ESL

Location: [5U6rNFsiLqAaf1oDgBw&ved=0CAkQFjAE&client=internal-uds-cse&usq=AFQjCNG8GCZ6KB2DErKsvDksC8bmIuUmHA](https://www.google.com/search?q=5U6rNFsiLqAaf1oDgBw&ved=0CAkQFjAE&client=internal-uds-cse&usq=AFQjCNG8GCZ6KB2DErKsvDksC8bmIuUmHA)

Publication date: September 2013

Corpus 2: Data set 2:

Title: Pennsylvania Migrant Education Program Toolkit

Content genre: informational publication

Summary: This pdf document is an expansion of Sample B1 and includes additional examples of successful programs. Also, it connects the state program to the regulations of NCLB.

Rationale for inclusion: In addition to fulfilling the selection criteria, Sample B2 is included as it demonstrates how schools are communicating FLCDs parent involvement expectations.

Search terms: parent involvement ESL

Location: www.portal.state.pa.us/portal/server.pt/document/.../migranttoolkit_pdf

Publication date: January 2014

Corpus 2: Data set 3:

Title: Title 1: Parent Involvement

Content Genre: informational website with links

Summary: This site links to five additional documents which breakdown the state, local, and school responsibilities for parent involvement which will be examined for this study:

- Title I District Parent Involvement Policy Checklist (PDF)
- Title I School Parent Involvement Policy Checklist (PDF)
- Appendix B: Key Title I, Part A Parental Notice Requirements (PDF)
- Appendix D: District Wide Parental Involvement Policy (PDF)
- Appendix E: School-Parent Compact (PDF)

Rationale for inclusion: In addition to fulfilling the selection criteria, I have included several documents under Sample B3 due to their brevity. Their inclusion is important because it adds to the expectations of parent involvement responsibilities.

Search terms: parent involvement ESL -> link to Title I -> Parent Involvement tab in right panel

Location:

http://www.pde.state.pa.us/portal/server.pt/community/title_i/7382/parent_involvement/507221

Publication date: no date on webpage, but overall website attributes Copyright © 2014 to the Commonwealth of Pennsylvania and individual documents range from no date to April 2014

Corpus 2: Data set 4:

Title: none

Content genre: informational website

Summary: This site, directed towards the parents of migrant children, describes how the state and local parent advisory council (SPAC) operates to support these families.

Rationale for inclusion: In addition to fulfilling the selection criteria, this site is directly specifically toward FLCDS. While lacking important reference information (i.e. a title), it could easily be located by an FLCDS looking for information.

Search terms: migrant parent -> link to document

Location:

http://www.portal.state.pa.us/portal/server.pt/community/migrant_education/7410/parent_information/510361

Publication date: no date on webpage, but overall website attributes Copyright © 2014 to the Commonwealth of Pennsylvania

Corpus 2: Data set 5:

Title: Educating Students With Limited English Proficiency (LEP) and English Language Learners (ELL)

Content genre: legal

Summary: This website explains 22 Pa. Code §4.26 which documents the responsibilities of local educational agencies towards LEP students, in this study termed SLCDs.

Rationale for inclusion: In addition to fulfilling the selection criteria, Sample B5 show an example of state legal code as mandated by federal regulations in connection to the education of SLCDs and parent involvement of FLCDs.

Search terms: parent -> link to English as a Second Language -> left panel link to Resource Documents -> Educating Students With Limited English Proficiency (LEP) and English Language Learners (ELL)

Location:

[http://www.portal.state.pa.us/portal/server.pt/community/pa_codes/7501/educating_students_with_limited_english_proficiency_\(lep\)_and_english_language_learners_\(ell\)/507356](http://www.portal.state.pa.us/portal/server.pt/community/pa_codes/7501/educating_students_with_limited_english_proficiency_(lep)_and_english_language_learners_(ell)/507356)

Publication date: no date on webpage, but overall website attributes Copyright © 2014 to the Commonwealth of Pennsylvania; last date of review noted as April 2009

Corpus 3: Local School District: <http://www.eriesd.org/>. Corpus 3 includes parent information found on the Erie, PA school district homepage. The site communicates basic factual information about the district as well as other information for local educational issues. The site was chosen because it would be the official location for information about the local school district.

The search function on the local school district site returned results that were not directly applicable to the study at hand. In order to gather appropriate documents, I used the “Parents” tab found across the header. The page includes 28 links for parental information, but in order to gather samples which fit the criteria, other areas of the website were investigated.

Corpus 3: Data set 1:

Title: Family Information Guide

Content genre: handbook

Summary: This handbook gives parents important district information for the 2013-2014 school year.

Rationale for inclusion: In addition to fulfilling the selection criteria, Sample C1 represents the parent involvement expectations for all parents.

Search terms: “Parents” tab -> Family Information Guide/Required Notices (2013-2013) link

Location:

http://www.eriesd.org/cms/lib02/PA01001942/Centricity/Shared/Family%20Information%20Guide/2013-2014_family_info_guide.pdf

Publication date: 2013-2014

Corpus 3: Data set 2:

Title: Helping Children Learn

Content genre: newsletter

Summary: While this submission is not written by the local school district, it is endorsed by the governing body and bears the name of the district. The newsletter describes how families can assist in helping their children’s academic development over the summer months

Rationale for inclusion: In addition to fulfilling the selection criteria, Data set 2 gives general recommendations for parent involvement.

Search terms: “Parents” tab -> Helping Children Learn link

Location: <http://www.parent-institute.com/nl/newsletter.php?X02392271-5696-HCL1>

Publication date: May 2014

Corpus 3: Data set 3:

Title: Erie Family Center Tour

Content Genre: informational video

Summary: The informational video for parents can be found on the main page for the Erie Family Center for Child Development (see data source 3c). The host on the video gives a tour of the facilities and explains the family support services available to encourage a child's development and school success.

Rationale for inclusion: Similar to Data sets 1-3, Data set 4 is not specifically focused on FLCs, but represents important services available for all parents, shedding light on parental expectations for involvement.

Search terms: "Parents" tab -> Erie Family Center Events/Programs link -> main page

Location:

<http://www.schooltube.com/video/4974c09241544d7bae23/Erie%20Family%20Center%20Tour>

Publication date: uploaded to www.schooltube.com on Jun 20, 2013

Corpus 3: Data set 4:

Title: Title III Parent Guide English Language Learners

Content genre: informational website

Summary: The website answers common questions that parents might have about the school districts programs for SLCDs.

Rationale for inclusion: In addition to fulfilling the selection criteria, Sample C5 also mentions NCLB regulations.

Search terms: “Departments” tab -> Federal Programs -> Title III Parent Guide English
Language Learners

Location: <http://www.eriesd.org/Page/1708>

Publication date: no date, but includes current events

Corpus 3: Data set 5:

Title: Title I Parent Involvement Policy

Content Genre: informational website

Summary: The website reiterates components of the districts parent involvement policy as required by NCLB Title I.

Rationale for inclusion: In a similar manner as Data set 4, Data set 5 also mentions NCLB requirements as they pertain to parent involvement.

Search terms: “Departments” tab -> Federal Programs -> Title I Parent Involvement Policy

Location: <http://www.eriesd.org/Page/1780>

Publication date: no date, but includes current events

Data Analysis

The section below describes an overview of the data analysis process and details about corpus creation, data analysis tools, quantitative and qualitative phases of research, and ethical considerations and limitation of the chosen methods.

Overview of Data Analysis Procedures

The following list provides a brief overview of the analytical procedures used in this study.

More detailed descriptions are offered subsequently.

1. Create a separate corpus for each governmental authority level (federal, state, and local) using *WordSmith Tools 6.0*.

2. Phase 1: Quantitative Analysis: Uncover frequency words, collocates, and keywords using *WordSmith Tools 6.0* functions for each authority level as well as other online accessibility tools such as Espresso, The Readability Test Tool, and Readability-Score.com.
3. Phase 2: Qualitative Analysis: Use corpus data and whole-text analysis to investigate selected internal (semantic, grammatical, and lexical relationships) and external relations (intertextuality, assumption, legitimation, and recontextualizations) of texts.
4. Phase 3: Combine quantitative and qualitative analysis for deeper study of data revelations.
5. Keep a log throughout the analysis process to document and organize key revelations.

Creating the Corpus

For the purposes of this study, I created specialized corpora from e-discourse freely available via official educational websites of www.ed.gov, www.pde.state.pa.us, and www.eriesd.org. Data sets were chosen according to the criteria specified in the previous data sources section. Once samples were selected, videos were transcribed with the aid of the transcription software *Transana* (further explained below). Video scripts, webpages, pdf documents, and Word texts then were cleaned of formatting and pasted into individual files and saved using a basic text editing software program, *Notepad*. Using individual files, rather than pasting into one document, allowed for comparisons to be made between the separate files (Baker, 2006, p. 33). During the cleaning process and photos, menus, and other repetitions were removed from the documents so analysis may focus on the main written content.

As Baker (2006) recommends, additional annotating (tagging) of the files will be needed to suit the goals of the study. Initial tagging was done using the free web-based grammatical

tagger designed by the University of Lancaster, *CLAWS* (<http://ucrel.lancs.ac.uk/claws/>) As *WordSmith Tools 6.0* accepts HTML tagging, I used HTML coding to tag other pertinent data, i.e. word count, genre, syntactical structures, and themes. Once files are initially tagged, they will be uploaded into *WordSmith Tools 6.0*. Files were organized individually for comparison between each other and then files combined by educational authority level (federal, state, or local) in order to better recognize recontextualization taking place from federal to state to local discourse.

Data Analysis Tools

In order to effectively analyze the corpus created in this way, software tools were used. Tools helped identify discursive elements and patterns found in larger quantities of text. Considering the inclusion of at least 15 textual data sources, the ability to manage and mine the data becomes paramount to conduct the analysis process. The tools for this study were classified according to their function: corpus creation, corpus analysis, accessibility indication, and project management. Each tool will be described in detail and made reference to later within the remaining chapters. Through the phases of analysis will be described later in this chapter, the tool description begins to suggest the analysis process and how the tools will be utilized in the study.

Corpus-creation tools. Effective creation and organization of the corpus is a key to the success of this study. With a flawed corpus creation, it will be difficult to mine data thoroughly and efficiently. This section describes software tools, which were used from the data selection to the corpus creation.

Notepad. *Notepad* is a text-editing program available in the basic Microsoft Office suite. This program allows for the “cleaning” of texts, the deleting of superfluous and repeated

information and the leaving of only the basic textual information for study. All the data sources were saved at *Notepad* documents before entry in to the corpus creation software.

Transana 3.0. *Transana 3.0* (Fassnacht & Woods, 2014) is the latest free demonstration version of software developed by programmers Chris Fassnacht and David Woods at the University of Wisconsin-Madison Center for Education Research. For the purposes of this study, *Transana 3.0* was used to aid in the basic transcription of any video data sources. It allows a video to be uploaded and easily stopped and started while manual transcription takes place on the same screen. It was used to transcribe data sources Corpus 1: Data set 1: Family and Community Engagement and Corpus 3: Data set 3 Erie Family Center Tour.

CLAWS. *CLAWS* (the Constituent Likelihood Automatic Word-tagging System) is a free part-of-speech tagging software developed by University Centre for Computer Corpus Research on Language at Lancaster University. For this study, *CLAWS* were used to help tag computationally tag parts of speech in the individual text files. *Notepad* documents were uploaded to the *CLAWS* website and processed for parts of speech, including verb structures. Tags which will be used to answer the research questions (i.e. verb structures and nominalizations) were checked and added to all the *Notepad* documents of the data sources before the addition to *WordSmith Tools 6.0* (Scott, 2014a), the corpus creation software.

WordSmith tools 6.0. *WordSmith Tools 6.0* (Scott, 2014a) is the latest paid edition of a software package created by Mike Scott and published by Lexical Analysis Software Ltd. and Oxford University Press. The package contains more specific tools (*WordList*, *Concord*, and *KeyWords* to be described subsequently) which can be used to recognize patterns within large quantities of text (Scott, 2014b). *WordSmith Tools 6.0* (Scott, 2014a) is a respected data analysis tool in the field and has been used in numerous corpus studies (Baker, 2006; Baker et

al., 2008; Ensslin & Johnson, 2006; Fitzsimmons-Doolan, 2009) In this study, the was used to house the specialized corpora.

Corpus-analysis tools. Once the tagged *Notepad* documents have been prepared for uploading into *WordSmith Tools 6.0* (Scott, 2014a), analysis of key lexical and syntactic structures can begin using the tools in the *WordSmith Tools 6.0* (Scott, 2014a) suite.

WordSmith tools 6.0: WordList. The *WordList* tool is one program in the *WordSmith Tools 6.0*'s overall software package (Scott, 2014a). It is used to construct frequency lists, word clusters, and comparisons lists. It can also be used to create specialized concordances and populate the KeyWord program also found within the software package (Scott, 2014b). For the purposes of this study, WordList will be used to determine word frequency (lexical, lemma, and clusters) found within the tagged *Notepad* documents of all the data sources.

WordSmith tools 6.0: Concord. The Concord program is another tool of the *WordSmith Tools 6.0* package (Scott, 2014a). It is used to create concordances (lists of collocated words found within texts) of not only words, but phrases as well. *Concord* also makes collocates, certain words are more likely to occur in proximity to each other, more visible to the researcher. The *Concord* tool will be used to create a concordance from high frequency words and identify collocates found within the in tagged *Notepad* documents of all the data sources order to provide an initial foundation for analysis.

Accessibility-indication tools. There are online tools to help address part of research question 2, the accessibility of texts according to voice, nominalization, and complex sentence structures. The tools described next will all be used to provide comparative data concerning use of sentence length, vocabulary size, parts of speech and overall readability, in conjunction with the syntactic discursive elements, of all the data sources. These sources often base their

readability scores on oft-used indexes, such as Flesch Kincaid Reading Ease, Flesch Kincaid Grade Level, Gunning Fog Score, Coleman Liau Index, and the Automated Readability Index, which calculate scores using formulas based on the numbers of letters, syllables, words, complex words, and sentences in a particular passage.

Expresso. *Expresso* is a freely available, practical online tool built by Mikhail Panko and based on a more advanced computational linguistics tool called the Python Natural Language Toolkit. Its main function is to help writers improve through analysis of lexico-grammatical structures such as synonym use, weak verbs, filler words, nominalizations, modal verbs, passive voice, as well as long and short sentences. It also uses various metrics to determine vocabulary size, overall readability (using the Flesch–Kincaid Grade Level formula), and parts of speech (Panko, n.d.). For this study, the plain text files were uploaded to *Expresso* for analysis and *Expresso* will be used to provide data on verbal voice, nominalizations, sentence length, vocabulary size, parts of speech and overall readability of all data sets.

The Readability Test Tool. *The Readability Test Tool* is another freely available web-based application. This tool, developed by David Simpson, is directed towards those assessing the written content of webpages. Its main function is to test for readability using several widely accepted readability indicators (Flesch Kincaid Reading Ease, Flesch Kincaid Grade Level, Gunning Fog Score, Coleman Liau Index, and the Automated Readability Index). This study used *The Readability Test Tool* for comparative data to quantify the accessibility of data sources.

Readability-Score.com. *Readability-Score.com* is a free, web-based tool developed by David Childs of Added Bytes. Similar to the Readability Test Tool, this application primarily measures readability according to a number of widely accepted indicators. It also provides statistics on character, syllable, word, and sentence counts. For the purposes of this study,

Readability-Score.com was used to provide comparative data to quantify the accessibility of data sources.

Organizational tools. Due to the quantity and diversity of data for analysis in this study, a clear organization plan is necessary. For this study, I will use a project management tool, Evernote, to organize and back up all findings.

Evernote. As mentioned, Evernote (“Evernote,” n.d.) is a project management, cloud-based application used for personal and business project management. The program allows for file management, video and audio upload, and the organization of documents through a system of notes (Evernote’s version of documents) and notebook (Evernote’s version of folders). Though *WordSmith Tools 6.0* also houses the files used for analysis, Evernote was used as a back up for all plain text data sources, as well as a journal for data analysis sessions and the location for official analysis notes (qualitative coding). For the purposes of this study, each data source (as described earlier in this chapter) will have its own notebook containing all pertinent notes, coding, and uploaded documents.

Summary of tools. Above, I have summarized the tools used in this study. More specifically, I have defined each of these tools using a brief description of what it is, what it does, and how it is used in this study.

Process 1: Quantitative Analysis

Quantitative analysis will take place on the basis of frequency, collocations, and keywords, common areas of focus within discourse analysis according to studies with the field (Baker, 2006; Gee, 2011a). Analysis occurred on two levels. Level 1 will look at texts individually within a governmental authority level and Level 2 will examine texts between

authority levels. The basic analytical method will remain consistent between phases. The quantitative component of this study was based on the work of Baker (2006) in *Using Corpora in Discourse Analysis*.

Frequency analysis. Frequency forms the foundation of much discourse analysis because it exposes marked words within texts, i.e., the words showing common references or ideas considered problematic or symptomatic within a given discourse (Baker, 2006). The results of frequency counts show what is given attention in the text, but require that the information be given more attention with consideration to its context. Frequency lists can also highlight the use of particular syntactic structures and set the base for late keyword analysis (Baker et al., 2006, pp. 75–76). For this study, word, lexical, lemma, and frequency analyses will assist in answering research question 1a concerning how lexical discursive elements (key vocabulary) from a corpus of US federal, state and local educational web site documents shape the representation of FLCDs and also research question 2 concerning syntactic discursive elements (verbs, nominalizations from a corpus of US federal, state and local educational web site documents shape the representation of FLCDs. Ultimately, identification of frequency will create a foundation for further ideological discussions. According to the analytical suggestions made by Baker (2006) and using WordSmith Tools 6.0, I created word lists to examine:

1. Word Frequency

This word list is tabulated purely on the count of word occurrences. It does not filter words by inflections, parts of speech, or other categorical considerations.

2. Lexical Frequency

General word frequency often results in grammatical results, particularly articles and prepositions (Baker, 2006, p. 54), so in order to reveal content issues, those words will be

excluded from the lexical frequency word list (i.e., the, into, etc). Based on previous grammatical tagging (completed with CLAWS) lexical frequency lists will also be developed for verb (active/passive) and noun constructions (use of nominalizations).

3. Lemma Frequency

When using lexical word frequency lists, the researcher may find similar words which occur in different forms, i.e., *parent*, and *parents*. In order to address this issue, I also searched for frequent lemmas, types of lexemes, which display the word as it would occur in the dictionary without any inflections.

Collocation analysis. Collocation refers to how certain words are more likely to occur in proximity to each other in particular contexts, possibly demonstrating bias with a text (Baker et al., 2006, pp. 37–38). Searching for collocates, rather than only searching through concordances, can indicate the strength of a connection between two words (Baker, 2006, p. 95). Initially, I will use the Concord tool in *WordSmith Tools 6.0* to create a concordance which includes collocates. Next, I performed deeper analyses through re-sorting of the concordance and investigating of the Mutual Information (MI). The MI score calculates the probability that two words would occur in proximity to each other based on their frequency inside the given corpus to determine the strength of the correlation (Baker, 2006, p. 101). High MI scores then provide a beginning point for further textual inquiry into ideological matters (Mautner, 2009, p. 126).

Additional quantitative analysis for accessibility. To add supplementary quantitative data to ascertain the practical accessibility of texts for the reader, Expresso (Panko, n.d.), The Readability Test Tool (Simpson, 2014), and Readability Score (Childs, 2014) was used. These online tools help to elicit further information for passive voice, nominalization, and complex

sentence structures in addition to using a variety of tested readability indices (Flesch Kincaid, Gunning Fog, SMOG, Coleman Liau, and the Automated Readability Index).

Quantitative coding. Once the data emerges, the plain text files were updated with additional HTML coding, or tagging, to identify patterns within the texts discovered in the first analysis process. This allowed for deeper textual mining during analysis.

Process 2: Qualitative Analysis

The quantitative nature of process 1 revealed extensive data from frequency, collocation, and accessibility analyses. I then used the corpus data findings as an entry point into the qualitative analysis component of this study, investigating details on two textual planes as espoused by Fairclough's (2003, p. 35) "relationship approach to text analysis": internal and external relations found within texts (see following paragraphs for more explanation). The qualitative component was guided by CDA suggestions as described in several works by Fairclough (1992, 2001, 2003, 2010), namely, his advice for examining active/passive structures, nominalizations, sentence structures, intertextuality, assumptions, legitimation structures, and ideological constructs. Fairclough (2003, 2010) cautions that his analytic suggestions should not necessarily be used as strict analysis procedures because the nature of critical discourse analysis is a contextual and flexible practice. Therefore, I followed his recommendation to use the principles as flexible procedures for an adaptive analysis as they suit the research questions of this study.

Internal relations. Understanding the internal relations of texts allows for observations about how content and function words are used in a text or across texts. One area for qualitative analysis looks at the linguistic structures, which are presented clearly within a text or may not be presented, but could have been choices. For example, an author could use the phrase "very

large”, but at the same time could have chosen “enormous”. Repeatedly choosing more complex structures over simpler options could represent the author’s intent to create a particular tone in a text. These types of decisions are made in semantic, grammatical, lexical (vocabulary), and phonological relations (Fairclough, 2003). For this study, I explored the semantic (meaning-related), grammatical (active/passive, nominalizations, complex sentence structure), and lexical relationships (word frequency and collocations) which have been identified from the quantitative analysis. Following Fairclough’s (2001) suggestions, I analyzed data according to their experiential, relational, and expressive values. Experiential values examine the semantic, grammatical, and lexical relationships according to the content presented; relation values according to the social connections represented; and expressive value according to evaluations communicated by the text creator (2001, p. 98).

External relations. In addition to investigating the internal relational elements, external relations were also analyzed. The analysis of external relations considers how a text relates to other outside concepts, such as the connection between a text and social structures, practices, and events (Fairclough, 2003), in essence, how ideology is being constructed in this discourse. For this study, I examined the external relations of intertextuality, assumption, and legitimation. As previously mentioned in Chapter 2, intertextuality reveals how ideas or themes from one document are recast in another. Next, assumptions made within texts connect to the embedded ideological messages conveyed within a discourse. According to Fairclough (2003), three types of assumptions are made within texts – those which reveal the existing situation, what could be, or what is desirable. These were examined within the chosen data sources for this study in order to reveal the embedded ideological messages about societal norms. Finally, legitimation is another way ideological messages are communicated within discourse. Intertextual connections

which reference authority, law, the action of institutions, values, and the use of narrative all reveal what is deemed salient by discourse creators (Fairclough, 2003; Van Leeuwen, 2008). The study examined the legitimation of FLCD parent involvement as it appears within the chosen text samples. An analysis of these should reveal recontextualizations, which take place across the tri-level educational authority structure.

Qualitative coding. Once patterns emerged within the analysis, a coding scheme, which highlights how internal and external relations are categorized. This coding was added in the plain text files using *Transana 3.0*.

Process 3: Synthesizing Qualitative and Quantitative Analysis

As suggested in Process 2: Qualitative Analysis, the analysis did not flow linearly from quantitative to a qualitative analysis with a clear finish. Issues appeared in the qualitative phase which then required deeper textual mining in the corpus. I used Process 3 to alternate between qualitative and quantitative analysis in order to adapt to the discoveries of the analysis, using one process to inform the other in a cyclical manner until the research questions were addressed.

Analysis Log

I kept track of analysis discoveries through the use of the cloud-based, project management software *Evernote*. After each analysis session, I provided a summary of findings and impressions (as a research journal for further inquiry) and uploaded any newly tagged or coded individual Notepad text documents (as worked on in that session). In addition to updating any HTML tags within the individual texts, I also added any new tags to the Evernote notes for each data sources. This logging system allowed for personal reflection, analytical data organization and searching, and another back up of files.

Trustworthiness of the Study and Ethical Considerations

It is not only appropriate data sources and a sound methodology and analysis, but effective research must also take trustworthiness and ethics into consideration. In order to discuss the trustworthiness and ethical considerations of the study, I will look at researcher positionality, validity, and transferability.

An area where the trustworthiness of the study may be challenged is in the realm of researcher positionality. The placement of a researcher within the entire research process is an embedded component of the research ethical landscape (Davies & Dodd, 2002). Specifically, researchers using CDA should “make their own positions and interests explicit while retaining their respective scientific methodologies and while remaining self-reflective of their own research process (Wodak & Meyer, p. 3). As an instructor of English language learners and pre-service ELL teachers, I have previous experience with the topic of research leading to my interest in the topic. As well, I am only a member of the ELL learning community as an authority figure, and by racial orientation, I represent a privileged member of the American social structure. While my positionality guided the study, the mixed methods approach helped to mitigate some bias caused by this positionality. Still, as seen in the discussion and reflection in Chapter 5, my positionality played a role in the data analysis and interpretation.

The research paradigm wars still rage as scholars internationally continue to challenge the validity of qualitative research in the fields of social and applied sciences with methodology such as action research, ethnography, and discourse analysis (Cho & Trent, 2006). Cho and Trent contend that validity is maintained by researcher taking a holistic, process-orientated approach which considers the multiple points of contact between the research goals, questions, and collected data. In order to establish validity in this study, I not only used thick and rich

description and analysis, I also kept a research journal to document the possible discoveries and my thought processes around this study, utilizing a process-centered path to address validity.

Transferability relates to the usefulness of this study's results in other contexts. Every study takes place and only truly has implications in the specific context. This study aims to expand the context by looking at national and state policy in connection with a particular local context. PI discourse also has other focal groups to consider, such as those with socio-economic and geographic considerations. For example, similar studies could be conducted in other states and in other local contexts or intended focal groups, but keeping a similar methodology.

Ethical considerations must address the ways of exercising our research, not only provide a list of rules, so they must remain at the forefront of research practices throughout every element of the research process. Consideration of ethical practices is key to not only the credibility of the research itself, but also to the perception of rigor in the research. Reflecting on positionality, validity, and transferability provides the starting point for trustworthiness and ethical considerations to be developed throughout the study.

Limitations of Methods

While the study provided a comprehensive depiction of educational e-discourse affecting the PI of FLCs, there are some limitations to the research design. The study was motivated by my relationship with a mother from a FLC. But the lack of a case study or interviews of FLCs, which could have yielded information about the perceptions of these families towards the discourse, may be considered a further limitation. While a case study or interview of an FLC would give insight into the full discourse situation, the constraints of the dissertation do not allow for the financial and logistical commitment required for such a scope in addition to the extensive text analysis. I hope to pursue this component in further research.

Chapter Summary

Chapter 3: Methodology has described and advocated for the plan for data selection, collection, and analysis of the proposed study. In order to best collect, analyze, and organize the data, I have chosen specialized, technology tools to aid in the research. By using a mixed-method approach, which incorporates CL and CDA, I was able to provide a deep description of the textual data from the chosen sources and then use the rich description to form the foundation for a critical look at how ideological messages are reproduced in the PI educational e-discourse directed towards FCLDs.

Though at times the procedures may seem complex, by nature they should be, as discourse is not a clearly defined phenomenon. New analytical discoveries during one process (i.e., corpus analysis) guided the direction of the further analytical processes (i.e., critical analysis or further corpus analysis). Through clearly defined research questions and an adaptive, synergistic research approach, the results of this project should help the research community better understand how educational e-discourse affecting the PI of FLCDS is recontextualized across various authority levels with the final outcome of positive change for these families and a more supportive educational environment for SLCDs overall.

CHAPTER FOUR

DATA ANALYSIS

This study illuminates the recontextualized discursive representations of families of linguistic and cultural diversity (FLCDs) as they occur in parent involvement-related education e-discourse located across federal, state, and local educational authority structures. In Chapter 3, I explained and justified the methodological approach to uncover the recontextualized discursive representations. In Chapter 4, I present findings I discovered using the corpus and critical discourse analysis methodology detailed in Chapter 3.

To display the connection between the methodology and the analyzed data, each data set is analyzed and the critical discourse framework is applied, focusing on internal language features (see Fairclough's internal relations): semantic, grammatical, lexical, as well as external language features (see Fairclough's external relations): intertextuality, assumptions, and legitimation. The results are organized by the fifteen data sets chosen from three key educational authority websites: www.ed.gov; www.pde.state.pa.us; and www.eriesd.org, according to search terms related to FLCDs and parent involvement (PI). For each corpus level (federal, state, and local), the data sets are summarized and the detailed findings presented in keeping with the language feature analysis structure of internal and external components. Each data analysis ends with a summary to highlight key information and to display connections to other data sets.

The Conceptual Framework for Analysis

The data sets for analysis represent several different genres, mixed audiences, and diverse multimodal messages. In light of the distinct features, it was necessary to develop a consistent framework for analysis in order to yield results which could be compared, and ultimately add to a fuller representation of FLCDs. Therefore, I followed a consistent process to prepare (see

Figure 1) and analyze the data (see Figure 2). To uncover the discursive representations of FLCDs in the PI discourse, I implemented the methodology set forth in Chapter 3, choosing and preparing data sets which adhered to specific search guidelines based on content, location, publication date, and availability. Since specialized corpora reveal more about the target subject (Baker, 2006, p. 29), I created specialized corpora per educational authority level to focus the discourse investigation. To effectively search and retrieve key data, I utilized transcription software (*Transana* 3.0), part of speech taggers (CLAWS POS tagging), computational linguistics software (WordSmith Tools 6.0 and its functions: *WordList*, *Concord*, *Text Converter*); and readability processors (Expresso (www.expresso-app.org), The Readability Test Tool (<http://read-able.com/>), Readability-Score.com (<https://readability-score.com/>)).

In order to examine the data sets in a consistent manner, I utilized frequency, collocation, readability, and part of speech data to analyze how internal relation features of grammar, lexical, and semantic significance help construct a representation of FLCDs in PI. Adding to this, I utilized the data from the corpus investigation to investigate further, using multiple readings and text coding to discover how external relation features of intertextuality, assumption, and legitimation augmented the growing representations. Finally, in Chapter 5, I look at how these FLCD representations in PI are recontextualized across the educational authority levels, addressing the research questions of this study.

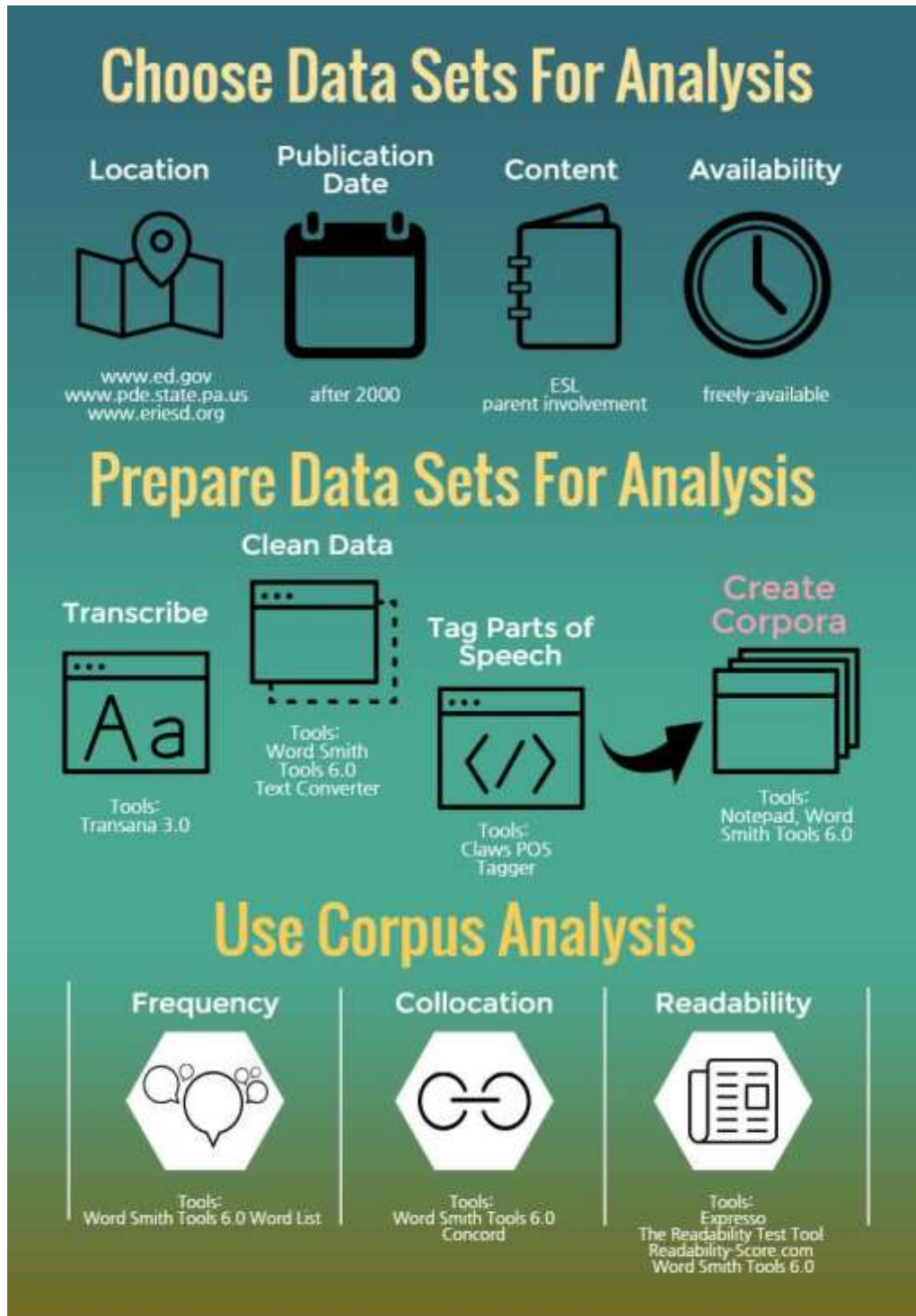


Figure 1. Process for data preparation and corpus analysis. Each level of analysis displays the areas or actions of study and the tools used for analysis.

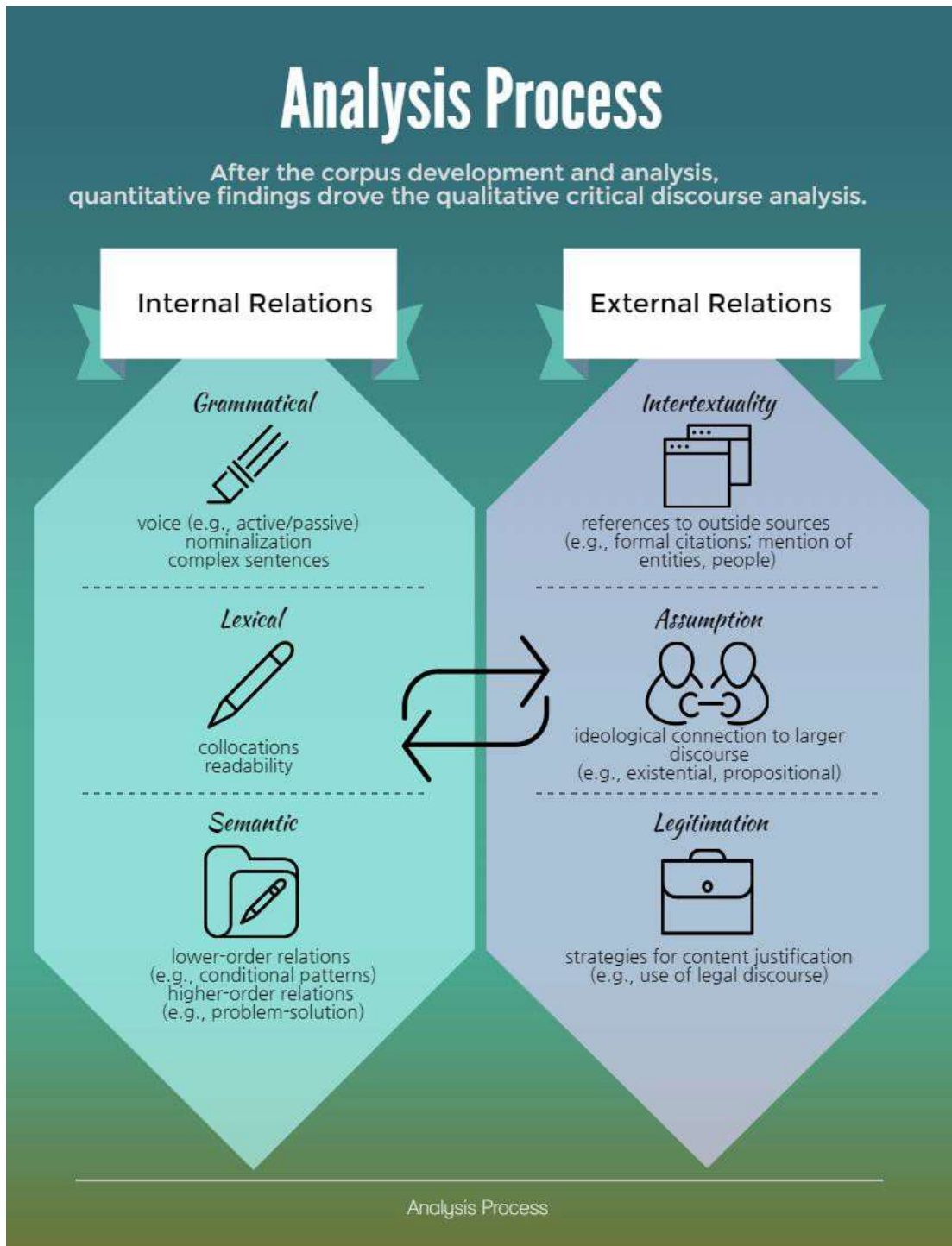


Figure 2. Corpus to critical discourse analysis process. Displays the explanation of and interaction between the internal and external relation analysis.

I organized the findings according to the authority level corpus and the corresponding individual data sets. Each authority level corpus is explained generally with a table of word, lexical, and lemma frequencies. Next, I present data sets analysis results by internal and external relations (Fairclough, 2003, 2015). To provide support for the analysis, I present salient examples and connect them to the goals of this study – the representation and later recontextualizations of ideas regarding and influencing FLCDS. I have included a summary chart of all data sets to provide a quick reference (see Appendix A, p. 224). In-text hyperlinks also connect individual data sets to the summary chart for ease of reading.

Corpus 1: Federal Level Data Sets Retrieved From www.ed.gov

Corpus 1 contains data sets I located from the primary federal level educational website: www.ed.gov (see Figure 3) using the search terms *parent involvement* and *ESL*. Before doing an individual analysis of the data sets, I completed corpus level lexical analysis in order to gain an initial impression of the data set and to formulate a lexical lemma list. I utilized this lexical lemma list, which excludes function words and isolates content words and their syntactic (part of speech) transformations, as the search list for collocation analysis in later data sets.



Figure 3. Federal level investigation site: www.ed.gov. This figure illustrates the landing page of www.ed.gov. Content has changed from the original search dates.

Corpus level lexical analysis progressed from *word* to *lexical* to *lexical lemma* frequencies in order to give an impression of key issues within the combined data sets in Corpus 1. Corpus-level frequency analysis revealed the top lexical lemma frequencies: PARENT, SCHOOL, EDUCATION, CHILD, PARENT INFORMATION AND RESOURCE CENTER (PIRC), TRAINING, STUDENT, COMMUNITY, INVOLVEMENT, and PROGRAM (see Table 3). These results demonstrate that at the corpus level, key stakeholders (PARENTS, SCHOOL, CHILD, STUDENT, COMMUNITY) play a recurring role. In addition, the concept of supporting and educating those stakeholders (EDUCATION, TRAINING, PROGRAM, PIRC) is also significant. Notably, teachers and administrators are not included, but rather fall into the context of SCHOOL.

Table 2

Corpus 1 Federal Level Word, Lexical, and Lexical Lemma Frequency

Position	Word	Lexical	Lexical Lemma
1	the	parents	PARENT
2	and	school	SCHOOL
3	to	parent	EDUCATION
4	of	education	CHILD
5	in	children	PIRC
6	a	schools	TRAINING
7	parents	training	STUDENT
8	for	involvement	COMMUNITY
9	school	information	INVOLVEMENT
10	parent	center	PROGRAM

These corpus findings indicated the overall thematic direction of the specialized federal corpus, Corpus 1, but individual data set analysis demonstrated how specific discursive features reveal the constructed representations of FLCDs in the educational e-discourse. In the following paragraphs, I will describe each of five data sets within the federal level corpus, and report the results from the data analysis.

Corpus 1: Data Set 1: ED FCE Framework Promotion

Corpus 1: Data Set 1: ED FCE Framework Promotion contains the data from the two-and-a-half-minute informational video, *U. S. Department of Education Releases New Family and Community Engagement Framework* (U.S. Department of Education, 2014b) (see Figure 4). Although the video does not make a direct reference to FLCDs, the national initiative introduced in the video impacts how PI is perceived by active stakeholders in the educational environment (e.g., administrators, teachers, etc.). I hoped by examining PI representations in general, I might gain insight into how FLCDs are included in the equation.

The following paragraphs explain findings from internal and external relation feature analysis of Corpus 1: Data Set 1: ED FCE Framework Promotion. Internal relations findings represented salient grammatical, lexical, semantic analysis results, while external relations findings showed results from investigation of intertextuality, assumption, and legitimation. A summary of Corpus 1: Data Set 1: ED FCE Framework Promotion findings follows the analysis data.



Figure 4. Corpus 1: Data set 1: ED FCE framework promotion. This figure shows the starting screen of the video.

Internal relations: Grammatical. A significant grammatical finding in Corpus 1: Data Set 1: ED FCE Framework Promotion is the use of active voice throughout the video which predominately conveys the activity of the U.S. Department of Education and associates, explicitly referred to as “we” and “us”. I located this result by searching for POS tags indicating the use of active and passive voice within the *WordSmith Tools 6.0* converted files. This finding is important because using active voice is a clear strategy for giving agency to specific parties in a given context. Either Secretary Duncan himself, as “I,” or the U.S. Department of Education and associates as “we,” *want to thank* (0:17, 0:24), *began working* (1:19), *released* (1:25), *are*

sharing (1:30), *speak*. This use of active voice reinforced the authority of the agent (the U.S. Department of Education) in controlling the PI situation. In addition to agencies becoming persons, inanimate objects become agents as well in this data set: “Research absolutely *supports*” (0:41-0:43) and “the U.S. Department of Ed's Family and Community Engagement Framework, which will *support*” (1:03-1:05). These examples illustrate how different parties are conceptualized. The U.S. Department of Education and associates, as the creators of this video, are the active agents, creating and leading the activities to involve parents. Due to the use of active voice, all families, including FLCDs are put in a receiving position of the involvement expectations directed by the educational authority and are forced to accept not only the expectation of involvement, but also implicitly communicated expectations. Though FLCDs do not have a direct say in the ways they are expected to participate, their involvement or lack of involvement, comes with great consequences for their children.

In addition to the use of active voice, another grammatical internal relation finding in Corpus 1: Data Set 1: ED FCE Framework Promotion (2014) is the use of the nominalization *engagement*. Although family engagement can be defined by specific active behaviors, such as volunteering at the school or helping children with homework, the repeated use of the noun form, rather than the verb form turns an activity into an entity. Through the nominalization of a word, it becomes nearly impossible to detect any specific processes, agents, or temporal issues in the meaning of a word (Fairclough, 2003), in this case, *engagement*. Within this data set, of the six occurrences of the lemma ENGAG*, five instances are in the noun form. This nominalization of ENGAG* made the specific expectations for family engagement ambiguous and indefinable, yet something that is a necessity thrust upon all families, including FLCDs.

Another key finding in Corpus 1: Data Set 1: ED FCE Framework Promotion is the use of complex sentence structures; I identified many compound sentence structures by searching for POS tags and specific word searches, i.e., the use of *and* as a coordinating conjunction. The texts also makes use of wh-clauses (Larsen-Freeman, Celce-Murcia, Frodesen, White, & Williams, 2016) to provide additional content descriptions. This finding is significant because although these structures provide needed description suitable for the intended audience, they decrease the readability for other parties, such as FLCs. This text has an average readability of grade 11, suitable for the intended audience, but not as accessible for FLCs.

Internal relations: Lexical. In addition to results classified under grammatical internal relations, I also located important collocation results categorized as lexical internal relations. The strength of collocations is judged by using the mutual information (MI3) score. According to common practice in corpus exploration, an MI3 score higher than three shows a collocate form (McEnery et al., 2006). Using the federal lexical lemma frequency list (see Table 3) as a starting point and *Word Smith Tools 6.0 Concord* to assist in the analysis, the collocation analysis showed a connection with *family* (MI3 = 4.704), as well as *engagement* (MI3 = 9.459), and the frequent lexical lemma COMMUNITY. One example is in the language pattern "family and community engagement" (0:35; 1:21; 1:36; 2:19). In Corpus 1: Data Set 1: ED FCE Framework Promotion, the pattern is also used to substitute for PI, expanding the definition in a manner better suited to the needs and expectations of many FLCs. This finding is significant because it demonstrates an attempt to make PI a more inclusive experience, adding extended family and community relationships, which may more accurately reflect the reality for FLCs. At the same time, by extending the definition, expectations and responsibility are also extended to the new parties, namely, family members beyond the parents.

Another significant lexical finding is the use of lexical lemmas of synonymy – INVOLV* and PARTNER*. This use of synonyms is noteworthy because it demonstrates the experiential value of overwording (Fairclough, 2001, p. 92), i.e., a strategy that "shows preoccupation with some aspect of reality – which may indicate that it is a focus of ideological struggle" (Fairclough, 2015, p. 133). The repetition of words and phrases may give clues to hidden ideological messages. Of course, as the topic of the data set video, *engagement* and its synonyms would predictably have high frequency in the discourse. As an additional interpretation, I offer that this use can also represent overwording – giving an ideological focus to *engagement* within the FLCDD PI discussion.

Internal relations: Semantic. Another finding in Corpus 1: Data Set 1: ED FCE Framework Promotion is the use of consequence patterns (Fairclough, 2003). I located these by searching for typical consequence pattern words, such as *if* or *when*, within the files in *Transana 3.0* and then coding examples within the program. These patterns are significant because they reveal the expectation of familial responsibility in education for all families, including FLCDDs. The action/consequence scenario emphasizes the role of family participation in the educational success of their children: “*When* [emphasis mine] parents are involved in the educational process of their children, *students are more likely to* [emphasis mine] attend school regularly, take more rigorous courses, earn higher grades, and graduate and go on to both college and careers” (0:44-0:56). According to this example, when parents are involved, the socially defined benefits leading to success will follow. This also implies the reverse – when parents are NOT involved, then students may not reach certain levels of success. For FLCDDs, this expectation can be problematic. FLCDDs may desire involvement in their children’s education, but not fully understand or be able to participate in traditional ways. But according to the consequence

patterns in Corpus 1: Data Set 1: ED FCE Framework Promotion, without this involvement, students may not be able or reach their academic potential.

Another finding I discovered during the analysis process is the semantically relevant problem-solution whole-text discursive pattern. I found this through examining the overall rhetorical structure of the text. Higher level semantic relations, such as problem-solution and goal-achievement, indicate whole-text patterns of discursive importance (Fairclough, 2003). Often found in policy documents, the problem-solution scenario is significant because the purpose of this dataset is to convey a solution to an implicit problem. The focus of the video is to describe the new government initiative aimed at solving this problem – poor student performance due to the lack of parent (and by extension, family) involvement in the educational lives of children. Through the use of a problem-solution whole-text discursive pattern, families (FLCDs included) are represented as part of an existing problem, rather than as a more positive element in the school and family engagement equation.

External relations: Intertextuality. In addition to internal data relations, I analyzed external relations of intertextuality, assumption, and legitimation structures to reveal insight into the ideological messages embedded within the texts. I implemented this analysis through multiple readings of the text and then coding examples within *Transana 3.0*. The text of Corpus 1: Data Set 1: ED FCE Framework Promotion contains other texts as reference, one common feature of intertextuality. In the process of “bringing other ‘voices’ into a text” (Fairclough, 2003, p. 41), intertextuality develops space for difference within a given text. This “difference” often takes the form of direct, indirect, or unattributed speech. This finding is important because, for FLCDs and all families, their inclusion in the new initiative is bolstered by vague references. Corpus 1: Data Set 1: ED FCE Framework Promotion uses unattributed speech to represent other

voices: “Research absolutely supports this” (0:41-0:43) and “we released the draft document and sought feedback from the field” (1:25-1:29). The audience is unclear on which *research* was used or where, specifically, the *feedback* from the discipline experts came from. The unattributed speech incorporates other voices, but their facelessness makes inclusion somewhat useless as sources of open space within the discourse.

External relations: Assumption. While intertextuality brings difference into texts, assumptions in texts diminish difference by convincing the audience a particular belief is “normal.” Assumptions may not be clearly presented; they are also communicated in what is NOT said. One main finding is the assumption that all families have similar needs. Though the Corpus 1: Data Set 1: ED FCE Framework Promotion does acknowledge the federal initiative as one of many options for PI - “It's just one example of the work that schools can do to build stronger family and school partnerships” (1:39) - it still fails to make any mention of possible family diversity (including FLCDs). The existential assumption is that the platform is a “one size fits all” approach engaging families and communities with schools, improving the overall education of children. Such assumptions diminish the specialized issues relating to FLCDs realities as they attempt to participate in the educational lives of their children.

External relations: Legitimation. From intertextuality and assumptions I discovered references to authority structures which attempt to legitimize the message about the U.S. government’s new parent involvement initiative. Authority legitimation points to references to societal customs or traditions, law, or to institutions or people given authority by institutions (Fairclough, 2003, p. 98). In Corpus 1: Data Set 1: ED FCE Framework Promotion, references to key researchers, research (as a general concept), and validation from specialists in the field are used to show that the federal government’s plan is legitimate: “I also want to thank my good

friend, Harvard's Dr. Karen Mapp” (0:24-0:27); “Research absolutely supports this [positive influence of family and community engagement]” (0:41-0:43); “ our Department, with the assistance of leaders like Dr. Mapp” (1:14-1:23); and “ we released the draft document and sought feedback from the field” (1:23-1:29) demonstrate this point. The original audience, members of Institute of Educational Leadership, would recognize Dr. Mapp as an important researcher in PI and would want to know that this initiative was reviewed by experts and backed by research. Using such authority may have bolstered the credibility in the eyes of the Institute and conference attendees, though has little effect on those outside the discipline or on parents themselves. Vague references to “research” without adequate citation may actually discredit the plan to serious scholars and could intimidate FLCDs from giving feedback to the new initiative (see previous discussion of intertextuality).

Summary of corpus 1: Data set 1: ED FCE framework promotion. The findings from Corpus 1: Data Set 1: ED FCE Framework Promotion began to construct a representation of all families, including FLCDs, in the context of PI. Through the use of internal relations (semantic, grammatical, and lexical), PI was shown as a problematic situation, defined through ambiguous processes holding ideological significance, which needs a solution. This solution was the idea of the educational authorities whose claims are bolstered through external relations of unattributed intertextuality, existential assumptions, and authority legitimation examples. For FLCDs, this creates PI conditions where they must participate in pre-defined, yet inexplicitly communicated ways, or else risk the educational success of their children. Corpus 1: Data Set 1: ED FCE Framework Promotion provides an introduction to the new federal PI initiative, with greater explication in the next Data set.

Corpus 1: Data Set 2: Dual Capacity Building Framework

The second data set Corpus 1: Data Set 2: Dual Capacity Building Framework, contains text from “The Dual Capacity Building Framework For Family-School Partnerships” (see Figure 5). This four-page, 859 word downloadable pdf explains the importance of building individual capital, societal connections, knowledge, and confidence for all stakeholders (families and educational professionals), focusing on the organizational systems and processes. Though not specifically about or directed towards FLCDs, the implementation of the initiative would have a great influence on the parent involvement situation for FLCDs. I hoped that by examining the specifics of the new initiative, I might gain insight into how FLCDs are included in the equation.

In the paragraphs which follow, I elaborate on internal and external relation analysis findings from Corpus 1: Data Set 2: Dual Capacity Building Framework. Grammatical, lexical, semantic feature fall under internal relations, while findings of intertextuality, assumption, and legitimation connect to the external relation category. Following the data analysis explanation, I summarize the Corpus 1: Data Set 2: Dual Capacity Building Framework findings and show how they connect to the previous Data Set analysis.

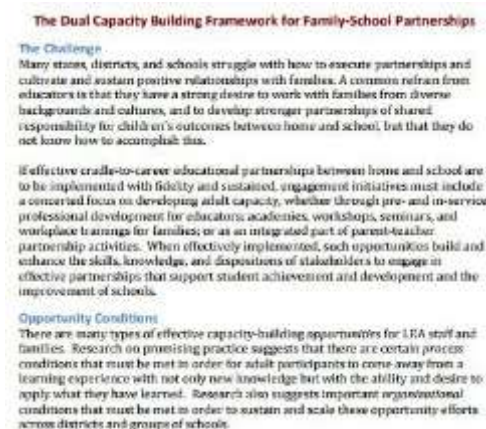


Figure 5. Corpus 1: Data set 2: Dual capacity building framework. p. 1. This figure demonstrates the first page of the text “The Dual Capacity Building Framework for Family-School Partnerships.

Internal relations: Grammatical. An important grammatical finding in Corpus 1: Data Set 2: Dual Capacity Building Framework is the use of passive voice to avoid responsibility. This finding is important because it demonstrates how with the use of the passive voice the agent of the actions are relieved of their responsibility for those behaviors. The following examples leave little direct mention of the agents of the actions: "...partnerships between home and school are to be implemented..." (p.1), "Initiatives are aligned..." (p.1), "Participants are given opportunities..." (p. 2), and "Families, regardless of their race/ethnicity, educational background, gender, disability or socioeconomic status, are prepared..." (p. 3). The question of who is implementing partnerships, who is doing the aligning, who is giving opportunities, and who is preparing families is only ambiguously answered and the responsibility is pushed towards inanimate objects, i.e., the Dual Capacity Building Framework itself. This framework becomes the agent of action, disempowering the families themselves, including FLCs.

Analysis also showed how active voice is used as a noteworthy feature in Corpus 1: Data Set 2: Dual Capacity Building Framework. This finding is important because taking responsibility for the initiation of an action also implies accountability for implications of that action. If agency is left out, it may become difficult for the parties involved to know what action they should fulfill. In Corpus 1: Data Set 2: Dual Capacity Building Framework, active voice describes the actions articulating the expectations for educational professionals. After the building of necessary skills, educational professionals should be able to do things: "honor," "create," and "develop." This use of voice gives responsibility and also power to the agents, in this case, educational professionals. Families, on the other hand, are not described in terms of actions they should complete. Instead of a connection to an action, families should become something or take on personas as: "supporters," "encouragers," "monitors," "models,"

“advocates,” “decision-makers,” and “collaborators.” Though emphasis throughout the document is placed on the involvement of all stakeholders in order to form successful partnerships, the use of different word forms clearly delineates separate and unequal responsibilities. The educational professional agents may be held responsible for their behavior with employment consequences, but families are asked to “become” something other. For FLCDs, this “becoming” is already a complex issue as families may be acclimating to a new culture of day-to-day living. Now the educational system, an extremely important resource for families, is adding more identity expectations.

While voice has a large focus within the text, nominalizations also play a role. Nominalizations not only decrease text accessibility, but their use changes behaviors into states or conditions, stripping the action of movement so it becomes an entity. In this data set, nominalizations were used to change very important student and parent expectations into vague entities. *Improvement, engagement, development, and achievement* were all main nominalizations, creating a message that these entities are well defined and static, not open for discussion. For FLCDs, these entities and their intricacies become something these families should actively understand and act upon.

Similar to the previous data set, compound and complex sentences drive inaccessibility. Using Readability-score.com and The Readability Test Tool, results showed a readability score of grade 20. Espresso-app.org showed a slightly easier readability score (grade 13) possibly due to how the online program processed bulleted points. Using either readability result, the text is mainly accessible to those with a strong command of the English language. Even with visual divisions of bullet points, the majority of sentences averaged over 30 words.

Internal relations: Lexical. Next, I examined the internal lexical relations, considering collocations. Analysis using *WordSmith Tools 6.0 Concord* displayed no outstanding collocations within these Data Sets. One lexical revelation, outside of collocations, was the use of the word *condition*. *Condition* was used to provide the backdrop for success: "important organizational conditions that must be met" (p.1) and "These conditions are key" (p. 1). The problem-solution whole text discursive pattern is dependent on these conditions. For FLCs, the rigid conditions, though often quite generally explained, may still be difficult to meet.

Internal relations: Semantic. Salient features of Corpus 1: Data Set 2: Dual Capacity Building Framework appear in causal and conditional lower level semantic relationships. I located these findings through repetitive reading, text searches for key vocabulary words and phrases (e.g., *in order for*), and coding within the *Transana 3.0* text files. The first semantic feature, a purpose-driven causal semantic relation (Fairclough, 2003, p. 89), is important because it sets up a PI event chain for FLCs to follow, but they may not be able to do so. It describes why process and organizational conditions are so important to the implementation of the new federal initiative:

Research on promising practice suggests that there are certain process conditions that must be met *in order for* [emphasis mine] adult participants to come away from a learning experience with not only new knowledge but with the ability and desire to apply what they have learned. Research also suggests important organizational conditions that must be met *in order to* [emphasis mine] sustain and scale these opportunity efforts across districts and groups of schools. ("The Dual Capacity Building Framework For Family-School Partnerships," n.d., p. 1)

In other words, the product of a positive family engagement experience will only happen if the ingredients, namely, a correct process and correct organizational system, are in place. While constructing a clear process and system of organization is necessary, if FLCDs do not neatly fit into these structures due to a different understanding of the culture of education or current life barriers, they may find it difficult to participate in expected ways.

Another important semantic relationship is the conditional pattern (Fairclough, 2003, p. 89) which further demonstrates the importance of conditions (as discussed in *Internal Relations: Lexical*, p. 17). These were generally represented with the word *if*: “If effective cradle-to-career educational partnerships between home and school are to be implemented...” (p. 1). Similar to the previous causal relationship explanation, successful results, i.e., “effective cradle-to-career educational partnerships” (p. 1), will only occur when certain conditions occur. As previously stated, FLCDs may not be able to meet these conditions due to other common FLCD realities: difficult work schedules, language barriers, and lack of socialization into the American school system.

While causal and conditional semantic relationships focus on pre-requisites for successful partnerships, causal semantic relationships indicate the disconnect between a stakeholder’s desire to do something and his know-how to fulfill the desire: “...but that they [educators] do not know how to accomplish this [develop partnerships with diverse families]” and “...but with the ability and desire to apply what they [adult participants] have learned [new knowledge about building partnerships]” (p. 1). A disconnect exists between stakeholder desires for effective PI and actual PI outcomes.

In a similar way as the previous data set, Corpus 1: Data Set 2: Dual Capacity Building Framework used the higher order semantic relationship of problem-solution as a whole-text

organizational approach, found through investigating the general rhetorical structure. The first heading, “Challenge,” sets up the problem of establishing strong relationships with families: “Many states, districts, and schools struggle with how to execute partnerships and cultivate and sustain positive relationships with families” (p. 1). After the introduction of the problem, the remainder of the document conveyed the solution: the ideal process and organizational conditions necessary for success, the program goals, and the performance outcomes for school staff and families.

External relations: Intertextuality. External relations in Corpus 1: Data Set 2: Dual Capacity Building Framework run in a similar vein to Data Set 1 through the use of unattributed references and a focus on the use of research as authority. New external relation findings also support key internal relation findings of prerequisite conditions for a successful PI program. Analysis results came through multiple readings of the data set with key features coded within *Transana 3.0*. text files. In this data set, intertextuality uses unattributed references to research: “Research on promising practice suggests...” (p. 1), “Research also suggests...” (p. 1), and “Research...identifies...” (p. 2). Similar to Data Set 1, the lack of citations demonstrates that the text creator does not believe is it worthwhile or necessary to point out which study or which researchers, leaving vague references as support for ideas which are communicated as very important processes, systems, and conditions. Other examples of intertextuality refer to important standards the stakeholders should be familiar with: “Initiatives are aligned with *school and district achievement goals* [emphasis mine]” (p.1). While these goals may be described in localized documents, the vague mention at the federal level shows an inarticulated intertextual reality. By referencing, but not including any detail in those references, the intertextuality moves

to the realm of assumption, where the stakeholders (FLCDs included) are expected to believe and understand the reference, without the authors explicitly stating the information.

External relations: Assumptions. Building on the conditional patterns found in the internal relation analysis, Corpus 1: Data Set 2: Dual Capacity Building Framework includes propositional assumptions. These focus on “what could be” (Fairclough, 2003). Propositional assumptions in this data set may act as warnings to stakeholders, showing the seriousness of the PI situation. These assumptions indicate that if the types of actions suggested by the Dual Capacity Building Framework (backed by research) are not enacted in particular ways, true family-school partnerships will not take place:

If [emphasis mine] effective cradle-to-career educational partnerships between home and school are to be implemented with fidelity and sustained, engagement initiatives *must* [emphasis mine] include a concerted focus on developing adult capacity... (p. 1)

Use of *if* and *must* set up the necessity of The Dual Capacity Building Framework recommendations and the positive results that could take place. The potential impact on FLCDs could be promising. The *must* conditions are process and organizationally oriented, adding responsibility for the local educational agency (LEA) without mention of FLCD or parent responsibility in general. At the same time, parents are assumed to take little agency in the implementation of this framework, becoming the receivers of help services, rather than active participants.

Expanding on the assumption found in Data Set 1, analysis of Corpus 1: Data Set 2: Dual Capacity Building Framework revealed the existential assumption that family diversity would not have any influence on the process or organizational conditions which support active PI: “Families, regardless of their race/ethnicity, educational background, gender, disability or

socioeconomic status, are prepared to engage in partnerships with schools and districts can engage in diverse roles such as...” (p. 3). Effectively preparing parents is presented as another one-sized approach, rather than one that encourages regard to individual differences among FLCDs in the preparation, or training of FLCDs to become more active participants.

External relations: Legitimation. In this data set, the external relations of intertextuality, assumption, and legitimation overlap. As already mentioned in the discussion of assumptions, proposed actions in The Dual Capacity Building Framework are legitimized with the authority of research even though no specific research is identified: “*Research* [emphasis mine] on promising practice suggests” (p. 1) and “*Research* [emphasis mine] also suggests” (p. 1). The use of “research” represents not only authority legitimation, but also legitimation through rationalization (see Fairclough). The authority given to “research” allows for rationalization of all actions. In addition, analysis showed rationalization of actions occurring through the use of logic to explain why something could be valuable: “When effectively implemented, *such opportunities* [emphasis mine] build and enhance the skills, knowledge, and dispositions of stakeholders to engage in effective partnerships that support student achievement and development and the improvement of schools” (p. 1). “Such opportunities” are rationalized by their perceived benefits, namely, the positive development for all participants.

Summary of corpus 1: Data set 2: Dual capacity building framework. Findings from Corpus 1: Data Set 2: Dual Capacity Building Framework supported and expanded the salient features from Data Set 1. Data Set 1 began to construct a representation of families in the PI discussion (FLCDs included) as a problem situation, Data Set 2 centered on the necessary conditions, which lay the groundwork for a successful solution to the problem situation. Semantic internal relations and assumptions reinforced the necessity of these conditions.

Grammatical internal relations demonstrated how agency reflects power and identity for stakeholders, though family diversity is not specifically acknowledged, and also defined stakeholder responsibility in constructing and upholding PI expectations. FLCDs must become suitable partners to make The Dual Capacity Building Framework function successfully. The next data set adds to these results, by demonstrating successful PI situations as defined by the Office for Civil Rights (OCR).

Corpus 1: Data Set 3: Parental Partnerships OCR

The next data set, Corpus 1: Data Set 3: Parental Partnerships OCR contains the document “Parental Partnerships Facilitated by the Office for Civil Rights” (2005) (see Figure 6). It is an informational webpage of 4800 words on the U.S. Department of Education portal (www.ed.gov), which features turn-around stories of equal access education as enforced by OCR. Each story demonstrates how a district or a specific school was able to develop new programs to address concerns or complaints that necessitated the involvement of OCR. Corpus 1: Data Set 3: Parental Partnerships OCR gives specific insight into the representation of FLCDs in PI because it includes case studies highlighting these families as well as African American families and families with exceptional needs. I anticipated this data set would give greater examples of successful FLCD integration into school-parent partnership initiatives.

Next, I explain salient findings from the analysis of internal and external relation features found in Corpus 1: Data Set 3: Parental Partnerships OCR. As described in previous data sets, internal relations results showed grammatical, lexical, and semantic analysis findings, while external relations results demonstrated examples of intertextuality, assumption, and legitimation. Following the explanation, I will include a summary as well as connections to previous data sets.



Figure 6. Corpus 1: Data set 3: Parental partnerships OCR. This figure displays part of the text as found on the Internet.

Internal relations: Grammatical. One salient grammatical finding is the use of active voice to reinforce the controlling work of school districts in the PI discussion. Active voice is used when referring to the work of school districts, showing where agency lies within the situation: “The District has reached out...” (para. 9) “The District formed...” (para. 4) and “The District sponsored...” (para 4). When referring to FLCDs, the District sought their help and offered training. Agreeing with previously described findings on passive and active voice, analysis showed the trend of action *done to*, rather than *with* or at the initiated by, FLCDs.

Adding to agency demonstrated through active voice, two repeated examples of nominalization, *involvement* and *information*, demonstrate how important behaviors of “actively being involved” and “sharing knowledge through informing parties” were relegated to entities, without any focus on the process or action themselves. Predictably, *involvement* is located 18 out of 19 times within the phrase *parental involvement*. As a verb, it is only used seven times within the data set. Even though *parental involvement* is the topic of this study, the consistent

use in the nominalized form removes the agency from the concept, communicating the idea as a vague, incomprehensible notion. Similarly, *information* occurs much more frequently than its verb counterpart, often with *provide* or in close proximity to *training*. This illustrates how the activity of passing information loses its importance. Rather than explaining how or with whom details are shared, the attention is on the fact that knowledge is available. In this situation, the transfer of information becomes ambiguous. FLCs have access to it and support structures to help obtain the information, but it still remains large, indefinite, and not clearly accessible to a population that may face language barriers.

Internal relations: Lexical. Using *WordSmith Tools 6.0 Concord* function, I discovered five significant collocates ($MI \geq 3$) which matched with the federal lexical lemma list (see Table 3). PARENT and *involvement* ($MI=3.042$) represent an anticipated collocation due to the nature of the research. EDUCATION and *department* ($MI=3.521$) show the focus of the federal governing body, the U.S. Department of Education. Other collocates point to the public school system and the focus on education for children.

Table 3

Corpus 1: Data Set 3: Parental Partnerships OCR Collocations with Federal Level Lexical Lemmas

Lexical Lemma	$MI \geq 3$	Lexical Lemma	$MI \geq 3$
PARENT	involvement (3.042)	TRAINING	none
SCHOOL	public (3.323)	STUDENT	none
EDUCATION	children's (3.995) department (3.521)	COMMUNITY	none
CHILD	education (3.995)	INVOLVEMENT	none
PIRC	none	PROGRAM	none

Internal relations: Semantic. In line with previous data sets, a key finding is that the higher- order semantic relation of problem – solution is still apparent. PI is a problematic situation needing adjustment to succeed. Corpus 1: Data Set 3: Parental Partnerships OCR

approached the problem – solution whole-text structure by explicitly describing the OCR-identified problems in each of the mini-case studies and conveying the successful solutions. In one example, the “solutions” – the establishment of three new parent action committees for FLCDs – came as a result of an OCR review which found that the school district needed adjustments “on the issue of the provision of equal educational opportunity for national origin minority English language learners” (2005). Due to the inequitable delivery of opportunities for SLCDs, FLCD groups were encouraged to organize as a way to protect student rights. Similar instances throughout the data set revealed the problem, identified by OCR; the successful solution; and the reference to the applicable case study as an example for school districts to follow. Such higher order semantic constructions may encourage FLCDs to believe that there is a governing body concerned about their inclusion, and that programs tailored to their needs are a real possibility. Even with examples of seemingly positive change, there remains the notion that successful PI programs for FLCDs and other marginalized groups is not the norm.

External relations: Intertextuality. Compared to other data sets, intertextuality takes a different form in Corpus 1: Data Set 3: Parental Partnerships OCR, using a directory format to bring other voices into the text. Although usually cases of intertextuality are references to other voices as attributed or unattributed reported speech or narrative speech acts, the use of directory resource information in this data set follows similar principles as the inclusion of reported speech. After each story, contact information for the local OCR office is given. At the end of this data set, the authors listed 27 examples of national, state, and local organizations and government programs which provide information, promote involvement, or have specific parent involvement programs. This use of intertextuality reinforces the message that part of the parent

population (e.g., FLCDs, families with children with disabilities) is in need of additional support and that support is available if parents choose to take advantage of those resources.

External relations: Assumptions. In addition to intertextuality, analysis revealed that existential assumptions exist about the knowledge base of FLCDs and about how they may be able to assist their children. This finding is important because it demonstrates how FLCDs are presented as lacking knowledge about the rights of and options for their children. Due to this perceived lack, districts develop educational programs to help parents understand the information. In one case study, FLCDs are used as resources, not simply as vessels to fill with information: “The District has reached out to the parents of English language learners *to seek their help* [emphasis mine] in developing a handbook explaining the services available to students...” (2005). Even though FLCD parents are still looked at as continually needing education, this represents one of the few examples where parents are consulted to help solve a perceived problem. Even with the gesture towards utilizing parental talent and skills, the activity is still initiated by the school district, reiterating the message that real change can only emanate from the educational authority level.

External relations: Legitimation. Although similar to previous data sets in its use of authorization legitimation strategies, Data Set 3 also relies heavily on the use of mythopoesis – another legitimation strategy. Mythopoesis strategies use narrative to legitimize messages (Fairclough, 2003). This finding is significant because it shows the attempt to humanize the PI experience for the intended parental audience. Each of the OCR vignettes tells the story of the particular school district. Of the nine stories portrayed, three directly mention FLCDs. With OCR intervention, programs were developed to: assist FLCDs in understanding the special program available to their children, complaint procedures, and their rights (e.g. notification of

policies) (para. 7); write a handbook for FLCDS which explains educational service and opportunities for their children (para. 9); and create an ESL Parent Action Committee which works to improve communication between school and home (para. 4). The message is that with intervention, programs can be developed to change inadequate situations for FLCDS. At the same time, it implies that intervention should come from the level of societal power if it is to make a difference. The stories become authorized by their mere selection as OCR success examples, making them models for FLCDS to follow and a warning or encouragement to school districts facing similar problems.

Summary of corpus 1: Data set 3: Parental partnerships OCR. Data Sets 1 and 2 set up the problematic situation of encouraging participation of all parents and communicating the necessary conditions for successful PI experiences to develop. Analysis from Corpus 1: Data Set 3: Parental Partnerships OCR added to these ideas with new angles on the existing information. Internal relation findings reinforced already established concepts of educational authority agency and the manipulation of important actions into static entities. External relation findings began to depart from the current message with existential assumptions about a limited FLCDS knowledge base which is introduced and developed in later data sets through the need for FLCDS training. In addition, mythopoesis was a new strategy to legitimize the message and connect to the parent reader. Generally, Data Set 3 puts a face on successful PI programs which include FLCDS. The next data set adds to the narrative with extended descriptions of such initiatives, often known as Parent Information and Resource Centers (PIRCs).

Corpus 1: Data Set 4: Engaging Parents in Education

Corpus 1: Data Set 4: Engaging Parents in Education contains information from “Engaging Parents in Education: Lessons From Five Parental Information and Resource Centers”

(U.S. Department of Education, Office of Innovation and Improvement, 2007) (see Figure 7).

Corpus 1: Data Set 3: Parental Partnerships OCR introduced PI program success stories to a parent audience and Data Set 4 expounds on similar examples. While the document is about parent involvement for all families, there are specific references to the needs of FLCDS

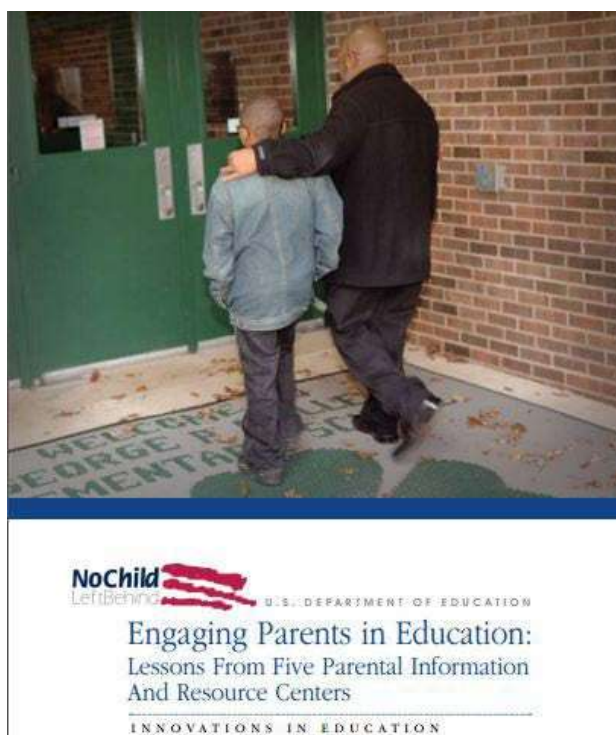


Figure 7. Corpus 1: Data set 4: Engaging parents in education. This figure displays the title page of “Engaging Parents in Education: Lessons From Five Parental Information and Resource Centers” (U.S. Department of Education, Office of Innovation and Improvement, 2007)

In the next few paragraphs, I will explain the internal (grammatical, lexical, and semantic) and external (intertextuality, assumption, and legitimation) relation feature analysis results from the current dataset. Afterwards, I will summarize the findings from Corpus 1: Data Set 4: Engaging Parents in Education and show the connections to other data sets.

Internal relations: Grammatical. While other texts use passive voice more prominently to circumvent agency with parents (including or specifying FLCDS,) analysis revealed this data set uses passive voice to omit the creator of PI resources and educational

opportunities for families. This finding holds significance because by using these structures, little responsibility is taken for the creation, content, and implementation of the PI initiatives and resources. Throughout Corpus 1: Data Set 4: Engaging Parents in Education guides, materials, and lists *are developed*, and training, programs, studies, and legislation *are based on*. With little mention of who, how, and what are involved with these PI resources, it is difficult to trust on whose authority they may be successful.

In a similar manner as with Corpus 1: Data Set 3: Parental Partnerships OCR, through the investigation of nominalizations I discovered that the nominalization of *information* plays a key role, once again turning an important activity into an entity. The nominalization *information* occurs four times more than the any iteration of the verb *inform* within textual contexts referencing the lack of sufficient information for FLCs and the use of technology and physical centers to disseminate the information. This usage demonstrates how the “sharing of knowledge” has become something one receives, rather than an activity one is part of—it is no longer a negotiable situation. Though to *inform* may always be considered a more unidirectional activity, utilizing a noun form, rather than a verb form, solidifies the one-way nature. By using a nominalization, it reinforces that FLCs have access to information, but this knowledge is not something they can construct themselves.

Internal relations: Lexical. Dissimilar to other data sets thus far, analysis of Corpus 1: Data Set 4: Engaging Parents in Education showed a number of collocates connected to the top lexical lemma, PARENT (see Table 3). This feature is important because it helps construct the thematic direction of the whole data set and shows areas of focus within the FLC PI discussion. Due to the large number, grouping like collocates helped themes emerge: organization of parents (association, council); parent relationships (administrators, educators, teachers); and parent

Internal relations: Semantic. One salient semantic finding in Corpus 1: Data Set 4: Engaging Parents in Education is the use of comparative/contrastive patterns to explain the relationship between parents and educators. This feature is important because it shows how educational responsibility is shared among stakeholders, namely, the unequal power relationship between schools and home. Examples show an attempt to put parents and educators on equal footing, yet revert back to focusing on the parent:

Children benefit academically when parents and educators work together. For this reason, parents' involvement in their children's education is a priority of the No Child Left Behind Act of 2001. But a strong connection between parents * [reference to a footnote] and educators does not come about automatically. *Both parties* [emphasis mine] may need to learn new roles and skills and develop the confidence to use them, *especially as parents* [emphasis mine] move beyond traditional activities, like helping children with homework, and toward shared responsibility for school improvement. (U.S. Department of Education, Office of Innovation and Improvement, 2007, p. 1)

“Both parties” indicates the intention that parents and educators develop their skills in equal ways with comparable effort, but the rest of the sentence uses only *parents* as part of the example, to the point of emphasizing parents as the ones particularly lacking – as shown through the word “especially” – and indicating that more work may be required on their part

Later in this data set, the authors recognize that the implementation of parent involvement initiatives may have focused too much on one side [the parental side]:

...it is not surprising that some of its elements have been more fully implemented than others. For example, due to the focus of the earlier PIRC grants on training and informing parents, the PIRCs featured here have targeted more of their efforts on the left-hand side

of the model [the family component] and done less with educators. (U.S. Department of Education, Office of Innovation and Improvement, 2007, p. 11)

This acknowledgement reinforces previously described finding on the different levels of focus on stakeholders.

The higher-level semantic problem – solution relationship is again set up within the discourse. The problem, according to the U.S. Department of Education, Office of Innovation and Improvement, is that the “best” or “ideal” parent is simply not easy to locate, particularly when working with FLCDs:

Parents who are committed and confident enough to get involved, make the necessary time to do so, recognize intuitively where and how they are needed, are prepared to meet the need, and are ready to step up as leaders—these parents are like gold: highly valuable but far from common... This [challenge to increase parent involvement] appears to be especially true at schools serving low-income and limited English proficient populations... (2007, p. 5)

According to Corpus 1: Data Set 4: Engaging Parents in Education, the solution to this problem is the creation of PIRCs, which provide what parents are currently lacking – “more information, support, encouragement, or, even, specific training” (U.S. Department of Education, Office of Innovation and Improvement, 2007, p. 6). These examples demonstrate that there is differentiation of needs, but the greatest amount of work needs to be done by FLCDs.

External relations: Intertextuality. While other data sets make vague references to research, intertextual examples in the current data set make specific mention of other research: “*A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*” (2 references); laws: NCLB (89 references), Title I of NCLB (35

references); Indiana’s Public Law 221 (4 references); and PIRC Handbooks: “*A Parent’s Guide to Understanding NCLB & P.L. 221*” (5 references). This finding is important as it helps substantiate the current text. In addition, the power of intertextuality rests in the presuppositions which underlie the use of certain references and the parties who are given authority to create and interpret those presuppositions (Fairclough, 2015). In this case, intertextual references assume some understanding of laws related to educational outcomes and publications about legal discourse. This places the power within the educational authorities and teachers, and possibly a limited number of parents, researchers, and other readers who may be knowledgeable about the current laws affecting PI for all families, including FLCDs.

As Corpus 1: Data Set 3: Parental Partnerships OCR used a format similar to a directory as an intertextual example, intertextuality in Corpus 1: Data Set 4: Engaging Parents in Education was found in the glossary section. Glossaries are essentially types of dictionaries – defining words, in this case, specific of a particular field of usage (“Glossary,” 2015). Dictionaries are full of intertexts – definitions that have had their original in other places (Frawley, 1985). By including a glossary, the text creators acknowledge the piece as situated within a greater discourse tied to extended research and legal implications. For FLCDs, this situated discourse is key to empowering families through knowledge about their legal rights and the benefits of greater PI.

External relations: Assumptions. Another important finding is the existential assumption about how parents are currently not considered leaders within the school context or their current participation is lacking and needs extensive training. This feature is significant because it demonstrates how parents, including FLCDs, are always lacking in some way, unfit or ill-prepared in their current situation. This data set focuses on parents becoming leaders (p.11,

35), preparing for leadership (p. 10, 36), and being trained as leaders (p. 10, 32, 37, 47-53). All these references assume "good" parents, including FLCDs, need much assistance to fulfill the expectations of the educational authorities. Such representations of parents also focus on what positive elements FLCD can add to the PI situation.

External relations: Legitimation. In a similar manner as Corpus 1: Data Set 3: Parental Partnerships OCR, Corpus 1: Data Set 4: Engaging Parents in Education uses mythopoesis as a legitimation strategy - profiling successful PIRCs which show how effective home-school partnerships can positively influence student academic success and overall school improvement. This data set makes use of longer narrative examples which combine mythopoesis with moral evaluations. The introduction contains the story of Rosa Sanchez, “whose experience illustrates what can happen when parents receive help in developing the knowledge, skills, and confidence to participate to greater degrees and in new ways in their children’s education” (p 1). This topic sentence of the paragraph represents the tone for the rest of her story – how Rosa is the “model parent” for all FLCDs. Rosa moves from being a busy mother of four (already volunteering in the classroom and helping out at school events) to being the catalyst of Hispanic PI in her context. At the beginning, she had little confidence due to her lack of knowledge and language ability, but by becoming more involved in training programs for parents, she learned new techniques to help her children in school and learned ways to organize other parents. An example of mythopoesis, her story represents the “best” scenario, her story legitimizing a model for FLCDs to reproduce. As a moral evaluation, her story demonstrates the “correct” way to participate, leaving little room for variation.

Summary of corpus 1: Data set 4: Engaging parents in education. Corpus 1: Data Sets 1-3 have all set the problem situation of PI involvement for all parents, including FLCDs.

Analysis from Corpus 1: Data Set 4: Engaging Parents in Education enforced this idea and focuses on the need for parental support, development, and education. Internal relation findings showed how parents are consistently on the receiving end of services and according to the Data Set, need organization, relationships, and specified requirements in order to success as an effective parent partner. Analysis revealed external relation findings which demonstrate the path towards becoming the “ideal”, “good”, or “correct” parent through mythopoetic legitimation strategies and existential assumptions. More clearly than in other data sets, Data Set 4 used intertextual research references with clear citations, giving readers the opportunity to follow the situation discourse. Largely, Corpus 1: Data Set 4: Engaging Parents in Education continued to develop the face of successful PI programs, but began to point out the deficiencies and needs in the parent population, many times specifically focusing on FLCDs. The next data set is an instance of legal discourse, parts of which were referenced intertextually throughout previous data sets.

Corpus 1: Data Set 5: Basic Programs LEA

Unlike previous data set discussions so far, Corpus 1: Data Set 5: Basic Programs LEA (see Figure 8) is an example of legal discourse. This data set contains selected sections from



Figure 8. Corpus 1: Data set 5: Basic programs LEA. This figure displays part of the text as found on the Internet.

“Part A — Improving Basic Programs Operated by Local Educational Agencies” (2001), namely Section 1118: Parent Involvement and Section 1112: Local Educational Agency Plans or the Elementary and Secondary Education Act (ESEA) totaling 2,635 words. It also includes parts of Public Law 107–110, the No Child Left Behind Act of 2001, Title 1 – Improving the Academic Achievement of the Disadvantaged. Though different from other data sets because it is a representation of legal discourse, it contains key information regarding the rights of FLCs in the educational environment.

As with other data set analysis explanations, the next paragraphs explicate internal and external relation results from Corpus 1: Data Set 5: Basic Programs LEA. The section ends with a summation of findings as they add to the developing representation of FLCs in the PI discussion.

Internal relations: Grammatical. One key feature, not seen in previous examples, is the use of passive voice with the modal verb *shall*. Passive voice within legal discourse is not uncommon, but is nevertheless problematic, leading to a vague presentation of key information and the lack of a responsible agent (Williams, 2007, p. 159). The use of *shall* and the passive in legal discourse demonstrates an ambiguous duty, requirement, or obligation (Williams, 2007, p. 117). This vague agency is seen in phrases such as: “shall be discussed” (Sec 1118, d2A), “shall be made” (Sec 1118, B1) and “shall be notified” (Sec 1118, B1). FLCs may not ever read the legal discourse specifically addressing their rights, but disembodied references read by policy makers and administrators effects the presentation of rights to parents, including FLCs.

Internal relations: Lexical. Corpus analysis also revealed key collocations which indicate a thematic direction for Corpus 1: Data Set 5: Basic Programs LEA concerning parents and their legal requirements concerning their rights and responsibilities (see Table 5). Using the

same parameters as previous data sets, a lexical lemma investigation showed significant collocate relationships for eight words. The strongest relationship is between *instruction* and EDUCATION (MI3=6.44), due to the cluster *language instruction educational program* for SLCDs. The collocations between PARENT and *activities* (MI3=5.081), *policy* (MI3=4.898), and *involvement* (MI3=3.024) indicate a relationship between what parents do and how they connect to federal legal policy.

Table 5

Corpus 1: Data Set 5: Basic Programs LEA Collocations with Federal Level Lexical Lemmas

Lexical Lemma	MI3≥3	Lexical Lemma	MI3≥3
PARENT	Activities (5.081) Policy (4.898) Involvement (3.024)	TRAINING	none
SCHOOL	none	STUDENT	Academic (4.862)
EDUCATION	Instruction (6.440) Language (4.783) Local (3.893) Program (3.681)	COMMUNITY	none
CHILD	none	INVOLVEMENT	none
PIRC	none	PROGRAM	none

Internal relations: Semantic. One important finding is the use of conditional clauses to address exceptions to the legal requirement within the discourse. This is significant because it communicates how many families, specifically FLCs, may be missed in the legal requirements because they fall within these conditional clauses. If-clauses play a key role in legal discourse, showing a specific strategy used by a community of writers to build consensus on a position or relating precise details about condition-based possibilities in a particular situation (Tessuto, 2012). In Corpus 1: Data Set 5: Basic Programs LEA, if-clauses are often used to represent variation or exceptions to the norm. Phrases, such as, "if appropriate" (Sec. 1112 b1D; Sec. 1112 b1F); "if selected" (Sec 1112 b1F); "if requested by parents" (Sec 1118 c4C); and "if the local

educational agency has exhausted all other reasonably available sources" (Sec 1118 e7) leave room for FLCs to slip through government requirements. These representative examples support the semantic relation occurring throughout this text, essentially creating an understanding among readers about loopholes for providing services. Such loopholes become a disadvantage for FLCs who may be missing out on important services.

External relations: Intertextuality. An important example of intertextuality with this data set is the use of *local educational agency (LEA)*. This finding is significant because while this cluster is in the data set title, a reader should have a full understanding of what a *local educational agency* is in order to realize the full implications of the law. Outside of legal discourse as exemplified in this data set, *school district* is the more common synonym for LEAs. The switch to common terminology could be difficult for all families, particularly FLCs, to grasp. In many cases, FLCs will be interacting within the local school context so when interpreting their rights under the law, references to outside authorities that do not incorporate common terminology could inhibit an FLC's ability to obtain services available by law. Other examples of intertextuality are references to other laws, such as section 1112 (section 1118 a2, a2A, b4) and section 1114 (section 1118 c3, c5), and family support and educational development programs, such as *Head Start*, *Reading First*, *Early Reading First*, *Even Start*, *Parents as Teachers*, and *Home Instruction Program for Preschool Youngsters* (section 1118 a2D, e4). If FLCs are not familiar with these laws and programs, the intertextuality may affect the accessibility of the original text.

External relations: Assumptions. Analysis revealed another significant feature –the propositional assumption showing how the government will take the lead in protecting and supporting families. The nature of the legal document, created and sponsored by the federal

government, places responsibility on the educational authority to uphold the legal requirements from their side. Also, existential assumptions throughout the data set help form a picture of FLCDs, particularly concerning linguistic ability. Schools receiving government funding under Sec 1118 must develop a written policy. The policy should describe how the LEA will conduct communication with all parents, including FLCDs. Each school should have a parent involvement policy created by parents and distributed to all parents (and also made available to the local community) “in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand” (Sec. 1118.B.1). In other words, a jointly prepared PI policy should be made linguistically accessible to all parents.

Another assumption found in Corpus 1: Data Set 5: Basic Programs LEA is that there will be families in PI situations that cannot be accommodated:

In carrying out the parental involvement requirements of this part, local educational agencies and schools, *to the extent practicable* [emphasis mine], shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (Sec. 1118.F)

The emphasis on understanding language showed that the governmental authority level takes into consideration the possible needs of FLCDs, but the phrase “to the extent practicable” leaves much room for interpretation by school districts, opening another possible loophole concerning FLCDD rights. This implies that while FLCDDs may be in need of some assistance, it will only take place based on what is possible within a local school district. In that case, some FLCDDs may receive more or less support depending on the student population of their local school district.

Another existential assumption from this data set is the classification of FLCs. This finding is significant because it portrays FLCs from a deficit perspective. The terminology of “disadvantaged” in the title of this section of the law “Title 1 – Improving the Academic Achievement of the Disadvantaged” and the use of “limited” as a descriptor of FLCs portrays this perception of families. Less than standard use of English (if the standard is at all definable) is put in the same category as a physical or mental disability. Parents of migratory children also have issues of mobility in addition to possible language difficulties, but it is notable that the law gives them a separate mention in the category of “disadvantaged”.

External relations: Legitimation. Similar to Corpus 1: Data Set 4, and as mentioned in the previous Corpus 1: Data Set 5: Basic Programs LEA paragraph on intertextuality (p.38), this data set uses references to other laws as a legitimation strategy. This is established by references to other legal statutes (section 1112, 1114, Part C of Title III). Using law to justify and support other laws provides a strong defense from any critical perspective. For FLCs, the use of additional legal discourse can not only make the text less accessible, but it also may make the situation seem difficult to challenge or pursue without legal representation.

Summary of corpus 1: Data set 5: Basic programs LEA. Analysis of Corpus 1: Data Set 5: Basic Programs LEA showed how the inclusion of legal discourse creates issues of accessibility for the reader, specifically an FLC, and also highlights areas of exception to PI legal requirements. Internal relation findings demonstrated these areas of exception through conditional patterns while passive voice omits the true agents of the specific actions in context. External relation findings demonstrated how referring to additional legal discourse can be used to create an impenetrable argument, closing down conversation between schools and families to negotiate best PI practice within a specific context. Considering these features, Corpus 1: Data

Set 5: Basic Programs LEA supported the deficit perspective crafted in this representation of FLCDs and demonstrated how significant documents can be extremely unreadable by the parties that may need to understand them.

Corpus 2: State Level Data Sets Retrieved From www.pde.state.pa.us

Corpus 2 contains data sets I chose from the primary state level educational website: www.pde.state.pa.us (see Figure 9). In order to retrieve enough applicable results, I expanded my search terms of *ESL* and *parent involvement* to include *migrant* and *limited English proficient (LEP)*. Soon after the data sets were collected, the site went through a complete overhaul, so original data set locations have moved. Since some documents may not be currently accessible, I have included the data set used at the time of data collection in a Google docs which can be accessed through the link in the summary chart at the end.

Before individual analysis of the data sets, I completed corpus-level lexical analysis to formulate a lexical lemma list. This list, excluding function words and isolating content words



Figure 9. State level investigation site: www.pde.state.pa.us. This figure illustrates the landing page of www.pde.state.pa.ua. Site design and content have changed from the original search dates.

and their syntactic (part of speech) transformations, gave an initial impression of the data sets and formed the search list for collocation analysis in later data sets.

Using the *WordList* and *Concord* functions of *WordSmith Tools 6.0*, I created word, lexical, and lemma frequency lists for the entire state authority level corpus in order to construct areas for further qualitative investigation (see Table 2). While some lexical lemmas (PARENT, SCHOOL, EDUCATION, and CHILD) could be expected due to the nature of the texts, other findings, such as the high frequency of PROGRAM, demonstrate the programmatic emphasis of state level representations of parents, including FLCDs. Due to the addition of *migrant* in the basic search terms, it is also predictable that MIGRANT might appear in the lemma list. The inclusion of LANGUAGE as a top 10 lexical lemmas reinforces the importance of the idea in the discussion of FLCDs.

Table 6

State Level Word, Lexical, and Lexical Lemma Frequency

Position	Word	Lexical	Lexical Lemma
1	the	school	SCHOOL
2	and	students	STUDENT
3	to	parents	PROGRAM
4	of	migrant	PARENT
5	in	program	PA
6	a	student	CHILD
7	for	PA (Pennsylvania)	MIGRANT
8	school	programs	LANGUAGE
9	or	language	PROVIDE
10	that	education	EDUCATION

These corpus findings indicate the overall thematic direction of the specialized state corpus, Corpus 2, showing greater attention to language and the special needs of migrant children. Analyses of individual data sets demonstrate how FLCDs in PI are constructed through the use of particular discursive elements. I report the internal and external analysis results from each of five data sets within the state level corpus in the following paragraphs.

Corpus 2: Data Set 1: Diploma Toolkit Guide

The first text which formed Corpus 2: Data set 1 is “Diploma Project Toolkit: A Guide for Pennsylvania Parents and Students” (2013). Corpus 2: Data set 1: Diploma toolkit guide (see Figure 10) is a 44-page, 9600-word document designed for use with secondary-level migrant students and their families. In most cases, the Pennsylvania Migrant Education Program (PA-MEP) manages this student-family-school relationship. I chose this text due to the data set’s focus on a family group often characterized by linguistic and cultural diversity - migrant students and their families.

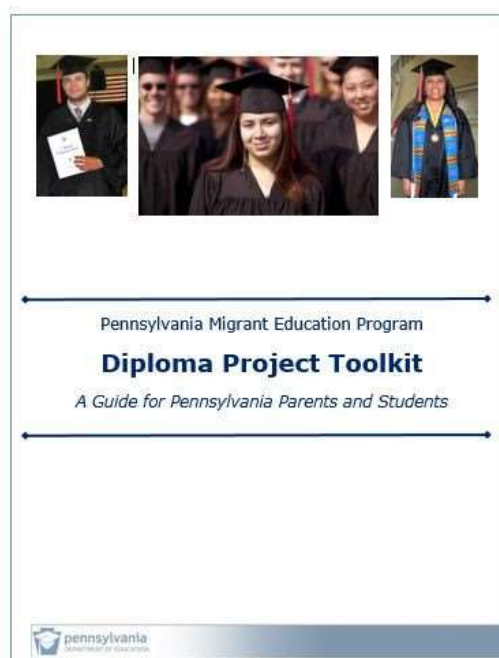


Figure 10. Corpus 2: Data set 1: Diploma toolkit guide. This figure shows the first page of the “Diploma Project Toolkit”.

Following a similar pattern to the report on the Corpus 1 data set findings, the next paragraphs explain findings from internal and external relation feature analysis of Corpus 2: Data set 1: Diploma toolkit guide. A summary of findings follows the analysis data.

Internal relations: Grammatical. An important grammatical feature in Corpus 2: Data set 1: Diploma Toolkit Guide is the use of passive voice to demonstrate necessity, permission,

and consequence without a clear controlling agent, other than the vague educational authority. Passive voice is most commonly used when demonstrating what items (e.g., exams, courses, scholarships) are or are not *required* (p. 1, 3, 13, 17), *needed* (p. 13), *allowed* (p. 25), *given* (p. 17, 21), and *rewarded* (p. 17, 34, 35, 38). By use of passive voice in this manner, part of the content reads as a list of do's and don'ts. This format removes from the families, as well from the students, agency to negotiate the terms of the school to home relationship.

Complementing similar results from the federal level data sets, I identified several key nominalizations within this data set: *requirement, application, assessment, graduation, guidance, information, accommodation, and suggestion*. As explained previously in reference to other data sets, these nominalizations take actions important to a student's success – *require, apply, assess*, etc. – and turns them into inarguable requirements. These nominalizations reinforce the purpose of the data set as a plan to get migrant SLCDs to high school graduation and beyond, but the use of nominalizations leaves little room for FLCDs to interpret these requirements in linguistically and culturally specific ways.

Unlike other data sets, one feature of this document leading to greater readability is the limited use of complex sentence structures. Results gathered from readability-score.com, the Readability Test Tool, and espresso-app.org indicated an average sentence length of 13 words and a limited use of complex structures. These findings show that Corpus 2: Data Set 1: Diploma Toolkit Guide is more accessible, but not completely accessible to its intended audience of FLCDs and SLCDs. One interesting feature is the inconsistent complexity found in this text. Some sections (particularly the beginning of a new topic) have a lower readability (grade 11) while the quick tips and checklists readability would be more accessible for English language learners with 6-8th grade proficiency equivalents. This variable readability may affect how

FLCDs understand the full message the PA-MEP wants to communicate, as they may only understand easier, selected parts.

Internal relations: Lexical. Salient collocate relationships in this data set focus on the opportunities available to SLCDs that should be encouraged by FLCDs (see Table 3). The collocates with EDUCATION, *department* (MI3 =3.646) and *postsecondary* (MI3 = 3.341), demonstrate the focus of this data set on high school students. Use of *department* within this text primarily shows references to the U.S. Department of Education, rather than to the expected Pennsylvania Department of Education. While *college* is a higher frequency word within this data set, analysis of *trade*, in collocation with schools, demonstrates collocation significance. This showed how the data set focuses on future opportunities for teenage SLCDs in the form of vocational as well as academic training. FLCDs are repeatedly given the recommendation to encourage their children in activities which will prepare them for graduation and a career: "Encourage your child to stay in school" (p. 6), "Encourage your child to do his or her best work" (p. 18), and "encourage the use of the home language" (p.24). These suggestions demonstrate the perceived impact of parental support on a student's academic and career development, but also may prescribe a path contrary to the life experiences of some FLCDs. Because FLCDs can represent such a diverse cross-section of the total parent population with varied life experiences, there may be a disconnect between these recommendations and the real life priorities of FLCDs which could be influenced by past situations of trauma, different cultural traditions, and alternate views on the role of education

Table 7

Corpus 2: Data Set 1: Diploma Toolkit Guide Collocations with State Level Lexical Lemmas

Lexical Lemma	MI3≥3	Lexical Lemma	MI3≥3
SCHOOL	trade (3.704)	CHILD	encourage (4.868)
STUDENT	none	MIGRANT	none
PROGRAM	none	LANGUAGE	none
PARENT	none	PROVIDE	none
PA	none	EDUCATION	department (3.646) postsecondary (3.341)

Internal relations: Semantic. Although many of the data sets utilize the higher-level semantic relation of problem-solution, this data set uses the goal-achievement semantic relationship. The goal-achievement relation gives directions for completing a particular goal (Fairclough, 2003, p. 91) and is an important finding because it usually includes more details, recommendations, and procedures. Though both structures have slightly overlapping purposes, within this structure, a recipe is given to meet a goal. The goal presented in Corpus 2: Data Set 1: Diploma Toolkit Guide is the completion of high school by SLCDs and the matriculation to some type of post-secondary education. The remainder of the document conveys the needed instruction and information to help SLCDs and FLCDs to achieve success as defined by the Pennsylvania Department of Education (PDE).

External relations: Intertextuality. Like previous data sets, key intertextual features are references to requirements (Keystone Exams) and authority departments and agencies (U.S. Department of Education, Pennsylvania Department of Education, PA-MEP). Analysis also showed a new, important feature – references to societal expectations in America: "In the U.S." (p. 5, 8, 13, 34, 35). These examples of intertextuality show how the authors of the text are attempting to bring in academic socialization through mention of not only exams and agencies,

but also the unspoken academic expectations of which FLCDs would be unaware. Intertextuality is also shown through the mention of books and websites to help SLCDs and FLCDs.

External relations: Assumptions. Another external relation finding throughout Corpus 2: Data Set 1: Diploma Toolkit Guide is the existential assumption that parents and secondary students are jointly responsible for successful completion of a high school diploma and possible start of an advanced degree. This finding is significant because the inclusion of students, as well as parents, is not addressed in other data sets. Early in the document, there is an acknowledgement that a migrant student often acts as a cultural and language broker for their families. The first student tip states, “If your parents need a translator at a parent-teacher conference or any kind of school meeting, they may bring a trusted friend or family member—or you can request the school arrange for a translator” (p. 2). This early suggestion to the student transfers some traditional parental responsibility to the child. In fact, this suggestion makes the rest of the document seem useless to the FLCD who may not be confident of their own language skills. The student can be the cultural and language liaison for the family. Since much of the PI discussion involves the communication of information from the educational authority to the family, direct engagement of the parent/family is not necessary if the student acts as the go-between. Practically, the student liaison situation expedites the home and school relationship. At the same time, reliance on the student to initiate communication is another way to take away parent agency.

External relations: Legitimation. As with many other texts in this study, authority texts (e.g. legal and policy references) legitimize the message. In Corpus 2: Data Set 1: Diploma Toolkit Guide, legitimation occurs through the unspoken reference to a moral evaluation (Fairclough, 2003, p. 98) – high school graduation and higher education are the best, correct,

moral choices for students. While no type of traditional narrative is used to legitimize the text, the use of "Tips" (p. 2, 6, 9, 13, 18, 24, 37) sets up a conversational tone that conveys the story of how a migrant student can become successful in life by following the guidelines set forth in this toolkit.

Summary of corpus 2: Data set 1: Diploma toolkit guide. The analysis results from Corpus 2: Data Set 1: Diploma Toolkit Guide showed a generally user-friendly text for S/FLCDs which aims to help students achieve the goals of high school graduation, post-secondary training, and a career. Internal relation findings demonstrated consistent use of significant features of passive voice and nominalizations, but far less use of complex sentence structures to convey ideas. External relation results demonstrated findings similar to other data sets concerning the use of authority texts, standards, and educational authorities, but added intertextual references to aid in understanding of the American school system expectations. This data set represented FLCs as necessary parties to a child's success, but only as necessary as the students themselves. Contrary to other data sets, which focus on parents and elementary school PI, Corpus 2: Data set 1: Diploma Toolkit Guide looked at parents and transition figures for teenage SLCDs, supporting them in the move from secondary education to the next educational or career step. The next data set shows the PA Migrant Education Program as communicated to educational professionals, rather than FLCs or SLCDs.

Corpus 2: Data Set 2: PA Migrant Toolkit

The next data set is from the document, the "Pennsylvania Migrant Education Program Toolkit" (2014) (see Figure 11). The 29-page, 9781-word document is a more complex description of the Corpus 2: Data Set 1: Diploma Toolkit Guide, and is aimed at state and local-level administrators and educational professionals who would take advantage of this program.

The data set details the purposes of the program, the opportunities provided by the Pennsylvania Migrant Education Program (PA-MEP), and reporting procedures for migrant educational services. Though not directed towards FLCDs, this data set relates to the legal rights of migrants (often FLCDs) and includes examples of effective local programs aimed at assisting migrant families.

The next paragraphs explain findings from internal and external relation feature analysis. Internal relations findings characterize salient grammatical, lexical, semantic analysis results, whereas external relations findings exhibit important features from the investigation of intertextuality, assumption, and legitimation. Following the data set analysis, I include a summary of results.

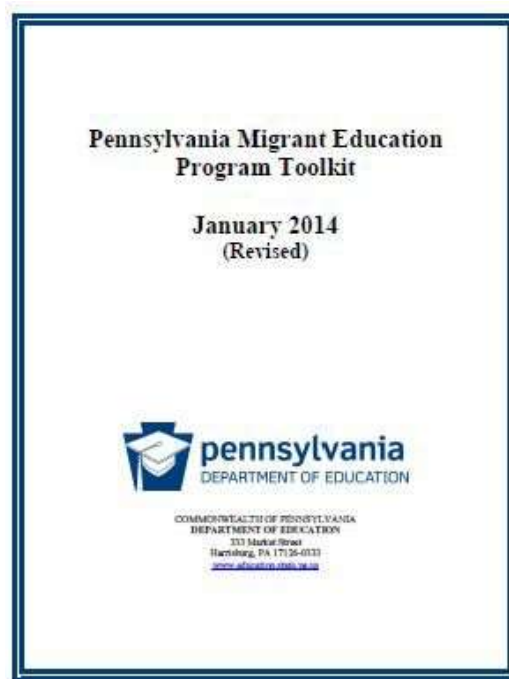


Figure 11. Corpus 2: Data set 2: PA migrant toolkit. This figure shows the cover page for “Pennsylvania Migrant Education Program Toolkit.”

Internal relations: Grammatical. Corpus 2: Data Set 2: PA Migrant Toolkit used passive voice to omit the key agents of activities: agencies *are required* (p. 3, 9); children *are expected* (p. 4), parents *are strongly encouraged* (p. 7) and *notified* (p. 9). Though mention of agency is not always important to understand the mentioned action, the repeated removal of an agent leaves space for empty responsibilities (Larsen-Freeman et al., 2016). For FLCDs, the lack of specific mention of agency can make information difficult to locate because when agents are not stated or are ambiguously mentioned, it may be difficult to detect the responsible party. When FLCDs do appear in the agent position utilizing active voice, it is connected to an action of service, e.g., “migrant parents serve” (p. 24). This positioning, along with verb choice, places FLCDs at the mercy of the educational authorities.

This data set also used key nominalizations in a similar fashion as previous examples. The nominalizations with higher occurrences (frequency ≥ 4) (*assessment, eligibility, enrollment, evaluation, guidance*) displayed how the regularity of key nominalizations is used to develop working concepts and working vocabulary for a specific discourse. In this case, as seen in other data sets, nominalizing key, important actions around FLCDs and PI create a foundation of concepts repeated in several examples of educational discourse.

Complex sentence structures are used, and increase the readability grade level. The average sentence length is over 22 words per sentence. Using an average from readability-score.com and read-able.com show a readability grade of 14 – suitable for at least age 19, but not for most FLCDs.

Internal relations: Lexical. Corpus 2: Data Set 2: PA Migrant Toolkit analysis showed a relationship between PARENT and *advisory* (MI3=4.423) (see Table 7), due the frequent clusters of *parent advisory council* and *parent advisory meeting*. Considering this data set is a

handbook for migrant education, the heavy relationship between PARENT and *advisory* suggested that participation in the parent advisory council and attendance at parent advisory committees and activities are the main ways which parents of migrant children (most likely FLCDs) can participate in their child’s education. Equally important, the repeated focus on this one advisory entity may disregard or marginalize other ways for FLCDs to participate. The lexical analysis and the further text investigation suggest that if parents do not participate in the recommended way, it may be difficult to ensure that their participation will matter. In this context, with an intended audience of local administrators who would take advantage of the migrant program, this intentional direction towards the parent advisory council reinforces the priority placement of this resource, so not only might FLCDs feel other PI activities are not as worthy, but also this same message is reinforced to administrators and educators.

Table 8

Corpus 2: Data Set 2: PA Migrant Toolkit Collocations with State Level Lexical Lemmas

Lexical Lemma	MI3≥3	Lexical Lemma	MI3≥3
SCHOOL	Public (3.761)	CHILD	Eligible (3.652) Migratory (4.237)
STUDENT	Specialist (4.262) Leadership (3.731)	MIGRANT	Population (4.157)
PROGRAM	none	LANGUAGE	none
PARENT	Advisory (4.423)	PROVIDE	none
PA	none	EDUCATION	none

Internal relations: Semantic. As with the majority of other data sets, particularly those found in Corpus 1, the main finding is the use of higher semantic relation of problem – solution as the global rhetorical structure. But unlike Corpus 1 data set examples, which often directly concentrate on the parent involvement problem, analysis showed the problem in Corpus 2: Data

Set 2: PA Migrant Toolkit as the lack of educational success for migrant students. The solution includes the identification of students and utilization of the service opportunities administered by the PA-MEP. By focusing only on participation government programs, the relationship between FLCDs and educational authorities is one-sided. Though all parties have a role to play in the success of students, the mutuality of partnerships to ensure student success is often left out of discussions. With mutuality omitted, the focus shifts to only selected stakeholders, namely, SLCDs and FLCDs.

External relations: Intertextuality. Together with previous data sets, key feature findings represent intertextuality: references to laws (e.g., Public Law 95-561, ESEA, NCLB, Title I), governing bodies (e.g., PDE), standardized texts (e.g., PSSAs, Keystones, DIBELS), educational standards (e.g., Government Performance and Results standards, Pennsylvania Core Standards; Pennsylvania Early Learning Standards), outside educational bodies (e.g., Parent Advisory Councils; Office of Migrant Education), reporting software (e.g., MIS2000 ; MSIX), and outside curriculum (e.g., LEARN-2-Succeed). Considering the context of this data set, most of the intertextual references used would be familiar to the intended readers, but unfamiliar and inaccessible to FLCDs. Their inclusion in the text assumes a basic level of understanding of the significance of the intertextual references.

External relations: Assumptions. Throughout this data set, analysis revealed several existential assumptions regarding the situations of migrant SLCDs and FLCDs. One is the assumption of lack of everyday skills necessary for SLCDs functioning in society, e.g., “These youth need information on survival skills such as healthy lifestyle choices, substance abuse, STD/AIDS, getting a checking account, etc.” (p. 8). In other words, migrant SLCDs are not ready to participate successfully in society, not only in the educational environment. Beneath

this assumption is another one, suggesting FLCDs are not preparing their children adequately for the “real world”. In addition, another existential assumption exists that SLCDs (and FLCDs by proxy) are nearly impossible to locate, e.g., “The children who are most in need of program services are often those who are the most difficult to find” (p. 4). This assumption communicates that migrant SLCDs and FLCDs may be eligible for services, but their lack of availability makes the provision of these services nearly impossible. As seen in other datasets, these kinds of statements provide an excuse for not reaching SLCDs and FLCDs, as well as suggesting that FLCDs are somehow deficient in their parenting skills, resulting in academically unsuccessful children.

External relations: Legitimation. Akin to other data sets, the final external relation feature, legitimation, occurs through authorization. The backing of laws validates the PA-MEP’s existence and its actions: “The purpose of PA-MEP as stated by PDE is two-fold” (p. 3); “The Migrant Education Program is authorized by Part C of Title I of the Elementary and Secondary Education Act” (p. 1); and “As per guidance from the Office of Migrant Education” (p.6). By using laws and government offices as authority, the argument behind the text becomes nearly irrefutable. The rationalization strategy of legitimation also explains the purpose of actions: “The PA-MEP Program exists to supplement the education of children of migrant workers, some of the state’s highest-need students” (p.2); “in an effort to improve their educational outcomes” (p. 2); “assist local school districts in improving the educational outcomes” (p. 3); and “help migrant children meet the same high standards expected of all children (p. 3). Actions are rationalized by the great need for the program and the positive outcomes. For the primary audience of administrators and educators, authority and rationalization legitimation may function not only to build trust in the effectiveness of the state-designed problems, but also to reduce the possibilities

to only those mentioned in the discourse, rather than encouraging a broader, more individualized approach to PI.


Summary of corpus 2: Data set 2: PA migrant toolkit. The findings from Corpus 2: Data Set 2: PA Migrant Toolkit added to the representation of FLCDs in the context of PI. Analysis of this data set showed the representation of FLCDs and their role in PI being narrowed. Through the use of internal relations (grammatical, lexical, and semantic), the lack of migrant student success emerged as the problem in a problem-solution whole text pattern. The problem was then connected to FLCDs as they are not easily located and are also not raising children with life survival skills. The solution, justified through intertextuality, assumption, and legitimation strategies, was participation in the state-defined programs, particularly as it encourages FLCDs to participate in parent advisory councils. For the intended audience, this data set gave practical tools and suggestions for FLCD support in a migrant child's education. For FLCDs, the findings from this data set began to put these families into a box, narrowing the activities considered acceptable PI practices. The next data set explains PI as it affects all parents, including FLCDs.

Corpus 2: Data Set 3: Title 1: Parent Involvement

Corpus 2: Data Set 3: Title 1: Parent Involvement is a subset of five shorter documents found under the link "Title 1: Parent Involvement". These five texts will be treated as one data set as they were referenced on one landing page. The texts within this data set explain and provide templates for PI contracts for all parents, including FLCDs. As this data set guides parent engagement, the implementation of these procedures will have a direct effect on FLCDs.

The remaining paragraphs in this section expound on the findings from internal and external relation feature analysis. Internal relations findings characterize important grammatical,

lexical, and semantic analysis results. External relations findings add to the results by exhibiting important features from the investigation of intertextuality, assumption, and legitimation. After presenting the results from the separate feature analysis, I include a summary of results.



Title I School Parent Involvement Policy Checklist

LEA Name: _____ School Name: _____

The Title I Parent Involvement section of the Elementary and Secondary Education Act (ESEA) Section 1118(a)(2) requires each Title I school to develop a written parental involvement policy that describes the means for carrying out the requirements of Section 1118 per ESEA (Section 9101(32)). The school must ensure that information related to school and parent programs, meetings and other activities are sent to the parents of Title I children in a format and in a language the parents can understand. The Pennsylvania ESEA Flexibility Waiver continues to enforce this requirement (per the Parental Involvement Guidance).

The policy must be:

- Developed jointly with and agreed on by parents of Title I children;
- Written in an understandable format and provided in a language parents can understand;
- Distributed to all parents of Title I children; and
- Made available to the local community and updated periodically to meet the changing needs of parents and the school (per the Parental Involvement Guidance).

CHECKLIST OF REQUIRED COMPONENTS	YES	NO
1) The policy describes how parents will be involved in the planning, review and improvement of the school's Parent Involvement Policy.		
2) The policy states that an annual meeting will be held to inform parents of the school's participation in the Title I program and to explain the requirements of the program and their right to be involved.		
3) The policy states that parent meetings, including parent conferences, will be held at different times during the day.		
4) The policy states that Title I funds may be used to pay reasonable and necessary expenses associated with parent involvement activities, including transportation, childcare, or home visit expenses to enable parents to participate in school-related meetings and training sessions.		
5) The policy describes how parents will be involved in the planning, review, and improvement of the school's Title I program.		
6) The policy describes how the school involves parents in the joint development of the Schoolwide Program Plan under Section 1118 per ESEA (Section 1118(c)(3)). Applies only to Title I schools operating a Schoolwide Program.		

Figure 12. Corpus 2: Data set 3a: Title 1 school parent involvement policy checklist. This figure displays a portion of the first page of the text.



Title I District Parent Involvement Policy Checklist

LEA Name: _____

All school districts receiving Title I funds are required under Section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA) and with continued enforcement by the ESEA Flexibility Waiver to develop a written Parent Involvement Policy for the school district. The ESEA states that the District Parent Involvement Policy must be jointly developed with parents, incorporated into the local education agency's (LEA's) plan and distributed to parents of participating children in a format and language parents can understand.

CHECKLIST OF REQUIRED COMPONENTS	YES	NO
1) The policy states how the LEA involves parents in the joint development of the Title I Plan (Title I Application) per ESEA (Section 1118(c)(3)).		
2) The policy states how the LEA involves parents in the process of school review and improvement per ESEA (Section 1118(c)(3)).		
3) The policy states how the LEA provides technical assistance and support to schools in planning and implementing effective parent involvement activities.		
4) The policy states how the LEA builds the schools' and parents' capacity for parent involvement and described in Section 1118(e) of the Parental Involvement Guidance per ESEA (Section 1118(e)).		
5) The policy states how the LEA coordinates Title I parent involvement activities with other parental involvement activities, such as Head Start programs, Reading First programs, Early Reading First programs, Even Start programs, Parents as Teachers programs, Home Instruction Program for Preschool Youngsters, and State-run preschool programs (per the Parental Involvement Guidance).		
6) The policy states how the LEA conducts with parents an annual evaluation of the content and effectiveness of the parent involvement policy and assesses how much parent involvement has increased and what the barriers are to parental participation that needs to be addressed		

Figure 13. Corpus 2: Data set 3b: Title 1 district parent involvement policy checklist. This figure displays the first page.

Appendix B: Key Title I, Part A Parental Notice Requirements

Key Title I, Part A Parental Notice Requirements*	When	By whom		
		SEAs	LEAs	Schools
Annual report cards (SEAs and LEAs disseminate to parents, schools, and the public, an annual report card with aggregate information, including student achievement (disaggregated by category), graduation rates, performance of LEAs, teacher qualifications, and other required information). [Section 1111(h)(1) and (2), ESEA.] Guidance, B-5 (SEA) and C-7 (LEA).	Annually	✓	✓	
Individual student assessment reports (SEAs, in consultation with LEAs, provide to parents, teachers, and principals of students in all schools individual student interpretive, descriptive, and diagnostic reports, which allow specific academic needs to be understood and addressed, and include information on the student's achievement on academic assessments aligned with State academic achievement standards). [Section 1111(b)(3)(C)(xi), ESEA.]	As soon as practicable after the assessment is given	✓		
Progress review (SEAs disseminate to parents, LEAs, teachers and other staff, students, and the community the results of the SEA's yearly progress review of each LEA (including progress in carrying out parental involvement responsibilities); LEAs disseminate to parents, teachers, principals, schools, and the community the results of the LEA's yearly progress review of each school). [Section 1116(a)(1)(C), (c)(1)(B) and (c)(6), ESEA.] Guidance, B-7 (SEA) and C-20 (LEA)	Annually	✓	✓	
LEAs identified for improvement (SEAs notify parents of children enrolled in schools in the LEA that the LEA has been identified for improvement and other information). [Section 1116(c)(1) and (6), ESEA.] Guidance, B-8	Promptly upon identification	✓		
LEAs identified for corrective action				

Figure 14. Corpus 2: Data set 3c: Appendix B: Title 1, Part A parental notice requirements. This figure displays the first page.

Appendix D: District Wide Parental Involvement Policy

SAMPLE TEMPLATE*

NOTE: In support of strengthening student academic achievement, each local educational agency (LEA or school district) that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA) (district wide parental involvement policy). The policy establishes the LEA's expectations for parental involvement and describes how the LEA will implement a number of specific parental involvement activities, and is incorporated into the LEA's plan submitted to the State educational agency (SEA).

School districts, in consultation with parents, may use the sample template below as a framework for the information to be included in their parental involvement policy. School districts are not required to follow this sample template or framework, but if they establish the district's expectations for parental involvement and include all of the components listed under "Description of How District Will Implement Required District wide Parental Involvement Policy Components" below, they will have incorporated the information that section 1118(a)(2) requires be in the district wide parental involvement policy. School districts, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

* * * * *

PART I GENERAL EXPECTATIONS (Sample Template)

[NOTE: Each district in its District-wide Parental Involvement Policy must establish the district's expectations for parental involvement. [Section 1118(a)(2), ESEA.] There is no required format for those written expectations; however, this is a sample of what might be included.]

The _____ name of school district _____ agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

Figure 15. Corpus 2: Data set 3d: Appendix D: District wide parental involvement policy. This figure displays the first page.

Appendix E: School-Parent Compact

SAMPLE TEMPLATE*

NOTE: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

Schools and parents may use the sample template below as a framework for the information to be included in their school-parent compact. Schools and parents are not required to follow this sample template or framework, but if they include all of the bolded items listed under "Required School-Parent Compact Provisions" below, they will have incorporated all of the information required by section 1118(d) to be in the school-parent compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

* * * * *

SCHOOL-PARENT COMPACT

The _____ name of school _____ and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year _____.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

(provisions bolded in this section are required to be in the Title I, Part A school-parent compact)

Figure 16. Corpus 2: Data set 3e: Appendix E: School-parent compact. This figure displays the first page.

Internal relations: Grammatical. An important grammatical feature in this data set was passive voice. As found within other data sets, passive voice was used to communicate how parents and families play the role of the patient (receiver of actions), rather than the agent when it comes to important PI events. For example, parent teacher conferences and the annual meeting “will be held” (“District Wide Parental Involvement Policy”). In addition, passive communicates that parents “are informed” (“District Wide Parental Involvement Policy”) of their children’s academic achievement. Nominalizations such as achievement (f=29), information (f=29), and involvement (f=76) are frequent occurrences within this data set. When these instances are used, rather than achieve, inform, and involve, the focus moves from the activity of achieving to a static entity. The message of student achievement, the giving (by the educational authority) and receiving of information (by the parent), and also the undefined notion of parent involvement are communicated as essential to student development through these templates, but by concentrating on the entities rather than the actions, the notions remain ambiguous and therefore unattainable. Compounded for FLCDs, is the issue of readability (made more difficult by nominalization use) with uncertain parental engagement expectations. Analysis showed readability for these documents measured at grade 16 – suitable for the intended professional audience, but not accessible for many FLCDs.

Internal relations: Lexical. As shown in Table 8, one key lexical finding was the relationship between PARENT with *understand* (MI3=9.230) and *language* (MI3=5.971). Phrases similar to “language the parents can understand” are found throughout this data set. Since the purpose is to inform parents, expressing the provision for FLCDs to receive communication in a language they are more familiar with would seem like a positive support for families. Another key phrase is “to the extent practicable”, providing an out for educational

authorities. While a supportive intent is present, what is deemed a workable request for school districts remains underdefined.

Another important collocation is between PROVIDE and *parent* (MI3=3.929). Further analysis revealed how the action takes place towards parents. FLCDs are the receivers of some provision, e.g., information, assistance, support. Supporting other results, this finding shows FLCDs seen from a deficit position, consistently needing or receiving something from the educational authority and unable to provide for themselves.

Table 9

Corpus 2: Data Set 3: Title 1: Parent Involvement Collocations with State Level Lexical Lemmas

Lexical Lemma	MI3≥3	Lexical Lemma	MI3≥3
SCHOOL	Compact (6.862) Parent (6.698) Provide (5.296)	Title (5.083) District (4.674) Required (3.394)	CHILD Participating (9.090)
STUDENT	Achievement (8.146) Academic (4.184)		MIGRANT none
PROGRAM	Instruction (4.456)		LANGUAGE Parent (5.971)
PARENT	Understand (9.230) Involvement (8.978) Inform (8.622) Teachers (7.037) Consultation (6.867) Participating (6.838) Language (5.971)	Activities (5.835) Policy (5.702) Title (5.470) District (5.178) Children (5.092) Template (4.835) Provide (3.929)	PROVIDE Parent (3.929)
PA	none		EDUCATION Secondary (11.240)

Internal relations: Semantic. A salient semantic finding is additive lower-level semantic relations (Fairclough, 2003, p. 89). Additive lower-level semantic relations, using *and* as well as similar connective words, display how multiple requirements are communicated within one sentence. Specifically, the additive semantic structures show how unarticulated details are grouped together at the end of a list with such phrases as *and other information*.

Phrases like these add extensive uncertainty to all the information available. For all parents, including FLCDs, clarity, rather than ambiguity, should be the primary focus. FLCDs unfamiliar with American educational culture may not know what is included with these areas of *other information*. In cases like these, FLCDs will most likely miss out on the additional services available, and/or will not understand the expected requirements.

External relations: Intertextuality. The documents within Corpus 2: Data Set 3: Title I: Parent Involvement were created to help local educational authorities (LEAs) and schools stay compliant with federal law. In terms of intertextuality, extensive references were made to ESEA, particularly to the phrase “Title I”. “Title I” becomes a modifier to refer to students as “Title I children” and parents as “parents of Title I children” (“Title I School Parent Involvement Policy Checklist,” p. 1). Other curricula are also referenced: *Head Start*, *Reading First*, *Early Reading First*, *Even Start*, *Parents as Teachers*, and *Home Instruction Program for Preschool Youngsters* (“Title I District Parent Involvement Policy Checklist,” p. 1; “Appendix D: District Wide Parental Involvement Policy,” p.5). Finally, not only is ESEA mentioned within the documents, but also sections of the original are heavily integrated or explicitly reproduced and put into the checklists. References to ESEA make-up an integral component of this data set in order to reinforce the legality of the situation and stress the compliance by the educational authority side to government mandates.

External relations: Assumptions. Another salient feature in this data set is how the authors use propositional assumptions about what may be possible in situations concerning FLCD engagement. While borrowing heavily from the original legal documents, propositional assumptions provide an “out” for administrators concerning compliance with the law. When referring to parent involvement policies which are required by law, qualifying phrases such as

“in a format and in a language the parents can understand” (“Title I School Parent Involvement Policy Checklist,” p. 1) and “written in an understandable format” are open to interpretation and difficult to assess. Other propositional statements such as “if requested by parents,” “as appropriate,” “as soon as practicably possible” (“Title I School Parent Involvement Policy Checklist,” p.2), information should be communicated “in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand (“Appendix D: District Wide Parental Involvement Policy,” p. 2, 5; “Appendix E: School-Parent Compact,” p. 4). All of these examples show an intent to communicate with FLCDs in a way they can best engage with, but in the same statements, educational authorities also create an out for themselves. Because these documents are written, such statements do not address the needs of FLCDs who may have limited literacy in their native language as well.

External relations: Legitimation. Similar to other data sets, analysis of Corpus 2: Data Set 3: Title 1: Parent Involvement revealed heavy use of national laws (e.g., ESEA; Title I: Part A) and other law explanatory documents (e.g., Code of Federal Regulations, Guidance) in order to legitimize the inclusion of programs for parents. This use of legitimization strategy is based on the assumption that FLCDs have a basic understanding of these laws and legal explanatory documents.

Summary of corpus 2: Data set 3: Title 1: Parent involvement. Findings from the previous data narrowed the PI opportunities for FLCDs. Corpus 2: Data Set 3: Title I: Parent Involvement defines this narrowness. Internal lexical relations and external assumption relations created pockets for ambiguity within the legal discourse. Heavy borrowing of legal language from traditional PI legal statutes (e.g., ESEA, Title I) was used as an example of intertextuality

as well as a legitimation strategy to justify school district actions according to legal guidelines. At the same time as opportunities were narrowed for FLCDs in PI, there were also instances of greater ambiguity as shown through low readability, additive semantic relations, and the continued use of passive voice and familiar nominalizations. The next data set demonstrates an attempt to explain more plainly the programs and services for migrant children and their parents

Corpus 2: Data Set 4: Migrant Parents

The next data set is a website aimed at clarifying the program and services available to migrant parents, focusing on Parent Advisory Councils (PACs) run by the PA Migrant Education Program (PA-MEP). This data set is directed towards FLCDs.

As with other data set analysis explanations, the subsequent paragraphs expound on internal relation findings (grammatical, lexical, and semantic) and external relation results (intertextuality, assumption, and legitimation) from Corpus 2: Data Set 4: Migrant Parents. The section ends with a synthesis of data set findings which add to the emerging representation of FLCDs in the context of PI.

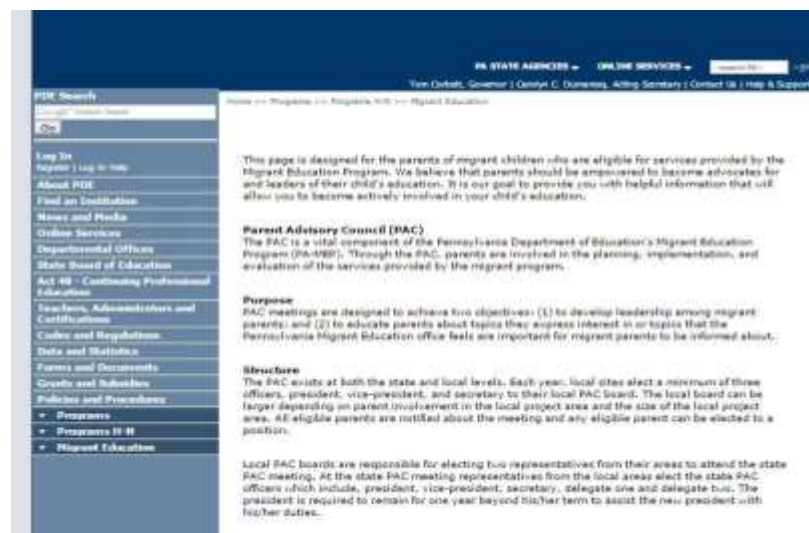


Figure 15. Corpus 2: Data set 4: Migrant parents. This figure shows a portion of the original webpage.

Internal relations: Grammatical. Compared with other data sets, active voice played a stronger role in the text. In Corpus 2: Data Set 4: Migrant Parents, active voice is used to express the philosophy behind the document, “We believe that parents should be empowered to become advocates for and leaders of their child’s education (para. 1 and 2) explaining the existence of parent advisory councils (PACs): “The PAC exists” (para. 4): “The PAC seeks” (para. 7); and “The PAC teaches” (para. 7). Considering that the focus of the data set is to inform the parents of migrant children, the explanation of PACs does direct FLCDs to a resource, but to the resource that is “state approved”. In a similar way to other data sets findings, FLCDs are directed to participate in pre-defined ways. Data analysis did not reveal repeated nominalizations. Considering the low use of nominalizations, readability was still low (grade 13) due to longer, more complex sentences.

Internal relations: Lexical. Collocations of significance should have a mutual information score of more than three. Analysis of collocates using the data set and the state level lexical lemma list show no statistically significant ($MI3 \geq 3$) relationships. This finding suggests the data set uses patterns and frequencies which make up word collocations in a similar way as other data sets within this corpus, possibly due to the direct borrowing explained more in the following Corpus 2: Data Set 4: Migrant Parents intertextuality discussion.

Internal relations: Semantic. Found likewise in other data sets, analysis showed Corpus 2: Data Set 4: PA Migrant Toolkit utilized the higher-level semantic problem-solution relationship. In this data set, the problem is that migrant parents (most likely FLCDs) are not empowered, active participants in their children’s education. Data set analysis also indicated the solution: governing agencies (the state of Pennsylvania) will provide information to allow parents to truly become engaged, in this case, through involvement with PACs. Similar to the

overall findings from the previous data set, how and in what ways FLCDs become involved in their children's education is a prescribed event. Participation in PACs is preferred; other areas are not addressed and therefore may appear to be closed.

External relations: Intertextuality. In this data set, intertextuality takes the form of direct borrowing from other texts, namely the Corpus 2: Data Set 2: PA Migrant Toolkit. In explanation of the Parent Advisory Councils (PAC), direct quoting, without any citation, is used in both data sets. For example: "The PAC is a vital component of the Pennsylvania Department of Education's Migrant Education Program (PA-MEP). Through the PAC, parents are involved in the planning, implementation, and evaluation of the services provided by the migrant program" ("Pennsylvania Migrant Education Program Toolkit," p. 5; "None," p. 1). This finding shows how the particular information is used in multiple places. This repeated use not only indicates the developing discourse; it also demonstrates how FLCDs must be able to understand more complex texts because they are frequently referenced in numerous places in the PI discourse.

External relations: Assumptions. Though most of the Corpus 2: Data Set 4: Migrant Parents is simply a reproduction of other sources, key original assumptions are found in the introductory paragraph. One existential proposition is that parents are currently not empowered to speak up for their children and introduce engagement opportunities, "We believe that parents should be empowered to become advocates for and leaders of their child's education" ("None," para. 1). By believing parents "should be," the implicit message is that parents currently are not. The propositional assumption of what "could be" is presented in the idea, "It is our goal to provide you with helpful information allowing you to become actively involved in your child's education" (para. 1). This suggests a parent becoming actively involved rests on the work of an

outside organization providing the information necessary for involvement. Successful parent engagement seems impossible without the initiative of the educational institution.

External relations: Legitimation. More directly than in other data sets, authority legitimation occurs through the use of official PDE text copy. References to PDE and direct textual borrowing show the attempt to legitimize the message by utilizing key source texts which are developed by PDE - the “Pennsylvania Migrant Education Program Toolkit.”

Summary of corpus 2: Data set 4: Migrant parents. Corpus 2: Data Set 4: Migrant Parents continued the use of extensive borrowing of legal discourse to justify and explain special program and procedures for migrant parents who may be FLCDs. The borrowing formed the basis for intertextuality and legitimation external relations. This data set, adding to previous discussions of assumption, suggested FLCDs are not currently empowered parties in context of PI and need to take advantage of the special programs offered by the educational authorities. The next data set continues to add to the representation of FLCDs in PI, explaining legal requirements concerning SLCDs and FLCDs to LEAs.

Corpus 2: Data Set 5: Educating LEP/ELL Students

Corpus 2: Data Set 5: Educating LEP/ELL Students is made up of analyzed data from “Educating Students With Limited English Proficiency (LEP) and English Language Learners (ELL)” (see Figure 18). This data set addresses state-level legal details around SLCD education as well as making mention of FLCDs in the educational process.

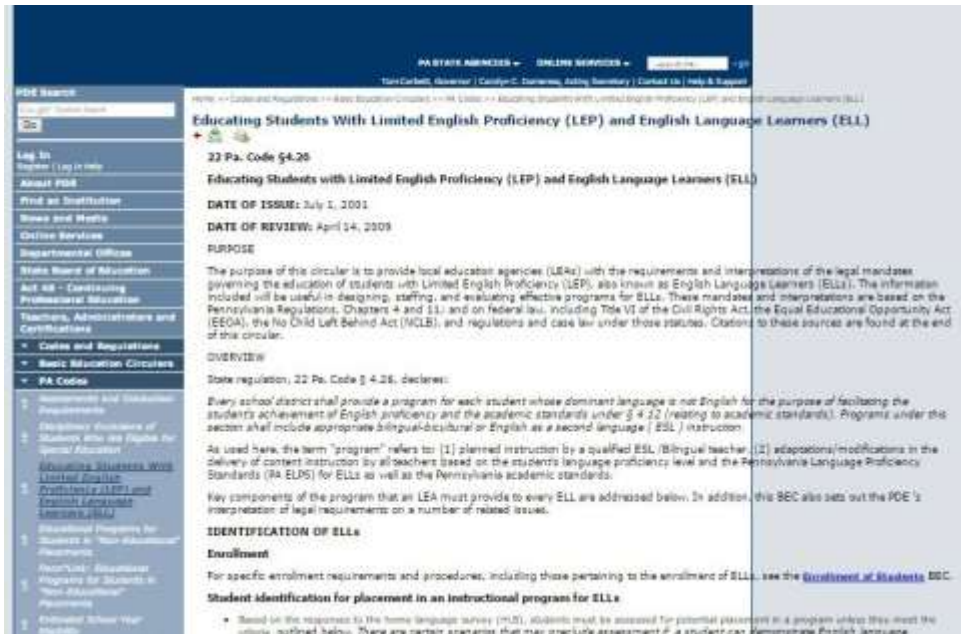


Figure 16. Corpus 2: Data set 5: Educating LEP/ELL students. This figure shows a portion of the original webpage.

The next several paragraphs explain grammatical, lexical, and semantic relations (internal) and intertextuality, assumption, and legitimation relation (external) results derived from the mixed methods analysis. Following the analysis explanation, I summarize the key findings from Corpus 2: Data Set 5: Educating LEP/ELL Students.

Internal relations: Grammatical. As seen in previous data sets based on legal discourse, passive voice is used to articulate many legal requirements throughout Corpus 2: Data Set 5: Educating LEP/ELL Students. But unlike other data sets, active voice is also used to explain who must complete an action: “*LEAs* [emphasis mine] must determine the preferred mode of communication of the parent” (para. 38) and “*PDE* [emphasis mine] provides translated documents necessary for communication with parents” (para. 38). These examples, few among many examples of vague references, clearly delineates by law which party is responsible for working through the communication barrier. For FLCDDs this can be very useful information

because it clarifies the direction of responsibility. The use of another grammatical relation, nominalization, demonstrated how particular elements of education are often turned into entities rather than into actions, i.e., *achievement* (f=4), *assessment* (f=22), *enrollment* (f=4), *guidance* (f=4) and *requirement* (f=7). For FLCs, charged with helping to increase student achievement and giving sound educational guidance and support to their children, nominalization of processes without the specification of ideas makes it nearly impossible to actualize the charges.

Internal relations: Lexical. Lexical analysis of Corpus 2: Data Set 5: Educating LEP/ELL Students revealed no collocates of significance (MI3>3).

Internal relations: Semantic. The findings in the use of a problem-solution whole-text rhetorical pattern here were consistent with those from previous datasets. Corpus 2: Data Set 5: Educating LEP/ELL analysis exposed a policy document which often follows a problem-solution higher level semantic relation. The purpose of this text is to communicate the federal and state requirements to local educational agencies, assuming the problematic situation that LEAs currently do not know or fully understand the legal requirements towards SLCD and their families.

External relations: Intertextuality. In line with other data sets, Corpus 2: Data Set 5: Educating LEP/ELL Students analysis showed extensive referencing of national legislation (Civil Rights Act of 1964, Title VI Equal Educational Opportunities Act of 1974, NCLB Title I 20 U.S.C. § 6301 et seq., Title III, 20 U.S.C. § 6801, P.L. 105-17 (IDEA) and state regulations (22 Pa. Code §4.4, 22 Pa. Code § 11.11, 22 Pa. Code § 11.12, 22 Pa. Code §4.26, 43 P.S. §§951-963) in order to ensure LEAs are clear on expectations and implementation of the law. In addition, intertextuality takes the form of references to assessments (PSSA and WIDA exams), legal cases which are considered foundational to US education history (*Lau v Nichols*, 414 U.S.

563 (1974) and *Castaneda v. Pickard*, 648 F.2d 989 (1981)), and supporting documents (attachments and hyperlinks to other websites and documents).

In contrast to the other Corpus 2 datasets, such as Corpus 2: Data Set 4: PA Migrant Toolkit, some reference was made to the authority texts, rather than a direct borrowing of the legal discourse. Corpus 2: Data Set 5: Educating LEP/ELL Students acknowledged the use of outside sources through phrases such as: “State regulation, 22 Pa. Code § 4.26, declares” (para. 2) and “Citations to these sources are found at the end of this circular” (para. 1). Unlike the other Corpus 2 data sets, the proper use of referencing allows the reader to make connections to the larger discourse if they choose.

External relations: Assumptions. One salient finding is the existential assumption of the difficulty for LEAs to access, interpret, and understand the federal guidelines affecting SLCDs and FLCs. FLCs are represented as needing special accommodations. If the historical situation were one of equality, additional laws may not have been needed to serve families. At the same time laws are being re-explained and recontextualized in order to ensure equity, the communication of the laws also establishes a context in which working with FLCs and SLCDs is an extremely burdensome procedure.

External relations: Legitimation. Another parallel finding in Corpus 2: Data Set 5: Educating LEP/ELL Students, is that legitimation is achieved through the use of authority texts in the form of laws, statutes, and other government approved resources (assessments, support services, etc.). As with other data sets, inclusion of legal and governmental entities for authority legitimation makes the message about and towards FLCs appear irrefutable.

Summary of corpus 2: Data set 5: Educating LEP/ELL students. Corpus 2: Data Set 5: Educating LEP/ELL Students perpetuated the use of legal referencing and authority texts to

explain the implementation of SLCS and FLCD programs to LEAs. Along with other oft-used legal references to NCLB and Civil Rights Act of 1964, analysis showed how the text also utilized state-specific regulations and historic court cases. This data set began to situate the education discourse of FLCDs in PI within a historical context. The next five data sets make up the local level education discourse, combined to form Corpus 3.

Corpus 3: Local Level Data Sets Retrieved From www.eriesd.org

Corpus 3 contains data sets I located from the primary local-level educational website: www.eriesd.org (see Figure 19). Though using *ESL* and *parent involvement* at the federal authority level with the addition of *migrant* and *LEP* at the state authority level yielded texts which fit the inclusion criteria, using key terms in the search box of the www.eriesd.org did not produce results on topic, so I needed to use the “Parents” tab found across the menu bar. I also investigated other areas of the local authority level website (www.eriesd.org), such as “Federal Programs”. In order to get a lexical sense of the entire corpus, I created a frequency list. The final lexical lemma list, which excludes function words and isolates content words and their syntactic (part of speech) transformations, was used as the search list for collocation analysis in later data sets (see Table 11).



Figure 17. Local level investigation site: www.esd.org. This figure shows the landing page for www.esd.org.

As with the previous authority levels, I created and investigated word, lexical, and lemma frequency lists using the *WordList* and *Concord* tools of the *WordSmith Tools 6.0* package. After removing function words from the word frequency list and combining lexical frequency items by lemmas, the lemma INFORMATION surfaced as an area for further consideration. In other data sets, information was often a salient nominalization, but corpus-level analysis of the local educational authority level showed it has even greater significant to the general discourse.

Table 10

Local Level Word, Lexical, and Lexical Lemma Frequency

Position	Word	Lexical	Lexical Lemma
1	the	school	SCHOOL
2	and	district	STUDENT
3	to	students	CHILD
4	of	information	DISTRICT
5	or	student	INFORMATION
6	a	child	PARENT
7	in	children	FAMILY
8	school	parents	ERIE
9	for	health	PROGRAM
10	we	Erie	HEALTH

Corpus 3: Data Set 1: Family Information Guide

Corpus 3: Data Set 1: Family Information Guide contains information from the Erie School District handbook for families (see Figure 19) (*Family Information Guide*, 2013). The data set represented the school district policies as they would be communicated to all parents, including FLCDs.

As all the data sets explained above, the following paragraphs display findings from internal and external relation feature analysis. Internal relations findings demonstrate key grammatical, lexical, semantic analysis results, while external relations findings show important features from the investigation of intertextuality, assumption, and legitimation. After the data set analysis, I include a summary of the data set findings.

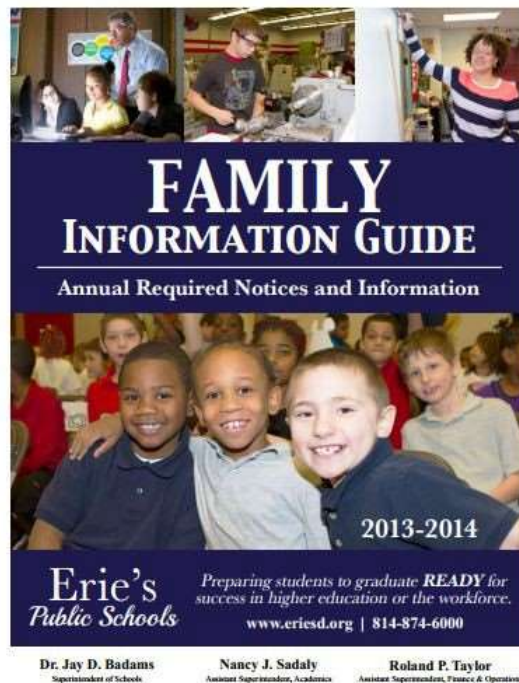


Figure 18. Corpus 3: Data set 1: Family information guide. This figure shows the title page for the data set text.

Internal relations: Grammatical. Analysis showed, consistent with other data sets, passive voice is used throughout to reinforce rules and guidelines for families. In many cases, a conjugate of *to be*, or in some cases a modal (e.g., must, will, may) and *be*, is used with other verbs such as *requested* (p. 19, 22, 26), *provided* (p. 18, 2-28), *notified* (p. 1, 11, 15, 20-22). These verbs show how parents will have documents and information given to them and also information requested from them. This text heavily used complex sentence structures that decrease the overall readability of the document. Though the audience is all parents, it is presented as the main guide for FLCDs since no other option for FLCDs was clearly made available. The readability for the entire document averages at a 9th grade level, but small sections directly related to FLCDs (concerning migrant student education and limited English proficient students) actually have a more difficult English readability level, nearly grade 15. This finding demonstrates the LEA's lack of consideration for FLCD accessibility.

Internal relations: Lexical. Lexical analysis in Corpus 3: Data Set 1: Family Information Guide revealed significant relationships when referencing the local level lexical lemma list (see Table 10). Some notable lexical connections are between FAMILY and *rights* (MI3=3.220). This finding showed these lexical lemmas appear within the context of *rights*, demonstrating the importance of this construction within the overall parent and family discussion. A considerable amount of text focuses on the legal requirements around parent and family engagement in education. This finding supports the occurrences found within other data sets.

Table 11

Corpus 3: Data Set 1: Family Information Guide Collocations with Local Level Lexical Lemmas

<u>Lexical Lemma</u>	<u>MI3>3</u>	<u>Lexical Lemma</u>	<u>MI3>3</u>
SCHOOL	Erie (4.837) Public (3.679)	PARENT	Guardians (4.653)
STUDENT	Victim (4.116) Eligible (3.531) Employee (3.368)	FAMILY	Rights (3.220)
CHILD	Teacher (4.608) Homeless (4.322)	ERIE	none
DISTRICT		PROGRAM	Services (4.068)
INFORMATION	Directory (3.603)	HEALTH	Protected (3.355)

Internal relations: Semantic. In terms of higher level semantic relationships, Corpus 3: Data Set 1: Family Information Guide does not strictly follow traditional problem-solution or goal-achievements semantic relationships as I located within other data sets. This guide attempts to avoid problems by providing families with all the information they would need to complete the school year. As for lower level semantic relations, analysis exposed additive and conditional semantic relations. Additive structures, primarily through the use of *and*, connect extensive clauses within the text. Some repeated additive relations involve the use of *state* and *federal* when referring to the legal requirements and *parent* and *child* when referring to legal rights and responsibilities. These findings demonstrate the connected relationships found within the PI context. For conditional relations, there were many statements directed at what a parent should do in particular situations. For example, “if you have any questions” (p. 11, 17) directs parents to contact persons in a designated area. For FLCs, these findings demonstrate not only the interconnectivity between PI stakeholders, but also how these stakeholders often communicate.

External relations: Intertextuality. Analysis uncovered intertextuality taking various forms throughout this data set. Outside source materials, found in other public places as well,

are integrated within the text, i.e., bus schedules, contact information for all schools in the district, etc. Additionally, references to important legal requirements are also included: Common Core Standards (p. ii; p. 2), IDEA (p. 19), No Child Left Behind (p. 20-21), FERPA (p. 22-25), HIPAA (p. 26), PHI (p. 26), 22 PA Code 14.121 (p. 18), and federal (34 C.F.R. 300.111) (p. 18). This finding demonstrates how LEAs are more involved in the daily life of families beyond the school boundaries. For FLCs, the inclusion of such information shows the effort by LEAs to give all families practical, as well as educational, resources to support not only the classroom learning, but also important outside issues, such as getting to school.

External relations: Assumptions. Corpus 3: Data Set 1: Family Information Guide analysis demonstrated existential assumptions that the only FLCs needing or receiving assistance are Spanish speaking and that the other families would not be in need of any language support. Four privacy informational sheets were translated into Spanish: Notification of Rights Under the Family Educational Rights and Privacy Act; Family Educational Rights and Privacy Act (FERPA) Notice for Directory Information; Notification of Privacy Practices; and Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA). These documents make no significant mention of FLCs. The English counterparts have a much lower level of readability, placing non-Spanish-speaking FLCs at a disadvantage.

External relations: Legitimation. In the same manner as other data sets, references to laws and legal requirement throughout the document - mentioned in the intertextuality discussion - demonstrate the legitimation strategy of authorization (Fairclough, 2003, p. 98). These examples show how the information from federal laws and statutes must be recomunicated at the local level. Whether the intended audience can understand and engage with the legal

information may not be of concern, since the mere reference to the information is enough to help protect the local school district from legal repercussions.

Summary of corpus 3: Data set 1: Family information guide. Corpus 3: Data Set 1: Family Information Guide continued to use legal references as strategies for intertextuality and legitimation. While briefly introduced with the Corpus 2 frequency results, the specific effort to include a language other than English was made, rather than a general mention of another language. Findings showed FLCDs represented as a section of the parent population who receive special attention. The next data set exemplifies a piece of school-home communication aimed at all parents.

Corpus 3: Data Set 2: Helping Children Learn

The second data set, Corpus 3: Data Set 2: Helping Children Learn focuses on supporting all parents in helping their children succeed in school (see Figure 20). I chose this data set for its parent audience and the endorsement by the Erie School District. Though not specifically directed towards FLCDs, the intended audience encompasses them. Although the Spanish version is not linked or mentioned on the local school district website, “Helping Children Learn” is available in Spanish, as well as in English,

Helping Children Learn[®]

Tips Families Can Use to Help Children Do Better in School

The School District, City of Erie

Federal Programs



ELEMENTARY SCHOOL

May 2014

Plan now to make summer reading fun, not frustrating

You know that reading over the summer is a great way for your child to maintain important skills. But did you know that she benefits most when you emphasize key elements of reading? They include:

- **Access.** Make sure your child has regular opportunities to find books she likes. Plan frequent trips to the library. Sign up for summer reading programs. Visit bookstores and reading websites.
- **Support.** Kids need help picking the right books. For example, does a book match your child's reading abilities?



Encourage your child to try new skills in new ways

Summer is a great time for you to challenge your child to experiment with subjects and skills that are outside his comfort zone. A child who has never thought of himself as an athlete could try a sport. A shy child may enjoy being in a play. Trying and mastering hard things is how kids learn.

Unplug your screen fiend

You've probably heard the experts' advice: "Limit screen time to two hours a day." That includes TV, computer use, and video.



Figure 19. Corpus 3: Data set 2: Helping children learn. This figure shows a portion of the first page of the text.

The following paragraphs in this section exhibit important internal and external relation features discovered through the analysis. Salient internal grammatical, lexical, semantic relation results, and external intertextuality, assumption, and legitimation findings added to the growing representations of FLCDs in PI. I include a summary of the data set findings after the more detailed feature explanation.

Internal relations: Grammatical. Contrary to other data sets, Corpus 3: Data Set 2: Helping Children Learn uses active, instead of passive voice to place parents as the agents of action. Parents are encouraged to *make sure, plan, sign up, visit, encourage, change, be, combine, teach, give, remind, list, talk, choose, and stay*. Nominalizations are not used frequently which adds to the active nature of the overall text and its accessibility for readers.

Complex sentences, when used, primarily take the form of conditional clauses (see section on Internal Relations: Semantic below for more explanation). Even with the use of conditional patterns, the English readability level, grade 7.3, would make this data set more accessible to

those with different reading abilities. In fact, this data maintains the least difficult readability of all data sets in the study.

Internal relations: Lexical. The collocation investigation revealed no collocates of significance as matched to the lexical frequency list. This finding demonstrated that the data set did not use word patterns and relationships which stood out against the entire Corpus 3 lexical lemma wordlist.

Internal relations: Semantic. One important finding is the lower level semantic relation of conditional patterns. Except for one example, the subordinate “if” clause represents the actions of the child, and the independent clause communicates how the parent should react. In this construction, parents (included FLCDs) are placed as responders to situations, rather than as active participants. In terms of higher-level relations, the text follows a modified problem-solution relationship. The content of the articles attempts to educate parents so they can ward off potential problems children often have during summer months: not enough reading (p.1), too much television (p.1), the loss of academic gains (p. 2), and indecision (p.2). The problems are presented to all parents equally without specific mention of FLCDs, but this placement sees FLCDs as having the same needs as other parents. While a number of needs are the same, in many areas, FLCDs will have unique experiences and information to contribute. For example, the discussion of summer reading does not mention reading in an additional language. One small mention in the text would result in more inclusive language which recognizes some of the distinctive skills FLCDs bring to parenting.

External relations: Intertextuality. Analysis of intertextuality revealed references made to other publications. Six of the ten articles are attributed to outside sources such as tradebooks, medical websites, and a journal article. They are clearly marked, and any reader

would have enough bibliographic information to locate and explore the outside sources further. Intertextuality is also apparent with the use of an inspirational quote (p. 2) to complete the document. This finding is significant because it shows a reference to work outside the scholarly or legal realm which FLCs may find more accessible.

External relations: Assumptions. While many other data sets focus on existential assumptions, assumptions throughout Corpus 3: Data Set 2: Helping Children Learn focus on value assumptions. The parental advice contained throughout the newsletter communicates what are considered “good” or “desirable” (Fairclough, 2003, p. 55) practices for families. The implementation of summer reading (p. 1), learning new skills (p. 1), limiting screen time (p. 1), good school attendance (p. 1), positive reinforcement (p. 1), decision making (p. 2), persistence (p. 2), making plans (p. 2), healthy self-esteem (p. 2), and summer slide avoidance (p. 2) are considered appropriate and advisable actions. If FLCs participate in other activities, they may feel those are not as useful because there is not room in the discourse for other successful summer PI activities.

External relations: Legitimation. As with other data sets, legitimation is constructed through authorization strategies, using intertextual references to show the research behind the articles. In addition, the value assumptions (see previous paragraph) show how moral evaluation is also used as a legitimation strategy.

Summary of corpus 3: Data set 3: Helping children learn. Analysis of Corpus 3: Data Set 3: Helping Children Learn showed the heavier use of the external relations of value assumptions and moral evaluation to construct PI expectations for all families, including FLCs. Unlike other examples, this data set showed more accessibility in English and also provides a translated possibility. Adding to discoveries from Corpus 3: Data Set 1: Family Information

Guide, the representation of FLCDs was again connected to Spanish-speaking families. The next data set continues to develop the representations of FLCDs in PI through a tour of a LEA-connected family center.

Corpus 3: Data Set 3: EFC Tour

Another local-level data set, Corpus 3: Data Set 3: EFC Tour, describes support service for families within the Erie School District through an informational video (see Figure 21). Although only directly referencing FLCDs briefly, these families would be part of the target audience for these services. The video explains the community building, educational, and daily living assistance opportunities available to all families in Erie County.

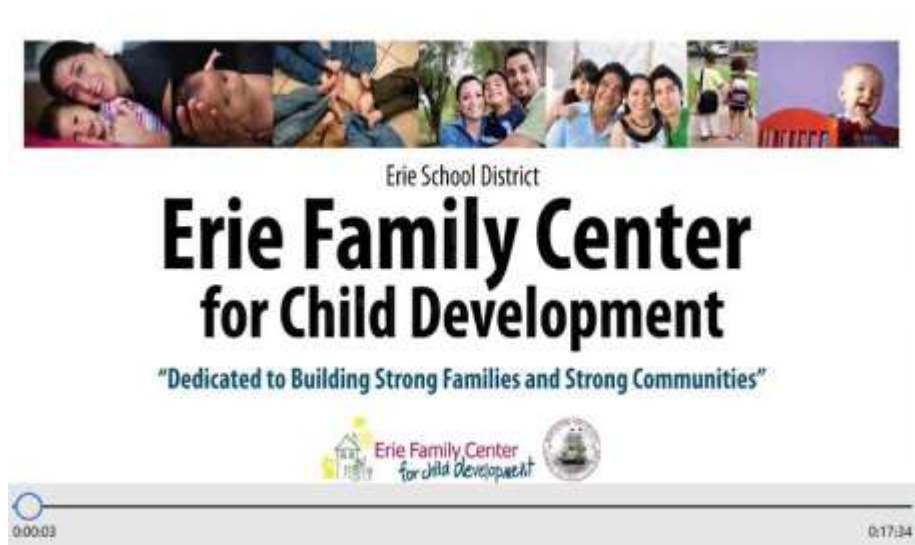


Figure 20. Corpus 3: Data set 3: EFC tour. This figure show shows the first frame of the video.

The analysis results of internal and external relation features are explained in the following paragraphs. Key results from internal (grammatical, lexical, semantic) relation or external (intertextuality, assumption, and legitimation) relation investigation connect to the developing picture of FLCDs in the PI context. I include a synthesis of analysis results for this data set at the end of the section.

Internal relations: Grammatical. An analysis of voice revealed that contrary to other data sets, active voice plays a stronger role within Corpus 3: Data Set 3: EFC Tour. Since the video is essentially a tour through the facility, the guide uses active voice to describe what the center offers using *we*: “share” (9:45;13:51), “work” (13:14; 13:21; 13:44), and “serve” (2:05; 11:02). Fewer nominalizations are used and the accessibility of language averaged a grade 8 readability– suitable as a target readability for the general public. For FLCs, the video format, with a possibility of subtitles, could help make the information even more attractive. Complex sentence structures were not as easily identifiable due to the informal nature of the video tour. Though phrases could technically be grouped together when considering the verbal phrasing, the ideas were segmented through verbal breaks which influenced the readability.

Internal relations: Lexical. In order to locate significant collocations, I used *WordSmith Tools 6.0 Concord* combined with the initial local level lexical lemma list. The results showed one predictable relationship, FAMILY and *center(s)* (MI3=6.668), considering the title and focus of the text. The significant collocation illustrates how off-site PI and support centers were not the standard in the full discourse corpus even though research shows the significance of off-site PI initiatives (Lawson & Alameda-Lawson, 2011).

Internal relations: Semantic. Analysis of Corpus 3: Data Set 3: EFC Tour found the whole text displays a goal-achievement scenario. The video was created to demonstrate how families are being supported and served through the opportunities provided at the Erie Family Center. The video portrays the details about how the goal is achieved through the explanations of services. The use of conditional statements shows lower level semantic relations. Notably, the position of parents within the conditional “if” clause demonstrates the relationship between parent actions and services. When describing access to support for fathers, the condition is

communicated: “if you call, we let you know where they [father support groups] are” (8:35) and “if you want a flyer mailed to you, we’ll mail it to you” (8:38). Conditional statements such as these show a relationship between families (including FLCDs) and services. However, the action should be initiated by the family.

External relations: Intertextuality. Intertextuality occurs by referring elements from the Erie District and popular national curriculum (i.e., *Parents as Teachers*, *Healthy Families America*, and *123 Magic*). In addition, the host in the video introduces, or at least names, several local individuals who work with the Erie Family Center. For FLCDs, the inclusion of outside voices may help them feel part of the greater local educational community and gives ways for FLCDs to build social capital.

External relations: Assumptions. Conditional statements, as described in the Internal Relations: Semantic (p. 80), represent propositional assumptions. These describe what situations could be. In this text, the proposed situations are presented as the “ideal” context for child development. In addition, existential assumptions about the current reality are also apparent. By mentioning an extensive list of services, (e.g., classes, parent support groups, home visitations), the content and its portrayal hint at the perceived reality – certain families (e.g., FLCDs, families with low-income, families where children are in foster care, families where a parent is in prison) need all-encompassing support in order to create an environment conducive to child development.

The “EFC Tour” assumes FLCDs will take advantage of the Center’s services, noting: We provide bilingual services to all families, Spanish-speaking families in particular, although we do have some staff on board who speak some of the Arabic languages. Alice

Rodrigues is a home school visitor... she shares an office with our bilingual home visitor who goes out and works with the families very early on. (7:22-7:47)

The main existential assumption, as also seen in Corpus 3: Data Set 3: EFC Tour, is that Spanish is the largest second language in the local geographical area. This assumption is partially accurate. US census data from the 2008-2010 American Community Survey (ACS) show that while 6.3% of children (approx. 865 children) speak Spanish as a first language at home, there are greater numbers of speakers of other languages who report speaking English less than “very well”: only 7.5% of children speaking Spanish at home report speaking English less than “very well,” but 31.8% for children speaking other languages. Although this data represents the SLCDs themselves, not their families, it gives a glimpse of language use within their households and may indicate the need for parent communication in the language of comfort for FLCDs. Even though the video was more than 17 minutes, only a very small section (less than 37 seconds) actually mentions FLCDs alone, and that content is focused on the bilingual home visitors. Aligning with values presented in Corpus 1: Data Set 1: ED FCE Framework Promotion the importance of fathers is highlighted with over a minute of airtime.

External relations: Legitimation. In a similar way to data sets from Corpus 1, legitimation is constructed through mythopoesis. The format of the data set, a video tour, gives the impression of a personal journey through the physical location. This narrative strategy helps legitimize the message because it puts a face on a Family Center user. Instead of only talking about people and services, the viewer sees some of them. For FLCDs, the use of video may make the message more attractive. In addition to mythopoesis, authority legitimation strategies continue to be used in the same manner as previous data sets.

Summary of corpus 3: Data set 3: Helping children learn. Analysis results of Corpus 3: Data Set 3: EFC demonstrated the power multimodal discourse can have on the viewer, particularly through the mytheopoesis legitimation strategy and assumptions found in the external relation investigation. Findings demonstrated how FLCDs were represented as part of a parent population needing extensive services. Though the video’s intent may be to empower families to take advantage of resources, the assumption was that these families need much support in order to be successful, suggesting it is impossible for this population to be successful on their own. Though Spanish was still mentioned as a primary home language, the representation of FLCDD language was expanded to include the mention of Arabic-speaking families, a growing language group in the local area. The next data set takes a less personal approach, going back to a discussion of the legal rights of SLCDs and FLCDDs.

Corpus 3: Data Set 4: Title III Parent Guide ELL

The next text which formed Corpus 3: Data Set 4: Title III Parent Guide ELL was “Title III Parent Guide English Language Learners” (n.d.) (see Figure 22). It focuses on FLCDDs, explaining the educational programs for SLCDs and giving specific suggestions for parent engagement. The data set includes answers to common questions, as perceived by the school district, concerning FLCDD’s children’s education.



Figure 21. Corpus 3: Data set 4: Title III parent guide ELL. This figures shows a portion of the webpage.

As with other data set analysis explanations, the next paragraphs explain internal and external relation results from Corpus 3: Data Set 4: Title III Parent Guide ELL. The section ends with a summation of findings for this data set.

Internal relations: Grammatical. Analysis of Corpus 3: Data Set 4 Data Set C4: Title III Parent Guide ELL showed how passive structures are used to remove the responsibility of agents from an action. For example, “The district is required to meet Annual Measurable Achievement Objectives” (para. 5) shows the compliance of the district to a greater authority, rather than following what is best practice or most helpful in the local situation. In another situation, the use of standardized testing is justified through the use of passive voice by highlighting a test’s alignment to proficiency standards: “... the WIDA Access Test, which *is aligned* [emphasis mine] with English language proficiency standards” (para. 3). Lastly, SLCDs “are excused” (para. 4) from taking a particular exam during their first year in U.S. schools. This use of the passive voice showed how students and their parents are not allowed control over a

given situation, rather the school system is the authority allowing a student to opt-out of a testing situation.

Additional analysis of Corpus 3: Data Set 4 Data Set C4: Title III Parent Guide ELL showed that active voice verbs gave concrete suggestions for FLCDs to become more involved in their children's education. FLCDs are advised to "attend," "contact," "check," "ask," and "help." These verbs put emphasis on the parent completing expectations to be considered "a good parent". For the FLC, these requirements can be complicated because with a lower level of English proficiency, attendance at events, conference, and workshops can be a disheartening and discouraging affair. Asking a parent to check for notes sent home is important, but if parents have trouble reading notices, checking is not enough. A situation for FLCs is created where expectations may not be met due to the challenges these families face on a day to day basis.

Nominalization structures of note are the use of "assistance" (para. 11; para. 12) and "enrollment" (para. 4; para. 11). As is similar analysis explanations, nominalizations are used to take away the process from a word, focusing on the word as an entity. In this way, "assistance" becomes a thing provided, not an active behavior of helping another, and "enrollment" is added to the list of parent expectations.

Concurrent with other findings, due to complex sentence structure, the readability level is much too high (grade 11) for many English language learners to fully engage with the information. In that case, the discourse becomes ineffective in reaching its target audience, and FLCs fail to connect with the resources the district believes it is providing them.

Internal relations: Lexical. As in other samples, I identified significant collocations using *WordSmith Tools 6.0 Concord* in conjunction with the initial local level lexical lemma list. Using this method, I could not locate any quantitatively significant collocations.

Internal relations: Semantic. Corpus 3: Data Set 4 Data Set C4: Title III Parent Guide ELL presented information in a Frequency Asked Questions (FAQ) format, displaying lower level conditional semantic relations. Each question acts as a hypothetical situation in which an FLCD may need to inquire about particular information. The conditional relations, as expressed in “How can I contact the local school district?” and “How is English Language Proficiency Measured?” demonstrate a structure where “if the parent has this question, she or he should follow this plan”. As with similar conditional patterns in other data sets, conditions construct a situation where there is one defined situation and a preferred course of action.

External relations: Intertextuality. Intertextuality is apparent within this document through its references to important school assessments for SCLDs: the “WIDA Access Test” (para. 3) and “Reading and Writing PSSA Assessments” (para. 4). In addition there are references to “Title III” in the data set title itself and “Annual Measurable Achievement Objectives” (para. 5), which are components of NCLB. These references are made within the data sets, but are given little, if any, explanatory accompaniment. Even though the setup of the page is an FAQ format, the important laws and assessments for SCLDs are presented as if the parents have some familiarity with the essential, yet very complex, requirements and exclusions.

In addition to law and assessment references, the document contains the information for key people and local organizations: the “School-based Caseworker”, the Student/Family Support Facilitator”, and local three local institutions (one of which did not have contact info) in addition to the public school information. The presentation of resources as intertextuality brings in helpful voices into the texts and gives the audience places of information which can enhance the material in the current data set.

External relations: Assumptions. The readability of the document, on average grade 11, indicates an existential assumption FLCDs have a higher proficiency in English than they do. Though many FLCDs may very well have a strong command of the English language, this idea conflicts with later ideas highlighting *help* for non-English speaking families. Because this document has limited accessibility for the many English language learners, it appears the assumed target audience may only be the high proficiency language learners who may take on the role of liaisons to the rest of the FLCD community.

External relations: Legitimation. The entire document displays legitimation techniques of rationalization, showing “the utility of institutionalized action” (Fairclough, 2003, p. 98). Though the intended audience is FLCDs, the document reads as if it is attempting to fulfill the legal requirement under Title I to communicate to families about the programs rather than actually communicating in a manner that would be beneficial to FLCDs. Questions such as, “What is required from the state and local school systems?” (para. 5) and the subsequent answer act as a chance to explain and rationalize state and local behavior according to legal requirements.

Summary of corpus 3: Data set 4: Title III parent guide ELL. Analysis findings of internal and external relations from Corpus 3: Data Set 4 Data Set C4: Title III Parent Guide ELL confirmed previously explained analysis results from other data sets. The FAQ format demonstrated a new type of conditional semantic relation. FLCDs continued to be presented as receivers of legal provisions, not as parties with interesting knowledge, skills, and expertise to share in the PI context. The final data set explains the LEA’s approach to PI.

Corpus 3: Data Set 5: Title I PI Policy

The last data set, Corpus 3: Data Set 5: Title I PI Policy, contains a text from “Title I Parent Involvement Policy” (n.d.) (see Figure 24). This 218-word webpage communicates the school district’s philosophy of parent engagement and fulfillment of their legal responsibilities under federal law. It explains the LEA’s approach to parent involvement in general, which would impact FLCDs.



Figure 22. Corpus 3: Data set 5: Title I PI policy. This figures shows a portion of the webpage.

Following the same structure as previous data set analysis, I go into more detail about the internal and external relation analysis findings in the next paragraphs. Following the data analysis explanation, I sum up the Corpus 3: Data Set 5: Title I PI Policy results and show how they connect to the previous data set analyses.

Internal relations: Grammatical. Analysis of Corpus 3: Data Set 5: Title I PI Policy uses active voice to express the commitment made by the school district towards parents and families. “We” (para. 2-3), representing the school district, “recognize” (para. 1), “agree” (para. 1), and “define” (para. 2) and “the School District of the City of Erie...acknowledges” (para. 1).

The focus then shifts from what the school district will actively recognize or do to what the inanimate subject will do: “each school’s parent program will provide” (para. 4) and “the Parent Involvement Program will include” (para. 5). The shift occurs from people-based agents to the disconnected, inanimate subject agents. For FLCDs, this shift then creates a challenge if a problem arises. If the school’s parent program is responsible for providing information, what happens if there is not a parent program? Similarly to other data sets, here, too, nominalization is used to establish entities, rather than processes, i.e., “Involvement” (para. 3-5), “development” (para. 5), “implementation” (para. 5), “evaluation” (para. 5). Connected to complex sentence structure, the average readability (as reported by “Readability-Score.com,” “The Readability Test Tool,” and “Expresso”) is grade 15.5, or above high school level.

Internal relations: Lexical. To locate significant collocations, I used *WordSmith Tools 6.1 Concord* in conjunction with the initial local level lexical lemma list as a beginning point for collocation identification. The only collocation of significance was PARENT and *involvement* (MI=5.503). Further analysis revealed the “parent involvement program” as the main context for this relationship. This finding reinforces the frequently revisited idea that educational authorities would like a well-established format to meet the needs of all parents. The unique needs of FLCDs, as well as marginalized parent populations, may not be addressed within these specific programs.

Internal relations: Semantic. A prominent lower-level semantic relationship present in Corpus 3: Data Set 5: Title I PI Policy is the use of additive structures (Fairclough, 2003). Additive structures often use “and” in order to show basic connection between ideas, but without a deeper relationship of elaboration (Fairclough, 2003, p. 89). Words, such as *school* and *parent* or *family*, are predictably linked throughout the document, but more importantly are the linking

of key phrases and clauses. The responsibility to provide education is linked to key actions: “We recognize that a child’s education is a responsibility shared by the school and family *and* [emphasis mine] agree that to effectively educate all students, the schools and parents must work as partners” (para. 2) and “We define parent and family involvement as an ongoing process that assists parents and families...promotes clear two-way dialogue...*and* [emphasis mine] supports parents as leaders and decision makers...” (para. 3). Similarly, the district says opportunities will be presented to make current parent involvement initiatives stronger and consider the needs of families (para. 4). These additive actions aim to place several actions on equal footing and illustrate the link between responsibility and action.

External relations: Intertextuality. Supporting the findings from other data sets, analysis showed intertextuality expressed through references to federal level laws, namely, NCLB and Title I. Many data sets continually include legal references in order to provide support, legitimacy, and textual purpose. In addition to legal references, a new way intertextuality occurs is through the use of a hyperlink “Parent Involvement/PD Program Survey”. This link is used as a resource reference, but additionally as an example of how LEAs are reaching out to parents.

External relations: Assumptions. One existential assumption in Corpus 3: Data Set 5: Title I PI Policy is how the district defines involvement according to their perspective:

We [the school district] define parent and family involvement as an ongoing process that assists parents and families to meet their basic obligation as their child’s first educator, promotes clear two-way dialogue between home and school and supports parents as leaders and decision makers at all levels concerning the education of their children. (para. 3)

Within this construction there is no room for discussion of the definition of *involvement*. Parents should meet their home education responsibilities (with the help of the district) and become leaders and decision makers (with school permission and encouragement).

Another assumption found with this same data set is the “basic obligation” of parents as the first teacher for their children. Of course, parents are concerned with the development of their children in all areas, but some FLCDs could be accustomed to situations where provision of sustenance, safety, and shelter are a greater priority than home or outside education. While this assumption demonstrates the value of parental contribution, it does not leave consideration for any family, including FLCDs who may be transitioning from a previous context of trauma.

Later in the data set, references are made to parent and school staff “jointly” developing the parent involvement program. The disconnect exists between the suggestion that families (including FLCDs) have a responsibility to mold parent involvement programs and the reality that the molding of the program can only take place within the definitions communicated, in this case, by the local level educational authority. Parents are not asked for their participation. It is expected and articulated as part of a contract.

External relations: Legitimation. Just as in most other data sets, so too does legitimation occur through authorization strategies – references to the legal requirements of NCLB. Part of the purpose for communicating the policy is “in keeping with the guidelines of the No Child Left Behind Act” (para. 4). By positioning the document as intricately tied to legal documents, the focus becomes the fulfillment of legal responsibility, rather than a focus on truly maintaining family and parental engagement. For FLCDs, they may find themselves as simply receivers of government support, not as viable, necessary partners in their children’s education. Though many legal policies are trying to protect the rights of marginalized groups, including

FLCDs, appealing to legal obligations as a method for legitimation through authority can remove control or power from the hands of the non-governmental parties.

Summary of corpus 3: Data set 5: Title I PI policy. Demonstrated through analysis findings of the external relations of assumption and internal semantic relations, Corpus 3: Data Set 5: Title I PI Policy showed how LEAs take the control of defining PI for all parents, including FLCDS. By managing the definition, LEAs were essentially setting the terms for engagement and parents are expected to participate. By not mentioning the diversity of family units, LEAs constructed a context where all families are expected to participate in equal ways, as shown through grammatical and lexical findings.

Chapter Summary

In this chapter, I presented analyses of the individual data sets within the three educational authority level corpora. I explained the findings as they occurred within the conceptual framework of analysis (e.g., internal and external relations). The internal and external feature findings were demonstrated using textual examples and explanations of those examples. In the final chapter, I will give a global perspective about how these findings are recontextualized across the tri-level educational authority levels according to the internal and external relations features. I will then connect the recontextualized representation to the research questions for this study. Finally, I will expound more on the implications of these findings for educational policy and teacher training.

CHAPTER FIVE

DISCUSSION

To fully integrate the results of this study, it is important to situate the findings according to the problem, purpose, and research questions guiding this project. The nature of the research problem concerns discourse. The definition of discourse for the context of this study is: a complex, social phenomenon that holds embedded meanings and is accessed and interpreted differently within a particular community (p. 20). In the PI educational community which includes FLCDs, a problem exists with the recontextualized messages about FLCDs – how these families are represented within the federal, state, and local educational discourse can have substantial effects on how they are treated within the educational community. The purpose of this study is to reveal how recontextualized messages about FLCDs in PI can reflect the representation, accessibility, and ideological constructions affecting these families. The research questions and their answers illuminate the purpose:

1. How could recontextualized lexical discursive elements from a corpus of US federal, state and local educational web site documents shape the representation of FLCDs?
 - a. How could key vocabulary from these documents shape the representation of FLCDs?
 - b. How could key collocations from these documents shape the representation of FLCDs?
2. How could recontextualized syntactic discursive elements from a corpus of US federal, state and local educational website documents shape the accessibility of these texts to FLCDs?

- a. How could key active and passive discursive elements from these documents shape the accessibility of these texts to FLCDs?
 - b. How could key nominalization discursive patterns from these documents shape the accessibility of these texts to FLCDs?
 - c. How could key complex sentence discursive patterns from these documents shape the accessibility of these texts to FLCDs?
3. How could key recontextualized whole-text discursive features in a corpus of US federal, state and local educational website documents convey socio-cultural and ideological values to FLCDs?
- a. How could key intertextual structures from these documents convey socio-cultural and ideological values to FLCDs?
 - b. How could key assumptions from these documents convey socio-cultural and ideological values to FLCDs?
 - c. How could key legitimation structures from these documents convey socio-cultural and ideological values to FLCDs?

In Chapter 4, I systematically explained the results of the data set analysis according to the individual data sets in each educational authority level. Each data set was positioned within the educational authority level corpus (federal, state, and local). Results were categorized within the conceptual framework established for analysis, including internal and external relations (see p. 87). This organizational approach from Chapter 4 displayed the results as they occurred within the specific context of a data set, but also demonstrated the development of the results within the educational authority levels.

In Chapter 5, I rearticulate the Chapter 4 portrayal of results and show the internal and external feature framework utilized in Chapter 4. Chapter 4 focused on the individual data sets, and Chapter 5 explains these findings holistically. After the major findings summary, the study results are synthesized according to the research questions. Within the answer to each research question, summaries of results are divided by educational authority level before finally synthesizing the recontextualized elements into one picture. Next, educational policy and teacher training/professional development implications are considered alongside directions for further research. Finally, the chapter ends with theoretical, methodological, and pedagogical researcher reflections and final study conclusions.

Summary of Major Findings

In this study, quantitative corpus data were used to inform the qualitative analysis based on internal and external relations linguistic features as described by Fairclough (2003, 2015). Corpus data were invaluable to point to salient issues, but not all statistical data were relevant to the qualitative analysis. For example, the analysis of corpora was useful in mining data sets for internal relation features, such as passive voice, but it was the way passive voice was used, rather than the pure numerical occurrences of passive voice that was the focus of analysis. Statistical data plays a stronger role in the case of collocations when a specific result ($MI3 > 3$) indicated a strong connected relationship between lexical items.

In the following paragraphs, I synthesize the findings from each data set, organizing by internal and external features (Fairclough, 2003, 2015) at the global level. This synthesis follows the Conceptual Framework for Analysis (see Figure 2, p. 84) and sets the stage for the subsequent answering of the research questions. The features of internal relations help researchers consider the details found within the text itself as they relate to the message of the

specific text. For the purposes of this dissertation, analyses of internal relations reveal how FLCDs are represented within the samples according to specific language choices using syntactic, lexical, and semantic discursive elements. On the other hand, external-feature relations of intertextuality, assumption, and legitimation evaluate how text content relates to issues outside of the textual environment (Fairclough, 2001, 2003, 2015). In this dissertation, external relations demonstrate the ideology surrounding FLCD representations and how those representations fit into the overall societal construct. Below, I summarize the key recontextualized findings and explain their significance for an inclusive view of FLCDs in PI.

Internal Relations: Grammatical

In this study, grammatical internal relation analysis focused on the use of voice, nominalizations, and complex sentence structures. Across the data sets and educational authority levels, voice reinforced agency within the PI context and amongst PI parties. In the context of PI in general, and specifically towards FLCDs, the active voice is used to describe the actions of the educational authorities towards parents, showing the control of the federal government, state authorities, and local schools districts on PI engagement activities (see Appendix A: Explanation of Data Sets). Use of the passive voice, in a reverse manner, consistently shows the actions that are directed towards parents by named or unnamed actors. Though some expectant parties are specifically referred to or implied in the discourse, the direction of action primarily occurs from the agent body (educational authority) toward the parent, or receiver (FLCDs). These recontextualizations represent FLCDS as docile participants in the PI context where much is expected of them but little is in their control, consistent with other research findings (Dudley-Marling, 2009; Guo, 2006; Villenas, 2001).

While grammatical internal relations of voice demonstrated the directionality of agency, repeated nominalizations form the foundation of the educational discourse shown within these data sets. The nominalizations of key words, e.g., *involvement*, *engagement*, *assessment*, and *partnership*, occurring over various educational authority levels took important educational actions and turned them into static entities. By turning actions into entities, the words lose specificity in their meaning. In other words, the nominalized word should represent an important behavior that has been explained in detail, but instead the detail is omitted so the word is used as something of importance, but without any clarification. *Involvement*, for example, becomes a regular entity, a commonplace part, in the PI discourse which all participants should understand. Yet exactly what that *involvement* entails is only briefly and superficially addressed. Nominalizations, becoming a key part of the discourse, are used in a way similar to the way in which jargon is used, constructing salient parts of the discourse by their repeated use. The repetition of nominalizations, such as *involvement*, *engagement*, *partnership*, and *information*, is used as a way to intimidate the audience through the use of the *overwording strategy* (Fairclough, 2001, p. 92). As mentioned in Chapter 4 (p. xx), overwording is a strategy in which the repeated use of key words suggests an ideological meaning behind those words. Overwording leads to a kind of bullying, where authority figures repeatedly use key words to hold control of situations. Pareto, a researcher of advocacy and PI for Spanish-speaking families of children with special needs, also notes this phenomenon. She describes how, in her ethnographical studies, she observed the repeated use of key terms in such power contexts as parent-school meetings (personal communication, January 29, 2016).

Complex sentence structure, loosely defined in the critical discourse analysis work of Fairclough (2003) and defined for the purposes of this study in Chapter 1 (p. 12), includes how

phrases, clauses, word complexity, and sentence length work together to create intricate meanings. In this discourse study, complex sentence structures have the main effect of decreasing the readability of information. As readability decreases, accessibility for FLCD also decreases.

Internal Relations: Lexical

Adding to the recontextualized messages found in the grammatical internal relations, lexical relations analysis revealed five key lexical lemmas, PARENT, SCHOOL, CHILD, STUDENT, and PROGRAM, appearing across the authority levels. This demonstrates their importance to the PI educational discourse, included PI discourse concerning FLCDS. In addition to the recontextualized lexical lemmas, collocates also reveal salient concepts. In order for a word relationship to be significant, the standard in the field is that a Mutual Information score of greater than 3 indicates a significant word relationship (Baker, 2006; McEnery & Gabrielatos, 2006). As seen in Table 13, the largest number of significant collocations ($MI3 > 3$) appears with the lexical lemma PARENT, showing notable collocate relationships ranging from $MI3=3.041$ to $MI3=9.230$. *Involvement* ($MI3=3.042, 8.978, 4.215$) and *public* ($MI3=3.323, 6.698, 3.679$) are the only collocates appearing across all levels – only *involvement* connected to PARENT. Several other PARENT collocates appear from the federal to state level: *activity(ies)* ($MI3=5.081, 5.835$), *policy* ($MI3=3.169, 5.702$), *advisory* ($MI3= 3.506, 4.423$), and *teacher/educator* ($MI3=3.363, 7.037$).

The choice of words and the relationship between words gave an indication of the direction of the text, and further investigation of these directions revealed more specific, salient ideas regarding FLCDS in PI. Lexical analysis of the corpus did not reveal any significant references to FLCDS (or like terms), but the lexical findings began to shape a representation of

parents in general, showing concepts that may have great effect on FLCDs. Though recent PI research is moving toward the use of more inclusive terms which value the contribution of all stakeholders, terms such as *engagement* and *partnership, involvement* appeared as significant collocates on all levels and are key lexical examples in the recontextualizations about parents - including FLCDs. Though mutually-constructed PI models and programs are being developed, implemented successfully, and referenced in current research (Grant & Wong, 2004; Ippolito & Schechter, 2012; Laluevein, 2010; Lawson & Alameda-Lawson, 2011), the use of the more traditional *involvement* (MI3=3.042, 8.978, 4.215) still prevails in the discourse coming from the educational authority levels. This demonstrates that while federal, state, and local authority levels may very well be working to incorporate more inclusionary models of PI which focus on true partnerships, the failure to update or remove older discourse or to make greater mention of new initiatives still gives the impression that little or no change is occurring.

In addition to *involvement*, which is recontextualized across all authority levels, several words, i.e., *advisory, policy, activity*, and *teacher/educator* were reproduced over two levels. The use of *advisory* (MI3= 3.506, 4.423) as a recontextualization is a key component in the federal and state educational authority level discourse. Often used in the context of parent advisory councils (PACs), this recontextualized feature demonstrates how FLCDs are allowed to participate in their children's education in school-defined structures, such as the organized meetings of the PACs.

Table 12

Recontextualized Lexical Discursive Elements

Lexical lemma	Federal Collocates	State Collocates	Local Collocates
SCHOOL	Network (4.106) Councils (4.100) National (3.795) Choice (3.752) Performance (3.472) Accountability (3.752) Partnership (3.135) Districts (3.022) Public (3.323) Title (3.620)	Compact (6.862) Parent (6.698) Provide (5.296) Title (5.083) District (4.674) Required (3.394) Public (3.761) Trade (3.704)	Erie (4.837) Public (3.679)
STUDENT	Academic (4.862) Achievement (4.262) Families (3.224)	Achievement (8.146) Academic (4.184) Specialist (4.262) Leadership (3.731)	Victim (4.116) Eligible (3.531) Employee (3.368)
PROGRAM	None	Instruction (4.456)	Services (4.068)
PARENT	Activities (5.081) Policy (4.898) Resource (5.432) Center (4.562) Association (4.432) Circle (4.233) Educator (4.169) Teacher (3.362) Policies (3.169) Requirements (3.432) Compact (3.947) Institute (3.754) Advisory (3.506) Leaders (3.506) Range (3.362) Association (4.432) Ensure (3.169) Council (3.506) Study (3.169) Information (3.246) Involvement (3.042) Responsibilities (3.041) Increase (3.134) Engage (3.716) Administrators (3.340) Effectively (3.456) Designed (3.340) Informed (3.041) Identify (3.041)	Understand (9.230) Involvement (8.978) Inform (8.622) Teachers (7.037) Consultation (6.867) Participating (6.838) Language (5.971) Activities (5.835) Policy (5.702) Title (5.470) District (5.178) Children (5.092) Template (4.835) Provide (3.929) Advisory (4.423)	Guardians (4.653) Involvement (4.215)
CHILD	Education (3.995) Behind (7.872) Questions (3.377)	Participating (9.090) Eligible (3.652) Migratory (4.237) Encourage (4.868)	Teacher (4.608) Homeless (4.322)

The recontextualized *policy* (MI3=3.169, 5.702) shows the importance of globally designed courses of action with the aim of addressing important ideas or standardized key issues. As a salient lexical element through two levels of discourse, *policy*, supported by previously defined collocates such as PROGRAM and *model*, demonstrates the repeated issues of pre-defined notions for FLCDs in PI.

Activity (MI3=5.081, 5.835), as a repeated lexical item, again reinforces all the actions that FLCDs and all parents should do to be “good” partners in PI. In conjunction with the previous discussion of nominalizations, these behaviors are not actually presented as actions, but rather as nominalized forms. This construction deemphasizes the role of action in *activity* and shifts the focus from a behavior to a supposedly well-defined entity.

Finally, the use of *teachers* (MI3=3.363, 7.037) (and similar terms, e.g., *educators* (MI3=4.169) finally demonstrates the conflicting jointly established, yet opposing, relationship between parents and teachers regarding PI. While there are many examples of parents and teachers being encouraged to work together or referenced as equal partners, the other reality exists – that teachers find working with FLCDs a challenge, and the discourse shows how interaction with FLCDs can then become simply the fulfillment of legal processes, rather than true engagement with diverse parent and teacher cultures.

Internal Relations: Semantic

Last in the internal relations discussion, semantic internal relations across the educational authority levels augment the previous findings. Though there were several lower-order semantic patterns within the data sets, the prominent recontextualized element was the higher-order semantic relation of the problem-solution pattern (see Appendix A: Explanation of Data Sets). While the details of the problems varied, the same general problem existed: engaging all parents

in PI, and specifically FLCs, is a problematic situation. The solution to this problem is the participation of parents in the pre-defined paths set up by the educational authorities. Other research confirms the “parent as problem” scenario, showing its existence in specific policy examples (NAKAGAWA, 2000). By analyzing through recontextualized messages, we can see that the issue is not isolated to specific texts, but rather involves communication in various forms across the educational levels.

External Relations: Intertextuality

Recontextualized messages from the external relation analysis complemented the previously described internal relations findings. According to the analysis findings of intertextuality across the education level corpora, the recontextualized messages concerned the use of legal discourse, educational authority-created programs and curricula, and professional contacts throughout all the data sets. Through the use of this recontextualization, FLCs are consistently connected to the legal side of the educational discourse. What this means is that including FLCs in PI is not a matter of honoring the diverse student body and their families, which has been a long-standing tenet of the American educational system touting cultural pluralism and multicultural dogma. Instead, through the repeated use of intertextual references, engaging FLCs simply becomes a necessary part of the legal process. By using repeated references to programs and curricula developed or endorsed by educational authorities, parents are not positioned to add anything new or valuable to the existing educational authority suggestions. Through intertextual references to professional contacts, FLCs are given access to resources, but only as the appropriate or acceptable options for FLCs to take advantage of.

These findings of intertextuality across authority levels view families through a deficit lens, seeing FLCs simply as “cogs in the machine” of PI, where explanation of legal

expectations, inclusion of training opportunities, and mention of professional contacts and organizations fulfill the legal requirements. The results could also be interpreted as an attempt to help build capital for parents, a key component of successful parent engagement (Lawson & Alameda-Lawson, 2011; Trainor, 2010; U.S. Department of Education, n.d.). Because intertextuality brings voices into the discourse, it also represents opportunities for social and cultural capital development (see Bourdieu 1974, 1986). If FLCDs investigated the legal, curricular, and programmatic references within the discourse, they would engage with materials which help influence the manner in which they participate in the defined school culture. In terms of social capital, intertextual references to parent organizations, advocacy groups, support groups, and other key contacts within the local setting could help an FLCD develop the networks and relationships to be more engaged parent partners according to the educational expectations. Unfortunately, while intertextual references could be used to develop cultural and social capital, the low level of readability (averaging grade 10 across for all data sets) makes the positive potential for capital building through intertextuality negligible.

Besides traditional forms of intertextuality, discourse available on the Internet also allows for the use of hyperlinks to introduce other voices within the discourse. Through hyperlink use, not only do texts refer to other sources and voices, but they also link directly to them. While the focus of the study was not to examine the path of hyperlinks from a specific source, in analyzing the discourse, it was important to recognize hyperlinks as a method of establishing intertextuality. Hyperlinks were not always linked within the body text of a data set, but were important when connecting salient organization and contacts which could help build social capital for FLCDs and all parents. In this way, hyperlinks created an opportunity to for greater

accessibility and opened the way for capital-building possibilities, thus representing FLCDs as able to take advantage of these resources.

External Relations: Assumption

Analysis findings across the three authority levels reveal that the recontextualized messages show conflicting assumptions about FLCDs in PI. On the one hand, the consistently low readability suggests the assumption that FLCDs are able to engage with more complex texts. On the other hand, there was the repeated message that FLCDs need extensive support, without which, they have a limited chance of success as equal partners in PI.

Congruent with other research findings about the concept of “ideal” (Brantlinger, Majd-Jabbari, & Guskin, 1996; Nakagawa, 2000), this study also found assumptions of “best” or “ideal” throughout the discourse. “Ideal” situations for child development and “best” recommendations for PI implied that a definitive “best” had been found. As mentioned previously, FLCDs were represented as falling below the “best,” and needing training, support, and help in ways defined by outside entities, rather than by the families themselves. Other research has found that discussions of “best” become problematic due to the misunderstandings of cultural differences (Guo, 2012). Parenting practices stem from deeply held cultural beliefs. If these beliefs are misinterpreted by parties with different cultural histories, one party may believe that the other does not know or understand the “best” approaches and is therefore unable to help support children in their education.

External Relations: Legitimation

Supporting the previously mentioned recontextualized messages, a recontextualized message about FLCDs in PI also includes the use of authority texts to legitimize the message. In most data sets at every educational authority level, authority text references, e.g., Title I, Civil

Right Act of 1964, were used to legitimize the message to the audience. By legitimizing in this way, there is no negotiation space for FLCs. Fulfilling legal requirements, such as school-parent contract and translations of documents when requested, is the goal. The plan to fulfill the requirements is set up at the federal level, reinforced at the state level, and then implemented at the local level. The importance of authority text legitimation is so strong that state and local level educational discourse showed direct borrowing of legal wording, without citation. Implementation of the law makes the situation inarguable. Compliance with the law is paramount. This predicament leaves FLCs with no room to engage in their children's educational development in their own culturally- and linguistically-specific ways. The analysis of discourse shows that engagement should take place within the legal boundaries first; any other engagement expressions only have room to come after the legal requirements are met. In other words, the only legitimized engagement activities are those created and sanctioned by the educational authorities. This recontextualization represents FLCs as pieces of a larger program where they have little control of the process and procedures of salient events.

Discussion

The conceptual framework for analysis was used to acquire the data to answer the research questions of this study. The previous section synthesized the major findings as they occurred across the authority levels, and the next section will relate them specifically to the research questions of the study. I explain the results as they answer the research questions, and I connect those answers to issues within the current research discussion.

Research Question 1

How could re-contextualized lexical discursive elements from a corpus of US federal, state and local educational web site documents shape the representation of FLCs?

a. *How could key vocabulary from these documents shape the representation of FLCDs?*

Key vocabulary from the data set analysis shapes the representation of FLCDs in PI primarily through the use of high frequency lexical lemmas as seen in Table 1 (p. 90), Table 5 (p. 126), and Table 9 (p. 155). At the federal level (see Table 2, p. 90), high frequency lexical lemmas highlight the reoccurrence of the key stakeholders: PARENT (f=842), SCHOOL (f=525), CHILD (f=237), STUDENT (f=155), and COMMUNITY (f=152); as well as the repeated mention of support agencies and activities for parents: PARENT INFORMATION AND RESOURCE CENTER (PIRC) (f=207), TRAINING (f=176) and PROGRAM (f=150).

The state educational authority level displays similar results as the federal level, but also includes new ideas, as seen with the high frequency of LANGUAGE (f=140). At the state level, word frequency demonstrates a similar focus as the federal level as shown by the frequency of SCHOOL (f=450), STUDENT (f=411), PARENT (f=293), and CHILD (f=198), but PROGRAM (f=306) has a higher place in the frequency list, displaying even more focus on the programmatic aspects of the corpus. In addition, the use of LANGUAGE (f=140) supports a concept that is known to be a concern for FLCDs (Dudley-Marling, 2009; Grant & Wong, 2004).

The local level lemmas highlight similar words as the other levels, but also contain the new additions of INFORMATION (f=107) and HEALTH (f=61). As seen in the federal and state levels, the traditional stakeholders appear as high frequency words: SCHOOL (f=249); STUDENT (f=214); CHILD (f=186), PARENT (f=105), and FAMILY (f=101). The high frequency PROGRAM (f=64) also continues to support the federal and state findings which show the high repetition of PROGRAM (f=64). High frequency lexical lemmas differ at this level with the inclusion of

INFORMATION (f=107) and HEALTH (f=61). HEALTH (f=61) has not appeared as a salient idea in other findings, but the repetition of INFORMATION (f=107) demonstrates the corpora focus.

b. *How could key collocations from these documents shape the representation of FLCDs?*

Key collocations from the data set analysis shape the representation of FLCDs in PI primarily through the use of recontextualized collocations across the educational authority levels (see Table 11, p. 183). The key vocabulary from the lexical lemma frequency lists was used as the search list for the collocation analysis, thereby using high frequency concepts to examine key word relationships. Since the focus of this project is FLCDs in PI, collocates which represent this context, namely collocates with PARENT, contribute to the answering of the research question. In the federal-level educational discourse data sets, there are 29 significant collocates associated with PARENT: two with MI3 between 5.0-5.99; five with MI3 between 4.0-4.99; and 22 with MI3 between 3.0-3.99. Though there are fewer collocations at the state level (15), the findings show higher MI3 scores, indicating stronger relationships: one with MI3 9.0-9.99; two with MI3 8.0-8.99; one with MI 7.0-7.99; two with MI3 6.0-6.99; six with MI3 5.0-5.99; two with MI3 4.0-4.99, and one with MI3 3.0-3.99. The state level shares recontextualized collocates with the federal level, namely *advisory*, *policy*, and *activities*. The local educational level discourse data sets revealed few collocations still with a total of two at MI3 levels of 4.0-4.99. On this level, the most salient recontextualized collocate, *involvement*, remains a strong collocate with MI3 score of 4.215.

From the use of repeated key words and collocations, we see the picture of FLCDs in PI being constructed. Firstly, due to the recontextualized use of *involvement*, the framework for the FLCD representation rests on an older view of PI. This traditional view focuses on the re-

education of parents, helping them to be socialized to the school environment so they can participate in ways the school deems appropriate. Even with new initiatives being presented unless the available discourse changes, this traditional and dominant view of PI remains. It may be difficult, if not impossible for FLCDs to thrive within this traditional framework. In this model, the re-education of FLCDs postpones the opportunities for these parents to become active in PI activities provided by the school until the FLCDs reach a certain language standard or understanding of school culture. In addition, the diversity of all families, including FLCDs, is only honored on the surface, rather than through deeper, transformative engagement with linguistic and cultural uniqueness.

As well as the use of the term *involvement*, the use of other recontextualized messages such as *policy*, *advisory*, and *activity(ies)* creates the representation of FLCDs as simply part of the PI system. As part of the system, the involvement of these families is based on the fulfillment of the law, rather than based on the value of the diversity they may bring to the educational environment.

Finally, FLCDs in PI are represented as needing a relationship with educators. The type and details of this relationship are often unclear within the corpora of this study. Research indicates that teachers play an important role in the level of comfort and enjoyment of parents taking advantage of PI opportunities (Lynch, 2009; Pelletier & Brent, 2002). The results of this study demonstrated conflicting findings. FLCDs are continually represented as a challenge for teachers across all authority levels, yet the study results also showed that they should have a place as partners with educators. If FLCDs are presented negatively or through a deficit perspective in much of the discourse, it will be difficult for educators to see their ability to be equal partners in a child's education. In order to encourage true family and school engagement,

contradictory representations should be restructured to create a consistently advantageous perspective of FLCs in PI.

Research Question 2

How could recontextualized syntactic discursive elements from a corpus of US federal, state and local educational website documents shape the accessibility of these texts to FLCs?

a. How could key active and passive discursive elements from these documents shape the accessibility of these texts to FLCs?

Key active and passive discursive elements shape the accessibility of these texts to FLCs in two ways: linguistic accessibility (readability) and socio-cultural accessibility. At the federal educational level, the active voice described the beliefs and behaviors of the department of education (Office for Civil Rights, 2005; U.S. Department of Education, 2014b); reinforced the authority of the agent; and clarified the actions of teachers in PI (U.S. Department of Education, n.d.-b). The passive voice was used at the federal level to shirk responsibility (U.S. Department of Education, n.d.-b); to omit the creators of resources/materials (U.S. Department of Education, Office of Innovation and Improvement, 2007); and to create formality as used with *shall* (“Title I - Improving The Academic Achievement Of The Disadvantaged,” 2005). At the state level, the active voice is used to show parent actions as service-orientated (Pennsylvania Department of Education, 2014b); to express the state philosophy about PI for FLCs (Pennsylvania Department of Education, 2014a); and to identify the agents (*Educating students with limited English Proficiency (LEP) and English language learners*, n.d.). Passive voice, at the state level, was used to removed family agency (“District-wide parent involvement policy,” n.d.-a; Pennsylvania Department of Education, 2013) and to reinforce unidentified agents (Pennsylvania Department of Education, 2014b). In local educational discourse, the use of the

active voice showed parents as agents (Parent Institute, 2014); described offerings and behaviors of school districts and school district programs (Erie School District, 2013a, n.d.-a); and suggested actions for parents (Erie School District, n.d.-b). Passive voice at the local level was used to reinforce guidelines (Erie School District, 2013b); to remove responsibility (Erie School District, n.d.-b); and to demonstrate school control (Erie School District, n.d.-b).

b. How could key nominalization discursive patterns from these documents shape the accessibility of these texts to FLCDs?

Key nominalization discursive patterns shape the accessibility of these texts to FLCDs by creating a specialized discourse, which changes important actions into entities. At the federal level, the nominalizations of *engagement* (U.S. Department of Education, 2014b, n.d.-b); *improvement, development, achievement* (*Educating students with limited English Proficiency (LEP) and English language learners*, n.d.; U.S. Department of Education, n.d.-b); *involvement*, (Office for Civil Rights, 2005) and *information* (Office for Civil Rights, 2005; U.S. Department of Education, Office of Innovation and Improvement, 2007) helped construct the specialized discourse. Key state level nominalizations were: *requirement, application, graduation, guidance, accommodation, suggestion* (Pennsylvania Department of Education, 2013); *assessment* (Pennsylvania Department of Education, 2013, 2014b); and *information* (Pennsylvania Department of Education, n.d.-a, n.d.-b, n.d.-c, n.d.-d, n.d.-e). At the local educational authority level, *assistance, enrollment, and involvement* were the key nominalizations (Erie School District, n.d.-b);

c. How could key complex sentence discursive patterns from these documents shape the accessibility of these texts to FLCDs?

Key complex sentences discursive patterns shape the accessibility of the texts to FLCDs by reducing their readability. At the federal level, compound “and” structures and wh-clauses add more information to basic sentence structures, adding additional details and complexity (U.S. Department of Education, 2014b), while complex structures also influence general sentence length (U.S. Department of Education, n.d.-b). At the state educational level, there were conflicting results, with some data sets using significantly fewer complex structures (Pennsylvania Department of Education, 2013) while others used more complex structures to produce longer sentences (Pennsylvania Department of Education, 2014b). At the local level, complex sentences highlighted conditional phrases (Parent Institute, 2014), and inconsistency among dataset led to various readability scores (Erie School District, 2013b).

On the whole, the use of passive voice, extensive nominalizations, and complex sentence structure decreased the accessibility of these texts for FLCDs in terms of the specific act of reading and understanding the information. It is important to recognize that many FLCDs face language barriers when trying to engage in school-defined PI activities (Dudley-Marling, 2009; Guo, 2006; Vera et al., 2012). If parents are not confident in their use of English and find the sources of information linguistically inaccessible, the idea of participating in their child’s educational environment may be extremely intimidating. This threatening situation may cause FLCDs to resist PI opportunities altogether. Without the support of advocates, liaisons, and community-supported programs which research shows as effective strategies (Grant & Wong, 2004; Lawson & Alameda-Lawson, 2011), it may be nearly impossible for FLCDs to access the resources they need based on what the educational levels are providing.

Accessibility, as defined in Chapter 1 (p. 12), includes the audience’s capacity to engage with the discourse. Not only does the use of certain syntactic elements impede accessibility at

the basic linguistic level, but also the consequences of the syntactic choices influence social-cultural accessibility. As mentioned in the analysis of intertextuality (p. 185-6), the information in the analyzed data sets had the potential to help families develop cultural and social capital. This capital would have helped build confidence and encourage participation in an acceptable, albeit school-defined, manner (Bourdieu, 1986; Trainor, 2010). Instead, not only are the data sets linguistically inaccessible, but the use of syntactic elements, such as the passive voice, places FLCDs at the receiving end of actions. Discourse analysis shows that “good” PI for FLCDs is not accessible through the intentions of FLCDs, rather it can only be achieved through actions clearly controlled by the educational authority or other unarticulated agents.

Research Question 3

How could key recontextualized whole-text discursive features in a corpus of US federal, state and local educational website documents convey socio-cultural and ideological values to FLCDs?

a. How could key intertextual structures from these documents convey socio-cultural and ideological values to FLCDs?

Key intertextual references across educational authority levels convey the socio-cultural and ideological value that the educational authority had complete control over PI for FLCDs. At the federal educational authority level, intertextual references took many forms: such as mention of vague research (U.S. Department of Education, 2014b); contact info and other support related information (Office for Civil Rights, 2005); laws and legal documents (U.S. Department of Education, Office of Innovation and Improvement, 2007); and specific terminology (“Title I - Improving The Academic Achievement Of The Disadvantaged,” 2005). The state educational authority level discourse used similar forms of intertextuality in its use of curricula, laws, and

other legal documents. Expanding on curricula, analysis at the state level showed a greater variety of specific curricula named (Pennsylvania Department of Education, 2014b), particular reporting software used by schools (Pennsylvania Department of Education, 2014b), and requirements, exams, and other benchmark assessments (*Educating students with limited English Proficiency (LEP) and English language learners*, n.d.). Federal level analysis included references to legal requirements and legal influences, while much of the state level discourse used direct borrowing of legal texts (*Educating students with limited English Proficiency (LEP) and English language learners*, n.d.; Pennsylvania Department of Education, 2014a, n.d.-a, n.d.-d, n.d.-e) and also showed a more pronounced use of governing bodies (*Educating students with limited English Proficiency (LEP) and English language learners*, n.d.). Finally, in the local-level educational discourse, analysis of intertextuality showed continued use of legal referencing (Erie School District, n.d.-a, n.d.-b), curricula (Erie School District, 2013a), and assessments (Erie School District, n.d.-b). What is novel at this educational level is the reference to important, local information, such as public bus schedules (Erie School District, 2013b).

b. How could key assumptions from these documents convey socio-cultural and ideological values to FLCDs?

Key assumptions across educational authority levels convey the socio-cultural and ideological values that FLCDs have the same needs as other families and yet, that the educational authorities know what is best for FLCDs, who are seen from a deficit perspective. At the federal level, existential assumptions are used to convey the “one-size-fits all” approach to family engagement where diversity is not overtly acknowledged (U.S. Department of Education, 2014a, p. 3, 2014b, p. 1:39) and a deficient view of FLCDs as lacking parental knowledge, linguistic ability, and leadership skills (Office for Civil Rights, 2005; “Title I - Improving The Academic

Achievement Of The Disadvantaged,” 2005; U.S. Department of Education, Office of Innovation and Improvement, 2007). Analysis also revealed propositional statements which conveyed the saving potential of educational authority to provide the correct programs to assist families (“Title I - Improving The Academic Achievement Of The Disadvantaged,” 2005; U.S. Department of Education, 2014a) and the threat of a child’s education failure with PI (U.S. Department of Education, 2014a). At the state level, existential assumptions convey that parents/student are jointly responsible for student success (Pennsylvania Department of Education, 2013, 2014b) and other deficit views of FLCs (*Educating students with limited English Proficiency (LEP) and English language learners*, n.d.; Pennsylvania Department of Education, 2014a) while propositional assumptions articulate possible exceptions to FLC provisions, providing an “out” for administrators (“Title I School Parent Involvement Checklist; “Appendix D: District Wide Parental Involvement Policy”, “Appendix S: School-Parent Compact). At the local level, existential assumptions presume the primacy of Spanish (Erie School District, 2013a, 2013b); another deficient view of parents (Erie School District, 2013a); high linguistic ability (Erie School District, n.d.-b); parent/staff joint PI program development (Erie School District, n.d.-a), PI as a “basic obligation” of parents (Erie School District, n.d.-a, p. 1), and the definition of PI (Erie School District, n.d.-a, p. 1). The local level discourse also contains the propositional assumptions about the conditions of the ideal context for child development (Erie School District, 2013a) and value assumptions of a “good” parent (Parent Institute, 2014).

c. *How could key legitimation structures from these documents convey socio-cultural and ideological values to FLCs?*

Key legitimation structures across educational authority levels convey the socio-cultural and ideological value that working with FLCs is mainly done to fulfill legal requirements,

evidenced through the repeated use of authority legitimation strategies. At the federal level, analysis showed legitimation structures through references to specialists (U.S. Department of Education, 2014b); general research (U.S. Department of Education, 2014a, 2014b); legal discourse (“Title I - Improving The Academic Achievement Of The Disadvantaged,” 2005, p. 1). The federal level discourse also shows legitimation strategies of rationalization through the explanation of perceived benefits (U.S. Department of Education, 2014a). Another legitimation strategy is mythopoeisis, i.e., legitimation through narrative, (Office for Civil Rights, 2005; U.S. Department of Education, Office of Innovation and Improvement, 2007), and moral evaluation through the “correct way” (U.S. Department of Education, Office of Innovation and Improvement, 2007). At the state level, legitimation through use of authority also appears through references to legal discourse (*Educating students with limited English Proficiency (LEP) and English language learners*, n.d.; Pennsylvania Department of Education, 2013, 2014a, 2014b) as well as through rationalization (Pennsylvania Department of Education, 2014b). The local level again uses authorization through legal discourse (Erie School District, 2013b, n.d.-a, p. 1) as well as through other attributed research (Parent Institute, 2014), mythopoeisis (Erie School District, 2013b) and rationalization (Erie School District, n.d.-b).

Intertextuality, assumptions, and legitimation work together to create ideologically-laden messages to and about FLCDs. Explicated in previous discussions of the internal and external recontextualizations, several important socio-cultural and ideological messages are communicated about FLCDs. Firstly, from the perspective of the educational authorities, the engagement of FLCDs in the educational lives of their children is driven by legal requirements, as seen by how legal discourse is used intertextually as a way to legitimize the representation of FLCDs. Confirming as well as augmenting other research on home-school PI contracts and

educational policy (Nakagawa, 2000; Woodside-Jiron, 2003), these findings demonstrate how legal discourse or “policy speech” is used to legitimize the representation of FLCDs and the power of the educational authorities. By using legal discourse, the requirements become impossible to refute, challenge, or negotiate.

Secondly, the assumption prevails that FLCDs and their natural efforts to be parent participants are inherently inferior. Instead, they must utilize the educationally defined system for PI. Unless FLCDs take on the constraints set up by the educational authority levels, they will be unsuccessful in creating a partnership which supports greater student success.

Thirdly, not only is there the assumption that parents must conform to these defined recommendations, but also there is the assumption that educational authority levels know what is the best developmental context for children. This attitude is confirmed in other research (Ippolito & Schechter, 2012; Lawson & Alameda-Lawson, 2011; López & Stoelting, 2010), and specifically exemplified in what Villenas calls “benevolent racism” (2001, p.4). Though possibly well meaning on the part of the educational authorities and community organizations, this benevolent racism does not go unrecognized by FLCDs, and it reinforces the power differential between the educational authorities and families.

Recommendations

Throughout this study I was confronted with the reality FLCDs face as they attempt to engage in the educational lives of their children. Parents care for their children in ways they deem are linguistically and culturally appropriate. When these ways conflict with the expectations of the American public school system, it is virtually impossible for these parents to become true educational partners. This study rests on a foundation of critical theory and is viewed from a perspective of social justice; the results of the study should inform societal

transformation which empowers FLCs. In the following paragraphs I will return to the principles of social justice and suggest transformative moves in the areas of educational policy, teacher training, and further research.

Returning to Social Justice

Approaching this work from a social justice framework requires the suggestion of active ways to engage with the findings of the research. Social justice is not simply a theoretical concept, but requires that a society as a whole, as well as social institutions and stakeholders within the basic structures of society, must take action (Fennimore, 2016; Sensoy & DiAngelo, 2009). Returning to Rawls' "justice as fairness" positioning of social justice, if all citizens are to pursue what Rawls' terms "a complete life" (2001, p. 58), they require a set of "primary goods" which go beyond simply desires and empower a person to become "a fully cooperating member of society" (2001, p. 58). These include the freedom to think and consider as they wish; freedom to choose an occupation and move as desired; ability to take advantage of authority positions; income and wealth accessibility; and self-respect in society as it applied to basic social institutions (2001, p. 58-59).

Even with these touchpoints to drive social justice transformation, concrete implementations are difficult to suggest because social justice sides with personalization, rather than standardization. The resistance to direct solutions is an often critiqued area of social justice inclusion in educational theory, educational policy, and teacher preparation. Though social justice may, in fact, lack the detailed descriptions of classroom activities and effective, transferrable programs, it is not ill-defined or under-theorized. The theory creates space to include innovative, situationally-based strategies which see students and families as individuals: "From the perspective of social justice, teaching practices involve an amalgam of knowledge;

interpretive frameworks; teaching strategies, methods, and skills; and advocacy with and for students, parents, colleagues, and communities” (Cochran-Smith et al., 2009, p. 350). By repositioning in social justice, I provide ideas and principles to guide transformational moves, recognizing variability in each context.

Implications for Educational Policy

These study findings have implications for educational policy. Currently, the educational landscape for SLCD and FLCD may be changing. In July 2015, a bill passed the U.S. House of Representatives and the U.S. Senate to reauthorize the Elementary and Secondary Education Act (ESEA). The reauthorization proposes more flexibility and authority for local education authorities (LEAs), giving them a stronger voice in improving student achievement. With the possibility of expanded flexibility for LEAs to increase student achievement, the LEAs could choose to focus on greater family engagement as a means to improve student success. This emphasis on family engagement for all may require a greater awareness of the current discourse towards FLCDs. The findings of this study inform the discussion of how FLCDs are currently being represented through recontextualized discourse and how other textual representations could create a better environment for family engagement and, in the end, increase student achievement.

If LEAs have a greater say in the local-level implementation of educational policy, there are many adjustments, based on the results of this study that could take place. Analysis showed a general English readability issue, so with an awareness of the inaccessibility of texts, LEAs can work to make important information more readable in English. Considering the variety of digital tools available, LEAs can work with parent liaisons and members from the local language community to create not only written translations of salient information, but also short audio or

video clips in the chosen communication languages for FLCDs. These clips could populate a social media page or even an automated phone system so FLCDs could have access to the information the educational authority deems essential.

More important than making adaptations to the LEA's traditional implementation of government requirements is making more room for families to become engaged in culturally- and linguistically-sensitive ways. The space for creative participation in PI can start in PI discourse. Instead of educational authorities only giving limited options for PI, their making statements which demonstrate openness and inclusionary efforts toward the PI of FLCDs could help FLCDs feel more valued in the process while also fulfilling the educational requirements concerning PI.

Implications for Teacher Training and Professional Development

In addition to educational policy implementation, the results of this study could affect the training of pre-service and professional development opportunities for current teachers, administrators, and support staff. As mentioned in the discussion of Research Question 1 (p. 192), the representation of FLCDs and the conflicting pictures of their PI relationship with teachers may create an uncomfortable situation for both educators and FLCDs. In order for this area to improve, the focus of attention should be on pre-service and active teachers.

This study ends at the LEAs, rather than in the schools themselves. It is the school itself that contains many of the key stakeholders: teachers, administrators, and support staff. School-based stakeholders have an opportunity to affect how the recontextualized federal, state, and local messages about FLCDs are conveyed through classroom communication. With more inclusion of discourse awareness and accessibility tool options in teacher training situations, pre-service and current teachers will be able to craft classroom communication in ways which

welcome family engagement within the classroom. Knowing that FLCDs are often portrayed from a position of deficit, teachers can intentionally develop classroom discourse to value the unique knowledge funds these families possess, enriching the educational experience for all students. Using accessibility tools to simplify language for families, providing translations of important classroom communication whenever possible, looking for new communication opportunities based on family needs, and meeting families where they are instead of expecting families always to connect in the school context may help open new spaces for engagement.

As teachers work to open linguistic spaces for FLCDs in PI at the ground level, new cultural spaces for FLCDs and schools may also help to bridge the gap between school-based stakeholders and FLCDs. While this space, similar to concepts of Third Space (Bhabha, 1994), affinity groups (Gee, 2004), and communities of practice (Wenger, 1998), may be beneficial to FLCDs, it may be even more valuable to educators. A focus on pre-service teacher education should be able to help teachers experience the worlds of FLCDs, rather than simply learn the laws and a set of techniques to “deal with” them. Home visits, a component of some PI initiatives as a school outreach to parents, may attempt to accomplish this, but they still reinforce the controlling power of the school in PI. Opportunities for school-based stakeholders to learn from FLCDs would help equalize the PI situation. If PI is continually seen as a means for student success, better support of new and active teachers, as well as of other school-based stakeholders, by providing experiential training could make a significant impact beyond the classroom.

While these measures may lead to some transformation in how FLCDs are portrayed and included in the educational lives of their children, they only provide an accessible starting point. In order for pre-service and active teachers to truly engage with the generally problematic

treatment of FLCDs in the educational e-discourse and in everyday practice, more demanding, reflective work must be done as social justice implementation often is connected to educator dispositions (Fennimore, 2016, p. 312). Sensoy and DiAngelo (2009, p. 346-348) recommend that educators become allies for marginalized groups in the educational community, which includes FLCDs. They suggest actions which encourage risk-taking, vulnerability, and humility: recognizing and supporting oppressed voices (regardless of a complete understanding of their perspective or agreement with their position); sharing power with marginalized groups; advocating for the needs of marginalized groups left out of the discussion; and focusing on dialogue and conversation rather than debate. Fennimore (2016, p. 310) proposes complimentary recommendations, encouraging teachers to: adopt solution and ecologically-based approaches which view families from their strengths; support families in developing resilience; and continually work to understand and engage with a families' well-developed, existing knowledge and identities.

Directions for Future Study

This study sheds light on how recontextualized messages about FLCDs in PI across educational authority levels support a more general representation of FLCDs in the overall educational discourse involving PI. There are several future research areas which could add to the developing knowledge of this study. The results of this study focus on the multimodal discourse that is freely accessible on the web at the federal, state, and local levels. To develop this project further, analyses of data sets from a cross-section of local schools could add another dimension to the recontextualization of ideas. Also, in light of the new reauthorization of ESEA, a discourse-historical approach (Reisigl & Wodak, 2013) could add more insight into how the FLCDs in PI discourse has changed over time and explain if and how the 2015 ESEA

reauthorization has affected it. Another opportunity for future research is the conducting of a similar study with an expanded number of data sets. This study used specialized corpora which included a broad section of data sets located through specific criteria. In order to enhance the results, even more extensive specialized corpora could be created to examine many more data sets at each educational authority level. Next, while many studies examine how FLCDs are engaged in public school PI, it could be of interest to examine how FLCDs are constructed in the private, charter, and cyber schools. Lastly, while this study focused on FLCDs, a similar methodological approach would also yield findings for different populations of marginalized parents, e.g., parents of special needs children.

Study Conclusions

The results of this study support previous findings about PI for disenfranchised sections of the parent population and shed new light on the representation of FLCDs in PI. During the course of this study, I attempted to reflectively analyze the data and also to notice opportunities for learning during the process. In the paragraphs that follow I describe my theoretical, methodological, and pedagogical reflections - key elements in my research journey - as they will influence my future research and teaching practice.

Theoretical Reflections

It is easy to underestimate the power and influence of discourse in society at large and also within a more defined community. At the same time, it is also difficult to demonstrate the existence of that power. Using a critical lens and a social justice perspective, I was consciously looking for ways in which power was constructed within the discourse, and I was attempting to discover the political implications of the discourse with the end purpose of bringing about

social change – part of the goals of critical and social justice-oriented research (Bloomberg & Volpe, 2012; Creswell, 2013; Lichtman, 2013).

As I worked through the data analysis portion of this study, I heard the words in my head, “Well, that’s not what I meant,” as they might come from the original authors of these data sets: government officials, administrators, educators, and others. Sometimes the imagined voices of the discourse authors would say, “Well, I meant to be more inclusive of a family’s culture...” and other times it was, “Well, I didn’t mean for that to sound condescending...” In fact, in the creation of this study, some faculty members recommended that I not use “critical,” but rather approach the topic as only a “discourse analysis.” Throughout the study I had to contend with these voices and my theoretical orientation. This continued attention helped me to consider the position of the authors in a context where I chose to use a critical lens. This theoretical orientation was not utilized to point fingers at guilty parties, but rather to shed light on a problematic situation where multiple “solutions” have been implemented, but with little success.

At the end of this discourse study, I can confidently say that while the intentions behind discourse creation are worth considering, the reality is that linguistic decisions put to print can have a great impact on the parties who are not in the position of power. In the context of this study, these parties are FLCs. Using a similar theoretical framework in a discourse study can yield results which can then help bring awareness to the parties currently creating and controlling the discourse.

Methodological Reflections

At various points during collection and analysis of the data sets, learning moments occurred where I recognized ways to improve the methodological approach to the study. Early on, I realized that many more aspects of modality could have been addressed in the analysis.

Though I included the idea of hyperlinks as a means of intertextuality, more emphasis on these specific components, as well as on more visual and aural analysis, could have added more information on issues of accessibility.

Also, though I used various corpus analysis procedures to gain quantitative information about the data sets, I feel the corpus component of the mixed methods approach could have been exploited more fully. Corpus analysis software contains many features, such as deeper key word analysis, that I was not able to pursue. Though a mixed-methods approach of corpus and critical discourse analysis has the potential to produce such rich and complex results, separate studies, which examine the elements in a more contained way, may have helped to delineate clearer results.

Pedagogical Reflections

As I instruct pre-service teachers, particularly those working towards their state certification as ESL Program Specialists, the findings of this study will continue to influence the classroom context. Instead of approaching PI as a one-size-fits-all approach, I will try to construct a learning environment where pre-service teachers can think outside the traditional expectations for PI. I will ask teachers to reflect on their own prejudices affecting their philosophy of PI for FLCDs and to evaluate critically their own approaches to the situation. I aim to bring more FLCD voices into the classroom rather than to approach PI from the educationally-defined legal requirements.

While encouraging students to conceive PI for FLCDs differently, I must also remain critically aware of my own ingrained notions. In my teacher preparatory training, PI was continually presented as a key element of student success, but it was also conveyed as a

challenge to be overcome. I still must consider my own classroom speech so that I am representing S/FLCDs from an advantage, rather than a deficit, perspective.

As an instructor of S/FLCDs in the higher education setting, I work to empower these parents, who are also my students, to connect to the educational environments of their children. Often this takes place through explanations about American school culture, clarification of classroom communication, and suggestions for how they can connect with their children's classroom teachers. My own personal teaching philosophy has been influenced by the work of Freire and the concept of critical pedagogy which proposes to incorporate the real world struggles of students into the learning environment. A majority of my students have children, so incorporating real work struggles into English language education will have the twofold effect of societal change and language education.

Final Thoughts

Recent statistics for the National Center for Education Statistics (NCEC) still show an educational system with a racially homogeneous group of teachers and administrators, more than 80% identifying as white, while the population of students continues to diversity, nearly half identifying as other than white (as cited in U.S. Department of Education, Office of Planning, Evaluation and Policy, 2016, pp. 5–7). Along with student diversity, comes family diversity. Though the number of diverse candidates in the educational workplace may be slowing increasing, the effects of the increase will not be evidence in the near future. Until the landscape evolves, an educational workforce dominated by those from positions of social privilege must recognize their privileged position and find ways to operate in humility and supportiveness, allowing FLCDs and other marginalized groups to define family engagement. In order to create truly engage with FLCDs in culturally-appropriate, reciprocal partnerships, educational

professionals must choose to listen, rather than suggest; advocate, rather than concede; innovate, rather than comply; and reflect, rather than jump to enact a “best practice”.

FLCDs make up a growing, but not always majority, population for all school districts. Educational discourse, for practical reasons, may need to focus on the majority parent demographic in a given context. What is forgotten is that the American educational system has always been one of tremendous diversity because America itself is a pluralistic society. The results of this study confirm that the diversity of families is not being consistently approached from a perspective which sees this diversity as advantageous. The results of this study, in conjunction with findings from other similar studies, help raise awareness of those issues which currently run counter to the American narrative – a narrative which values the uniqueness and the rights of all – shown in a microcosm in the American educational system.

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Appendix A

Explanation of Data Sets

Data Set Name	Search Terms	Content Genre	Audience	Summary	Key Findings
Corpus 1: Data Set 1: ED FCE Framework Promotion	<i>Parent involvement</i> <i>ESL</i> → Right side panel link for “Family and Community Engagement”	Informational video Two and a half minutes 345 words	Conference attendees of the Institute of Educational Leadership	Secretary of Education, Arne Duncan, announces the new government initiative for family and community partnerships.	<ul style="list-style-type: none"> • active voice enforces educational authority agency; • nominalizations strengthen ambiguity of key terms; • complex sentence patterns decrease readability; • consequence patterns show the expectation of family responsibility; • problem (insufficient family-school engagement) -solution (increased PI) whole-text semantic pattern; • lexical overwording gives ideological focus to key words; • unattributed speech bolsters claims; • unwritten assumptions give no consideration for family diversity in PI; and • authority references provide legitimation of messages.
Corpus 1: Data Set 2: Dual Capacity Building Framework	<i>Parent involvement</i> <i>ESL</i> → Right side panel link “Family and Community Engagement” → Document link under “Department of Education Releases New Family and Community Engagement Framework”.	Informational, downloadable pdf file 859 words	Local administrators Educational professionals Parent leaders Interested stakeholders	Describes the Dual Capacity Framework as a program involving the building of individual capital, societal connections, knowledge, and confidence for all stakeholders (families and educational professionals) while focusing on organizational systems and processes.	<ul style="list-style-type: none"> • active voice communicates responsibilities of educational professionals; • passive voice circumvents FLCD agency; • nominalizations and complex sentence patterns decrease readability; • causal, conditional and contrastive lower-order semantic relationships justify organization structures and highlight the necessity of meeting specified conditions; • <i>condition</i> highlights parental prerequisites to student success; • problem (challenge of engaging all families)-solution (follow the educational authority initiative) whole-text semantic pattern; • unattributed references strengthen assertions; • intertextual references demonstrate educational standards; • unwritten assumptions give no consideration for family diversity in PI; • assumption of the necessity of fulfilling this new government initiative in order to have success; and

					<ul style="list-style-type: none"> • references to authority structures legitimize content.
Corpus 1: Data Set 3: Parental Partnerships OCR	<i>Parent involvement</i> <i>ESL</i> → Right side panel link “Family and Community Engagement” → Document link under “Department of Education Releases New Family and Community Engagement Framework”.	Informational webpage 4800 words	FLCDs All parents Local administrators Educational professionals	Features turn-around stories of equal access education as enforced by OCR. Each story demonstrates how a district or a specific school was able to develop new programs to address concerns or complaints that necessitated the involvement of OCR.	<ul style="list-style-type: none"> • active voice demonstrates the educational authority agency; • nominalizations change key activities into entities; • significant lexical collocates: EDUCATION and <i>department</i>; PARENT and <i>involvement</i>; • problem (lack of or illegal effort toward PI)-solution (description of model programs whole-text semantic pattern); • intertextual references point to resources for further information; • existential assumption conveys FLCDs lack knowledge; and • mythopoesis legitimates case studies.
Corpus 1: Data Set 4: Engaging Parents in Education	<i>Parent involvement</i> <i>ESL</i> → Document link	Informational pdf 25751 words	FLCDs All parents Local administrators Educational professionals Educational researchers	Contains case studies of Parental Information and Resource Centers (PIRCs) implementing No Child Left Behind (NCLB) guidelines to support parents.	<ul style="list-style-type: none"> • passive voice indicates unclear authors of PI resources; • nominalizations change key activities into entities, • significant collocate themes: organization of parents, parent relationships, and parent requirements; • contrastive semantic relations show parent vs educational authority struggles; • problem (challenge of engaging all families)-solution (follow educational authority initiatives) whole-text semantic pattern; • intertextual referencing of research, laws, handbooks provides further support; • existential assumptions suggest that FLCDs need to improve themselves to participate fully; and • moral evaluation in combination with mythopoesis legitimates messages.

<p>Corpus 1: Data Set 5: Basic Programs LEA</p>	<p><i>Parent involvement</i> <i>ESL</i> → Followed link to Part A — Improving Basic Programs Operated by Local Educational Agencies</p>	<p>Informational webpage 2635 words</p>	<p>Administrators Legal representatives Any family wanting to understand their rights</p>	<p>Explains the legal responsibilities of Local Educational Agencies (LEAs) towards FLCDs and all parents. Includes section 1118: Parent Involvement; Section 1112: LEA Plans for the Elementary and Secondary Education Act (ESEA); parts of Public Law 107–110, the No Child Left Behind Act of 2001, Title 1 – Improving the Academic Achievement of the Disadvantaged.</p>	<ul style="list-style-type: none"> • passive voice along with <i>shall</i> specifies requirements without clear agency; • significant lexical collocates: EDUCATION – <i>instruction</i>; PARENT – <i>activities, policy, involvement</i>; • semantic conditional patterns indicate legal exceptions; • intertextual referencing using synonymic terminology, laws, and programs influence text accessibility; • existential assumptions show how the federal government takes the lead in controlling the situation as well as the assumed linguistic ability of FLCDs. • authority legitimation connects this law to related legal statutes.
<p>Corpus 2: Data Set 1: Diploma Toolkit Guide</p>	<p><i>Parent involvement</i> <i>ESL</i> → Document link</p>	<p>Informational pdf 9600 words</p>	<p>Migrant parents (often FLCDs) Migrant students (often SLDs)</p>	<p>Student pages explain how topics relate to the life of the student and their responsibilities. Parent pages help parents understand topics and their responsibilities. Tips, self-assessments, and checklists give students and parents help in keeping track of their learning.</p>	<ul style="list-style-type: none"> • passive voice reduces agency of parents; • nominalizations reinforce family options and requirements; • significant lexical collocates: SCHOOL – <i>trade</i>; EDUCATION – <i>department, postsecondary</i>; • goal (SLCD completion of high school) – achievement (the recipe for success) whole text semantic pattern; • references to legal requirements, authority departments, and societal expectations in America; • assumption that parents and students share joint responsibility; and • authority texts and moral evaluation legitimizes messages.

<p>Corpus 2: Data Set 2: PA Migrant Toolkit.</p>	<p><i>Parent involvement ESL</i> → Document link</p>	<p>Informational pdf 9781 words</p>	<p>Administrators Educational professionals</p>	<p>Describes information from Corpus 2: Data Set 1: Diploma Toolkit Guide in more detail, specifically the purposes of the program, the opportunities provided by the Pennsylvania Migrant Education Program (PA-MEP), and reporting procedures for migrant educational services.</p>	<ul style="list-style-type: none"> • passive voice reduces agency of stakeholders; • nominalizations develop the educational PI discourse; • significant lexical collocates: PARENT – <i>advisory</i>; MIGRANT – <i>population</i>; • complex sentence patterns decrease readability; • problem (little SLCD success)-solution (follow educational authority initiatives) whole-text semantic pattern; • intertextual reference to laws, standards, educational governing bodies, outside educational bodies, assessment tools, curriculum, software; • existential assumptions about migrant status (SLCDs and FLCDS) suggest a lack of life skills and a difficulty in locating families; and • authority texts and rationalization strategies legitimize messages.
<p>Corpus 2: Data Set 3: Title 1: Parent Involvement</p>	<p><i>Parent involvement ESL</i> → Link to Title I → Parent involvement tab in right panel</p>	<p>informational webpage 5774 words</p>	<p>Administrators Educational professionals</p>	<p>Includes Title 1 District Parent Involvement Policy Checklist, Title 1 School Parent Involvement Policy Checklist, Appendix B: Key Title 1, Part A Parental Notice Requirements, and Appendix D: District Wide Parent Involvement Policy, and Appendix E: School-Parent Compact.</p>	<ul style="list-style-type: none"> • passive voice reduces agency of parents; • nominalizations change key activities into entities; • significant lexical collocates: PARENT, <i>language</i>, and <i>understand</i>; PROVIDE and <i>parent</i>; • additive semantic relations reinforce vague additions; and • extensive references to federal law for intertextuality and legitimation shows parents as patients, rather than agents.

Corpus 2: Data Set 4: Migrant Parents	<i>Migrant parent</i> → Link to document	Informational webpage 418 words	Migrant parents	Clarifies the program and services available to migrant parents, focusing on Parent Advisory Councils (PACs) run by the PA Migrant Education Program (PA-MEP).	<ul style="list-style-type: none"> • active voice shows author’s intent; • complex sentence patterns decrease readability; • problem (little migrant parent empowerment)-solution (follow educational authority recommendations to become empowered) whole-text structure; • direct borrowing of legal discourse to reference important legal statutes; • assumption that parents are currently not empowered to speak up for their children and introduce engagement opportunities; and • authority texts legitimize messages.
Corpus 2: Data Set 5: Educating LEP/ELL Students	<i>Parent</i> → Link to English as a Second language → Left panel link to Resource Documents → Link to document	Informational webpage Self-defined circular 3280 words	LEAs	Aims at helping LEAs understand the legal requirements for supporting SLCDs and their families according to one Pennsylvania legal code: 22 Pa. Code §4.26. Explains the procedure for identifying ELLs, the instructional programs available, and other support services, including communication with FLCDs needing translation services.	<ul style="list-style-type: none"> • active voice shows government responsibility; • nominalizations change key activities into entities; • no significant lexical collocates; • problem (LEAs are not clear about legal obligations towards S/FLCD)- solution (explain legal requirements) whole-text structure; • extensive legal referencing to support claims; • assumptions show FLCDs represented as needing special accommodations; and • authority texts legitimize messages.

Corpus 3: Data Set 1: Family Information Guide	Parents tab → Link to document	Informational pdf 16250 words	Families whose children attend any school in the Erie School District	Describes school district policies as they would be communicated to all parents.	<ul style="list-style-type: none"> • passive voice shows documents and information given to parents and information requested from them; • lower English readability on translated sections; • significant lexical collocates: FAMILY and <i>rights</i>; • references to legal statutes; • inclusion of daily life information, eg., bus schedules, contact information for all schools in the district demonstrate attention to localized concerns; • assumption that Spanish is the only language translation needed; and • legal references show authority legitimation.
Corpus 3: Data Set 2: Helping Children Learn	Parents tab → Link to document	Informational webpage Online newsletter 1400 words	All families	Focuses on supporting parents to help their children succeed in school, addressing common educational concerns over the summer break: not enough reading, too much television, loss of academic gains, and indecision.	<ul style="list-style-type: none"> • active voice shows agency for parents; • conditional patterns show parents as responders; • problem (summer academic slide)-solution (parent prevention activities) whole-text semantic pattern; • references to trade books, medical websites, journal article and use of inspirational quotes; • value assumption on the ‘best’ family behavior; • unwritten assumptions give no consideration for family diversity in PI; and • authorization strategies legitimize messages.
Corpus 3: Data Set 3: EFC Tour	“Parents” tab → Link to video	17-minute video 1165 words	Families who frequent the center Donors or potential donors	Describes the services available for families at the Erie Family Center for Child Development in Erie, PA. Explains the community- building, educational, and daily living opportunities available to families in Erie County.	<ul style="list-style-type: none"> • active voice shows family center offerings; • significant lexical collocates: FAMILY and <i>center</i>; • Goal (providing families needed support)-achievement (demonstrating support through the explanation of services) pattern; • conditional patterns highlight parent-service relationships; • references to curriculum and local contacts; • assumption of the “ideal” situation for child development; and • assumption that Spanish is the primary additional language.

Corpus 3: Data Set 4: Title III Parent Guide ELL	“Departments” tab → Link to Federal Programs → Link to document	Informational website 477 words	FLCDs	Includes answers to common questions, as perceived by the school district, concerning FLCD’s children’s education; explains Title III.	<ul style="list-style-type: none"> • active voice demonstrates family involvement recommendations; • passive voice shows agency removed in legal requirements; • nominalizations reinforce discourse vocabulary; • references to standards, laws, key people to contact; and • rationalization strategies legitimate messages.
Corpus 3: Data Set 5: Title I PI Policy	Departments” tab → Link to Federal Programs → Link to document	Informational website 218 words	All families	Communicates the school district’s philosophy of parent engagement and fulfillment of their legal responsibilities under federal law; explains the LEA’s approach to parent involvement in general, which would impact FLCDs.	<ul style="list-style-type: none"> • active voice shows school districts as main agents, defining PI; • additive semantic relations show equal importance of various school initiatives and PI actions; • additive semantic relations connect the responsibility for PI and action; • intertextual referencing through the use of hyperlinks to connect whole documents; • unwritten assumptions give little consideration for family diversity in PI; • assumptions of PI definition, FLCD priorities, and school/FLCD cooperation; • authority legitimation by reference to law (e.g. NCLB).