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# The Relationship Between Print Literacy, Acculturation And Acculturative Stress Among Mexican Immigrant Women

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**THE RELATIONSHIP BETWEEN PRINT LITERACY,  
ACCULTURATION, AND ACCULTURATIVE STRESS AMONG  
MEXICAN IMMIGRANT WOMEN**

by

**ALEXANDER MODESTO CINTRÓN**

**DISSERTATION**

Submitted to the Graduate School

of Wayne State University,

Detroit, Michigan

in partial fulfillment of the requirements

for the degree of

**DOCTOR OF PHILOSOPHY**

2013

MAJOR: CURRICULUM & INSTRUCTION:

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**Advisor**

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**Date**

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## DEDICATION

Sinon J. Cintrón, I share my love and this accomplishment with you. In your aspiration to become a Supreme Court Judge, may this research support important decisions you preside over concerning human rights, specifically the right to literacy and acculturation.

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## Chapter 1: Introduction

According to the Organization for Economic Co-operation and Development (OECD, 2010) trends in international migration, the United States admits the largest number of immigrants, followed by Germany, Spain, the United Kingdom, Italy, and Japan. The estimated immigrant population in March 2000 was 28.4 million people, a number that represented 10.4% of the entire population of the United States (U.S. Census, 2003). According to the Population Reference Bureau (2002), one million immigrants arrive in the United States annually.

The largest source of immigrants, which is about 2.25 million have come from Mexico between the years 1991 to 2000. Specifically, Mexicans represent nearly two-thirds (66.1%) of all Hispanics living in the United States (Therrien & Ramirez, 2000). The Hispanic population in the United States is 32.8 million, around 12 % of the total population (Therrien & Ramirez, 2000). By 2040, over 80 million Hispanics will be residing in the United States, which is about 22 % of the population. By 2050, 25 % of the population will be Hispanic (Antshel, 2002). According to the Current Population Survey people of Mexican heritage comprised of 8.2 % of the United States adult population (Bean, 1987).

Presently, when it comes to population growth and literacy, more than 7 million Hispanics, age 16 and older or 50 % of Hispanic adults are functionally illiterate in English (Bean, Schmandt, & Weintraub, 1989).). According to Service, Employment/Education and Redevelopment ([www.unesco.org](http://www.unesco.org)) one in five adults is still not literate and about two-thirds of them are women (Wagner, Venezky & Street, 1999). Additionally, 796 million adults worldwide (15 years and older) reported not being able to read and write and two-thirds of

them (64%) were women (Wagner & Kozma, 2005) Specifically, women in Mexico have an illiteracy rate of 22 % compared to Mexican men whose rate was 14%. (Blau, Ferber & Winkler, 2002).

Therefore, Mexican immigrant women in particular require skills to function in socially appropriate ways that coincide with new environments, and that extend beyond simply reading and writing (Delgado-Gaitan, 1990; Duran, 2003; Cook-Gumperz, 1993). Given that Mexicans are the largest immigrant group to migrate to the United States and the incidence of Mexican women's high illiteracy rates, this study will examine immigrant Mexican women's literacy. Consequently, immigrant women are making acculturative choices. Therefore, this study will examine the immigrant Mexican women's choice of print literacy practices and its relationship to acculturation and acculturative stress.

This chapter was divided into two sections. The first section discusses the background for this study, while the second section discusses the researcher's study itself.

### **Background**

This section includes background information on the independent variable, namely literacy. Hence, this investigator discusses this variable on women's issues on literacy first from a historical perspective, followed by a contemporary perspective. This section also includes background information on the dependent variable, namely acculturation and acculturative stress. Hence, this investigator discusses these variables first from a historical perspective, followed by a contemporary perspective.

#### **Women's Literacy from a Historical Perspective**

Women's literacy examined here, keeps in mind their age (e.g., girl child's literacy and adult women's literacy), and their race (e.g., White, Native Indians, African slaves and

all immigrants). Literacy in women and/or girl children resulted in multiple outcomes, namely: (1) conversion to Christianity; (2) having opportunities to participate in commerce; (3) assimilation; (4) initiative to establish seminaries, and (5) receiving social support services.

**White women, Indian girls and slave girls learning basic reading and Christianity.** During Colonial America, educational discrimination connected to religious influences such as, limiting women to reading the Bible only (Salice, 1988). Additionally, women had little to no political rights and no control over their property or their children.

Moreover, colleges or town-supported Latin grammar schools did not admit girls. However, grammar schools did admit Indian girls but not to promote literacy, but rather to convert them to Christianity. Monaghan (2003) also reports that a Wampanoag Indian girl named, Bethia in 1702, had an illiterate mother, and had no school nearby. Therefore, Bethia turned to Christian neighbors to learn to read and as a result, she learned about Christianity through literacy. More importantly, she learned to read and write as well as the children who attended grammar school. In fact, in 1643, the Wampanoag Indians received reading instruction using the Indian Bible from 1661-1663, the Indian Primer in 1669, and the Massachuset Psalter in 1709, all of which were translated into the Massachuset language (i.e., the Native American Language). Thus, these historical facts exemplify that reading instructions transmit Western culture and religion of the colonist to the Native American girls acculturated through literacy.

In addition, enslaved girls did not receive instructions on writing in 1760, and only a few received instructions on reading. The purpose was to convert them to Christianity. However, a young enslaved girl, named Phillis Wheatley, received instructions on how to

read and write by Mary Wheatley, the daughter to the wealthy John Wheatley. Monaghan (2003) stated that literacy for Phillis was her key to self-definition. She used literacy as her personal voice to find her own identity in a culture that defined her as chattel. She was so empowered, because of her talent with literacy that she became a published poet. Harvard University presented one of her poems to Harvard students during their graduation. However, she was an exception and not the rule. Once again, this historical example establishes literacy as a liberating force.

**White women and white girls' learning basic writing and opportunities for functional purposes only.** Caucasian boys and young men had the privilege, when it came to learning how to write. Caucasian girls and slaves were not. Writing masters were exclusively men, hence the term penmanship. However, at specific times, wealthy Caucasian girls were permitted to attend writing schools as private pupils for an hour at eleven o'clock and then again at five o'clock, while the boys ate their meals. However, these girls were only taught round hand, which was the script used for commercial transactions. On the other hand, boys and young men learned how to write prose, poetry, legal documentation, as well as commercial transactions (Monaghan, 2003).

According to Monaghan (2003), heaven connected human souls, therefore, Caucasian girls, as the boys could read the Bible. Additionally, the religious schoolteachers were mostly women. Religious reading was an easy subject to teach. These historical facts thus established that gender and race intertwined to provide restrictions on literacy.

According to Monaghan (2003) by the eighteenth century, writing was a genteel female accomplishment, just as valued as sewing and embroidering. Parents who could



afford reading and writing instructions for their daughters provided it to them. This practice became a responsibility for parents to civilize their children through literacy.

Thus, the above historical facts establish that women did not have access to writing when compared to men. However, once they were able to write they had increasing control over their own lives, first through their active participation in commerce activities, later through transacting their own deeds, and finally through so called “civilizing their children” (i.e., we could call that today’s language “acculturating their children”). However, unlike men, women’s writing was restricted to these functional purposes only and not for self-expression of their own identity through prose and poetry.

**Native Indian girls learning basic literacy and assimilation.** Now during the Progressive Era (1870-1930), according to Goodburn (2003) a movement began to educate and assimilate American Indian schoolchildren, which in turn affected their identity. This movement held strong to the belief that education, rather than military force as a means of promoting American Indian assimilation. Literacy in English was the vehicle to transmit American Culture. Literacy practices mandated only English for reading, writing, and for all oral conversations. Additionally, the English only curriculum shaped girls’ literacy practices, specifically with respect to the construction of female and American Indian identity. Some Indian girls wrote essays in English asserting the unfair treatment of Indians. Thus, they expressed their resistance to coerced assimilation to give up their own ethnic identity through literacy. In contrast, other Indian girls’ wrote persuasive essays comparing English to being civilized, which they concluded was a privilege for Indian boys and girls. Thus, they expressed an acceptance of assimilation through literacy for it provided them accessibility to privileges that the White majority culture enjoyed.

During the American Colonial period, literacy in the form of reading acculturated Indian girls to western religion. During the Progressive Era, in the unified United States, literacy forcibly assimilated Indian girls to become like Americans. This forced assimilation through literacy in English did not strengthen their language and culture.

**White women in higher education and the initiative to establish women's seminaries.** Now during the Golden Age of America, revolutionary changes in women's schooling began (Eldred & Mortensen, 2003). During this period, many women who overcame gender inequality in terms of their own literacy practices began to implement change by establishing institutions of higher learning (i.e., female seminaries). Nash (2005) collectively discusses three brilliant women and female seminaries (i.e., educational institutions), founded by each of them: Emma Willard at Troy, New York in 1821; Catherine Beecher at Hartford, Connecticut in 1832, and Mary Lyon at Mount Holyoke, Massachusetts in 1837. These female seminaries provided instruction, curriculum, and opportunities for women to be engaged in literacy.

Additionally, according to Nash (2005) literary women such as Mary Wollstonecraft, Priscilla Mason, Abigail Adams, Judith Sargent Murray, Anne Randall, Elizabeth Hamilton, Mary Edgeworth, Sarah Pierce, Lucy Stone and Catherine Sedwick were pioneers in women's rights, due to their literacy efforts. Their work is still relevant today in women's studies courses at colleges and universities around the country. Phelps (1864) stated, "To a mind thirsting for the pure waters of knowledge it is tantalizing in the extreme, to be condemned to see the fountain in the far off distance, to taste a few scanty drops, and yet never allowed to gain a nearer access." This quote is for all women, regardless of race. This

poignant quote exhibits the continued significant struggle of women during that era and immigrant women today.

Thus, women starting seminaries is a major historical shift for women; women were once kept illiterate, then they passively received limited literacy, but now educated women were not merely promoting minimal literacy but instead were actively promoting higher education to other women. These seminaries were acculturative institutions, which were transforming women who attended it.

**Immigrant women's literacy and receiving social support services.** During the Progressive Era, a number of community organizations, such as settlement houses and ethnic church clubs provided social services and taught English to immigrants (Schwager, 1987). These community organizations were promoting immigrant women's literacy for full citizenship and participation in society. However, according to Schwager (1987), the active involvement of community organization was a result of public schools failing to reach out to promote literacy among immigrant women.

Rabin (2009) findings concluded that the settlement houses did not make serious grassroots efforts to preserve immigrant heritage languages, unlike International Institutes. Hence, there is a need to discuss settlement houses and International institutes next. Settlement house leaders promoted basic literacy in English to immigrant women and families. According to Rabin (2009), however, some of these settlement houses and their settlement house leaders' philosophy (e.g., Jane Addams at Hull House in Chicago, Lillian Wald at the Henry Street Settlement House in New York City and Julia Richman at the Educational Alliance in New York City) were to replace their native language with English only. She reports that not only the leadership but also the Hull House settlement workers

were opposed to immigrant languages. Now according to this investigator, an emphasis placed on English literacy was an attempt towards assimilation. Particularly, teaching English to immigrant mothers and their children, which resulted in intergenerational assimilation process where they both become “Americanized.”

Young Women’s Christian Association (YWCA), created fifty-five International Institutes in American cities during the early 20<sup>th</sup> century (Bhavnagri, Krolikowski, and Vaswani, 2001, 2006). These International Institutes provided a plethora of social support services that facilitated assimilation to newly arrived girls and immigrant women. Additionally, they taught them English as a Second Language to facilitate assimilation.

Additionally, Bhavnagri, Krolikowski, and Vaswani, (2006) researched historical archival data (1919-1981) on the International Institutes of Metropolitan Detroit (IIMD) and they reported that IIMD collaborated with Detroit Public Schools to provide evening literacy classes for children, women and families. Interestingly, IIMD’s collaboration with schools thus compensated for lack of literacy classes for immigrant, joining with public schools (i.e., a criticism stated by Rabin). IIMD had a number of cultural activities, such as ethnic culinary classes, ethnic folkdance, and music to preserve immigrants’ cultures from the old world (N. P. Bhavnagri, personal communication, 30 January 2013). They also had language classes in Immigrants’ native languages (N. P. Bhavnagri, personal communication, 30 January 2013).

The intake referrals recorded the immigrants’ ethnic origin because they were supposed to provide culturally sensitive services based on the cultural patterns of those specific ethnic groups (Mohl, 1982, 1982a). They communicated with the immigrants using immigrants’ language through ethnic radio networks and foreign-language press (Bhavnagri, Krolikowski, & Vaswani, 2006). Thus, Bhavnagri and colleagues (2006) reported that

International institutes did use the immigrants' language and culture to reach out to them, which Rabin's (2009) historical research supports, as well.

### **Women's Literacy From a Contemporary Perspective**

Women's literacy examined here keeps in mind their age (e.g., girl child's literacy and adult women's literacy). Literacy in women and/or girl children resulted in multiple outcomes, namely their (1) human rights, (2) work, (3) children, and (4) identity.

**Women's literacy influencing human rights.** Women's literacy empowers women to take a rightful place in society, thus meeting goals of human rights. A number of international organizations have linked literacy to human rights (Mohl, 1981). An example is the International Covenant on Economic, Social, and Cultural Rights where each country is responsible for recognizing the right to a standard of living, which includes the right to as education (United Nations World Conference on Human Rights, 1993). Additionally, according to Craven (1995), the right to an education is considered a human right.

Furthermore, women's literacy, which is a component of educational opportunities, results in multiple indicators of human rights. Here are some examples. First, educational opportunity edifies voting rights (Rogers, 2007) and full access to citizenry for women as indicators of human rights in the United States (Romany, 1993). Second, in emerging countries, a woman's access to the human right of property ownership is contingent upon literacy (Butegwa, 1999). To elaborate further, it is essential for women as buyers to comprehend complex legal forms related to real estate. Third, according to the Universal Declaration of Human Rights (UDHR, 1993) the right to an education (Article 26) is a human right. Bunch and Frost (1997) empathically states that human rights would fail to

exist without recognizing the rights of women, including women's literacy. They repeatedly advocated, "Human Right's is Women's Rights," which has become a universal pledge.

Having discussed the positive impact of literacy, this investigator next discusses the negative impact of illiteracy. A number of international organizations have linked illiteracy to violations of human rights. Here are some examples. First, The Declaration Vienna and Program of Action (1993) request countries to eradicate illiteracy, because it results in greater respect and protection for human rights and personal liberties. Second, during the Convention on the Elimination of all Forms of Discrimination against Women, the delegates discussed illiteracy issues as significant with respect to the human rights of women, who currently constitute the majority of the world's illiterates (Wotipka & Ramirez, 2008). Third, according to the Education for All (Matsuura, K. 2003) states that more than 56% of the 104 million out-of-school children are girls. Additionally, over two-thirds of the world's 860 million illiterates are women. This is a human right violation in accordance to Article 26 as mentioned in the United Nations Covenants of 16 December 1966 (UNESCO, 2003). Fourth, UNESCO reported there is concern about women and young parents' illiteracy having an adverse impact on their participation in citizenship (Cuban & Stromquest, 2009).

According to Robinson (2003), an emphasis on the use of education as a means to educating women on human rights will combat illiteracy. According to United Nations Educational, Scientific and Cultural Organization (UNESCO, 2003), immigrant women when compared to women from their home country are empowered due to literacy and/or schooling in the United States. In contrast to empowerment, those immigrant women who are illiterate are at risk of being disenfranchised and may encounter human right violations.

**Women's literacy influencing work.** Women's literacy may provide opportunities for addressing economic equity issues in the workplace. Scholars and researchers discuss the links between literacy and work prior to the passing of the Workforce Investment Act of 1995. According to Ferguson (1959), many of the immigrant women want to work, however, due to discrimination and violation of human rights, and lack of English fluency, it was difficult for women to get a job or maintain a job, especially without someone to help them communicate in English. Garcia and Duran (1991) reported that parents acknowledged that they have fewer opportunities to secure a job without knowing English. Thus, researchers concluded that literacy for immigrants when tied to work or economic training programs do not take into account their lack of English fluency, which is more debilitating than empowering.

Now, scholars and researchers discuss the links between literacy and work after the passing of the Workforce Investment Act of 1995. According to Miller, McCardle, and Hernandez (2010) research study, the Workforce Investment Act (WIA) severely affected women's literacy education. These women happily stated that participating in discussions using English gave them a voice at work. On the other hand, the findings also stated women on welfare who are unable to achieve functional literacy remained in poverty. Furthermore, Sandlin (2004) qualitative case study also reported that the adult literacy curriculum focused primarily on women, as mothers, which did not get them ready to join the work force. Thus, literacy in such cases was not fully empowering to women. Sandlin advocates that adult literacy classes must focus on women's issues beyond traditional female occupations and GED. In these classes, they should also discuss assumptions about gender, race, and economic inequity. To summarize, currently the impact of literacy on work equity has been

inconsistent; at times literacy has had a positive impact on work equity, while at other times it has had no striking positive impact on work equity. The content and focus of current pedagogy must move women from Welfare to Work by examining English literacy skills.

**Women's literacy influencing children.** Women literacy reduces the number of children born into poverty, reduces infant mortality, and increases face-to-face mother child interactions (LeVine, 1987). According to a study by LeVine (1987) on fertility, advocacy for expanding female school enrollment was proposed to reduce birth and child death rates. Consequentially, literacy in the area of fertility or reproduction is instrumental in bringing about worldwide social change. Specifically within the context of teaching and learning, women who attend school longer are more likely to structure pedagogical interactions. For example, women as mothers, take on the role of the teachers by responding verbally, and contingently (LeVine, LeVine & Schnell, 2001). Ramdas (1989, 1990) agrees with LeVine and colleagues and she too reports that an increase in women's literacy is the way towards a child's development. Specifically, it will ensure better childcare, nutrition, smaller families, and promote a better climate for learning.

This investigator next extends the women's literacy as related to childcare to women's literacy as related to child's education. Women as mothers participate in reading and writing experiences similar to what most women experience in their course of daily living (Purcell-Gates, 1996). Links exist between the parent's educational level and children's achievement. Research has shown that children whose parents have less than a high school education tend to have the poorest reading success (Kogut, 2004). It has also shown that mothers' literacy level predict children's literacy development (U.S. Department of Education, 1999).



**Women's literacy influencing identity.** Women's literacy now adds a female identity to what was once a male-dominated print media industry; thus, women are finally becoming full participants in print and social media. According to Weems, Miller, Russell, and Lunsford (2003), literacy at the end of the 20<sup>th</sup> century facilitated girls to be powerful agents in control of their own lives. According to these researchers, girls' literacy practices (i.e., reading and writing) and the establishment of their own identity connect to iconic and/or popular culture female figures (e.g., Madonna, Britney Spears, Taylor Swift). Currently, girls are on websites, describing in prose images of body type or imaginary descriptions of the perfect body. For example, in February 2002, there were 28,000 websites devoted to the debate over the natural or enhanced status of Britney's breasts. These researchers reported that teenage girls are now expressing their identity in prose on websites by writing about their love, friendship, and betrayal.

Finders (1997) reported that girls' literate voices served the purposes of self-expression, competing for social status, establishing communities, staking claim, and defying authority. For example, reading and writing at home was reported as a refuge from the literary practices at school, where they felt excluded or marginalized. Another example, girls' participation in the yearbook club as well as writing conferred them higher social status. According to Finders (1997) examples of young girls using old technologies (e.g., writing in the yearbook) and new technologies (e.g., writing on websites) are first an expression and construction of their self-identity and, second, they demonstrate the actual process by which they become acculturated into popular culture. Thus, the young girls' literacy practices contribute to their self-identity, which is one of the central components of acculturation.

To summarize this entire section on women's literacy: It significantly influences human rights, work, children, and identity. The next section includes background information on the dependent variables, namely acculturation and acculturative stress examined from a historical and a contemporary perspective.

### **Acculturation and Acculturative Stress From A Historical Perspective**

This section first examines the meaning of the historical term assimilation and contrasts it with the term acculturation. Second, it examines the historical roots of the term acculturation. Third, it provides the evidence of acculturative stress. Fourth, the last strategies report the process of assimilation and reduction of acculturative stress.

Assimilation conceptualized as being unidirectional, where immigrants adjust to the ways of the host country, but the non-immigrants who are in the host countries do not acculturate (Gordon, 1964; Graves, 1967; Handlin, 1969). Gordon (1964) stated that there are two types of assimilation, namely cultural and structural. Cultural assimilation entails a process of acculturation on the part of the immigrants where the individual becomes like individuals from the host country in cultural patterns, such as language, behavior, customs, dress, beliefs, and values. Structural assimilation includes full integration into the major institutions of the society.

The term acculturation coined in 1880 from an anthropological point of view, to explain changes in Native American languages (Powell, 1880). According to Redfield, Linton & Herskovits (1936) acculturation comprehends those phenomena, which result when groups of individuals having different cultures come into continuous first-hand contact with subsequent changes in the original cultural patterns of either or both groups. The idea of acculturation research and theory was viewed as having two fundamental issues of being

directional (i.e. questioning the direction of the change) and dimensional (i.e. questioning whether changes takes place along a single dimension or within two independent dimensions). Additionally, these scholars examined acculturation as two forms of human contact between what they called primitive with literate groups and literate groups with literate groups. Interestingly, Redfield, Linton & Herskovits (1936) conceptualization of acculturation matches contemporaneous views of current scholars (e.g., Sam & Berry, 2006, Taft, 1977; Teske & Nelson, 1974). Additionally, there has been a change from this historical view of acculturation at a group level (Linton, 1940; Redfield et al., 1936) to a contemporary view at an individual level (Broom & Kitsuse, 1955; Devereuz & Loeb, 1943; Dohrenwend & Smith, 1962; Eaton, 1952; Spiro, 1955; Thurnwald, 1932). However, Park (1950) challenged the phenomena of assimilation and acculturation as ambiguous. He advocated that assimilation and acculturation are not synonymous. He further discussed the dimensionality of assimilation and acculturation.

At the turn of the 20<sup>th</sup> century, the Chicago School examined the complexity of assimilation and acculturation from an American sociological point of view. The focus began to shift toward the marginal human (i.e., maintain separation) meaning those who, as a result of, migration ended up living in two separate worlds.

This investigator next examines home-community visits as a strategy to facilitate immigrants “being assimilated” as conceptualized by Gordon (1964). The home visitors did not focus on changing those Americans who were the majority culture and were living in USA for generations. Today, Berry (2003) would still conceptualize that process as “being acculturated” because his underlying premise is that regardless of the stated explicit goals of home-community visitors, the arrival of new immigrants was also changing the individuals in

the majority of the culture by them having contact with the new immigrants including the home-community visitors. Bhavnagri and Krolkowski (2001), state the following purposes of home-community visits during the Reform Era (1870-1920). First, the purpose was to help the immigrants to adjust to their new country by "Americanizing" them. Second, was to help immigrants adjust to their new country by inculcating them with democratic values, and the third purpose was to help the immigrant families adjust to their new country by learning English. Thus, according to this investigator, assimilation meant adhering only to democratic values and customs, and learning English, while shedding ways of the "Old World." However, due to modern concepts proposed by Berry, this investigator presumes that acculturation was also taking place, most likely influencing home-community visitors as well as everyone else who came into contact with the new immigrants.

These immigrants were living in their new country in crowded housing and in squalor (e.g., Ewen, 1985; Selma, 1995). Bhavnagri & Krowlikowski, (2000) also reported that the home-community visitors through their advocacy improved the lives of poor immigrants during the Reform Era (1870-1920). For example, they gave social support, provided access to English language learning and welfare services, connected them to community business services, and finally advocated for public amenities (e.g., toilet, incinerator, public baths) for their daily living. Thus, according to this investigator, the home-community visitors substantially reduced their stressors, which influenced immigrants during acculturation and thereby minimized their acculturative stress. Additionally, according to Woods (1923), visitors provided over twenty-one kinds of home visits, including friendly visits, health care visits, and family budget visits. Each specifically designed to reduce acculturative stress.

An additional strategy to promote acculturation and reduce acculturative stress was the work of social workers. Woods (1923) reported that social work evolved into a new profession within settlement houses. He states that the social workers role was to continue to reach out to immigrants, by encouraging friendly relations, and to unite these new immigrants with the descendants of Puritans living in urban neighborhoods.

### **Acculturation and Acculturative Stress from a Contemporary Perspective**

Within the concept of acculturation are basic building blocks of acculturation, which are examined first, followed by directionality and dimensionality, two descriptive terms that characterize the process of acculturation. Within the concept of acculturative stress are definitions followed by moderating variables of acculturative stress and coping strategies of acculturative stress.

**Building blocks of acculturation.** According to Sam (2006), three important points identified as building blocks in the process of acculturation: contact, reciprocal influence, and change.

A prerequisite for acculturation is contact, which are two cultures coming into continuous and first-hand contact. It is unlike, other forms of contact (e.g., living side by side in an apartment building, through mass communication, or the Internet). In addition, individuals or cultural groups interact with others within the same time and space and not through second-hand experiences (e.g., vicarious experiences) or indirect contact (e.g., letter or e-mail writing), but experience culture first-hand. More importantly, contact should occur over time.

Reciprocal influence entails both groups influencing each other. However, one group exerts more influence over the other when there is numerical strength, military power, and

economic power. The dominant group is not without influence from the non-dominant group. However, dominance is relevant in terms of explaining the rate of acculturation and the direction of change in acculturation (Teske & Nelson, 1974).

Change has two components: the process, which is dynamic; and an outcome, which may be relatively stable. Therefore, in studying acculturation, an emphasis is on examining how acculturation change comes about (i.e., process) and what has changed (i.e., outcome).

**Directionality and Dimensionality of Change in Acculturation.** Next, Sam (2006) examines how researchers have undergone a paradigm shift regarding directionality and dimensionality. Historically, early researchers were ambiguous about the synonymous use of acculturation and assimilation as well as confusion regarding directionality and dimensionality of change. The contemporary researchers currently have an assumption that the change is bi-directional and bi-dimensional. For example, bidirectionality occurs as immigrants from India arrive in the United States and they change and become more American. Simultaneously, the Americans undergo changes because of the contact with the Indians.

Bidimensionality means that change can take place along two dimensions: maintenance or loss of the original culture. According to Berry (1980), the bi-dimensional perspective assumes that it is conceivable to identify with or acquire the new culture independently, without necessarily losing the original culture. While acculturation research originated in the field of anthropology and later developed into the American sociological perspective, newer research traditions relate to the developments in the area of psychological perspectives (Sam 2006). This includes physical, biological, cultural, social, and psychological changes within the individual (Berry, 1998).

Acculturation attitude is a central variable in understanding individual differences in the manner in which people adjust to the acculturation process (Berry, Kim, Power, Young & Bujaki, 1989). According to Berry (1997), the concept of acculturation refers to the cultural changes resulting from these group encounters. His conceptual framework focused on the bi-directional process of acculturation, for example, the immigrant's adoption of behavior patterns from the host culture in attempting to adapt to new cultural demands (Segall, Lonner & Berry, 1998).

**Definitions of acculturative stress.** In examining acculturation, acculturative stress considers stress as a factor in the process of acculturation (Rodriquez, Myers, Morris & Cordoza, 2000). First, acculturative stress as explained conceptually; According to Garza and Gallegos (1985), acculturation has a differential impact on each immigrant and each immigrant has a personal choice to the degree of acculturation. Additionally, the sources of difficulty (i.e., as stressors) of acculturation, in response to life events, are rooted in intercultural contact, thus producing acculturative stress (Berry, 1970).

According to the review of research literature on Berry, Kim, Minde, and Mok (1987), acculturative stress is one kind of stress manifested as lowered mental health status (confusion, anxiety, depression) and/or feelings of marginality, alienation, heightened psychosomatic symptom level and identity confusion. Health patterns are intriguing because epidemiological research has established a consistent and robust relationship between socio-economic status and health.

Additionally, acculturative stress relates to adjustment-related difficulties, expressed in negative reactions to the tensions between two cultures (Berry, 1970; Smart & Smart, 1995). Acculturative stress is not necessarily negative; an individual may experience

heightened psychological functioning, especially if the stress is perceived as a positive force or benign. Participation in more than one culture need not necessarily lead to negative outcomes, but can have positive capabilities or opportunities (Manuel Ramirez, Castaneda & Herold, 1974). The level of stress depends on the number of factors influencing the relation between acculturation and mental health, among them being acculturation attitude, cultural maintenance, acculturative experiences, and values (Sam & Berry, 2006).

**Moderating variables related to acculturative stress.** Research has found several moderating variables prior to acculturation as related to stressors: previous experience and length of residence, intercultural contact, and cultural distance. Three studies report on moderating variables of previous experience and length of residence. A study done by Parker and McEvoy (1993) reported that more experience with international living tended to enhance adjustment and the ability to deal with the new cultural environments. Additionally, Masgoret and Gardner (2003) discovered that background experiences with the language and culture of society of settlement significantly relate to the degree of sociocultural adaptation. Ward and Kennedy reported (1993) that sociocultural adaptation found substantial increases between four to six months during the length of residence in the society of settlement.

Research findings have concurred to report that intercultural contact and cultural distance play an import role as moderators of stress. Intercultural contact or interactions linked with individuals (e.g., friendships) from the host culture, and satisfaction with that contact exhibit fewer sociocultural difficulties (Ward & Kennedy, 1993, Ward, Bochner & Furnham, 2001). The cultural distance (i.e., similarity) of the society of settlement to the society of origin moderates acculturative stress (Berry, Kim, Minde & Mok, 1987). For example, similarities exist between the United States, and Canadian culture especially when



compared to the cultural distance between the United States and China. In general, the greater the cultural distance the greater acculturative stress.

**Coping strategies as related to acculturative stress.** According to Lazarus and Folkman (1984), coping strategies created due to stressors or sources of difficulty may be benign or provide opportunities. They reported two major functions: problem focused coping (attempting to change or solve the problem); and emotion focused coping (attempting to regulate the emotions associated with the problem). A third function as identified by Endler and Parker (1990) is avoidance-oriented coping.

### **The Study**

This section includes: (1) problem statement, (2) significance, and need for the study, (3) purpose of the study, (4) research questions, (5) research hypotheses, (6) null hypotheses, (7) definition of terms, and (8) assumptions of the study.

#### **Problem statement**

The information stated below provides various reasons as to how the topic of investigation is actually addressing an existing problem. It gradually starts the argument by citing scholars (e.g., Freire, Luria working with Vygotsky) who have stated illiteracy as a serious problem. The argument then moves to current issues that have heightened public awareness of illiteracy as a problem (e.g., shooting of a literacy advocate). Next, the arguments shift to issues related to bilingualism, given that Mexican immigrant women may be involved in bilingual education, and problems related to it. Linking literacy to acculturation and acculturative stress, (a problem faced by many Mexican immigrant women), concludes that this is a problem worth investigating.

Freire taught Brazilian oppressed poor peasants to read and write because literacy was requirement in order for them to vote. He was therefore, imprisoned by the military regime. He later participated in multiple international adult literacy projects and promoted women's literacy in many poor emerging countries (Wikipedia, 2013). According to Freire (1970, 1973, 2000) peasant women from Latin America and other emerging countries should engage in the fight for their own liberation through developing critical literacy. Thus, this investigator agrees with Freire (1970), that illiterate women are "silenced" and that literacy empowers them to be "politically liberated."

Like Freire, Luria (1976, 1979) also investigated illiterate women, but in Uzbekistan, in Central Soviet Asia during the 1930s. Due to rapid cultural changes that were in progress at the time (i.e., acculturation), both Luria and Vygotsky detected shifts in the basic forms and content of human thought. According to them, the Islamic teachings kept the illiterate women isolated from what they called "life of society." They reported that these illiterate women did not demonstrate higher mental processes (e.g., abstraction and generalization) typically found in schooled adults (Luria, 1979). Thus, according to this investigator, illiterate women not only have challenges with abstract thought and generalization but also have further obstacles when they immigrate to a different society. As a result, they have to adjust their logical thoughts and ideas from their society of origin to their society of settlement, which may pose problems.

Not only in the 1930s were Islamic traditions prohibiting women's literacy, but it also remains a problem among some contemporary Islamic societies today. This problem brought international awareness due to the recent shooting of a young 15-year-old Afghan girl, named Malala Yousafzai. Taliban gunmen shot this young campaigner for girls' education in the

head, because she took a public stance by encouraging other young girls in Pakistan to fight for their rights to literacy (e.g., read, write, numeracy). Malala continues to fight with conscious reservation for the literacy rights of girls. In fact, she requested that a Post Graduate College for Women in the Taliban-dominated Swat Valley, do not name the graduate school after her for fear of attracting gunmen to other young girls (Fantz, 2012). People must continue to fight for girl's education. Educating women and girls remains a deadly line of work.

Having discussed literacy within the borders of an Islamic country, this investigator will shift toward literacy within a bilingual (e.g., Spanish & English) context in the United States – especially due to the problem of bilingualism being under political attack (Krashen, 1996). According to this investigator, Krashen (1996) discussed a perspective of an activist, who continuously debates about bilingual versus English Only politics.

Cummins (1979/07), on the other hand, writes on the same subject from the view of the practitioner in a less controversial manner. However, he advocates for empowering minority students (Cummins, 1989) and empowering diverse communities through education (Cummins, 1996). Additionally, he recognizes the politics of language, power and its influence on pedagogy (Cummins, 2000). He states the transfer of knowledge from the first language (Spanish) to the second language (English) will only occur if a certain level of proficiency in the first language (Spanish) is accomplished. Furthermore, according to Cummins (2006/09) he clarifies the distinction between Basic Interpersonal Communication (BICs) and Cognitive Academic Language Proficiency (CALP). Moreover, Cummins and Davison (2007) discussed English language teaching in an International Handbook, which according to this investigator explicitly contradicted English Only laws.

Additionally, the impetus for bilingual education came about due a landmark case known as *Lau vs. Nichols* (McPherson, 2000). A group of non-English speaking Chinese students advocated for their Fourteenth Amendment rights. According to Lleras-Muney and Shertzer (2012) English-only instruction and compulsory schooling legislation, was such that laws forced immigrants to learn English and “Americanize.” For instance, California passed proposition 227 in 1998, which ended bilingual education. The Bilingual Education Act (enacted in 1968) received decreased funds for bilingual education and emphasized English language immersion due to Proposition 227. Thus, there is a continued conflict on how to educate immigrants within a monolingual context and “Americanize” them.

To summarize the above arguments, first, Freire, Luria, and Malala have identified women’s illiteracy repeatedly as a problem. Second, illiteracy identified repeatedly as a problem by the politics of bilingual education laws, as documented by Krashen (1996) and Cummins (2000). Both these arguments address women’s illiteracy and the politics of literacy as a problem.

To add to the above arguments, the lack of literacy among Mexican immigrant women may create challenges to acculturation and therefore may produce acculturative stress. Finally, given that, acculturation and acculturative stress play an important role towards the adaptation of immigrants (Berry, 1998, 2006; Georgas, Berry, van d Vijver, Kağitçibaşı, Poortinga, 2006; Berry & Triandis, 2006; Sam & Berry, 2006, 2010) print literacy, and the relationship to acculturation and acculturative stress is worth exploring.

### **Significance and Need**

This investigator will first examine two broad questions relating to the independent and dependent variable. (1) What is the *significance* of studying literacy among Hispanics

including Mexicans immigrants? (2) What is the *significance* of studying acculturation and acculturative stress among Hispanics including Mexicans immigrants? These two questions then lead into a third specific question, which examines the relationship between the above stated independent and dependent variables, and addresses both the significance and the need for this study. (3) What is the *significance and need* for studying literacy, acculturation, and acculturative stress among immigrant Mexican women?

Question One: What is the significance of studying literacy among Mexicans? This investigator has already addressed the significance of literacy influencing human rights, work, children and identity for all women in general in the background section labeled, “Women’s literacy and a contemporary perspective.”

Therefore, the earlier discussion will now be extended to briefly discuss women’s literacy as it influences human rights, work, children, and identity related to Mexican immigrant women (See chapter two for more detailed research review on Mexican immigrant women’s literacy.)

Regarding literacy and human rights, Pietras (2006) reported that illiterate immigrant women migrating from Mexico experience discrimination, gender inequity, and human rights violations such as rape and torture, both prior to and during migration. Regarding literacy and children, LeVine (1987) reported that maternal schooling in Mexico is negatively associated with both fertility and infant mortality, even when residence and socioeconomic factors are controlled. Regarding literacy and work, Garcia, Duran, and Richard, (1991) reported Mexican immigrant women stated that they had difficulty understanding work policies. This was due to the lack of literacy resources to help them interpret their meaning. Regarding

literacy and identity, Toso (2010) reported that Mexican mothers stated that literacy on one hand helped them to gain greater power in some areas of their lives; however, literacy also conflicted with their ethnic discourses creating tensions and contradictions. Thus, all of these studies combined provide evidence that literacy is indeed a significant independent variable for it affects so many domains, such as human rights, work, children, and identity.

Question Two: What is the *significance* of studying acculturation and acculturative stress among Hispanics including Mexican immigrants? (See chapter two for more detailed research review on acculturative stress)

A number of studies have reported that Hispanics, including Mexicans, experience acculturative stress due to various factors. These factors are restrictive immigration legislation (e.g., Arbona, Olvera, Rodriguez, Hagan, Linares & Wiesner, 2010), language (e.g., Gonzales, George, Fernandez & Huerta, 2005), parent-child rearing, acculturative stress (e.g., Leidy, Park, Cladis, Coltrane and Duffy, 2009; Esquivel & Keitel, 1990; Sue & Chin, 1983), stress coping strategies (e.g., Miranda & Matheny, 2000), and psychological health factors (e.g., de Snyder 1987). Thus, all these studies combined provide evidence that acculturation and acculturative stress is indeed a significant dependent variable.

Question Three: What is the *significance and need* for studying literacy, acculturation, and acculturative stress among Mexican immigrant women?

Thus having established the significance of both variables, this investigator believes there is a need to examine the relationship between those two variables. There is paucity of data linking literacy to acculturation and acculturative stress (See chapter two for more detailed research review on the linkages between literacy, acculturation, and acculturative

stress). The limited data that is available is on various other ethnic groups such as Filipino, Chinese, and Koreans. There is also some data on Hispanic immigrant women's literacy and its relation to literacy, acculturation, and acculturative stress where Mexican women are included, but only as a subset. There is even fewer studies, specifically on Mexican immigrant women and their relation to literacy, acculturation, and acculturative stress. Having established the significance of both variables as the answer to questions one and two, the answer to this third and last question is that there is both significance and a need to investigate Mexican immigrant women's literacy, acculturation, and acculturative stress.

### **Purpose of the Study**

The purpose of this study is to describe the relationship between print literacy as well as acculturation and acculturative stress among immigrant mothers involved in family literacy that teaches English as a Second Language (ESL).

### **Research Questions**

The following are research questions of this study:

- 1) Is there a relationship between (a) print literacy as measured by the Print Literacy Questionnaire and (b) acculturation as measured by the Multi-dimensional Acculturative Scale (I) among Mexican immigrant women involved in family literacy that teaches English as a Second Language (ESL)?
- 2) Is there a relationship between (a) print literacy as measured by the Print Literacy Questionnaire and (b) acculturative stress as measured by the Multi-dimensional Acculturative Stress Inventory among Mexican immigrant women involved in family literacy that teaches English as a Second Language (ESL)?

### **Research Hypotheses**

The following are research hypothesis of this study:

- 1) There is a relationship between (a) print literacy as measured by the Print Literacy Questionnaire and (b) acculturation as measured by the Multi-dimensional Acculturative Scale among Mexican immigrant women involved in family literacy that teaches English as a Second Language.
- 2) There is a relationship between (a) print literacy as measured by the Print Literacy Questionnaire and (b) acculturative stress as measured by the Multi-dimensional Acculturative Stress Inventory among Mexican immigrant women involved in family literacy that teaches English as a Second Language.

### **Null Hypotheses**

The specific null hypotheses examined are: 1) There is no statistically significant relationship between (a) print literacy as measured by the Print Literacy Questionnaire and (b) acculturation as measured by the Multi-dimensional Acculturative Scale among immigrant Mexican mothers involved in family literacy that teaches English as a Second Language.

2) There is no statistically significant relationship between (a) print literacy as measured by the Print Literacy Questionnaire and (b) acculturative stress as measured by the Multi-dimensional Acculturative Stress Inventory among immigrant Mexican mothers involved in family literacy that teaches English as a Second Language.

### **Definitions of Terms**

The following terms as defined apply to this study.



**Print literacy.** According to Purcell-Gates, Degener, Jacobson and Soler (2002) print literacy is defined as reading and writing of some form of print for communicative purposes in people's lives, it is also known as authentic literacy or public text. Examples of print literacy or authentic texts are on fliers, coupons, advertisements, television notices, and grocery lists, as well as during events such as paying a bill, and writing a personal check (Purcell-Gates, 1996). Lynch (2008, 2009, 2010) has accepted this definition of Purcell-Gates and constructed her own measure titled "The Parent Questionnaire." Lynch (2008) adopted and modified the Purcell-Gates measure, "The Student-Home Literacy Questionnaire." This investigator's measure called, "The Print Literacy Questionnaire," modified from the "The Parent Questionnaire" also measures reading and writing events as part of daily living. This investigator modified Lynch's measure by providing the option to respond to each item in Spanish and/or English. *Based on the above scholar's definition and given that this investigator will be using Lynch's measure, this investigator's study will define print literacy as a function of daily literacy events in the form of reading and writing in Spanish and/or English. The Print Literacy Questionnaire will measure daily literacy events of immigrant Mexican mothers' reading and writing individually and with a child.*

**Family literacy.** According to the National Center for Family Literacy (NCFL, 2012), there is no single consistent definition for family literacy. Taylor (1983) defined the term, "family literacy," to describe the meaning and uses of literacy in families. Family literacy as is generally described in terms of families' reading and writing together (Wasik, 2004). Family literacy should include English as a Second Language instruction that utilizes print literacy. *For the purpose of this investigator's study, family literacy as defined was Mexican immigrant mothers' reading and writing to their children. Data as collected, and*

*measured by the Print Literacy Questionnaire, was to determine the level of the parents print literacy in English and/or Spanish.*

**Literacy events and literacy practices.** According to Purcell-Gates (1996), literacy events are defined as observable acts of reading and writing. Literacy practices as defined are non-observable beliefs, values, attitudes, and power relationships.

*The Print Literacy Questionnaire will measure literacy events, stated as practices, involving reading and writing. This investigator will define literacy events as observable print literacy practices in the form of reading and writing as addressed in the above stated measures.*

**Acculturation.** According to Berry (1980, 1999, 2005), acculturation was defined as the process of adaptation by which one cultural group adopts the beliefs and practices of a host culture. Initially, this was a unidimensional process, whereby the immigrants abandon the values and ideals of the culture of origin. Current scholars include, a bidimensional process, whereby the immigrant adopts the values and ideals of the host culture and retains that of the culture of origin. Additionally, unidirectionality and bidirectionality define the direction of the acculturation process. Unidirectionality discusses that acculturation is occurring in one culture and not the other. Bidirectionality discusses that acculturation is occurring mutually on both cultures. The Multidimensional Acculturation Scale II (MAS) measures the degree of involvement in, and identification with, Mexican and American cultures separately (Rodriquez, Myers, Morris, & Cordoza, 2000). This measure as created with Berry's Theoretical framework in mind necessitates the independent assessment of involvement in each culture separately. Four quadrants as addressed below classify individuals. The MAS yield four stable and reliable factors: English proficiency, Spanish

proficiency, Mexican cultural identity, and American cultural identity. *For the purpose of this investigator's study, acculturation, Rodriquez et al. (2000) defined the four stable and reliable factors, as English proficiency, Spanish proficiency, Mexican cultural identity, and American cultural identity. The Multidimensional Acculturation Scale (MAS) measured each participant's factor of acculturation.*

**Acculturative stress.** According to Berry (1970, 1998, 2006) acculturative stress as defined are stressors that surface during the acculturation process, which can result in anxiety, depression, alienation, and identity confusion. The Multidimensional Acculturative Stress Inventory (Rodriquez, Myers, Mira, Flores & Garcia-Hernandez, 2002) is a measure of acculturative stress among adults of Mexican origin living in the United States. The measure modeled after Berry's theoretical framework measures four stable and internally consistent factors: Spanish Competency Pressures, English Competency Pressures, Pressure to Acculturate, and Pressure against Acculturation. *For the purpose of this investigator's study, acculturative stress as defined examines Mexican immigrant mothers undergoing language competency and the acculturation pressures. The Multidimensional Acculturative Stress Inventory measured each participant's level of acculturative stress.*

### **Assumptions**

This study assumes that:

- 1) Mothers introduce print literacy to their children in the natural course of child rearing. Therefore, this investigator chose measures on print literacy, which focus on reading and writing, during daily living activities. Purcell-Gates (1996), in her study, described 'public texts' as store signs, political signs, text found in stores, advertisements at bus stops, and textual artifacts such as newspapers, catalogues, and

- public announcements. Purcell-Gates (2000) stressed the importance in documenting reading events and reading practices of a given community in her research. Purcell-Gates as well as other researchers, however, do not document instances of reading a novel as public text. *Therefore, consistent with Purcell-Gates and her co-researchers' conceptualization of real-life literacy, this investigator will examine reading materials as identified in the Print Literacy Questionnaire as "public text."*
- 2) The participants are from Southwest, Detroit; "Mexican Town" attended a family literacy program. The participants in this literacy program were Mexican immigrant mothers. *This study focused on Mexican immigrant women.*
  - 3) Participants in this study have some form of print literacy in either English or Spanish. *Therefore, this investigator has provided measures in English and Spanish.* Additionally, according to Duke and Purcell-Gates (2003), authentic literacy activities have a real-life purpose. These activities provide greater opportunities to write. These researchers provide examples of writing in the context of real-life: a) providing information about the social world; b) guiding the making or doing of something for someone who wants or needs it; c) maintaining a relationship; and d) conveying information about a person's life. *Therefore, this investigator used the Print Literacy Questionnaire, which captured authentic writing skills as a literacy activity in the daily lives of parents who are engaged in parent and child writing activities.* Additionally, this measure was based on Purcell- Gates (1994, 1995, 2000) conceptual framework. *Related to this investigator's study, was the assumption that the above stated four examples of writing in the context of real-life was similar to the participants' writing.*

- 4) Learning English as a Second Language (ESL), offers forms of print literacy that may facilitate the process of acculturation. Therefore, acculturation was examined as an outcome. First, reading was defined to be a cultural tool used to solve specific problems or bring about a transformation. Consistent with Vygotsky's theoretical perspective, inner speech involved in the four modes of language perception and production: listening, speaking, reading, writing (de Guerrero, 1999). As immigrant mothers learn English as a Second Language (ESL), the acquisition of language and print literacy skills are developed (Hammer, Miccio & Wagstaff, 2003). *In this investigator's study, reading was assumed to be transformative by introducing English literacy skills in the lives of non-English or possible illiterate women. Reading was demonstrated as parents sat with their children to speak and/or read using ESL signs and symbols (Van der Veer & Valsiner 1991; Lee & Smagorinsky, 2000).*
- 5) Learning English as a Second Language (ESL), a form of print literacy and a strategy used to adapt, was related to increasing and/or decreasing stress. Second, Berry's (1997) model of acculturation contains four key characteristics: a) Integrated individuals who want to maintain their identity with home culture, but also want to take on some characteristics of the new culture; b) Assimilated individuals who do not want to keep their identity from their home culture, but would rather take on all of the characteristics of the new culture; c) Separated individuals who want to separate themselves from the dominant culture is called segregation, if it is forced separation; and d) Marginalized individuals who do not want anything to do with either the new culture or the old culture. *Importantly, for the purposes of this investigator's study,*

*along with the characteristics as stated above, assumes the participants in this study are individuals experiencing some form of adaptation to a new culture, therefore they may potentially experience acculturative stress as measured by the Multidimensional Acculturative Stress Inventory.*

## Chapter 2: The Review of Literature

This chapter focused on two sections. The first section presented the conceptual framework, which are the underpinnings for the three variables: 1) print literacy, 2) acculturation, and 3) acculturative stress. Purcell-Gates authentic literacy or real life literacy is the underpinnings to the independent variable, noted as print literacy. Vygotsky socio-cultural, socio-historical or socio-political theories have many names are also the underpinning to the independent variable, noted as print literacy and acculturation. This investigator used the name socio-cultural. Berry's model on acculturation and acculturative stress is the underpinning to both dependent variables, noted as acculturation and acculturative stress. These three conceptual frameworks as explained first, and then, as written in italics applied to this study.

The second section focused on the empirical research as three components: 1) print literacy, 2) acculturation, and 3) acculturative stress.

### Conceptual Framework

#### Purcell-Gates

This section is in three components: 1) reading skills, 2) writing skills, and 3) reading and writing. All three components relate to the variable, print literacy.

According to Purcell-Gates (1994, 1995, 1996, 1998, 2000, 2001, 2004, 2006, 2007) conceptualization of reading and writing; these literacy practices mediate the social lives of people when they use real-life literacy. First, with regard to reading skills, she continuously provides the following examples: people reading store signs, print on food containers, meeting notices, news articles, and bus schedules as real life experiences, which are

intermingled in daily living. The Cultural Practices of Literacy Study (CPLS), a meta-study of literacy practices in different cultural communities (Purcell-Gates, 2007) states that literacy researchers study literacy through a socio-cultural lens. In this study, ‘public texts’ refer to store signs, political signs, text found in stores, advertisements at bus stops, and textual artifacts such as newspapers, catalogues, and public announcements. Purcell-Gates (2007) stresses the importance in documenting reading events and reading practices of a given community in her research. Purcell-Gates (1995) and Purcell- Gates, Degener, Jacobson, and Soler (2002) do not document instances of reading a novel as public text. *Therefore, consistent with Purcell- Gates and her co-researchers’ conceptualization of real-life literacy, this investigator examined reading materials as identified in the Print Literacy Questionnaire as “public text.”*

Second, with regard to writing skills, according to Purcell-Gates (2007) and Purcell-Gates, Duke and Martineau (2007), document the daily lives of people engaged in the world and their communities as presented in the classroom. Authentic writing skills provide information for someone who wants or needs information, in addition to learning or teaching a particular skill (Duke, & Purcell-Gates, 2003). Authentic literacy activities with real-life purpose provide greater ability to write (Duke, & Purcell-Gates, 2003). They provide examples of writing in the context of real-life: a) providing information about the social world; b) guiding the making or doing of something for someone who wants or needs it; c) maintaining a relationship and d) conveying information about a person’s life. *Therefore, this investigator used the Print Literacy Questionnaire, which captures authentic writing skills as a literacy activity in the daily lives of parents who are engaged in parent and child writing activities. This investigator assumed that the above*



*stated four examples of writing were similar to the participants' writing in this investigator's study.*

Third, with regard to both reading and writing skills of immigrant women, Purcell-Gates (2007) acknowledges that there is a linkage between a person being illiterate or literate and a person's power relationships within social structures such as family, work, and community. She mentioned an example about how a woman who is an illegal immigrant, with limited reading and writing skills, in the mainstream language, are shaped by the accessibility of jobs. Purcell-Gates (2007) research on the Cultural Practices of Literacy Study (CPLS) and Purcell- Gates, Perry and Briseno (2011), recognized literacy as more than a collection of technical, a-contextual skills, but an embodiment of power relations in literacy practices. *This investigator assumes that during a time when political hostility is high towards illegal, illiterate, Mexican-Immigrants' then the relationships may become strained within the family, at the place of work, and in specific communities such as "Mexican Town."* The participants in this study are Mexican immigrant women migrating to a highly literate and stratified, technologically advanced culture. Therefore, this investigator further assumes that power and politics of literacy is a backdrop in the lives of these participants, as they learn to read and write in English (<http://www.neweconomyinitiative.cfsem.org>).

### **Vygotsky**

This section is in three components: 1) educational contributions to cognitive development 2) interpersonal and intrapersonal dialogue and 3) zone of proximal

development (ZPD). All three components are related to the variables print literacy and acculturation.

First, according to Vygotsky's (Vygotsky, 1934/1986) socio-cultural theory, he views human beings as having the ability to solve problems or bring about change in their lives, due to the invention of language. This theory has profound implications for current educational practices, due to its emphasis on the role of schooling in development, and its empowering interpretation of teaching/learning relationships (Vygotsky, 1978). Culture is a product of man's social life and his public activity for children, this means that they appropriate or internalize, through signs and symbols, from the culture in which they are situated (Cole, 1996). *The mother's print literacy as a cultural tool is the focus of this study and not the ability of immigrant mothers to scaffold their children. However, mothers' reading and writing with their children is a relevant literacy activity, which may change the mothers themselves as they acquire reading and writing skills in English as a Second Language.*

Second, cognitive operations through inter-personal speech (two-person relationship) in a cultural context eventually transforms into intra-personal speech (independent relationship). Most humans develop in accordance with a general system of behavior, initially occurring in a social manner within a given culture (Vygotsky, 1966). A series of stages in speech development from birth to the age of seven denote a growth of grammatical structure. This structure incorporated every human regardless of language. According to Vygotsky, language within human cognition begins as humans relate to one another (Vygotsky, 1962). Reading is transformative by introducing English literacy skills in the lives of non-English or possible illiterate people. When parents read, they are using

interpersonal speech (i.e., signs and symbols) with their children (Van der Veer & Valsiner 1991; Lee & Smagorinsky, 2000).

Vygotsky's theory emphasized writing is more difficult than inner speech, abbreviated, and condensed (de Guerrero, 2005). English Language Learners have trouble with writing due to the specificity of symbols and grammatical structure. The written word is a socially produced artifact, an expression of one's experiences within a given culture. The English Language Learners experience the English written words differently than literate English speakers, because they are from a non-English culture. Therefore, according to Vygotsky, language is an essential tool for thought (Berk & Winsler, 1995) and written speech has an impact on the development of higher mental functioning because: (a) it makes thinking more explicit; (b) use of symbols more deliberate; and (c) makes the child more aware of the elements of language (Bodrova & Leong, 1996). Therefore, written activities as defined in the Print Literacy Questionnaire between parent and child notes this literacy interaction. *The participants of this study, namely the Mexican immigrant women gained access into the dominant culture by devising American cultural tools or English writing skills through various writing activities.*

Third, Vygotsky's (1934, 1962, 1966,) theory formulated a distinction between the child's actual and potential level of development in the learning process. Vygotsky's (1978) theory does not suggest assessing a student's intelligence, but to examine his or her ability to solve problems independently and his or her ability to solve problems with adult guidance. This examination is the zone of proximal development (ZPD). The more experienced immigrant parent reads and writes to their child, who is a novice. A more experienced person such as a parent scaffolds the child to help him or her reach their upper ZPD (Berk &

Winsler, 1995; Chaiklin, 2003). The focus is on the “more experienced parent” and the assumption is that the parent reads and writes in English with their child. There is also an assumption of an acculturative experience that is parent-child reading and writing in English. This inter-personal level of verbal and social interactions between parent and child contributes to internalization at an intra-personal level (Wink & Putney, 2002). This co-construction of knowledge also called shared cognition intended to move the children to higher mental functioning, or upper ZPD (Wertsch & Rogoff, 1984), such as learning to be more effective in interpersonal understanding. Vygotsky’s theory, when applied to this study, requires examination of parent–child interaction within the literacy context. *The mother’s print literacy as a cultural tool is the focus of this study and the ability of immigrant mothers to scaffold their children is not.*

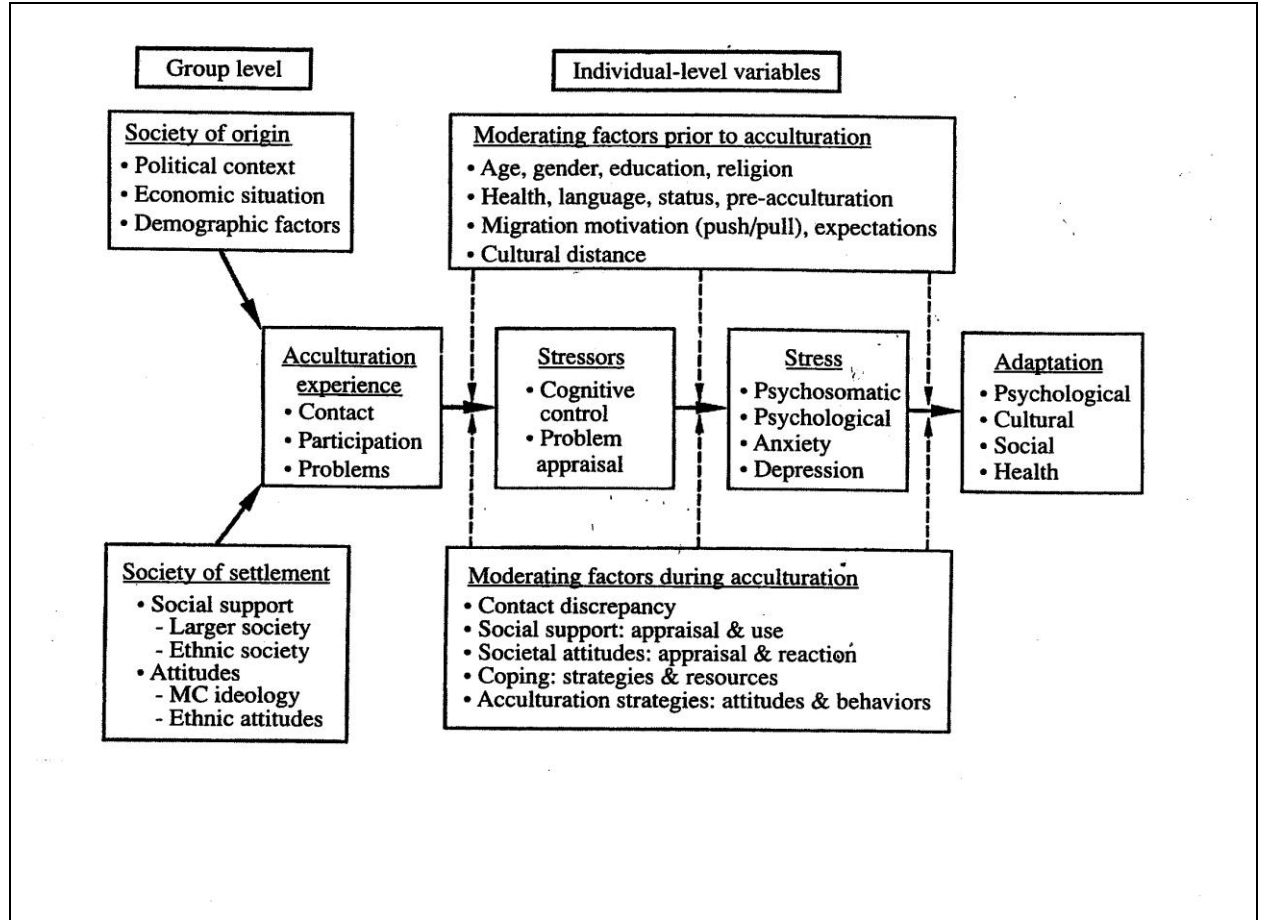
### **Berry**

This section is in four components: 1) Berry’s conceptual framework of acculturation and acculturative stress, 2) four strategies, 3) characteristics, and 4) stress. All four components relate to the variables acculturation and acculturative stress.

First, Berry (2006) has constructed a model of acculturation and acculturative stress, which is the conceptual framework to both dependent variables in this investigation, namely, acculturation and acculturative stress. This model represented the process of acculturation at the group and individual levels. This process ends with long-term adaptation (see figure 1 below).



Figure 1: Factors Affecting Acculturative Stress and Adaptation



\*Permission is granted from Dr. Berry to include this figure in here.

At the group level, the society from where the immigrant arrived, known as the "Society of Origin." The political, economic, and demographic situations are the specific factors within that society of origin, which influence immigrants' adaptation. Consequently, at the group level, the society where the immigrant settles was the "Society of Settlement." Social support and attitudes are the specific factors within that society of settlement, which influence immigrants' adaptation.

Society of settlement and society of origin together contribute to the immigrants' acculturative experience. For example, if an individual came from Canada, their country of

origin, to the USA, the country of settlement, then their acculturative experience would be different from an individual who came from Nigeria, their country of origin, to the USA, the country of settlement.

There are two types of moderating variables or factors, which modify outcomes of adaptation: (1) those that influence immigrants prior to acculturation, and (2) those that influence immigrants during acculturation. The acculturative experience, stressors, and stress, culminates in adaptation. The moderating factors prior to and during acculturation are the mortar that binds (i.e. impacts) this process of adaptation.

Importantly the heart of the model is the acculturative experience, as the immigrant shifts from the factors influencing from group level to the individual level. Stressors are antecedents and stress is the consequence, which influence immigrants at the individual level. The acculturative experience stressors, stress, and adaptation are the mortar that binds the moderating factor prior to and during acculturation. As the individual moves from his/her acculturative experience to final adaptation, they go through factors that stress them.

While constructing his model of acculturation, he identified native people, refugees, sojourners, ethnic groups, and immigrant groups. Of these five groups, the groups forced to acculturate were Native people and refugees. Immigrant and ethnic groups, who voluntarily choose to acculturate, have less stress when compared to Native people and refugees.

*For the purpose of this investigator's study, Berry presented the overarching conceptual framework of acculturation as applied to acculturation and acculturative stress, and for this study had become dependent variables. Languages acted as a moderating factor presented in Berry's conceptual framework. However, this investigator*

*examined print literacy, a component of language, but not as a moderating variable, but rather, as an independent variable.*

Second, according to Berry's (1997, 2005, 2006) conceptualization, immigrants coming into long-term contact with another culture undergo acculturation. Berry discusses four strategies: a) integration (identification with both the host culture and culture of origin), b) assimilation (discarding the culture of origin), c) separation (rejecting the host culture), and d) marginalization (no sense of belonging to either culture). *This investigator's measure, Multidimensional Acculturation Scale (MAS), was developed by Rodriquez, Mira, Paez and Myers (Rodriquez, Myers, Morris & Cordoza, 2000) who in turn based their model on Berry's conceptual framework. The participant's individual experiences and activities were examined in relation to the above stated, four acculturation strategies.*

Third, Berry's (1997), model of acculturation contains four key characteristics. a) Integrated individuals want to maintain their identity with home culture, but also want to take on some characteristics of the new culture. b) Assimilated individuals do not want to keep their identity from their home culture, but would rather take on all of the characteristics of the new culture. c) Separated individuals want to separate themselves from the dominant culture or called segregation if it is forced separation. d) Marginalized individuals do not want anything to do with either the new culture or the old culture.

This evolution of acculturation as proposed by Berry was transformed from an anthropological view of groups to a sociological view of community to an individual view of self as related to a more contemporary term of cultural learning theory. *This investigator's measure, Multidimensional Acculturation Scale (MAS), was developed by Rodriquez, Mira,*



*Paez and Myers Rodriguez et al. (2000) who in turn based their model on Berry's conceptual framework. The participant's individual characteristic was examined in relation to the above stated, four key characteristics.*

Fourth, the casting of the term “cultural identity confusion” is consistent with Berry and his colleague's (Berry & Kim, 1988; Berry & Triandis, 2006), prior work, thus suggesting that what appears to be marginalization may actually represent a sense of discomfort or lack of clarity in terms of cultural identity. Berry's (1970) study reported that the evidence of marginality increased levels of stress among Australian Aboriginals, who rejected the dominant White society. Additionally, the Integration mode demonstrated lower levels of stress compared to other individuals who choose a Separation, Assimilation, or a Marginalization mode (Berry, 2009). Individualistic values and engaging in both the ethnic community and with the dominant group tended to lower levels of stress (Berry, Kim, Minde, Mok, 1987). *Acculturative stress is being included as a distinct dependent variable in this investigator's study by the measure, Multidimensional Acculturative Stress Inventory. From a conceptual perspective, acculturative stress is in part a component of acculturation and to cultural identity confusion. Therefore, the investigator of this study assumes that some of the participants in this study may undergo some kind of acculturative stress, while acculturating to the United States. The Multidimensional Acculturative Stress Inventory by Rodriguez, Myers, Mira, Flores, Garcia-Hernandez, (2002) is applicable to the dependent variable acculturative stress.*

### **Empirical Research**

This investigator found limited research that specifically examined Mexican immigrant women's literacy with acculturation as well as acculturative stress, all within the same study. Given the paucity of data, this investigator expanded this research review to include how literacy influenced various spheres of Mexican immigrant women's lives. Once again, because of limited data, this investigator organized the empirical research into the following three sections.

First, the research below examines Mexican women's literacy as a variable not as related to acculturation and acculturative stress combined, but instead as it relates to other important outcomes, namely, human rights, child bearing and children's education, work, and identity. Now in chapter one, within the background section, an examination of women's literacy is a general construct. This review included all ethnicities, cultures, and races, across time (i.e., historically) and across distances (i.e., internationally). In contrast, in the next section, this investigator examines empirical research only on Mexican women's literacy.

In this empirical section, specific research articles discussed Mexican women's acculturation and acculturative stress. In contrast, in chapter one, acculturation, and acculturative stress as examined applied to all immigrant women. Additionally, in chapter one, basic concepts related to acculturation and acculturative stress were explained to provide a general understanding and as an overview. It provided the necessary background for discussing those same concepts in this chapter, but in greater depth and details.

Lastly, this investigator, in this empirical section, examined literacy, acculturation, and acculturative stress at group, dyadic, and individual levels of analyses. The first group of studies examined print literacy within various immigrant family groups. The second group of

studies examined literacy engagement between parent and child, which is a dyadic level of analysis. The third group of studies examined literacy among immigrants at the individual level.

### **Literacy among Mexican Women**

**Summary of Studies.** First, this investigator examined research on how illiteracy among Mexican immigrant women negatively influenced their human rights. Pietras (2006) and Greenberg (2002) reported that women migrating from Mexico have a higher probability of experiencing low levels of literacy when compared to all other immigrant women entering into the United States. Pietras (2006) additionally reported that illiterate immigrant women migrating from Mexico experience discrimination, gender inequity, and human rights violations such as rape and torture, both prior to and during migration. On the other hand, there was data indicating a shift in immigrant Mexican women's literacy over time in the United States. This shift was in the positive direction because they now had new educational opportunities available to them to develop their literacy, which they did not have in Mexico (UNESCO, 2003).

Second, this investigator examined research on how literacy of Mexican women influenced child bearing and children's education. LeVine (1987) reported that maternal schooling in Mexico is negatively associated with both fertility and infant mortality, even when residence and socioeconomic factors are controlled. Mexican mothers' schooling influenced her reproductive attitudes and behavior. In other words, mothers who had more schooling had less number of children and fewer of their children died during infancy. Schnell- Anzola, Rowe and LeVine (2005) explained this connection between maternal

schooling and reproductive behaviors. They reported that Mexican women who had higher literacy skills are the ones who read family planning printed materials.

According to Kasarda, Billy, and West (1986) this negative correlation between women's schooling and reproductive rates is not only very true in Mexico, but it is equally true for other emerging nations; it is interestingly true of the United States as well. According to this investigator, the United States does have women immigrants from almost all the emerging nations. Some of them may have limited literacy or no literacy in English, which may partly account for this negative correlation also found in the United States.

Now, this investigator shifts from Mexican women in Mexico to immigrant Mexican women's literacy within the United States. Mexican immigrant women's personal life and literacy events need to be understood within the socio-cultural context, such as their experiences of the United States culture (Larrotta & Gainer, 2008). Poignantly, it is the mother within the family who had the greatest contact with the children and with their education. For example, Carmack, (1992) demonstrated that it is Mexican mothers who holds the responsibility for family literacy or illiteracy. Larrotta and Ramirez, (2009) also reported that when Mexican mothers are actively involved in the educational process of their children, their children achieve well in school.

A number of scholars and researchers have reported that Hispanics in general, specifically including Mexican families, traditionally support academic development through literacy that already exists at home and through cultural norms, and customs (e.g., Amstutz, 2000; Auerbach, 1989; Morrow, 1995; Sanchez, 2006; Strickland, Keat & Mavinak, 2010; Suarez-Orozco, 1991). Additionally, Vega (1990) reported that Hispanics do

use their families as a resource for solving problems creates reciprocal relationships among family members. Thus, the above research evidence indicates that these Hispanic family's cultural norms and customs use reciprocal family-relationships for problem solving, which supports literacy as a strategy towards academic development. It would then be desirable, if educators and policy makers support these pro-literacy belief systems as assets and cultural strengths of the Mexican immigrant women.

Given that Hispanics, which include Mexicans, have migrated to the United States from low-income regions and have varied degrees of literacy, a number of researchers advocate the following policy (e.g., Reese, Goldenberg, Loucky & Gallimore, 1995; Suarez- Orozco, 1991; Trueba; 1993; Delgado-Gaitan & Trueba, 1991). They argue for an increase in literacy among women, which in turn will result in better childcare and nutrition for their children, and will promote an effective climate for learning within families.

Third, this investigator examined research on how literacy of Mexican women influenced work. Garcia, Duran, and Richard's (1991) findings stated that immigrant Mexican women have difficulties addressing work policies because of their limited literacy. They further stated that there is a lack of literacy resources to help them interpret the correct meaning of work policies. Many of the immigrant women wanted to work. However, they found it difficult to get a job or maintain a job, due to discrimination. Another important finding was that these Mexican immigrant women, without the ability to communicate in English, were also vulnerable to work related rights violations.

Literacy practices of the immigrant Mexican mothers are both in English and Spanish. Their practices include various forms of reading and writing for job preparation, job

retention skills, completing a job application, applying for a driver license, or paying a bill (NCFL 2012, Knowles & Holton, 2005). Purcell-Gates reported at a National Center for Family Literacy conference (V. Purcell-Gates, personal communication 14 February, 2011), which this investigator attended, that low income women including Mexican immigrant women use authentic print literacy practices (e.g., paying bills, writing a check, reading coupons, food labels, completing a job application, and other advertisements). According to this investigator, these examples of literacy are directly and indirectly related to work responsibilities.

Fourth, this investigator examined research on how literacy of Mexican women influenced identity. LeVine, LeVine, Schnell's, (2001) study of rural Mexican women, reported four plausible pathways between women's literacy and fertility: (1) identity as empowerment, (2) aspirations, (3) models of learning, and (4) models of teaching. Their research called for a continued need to study the relations between literacy skills and identity/empowerment and aspirations.

Oboler (1995) created a study that examined ethnic identity of 13 Hispanic women's literacy and education. He stated that Hispanic women are constantly challenged by the English Only movements. Such movements affect immigrant's identity pertaining to citizenship and influences their views on how they can fully socially participate in the United States. On one hand, policymakers express supporting diversity in education; but on the other hand, these policy makers also pass legislation such as "English Only" that do not permit languages other than English. Such legislation is disempowering and not promoting positive cultural identity. Literacy is thus confounded with adversarial education policies; it thereby

presents additional stress to immigrants who are attempting to establish both, their cultural and American identity in their new country.

Toso's study (2010) on family literacy involved five immigrant Mexican mothers. They reported how literacy shaped their self-perception and daily practices. These women used literacy to gain greater power in some areas of their lives; however, literacy also conflicted with their ethnic discourses creating tensions and contradictions.

**Critique of studies.** All the above studies focus on the importance of Mexican immigrant women's literacy. The above review of research highlighted that literacy influenced so many spheres of their lives, such as, (1) human rights, (2) child bearing and children's education, (3) work, and (4) identity. However, none of these studies focused specifically on immigrant women's print literacy and acculturation.

### **Acculturation and Acculturative stress among Mexican Women**

**Summary of the studies.** According to Arbona, Olvera, Rodriquez, Hagan, Linares, and Wiesner (2010), Mexican immigrants and the prevalence of immigration related challenges, as presented in this study, became more severe after the passage of restrictive immigration legislation in 1996, thus contributing to higher acculturative stress within the family.

Specifically, within the same study, familial factors and language were linked to acculturative stress. The immigrants reported a higher level of challenges with language and extra-familial acculturative stress. Immigrant Mexican women reported lower levels of extra-familial and intra-familial stress compared to immigrant men. However, compared to

undocumented immigrants, the documented immigrants experienced less acculturative stress and higher proficiency in English.

According to Thomas (1995) acculturative stress includes behaviors experienced by Mexican immigrants that are a direct consequence of the process of acculturation and adaptation to the new society. These stressors include family life and the lack of English language skills. Conflicts often emerge when children acculturate at a faster rate (Esquivel & Keitel, 1990; Sue & Chin, 1983). This could create havoc in parent-child relationships, especially when in traditional Mexican homes where corporal punishment is a means of disciplining children (Thomas, 1995). Additionally, parents face legal consequences by not adapting to American cultural practices of disciplining children. Similarly, Leidy, Park, Cladis, Coltrane, and Duffy (2009) found Mexican parents' acculturative stress mediated the relationship between positive marital quality and child's internalized behaviors.

Mexican family members' psychological health also effects their acculturation and acculturative stress. Another study reported that acculturative stress is related to the efficacy of stress-coping resources, degree of acculturation, cohesion of the family, language used and length of residence in the United States (Miranda & Matheny, 2000). These variables accounted for 48% of the variability of acculturative stress of the participants. According to de Snyder's (1987) study on immigrant Mexican women, acculturative stress and individual stressors related to depressive symptoms places them at risk for the development of psychological problems.

Similarly, in another study establishing prevention and treatment services for acculturating Mexican immigrants that aim to increase levels of emotional support, self-esteem and coping skills is of great importance (Hovey & Magana, 2000). Establishment of



such health care agencies address issues of anxiety and depression brought on by acculturative stress, which may also address family dysfunction, ineffective social support, education, and lack of choice. The above studies establish the significance for examining acculturation and acculturative stress for immigrant Mexican women. This suggests that as immigrants acculturate, they lose such culture-related protective factors and thus their health deteriorates (Abraido-Lanza, Dohrenwend, Ng-Mak, & Turner, 1999; Scribner, 1996). Studies done on immigrant Mexicans reported that freedom of choice in choosing cultural traditions, from the native culture or the host culture, may cause acculturative stress (Rodriquez, Myers, Morris & Cordoza, 2000).

Research has shown that acculturation and acculturative stress, including language difficulties are related to psychological health in Hispanic adolescents and adults (Gonzales, George, Fernandez & Huerta, 2005; Szapocznik, Santisteban, Kurtines, Perez-Vidal & Hervis, 1984). Acculturative stress may result from struggling to communicate with English speakers from perceived cultural or value incompatibilities between the local cultural context, in the United States and their culture of origin (e.g., Mexico), and from having a heightened awareness or concern over their foreign status (Berry, 1970).

Mexican immigrant women take on new roles, such as becoming an English Language Learner (ELL), which contributes to a certain degree of acculturative stress. Acculturative stress is discussed by this investigator's ESL teaching experience: His students were predominantly first-generation immigrant women. These students shared their feelings of acculturative stress. Additionally, he encouraged them to talk to non-immigrants outside of their home (e.g. grocery store, library, mall) and to talk to English speakers in the classroom. Thus, this investigator applied Krashen's (1981) hypothesis of lowering the affective filter,

which is a teaching method by which to moderate the stress and support the learning process. According to this investigator, the stress referenced by Krashen (1981) is acculturative stress.

Additionally, this Investigator, as an ESL instructor, often participated in discussions sharing examples of culture and utilizing words and/or phrases from both the culture of origin and settlement as an attempt to lower the affective filter. Thus, those ELL students had the freedom of choice to move across cultural boundaries (Ogbu, 1992). This movement may involve a degree of code switching; using two or more languages (Krashen, 1981). Specifically, the background of the native culture continues toward the development of new cultural experiences.

**Critique of Studies:** First, some of these studies examined acculturative stress but did not relate it to literacy. For example, the variables the researchers examined were restrictive immigration legislation (Arbona et al., 2010), psychological health (Miranda & Matheny, 2000), and depression, (de Synder, 1987) as related to stress. Second, some of the studies examined language in general and not literacy (e.g., reading and writing) related to acculturation and acculturative stress. For example, Arbona et al., (1996) and Miranda, and Matheny (2000) refer to language in general as related to acculturative stress. Additionally, other studies discussed language difficulties relating to acculturative stress (Gonzales, George, Fernandez & Huerta, 2005; Szapocznik, Santisteban, Kurtines, Perez- Vidal & Hervis, 1984). Finally, one study in particular reported that as immigrants acculturate through language, they lose such culture-related protective factors and thus their health deteriorates (Abraido-Lanza, Dohrenwend, Ng-Mak, & Turner, 1999; Scribner, 1996). Third, none of these studies focused on literacy, acculturation, and acculturative stress within the

same study, while this investigator's studies examined all three variables within the same study.

### **Print literacy, Acculturation, and Acculturative Stress: Group, Dyadic, and the Individual**

**Summary of the studies.** Various levels of analysis distinguish the studies below. The first set of studies that are examined focus on literacy, acculturation, and acculturative stress within family groups. Thus, it is at the group level. The second set of studies focused on two individuals, namely mother and child pairs. Thus, it is at the dyadic level. The third set of studies focus on immigrants. Thus, it is at the individual level.

Some studies have examined print literacy and acculturation and some aspects of acculturative stress from involving the entire family group, including women. Additionally, the bilingualism is implicit in these studies. Here are some examples. Levinson (2007) reported on the parental attitudes on English literacy in Gypsy communities and their cultural capital. This researcher reported statements by the Gypsy parents that literacy was a deterrent to preserving their culture, a disruptive change in Gypsy identity, and a possible divorce from the Gypsy community. Similarly, Li's (2000) study reported that the Filipino parents were engaged in print literacy in English and did not resist acculturation. However, the Filipino grandmother did report a resistance to acculturation, which was similar to the Gypsy's attitude on learning English. Both these studies, reported on print literacy in the form of reading and writing with the use of English as an act of survival; however, the participants in these studies had negative attitudes towards acculturation due to fear of losing their native cultural identity.

Levinson's (2007) research study also reported on Gypsy children embracing acculturation. The children of those parents in this research, who were positive about literacy, viewed it as a form of empowerment. However, it was viewed by the parents in this study as being potentially divisive with mistrust for the written word. It was reported that literacy activities within both families were incongruent cultural norms, especially with older generations who paradoxically held suspensions toward acculturation (Li, 2000; Levinson 2007). Similar to both Levinson's (2007) and Li's (2000) studies, Yoon, Simpson, and Haag (2010) examined literacy and acculturation, but they used a fictional Korean immigrant child character in a children's book. Yoon et al. (2010) reported that a young immigrant girl, a character in the story, refused to write her name in English, due to a fear of losing her identity. It was found that immigrant children in both Levinson's (2007) and Li's (2000) studies share similar experiences, similar to the character in the children's book, in terms of a loss in native cultural identity through English writing practices. Another study, by Costigan and Dokis (2006) reported that engagement in the Chinese culture (e.g., Chinese reading and writing together) between mother and child and predicted adjustment levels, compared to engagement in the Canadian culture did not predict adjustment levels. The above studies focused on language from a traditional context.

The second section discusses mother-child as a dyad regarding literacy engagement in relationship to acculturation and acculturative stress. Generationally, older children and children who lean toward an integration strategy showed a statistically higher degree of cognitive acculturation (school performance, IQ, Choice reaction time). Thus, second-generation children choose integration less frequently than first generation children do (van de Vijver, Helms- Lorenz & Feltzer, 1999). Yet it is interesting to find results that the

correlation of integration and age is negative. Third-generation Mexican children are more similar to Anglo-American norms with respect to reading and math achievement (Knight, Kagan, Nelson & Gumbiner, 1978). Overall, the children preferred integration, although a study involving Dutch children reported a significant increase in assimilation,  $F(1,114) = 3.91, P < .05$ .

Additional studies reported a relationship between acculturative stress, acculturation, and language (Gil & Vega, 1996; Arbona, Olvera, Rodriguez, Hagan, Linares & Wiesner, 2010). Gil and Vega's study (1996) reported adolescent and parental acculturation-related stressors and acculturation levels with more recent immigrants among the adolescents experiencing language conflicts, while parents reported more long-term language conflicts.

According to Costigan and Dokis (2006) regarding language and acculturation related stressors (i.e., depression), Chinese language use was significantly negatively associated with mothers' depressive feelings ( $B = -.12, p < .05$ ). At low levels of mothers' Chinese language use, children's Chinese language use was significantly positively related to mothers' depressive feelings ( $B = .14, p < .05$ ). A study by de Snyder (1987) examined immigrant Mexican women's English language proficiency indicating a lack of proficiency in English was strongly correlated with higher levels of depressive symptoms,  $r = -.33, p < .001$ . Hence, both studies showed the use of language related to depression. However, in the case of Chinese, it was the lack of their first language related to depression, while in the case of Mexican women it was the lack of the second language related to depression.

Additionally, Fainstein's (1996) doctoral dissertation examined literacy, acculturation, and anxiety as related to immigrant adjustment. The first finding was reported

using a two-tailed t-test comparing the mean average acculturation scores for 31 English-literate and 29 English-illiterate immigrant Mexican women. English illiterates scored on an average of 1.4 points. Those who were literate scored on average of 2.1 points. The mean difference was 0.67 points. It was highly statistically significant ( $t = 10.8$ , 58 df:  $p < .001$ , 2-tailed). Second finding, English-literate women were found to be significantly more acculturated than English-illiterate women. Third finding, acculturative stress operationally defined by Fainstein (1996) as a state of anxiety (i.e., perceived threat, worry, or tension) was significantly elevated for English-illiterate women.

The third section examined immigrants as individuals in a bilingual and/or English as a Second Language (ESL) context. First, bilingualism is explicit in these studies. Weisskirch and Alva (2002) reported on bilingualism and acculturation, while the earlier studies reported on monolinguals and acculturation. Weisskirch and Alva reported on reading and writing in English and Spanish. The study reported that authentic print literacy activities, (e.g., reading credit card statements, immigration forms, utility bills and writing out an application) resulted in bicultural adaptation and/or acculturation. Similar to the above study, Buttaro and King (2001) reported that the adult Hispanic women enrolled in English as a Second Language (ESL) felt empowered toward linguistic, culturally, and educational adjustments.

Similarly, according to Bhavnagri, Krolikowski, and Vaswani (2006), the International Institute of Metropolitan Detroit (IIMD) hired, “nationality workers,” who were foreign-born multilingual women and girls, who could teach immigrant women and girls in their native language, thus holding the philosophy of ethnic consciousness and cultural pluralism. Specifically, IIMD reported that, “knowledge of English will do away

with one of the most important impediments in the path of the foreign born. It enabled the immigrant worker to be better understood, because the language handicap added to the lack of industrial training and made the adjustment from the quiet farms of Europe to the roaring factories of Detroit, a thousand percent more difficult” (Box 3, Folder 22 IIMDR).

According to Buttaro and King (2001), Hispanic women indicated that their participation in ESL classes influenced their linguistic, cultural, and educational adjustment. Additionally, the immigrants talked with Americans, read newspapers, visited hospitals, post office, libraries, wrote letters, and completed job applications. They interviewed the participants and discovered that they used reading and writing to support themselves in their daily living and learning. Additionally, the participants, namely Hispanic women, expressed multiple dimensions of adjustment to life in the United States. Although not all the participants were literate in their own language, however, they clearly expressed the learning experiences with life, and decision-making were a strong foundation for their learning. Those participants that were bilingual expressed that participating in both English and Spanish cultures were an advantage by assimilating positive elements and learning about other cultures, as well as one’s own, was an example of the positive factors that contributed to participants’ development of strategies to learn English.

Buttaro (2004) reported that adult Hispanic women who lacked English language proficiency as having difficulty in their linguistic, cultural, and educational experiences while living in the United States. He additionally reported their success was the impact of the immediate family, particularly mother-child relationships.

**Critique of Studies.** First, most of the above qualitative studies did not utilize quantitative measures relating to print literacy and/or acculturation. These studies instead

used ethnographic measures, interviews, and observations. Qualitative studies typically use idiosyncratic data, which is limited to individual cases and inappropriate to generalize to a population. This investigator instead utilized a modified quantitative measure as evident in the Print Literacy Questionnaire (Lynch, 2008) and the Multidimensional Acculturation Scale (Rodriquez, Myers, Morris & Cordoza, 2000).

Second, a few of the studies are quantitative in nature and they examine literacy, acculturation, and acculturative stress. However, they are examining these variables from a different lens. Here are some examples. First, Buttaro (2004) examines only integration, which is one of four of Berry's acculturative strategies, while this investigator studies all four: integration, separation, assimilation, and marginalization. Furthermore, their focus is primarily on the impact of integration across three generations of children, which is not the focus of this study. Second, Berry, Kim, Minde, and Mok (1987) ambiguously refer to their participants as foreign-born Latinos. This type of general label could include people from various Spanish-speaking countries with varied acculturation to American ways. This lack of differentiation of acculturation confounds the findings.

Third, Arbona et al., (2010) examined the impact of legal status on English proficiency and traditions, which is not the focus of this investigation. Fourth, Costigan and Dokis (2006) examined acculturation as an independent variable, while this investigator examined acculturation as a dependent variable. Fifth, Fainstein (1996) examines acculturative stress as a state anxiety. Instead, this investigator examines acculturative stress as explained in Berry Model (figure 1). Furthermore, most of these investigators examined literacy as the independent variable and as a stressor, while this investigator also examines literacy as an independent variable, but did not conceptualize it as a stressor.



Second, most of the studies except Yoon et al. (2010) had examined families as a group in general. Mothers within a family may provide specific results as related to print literacy and acculturation. Therefore, this investigator discussed women as participants. Third, all of the above studies discussed print literacy with measures that identify attitudes or feelings about literacy. This investigator instead utilized the Print Literacy Questionnaire, a modified version of the Questionnaire for parents, which focuses specifically on reading and writing activities in English and/or Spanish. Fourth, additionally the psychological adjustment of the immigrants is critical to acculturation. Therefore, this investigator focused on psychological adjustments, which includes stressors and stress as proposed by a specific model of acculturation, (see figure 1) which these studies did not present. Some studies above discussed adjustment as a general condition; however, this investigator examined the specific type of adjustment immigrants experience known as acculturation.

To summarize, this review of literature examines no studies that provide all three variables print literacy, acculturation, and acculturative stress. This lack of substantial reporting is due to the minimal availability of peer reviewed empirical studies to support or refute any claim. Therefore, it is significant to examine the relationship between these three variables.

Taken into account the critique of the research studies reported above, this investigator addressed some of the limitations. The summary of the studies followed by the critique facilitated this investigator in reflecting and designing a study. In the next section, chapter three, this investigator discussed methodology.

### **Chapter 3: Methodology**

The purpose of this study was to examine the relationship of print literacy to acculturation and acculturative stress. The methodology reported below will address the two questions and the two related hypotheses. This chapter includes research design, setting and participants, measures, procedure, and data analysis.

#### **Research Design**

This research was correlational. According to Joreskog (1974), acculturation research is primarily correlational in nature. This type of research does not usually benefit from the controls available in experimental settings, where it is easier to rule out the effect of extraneous or confounding variables. Ambiguity rarely exists in empirically determined relationships. The interpretation of terms as cause and effect is clear. Unequivocally, a correlational research design is used to appropriately interpret the relationships between the variables: print literacy, acculturation, and acculturative stress.

The use of correlational research will model and analyze the variables making a prediction and/or suggesting causal relationships (Cohen, Cohen, West & Aiken, 2003) between the variables using canonical correlation. A correlational research design explores a relationship among two or more variables (Fraenkel & Wallen, 2006) as in the case of this study, Print Literacy (IV) and Acculturation (DV) and Acculturative Stress (DV).

Figure 2: Research Design and Statistical Analysis

Research Hypotheses	<u>Variables</u>	Scale of Measurement	Statistics
H1-There is a relationship between (a) Print Literacy as measured by the Print Literacy Questionnaire, among Mexican immigrant women attending a family literacy program and (b) Acculturation as measured by the Multidimensional Acculturation Scale (I)	<u>Independent Variable:</u> <u>Adult Literacy</u> (i.e., Reading & Writing English; Reading & Writing Spanish).  <u>Dependent Variable:</u> <u>Acculturation</u> (i.e., American Culture & Mexican Culture)	Interval	Canonical Correlations
H2-There is a relationship between (a) Print Literacy as measured by the Print Literacy Questionnaire, among Mexican immigrant women attending a family literacy program and (b) Acculturation as measured by the Multidimensional Acculturative Stress Inventory.	<u>Independent Variable:</u> <u>Adult Literacy</u> (i.e., Reading & Writing English; Reading & Writing Spanish).  <u>Dependent Variable:</u> <u>Acculturative Stress</u> (i.e., Acculturative Stress American Culture & Mexican Culture)	Interval	Canonical Correlations  and  Multiple Regression

### Setting and Participants

The setting for the study includes four elementary and middle schools in partnership with a human service agency that has implemented a literacy initiative focused on Hispanic families. The Early Language Learners-Even Start Program or initially known as the Toyota Family Literacy Program (TFLP), serves low-income Hispanic families with children in kindergarten through third grade. The four schools are approximately 5 to 10 miles from one another and were located in the urban area of Southwest Detroit, Michigan. This area of the city has the largest percentage of Hispanic immigrants with Spanish as the primary language spoken by the parents in the family literacy program (B. Dates, personal communication, July 20, 2010). The families that typically enroll in this program come with little literacy in English (B. Dates, personal communication, July 20, 2010).

The parents learned English during the adult education classes utilizing the same curriculum as their children, so the parents helped with the child's homework. The adult education classes are four half-days a week or 2 after-school sessions per week. For an hour a day parents were able to sit and actually experience their child's classroom or after-school program by assisting their child in completing lessons and/or activities. The English Language Learners-Even Start program recognized by the National Center for Family Literacy is in connection with this agency ([www.famlit.org](http://www.famlit.org)).

The participants selected from this particular human service agency on a non-random, purposive sampling basis. They had to meet three specific criteria to be involved in this study. First, the participants were immigrant Mexican women. Second, the participants enrolled in a family literacy program at the agency. One hundred and six Mexican immigrant

women participated from all four classes. The agency assessed the participants using the Basic English Skills Test (BEST) according to the Center for Applied Linguistics (CAL) (2008) as computed below.

Table 1: Basic English Skills Test (BEST)

Competency	Intake scores	Intake %
Low Beginner	46	63%
Beginner	2	3%
High Beginner	11	15%
Low Intermediate	6	8%
High Intermediate	7	10%
Advanced	1	1%

As shown in Table 2, this archival data as provided from the Center for Applied Linguistics (CAL) (1984) demonstrated English competency intake scores as presented in column two and calculated into percentages in column three. In column 1, scores ranged from low beginner to high beginner and represented 81% of total adults in the program. According to this investigator, the data provided a possible comparison of the adults in the program as participants in this study. Specifically, it provided a general baseline of the participants' literacy level designated as beginners.

**Measures.** The measures for collecting data in this study included the following: (1) Print Literacy Questionnaire, (2) Multidimensional Acculturation Scale (I), and (3) Multidimensional Acculturative Stress Scale. For each of these measures, information on how the instrument developed what exactly it assesses followed by reliability and validity.

**The Print Literacy Questionnaire.** The Print Literacy Questionnaire is a modified version of the following instrument: (1) Questionnaire for Parents (Appendix K). The Print

Literacy Questionnaire, for the purposes of this study, researched literacy engagement of adult learners as immigrants experiencing print in more than one language.

The Print Literacy Questionnaire included an option on each item for the participants to choose language of print engagement. This ensured that newly acquired English language skills do not confound with changes in literacy practices. Each literacy practice item questioned print literacy engagement in Spanish and/or English. This allowed this investigator to control for reported changes in literacy practice that represents an adjustment into a new language or bilingualism. This investigator is interested, additionally in print literacy engagement in terms of frequency of print use in Spanish and/or English. The Print Literacy Questionnaire measured the independent variable, print literacy.

**Developed.** The Print Literacy Questionnaire is a 46 item six point Likert-type ordinal scale, 17 items pertaining to adult reading, 9 items pertaining to adult writing, 13 items pertaining to parent-child reading and 7 items pertaining to parent-child writing.

**Assessed.** The Print Literacy Questionnaire assessed types of print, usage of print and frequency of print literacy engagement for each item on the measure in reading and writing

**Reliability.** The reliability was from the data on the pilot study of the 30 respondents. The reliability of the instrument computed below.

Table 2: Internal Consistency Reliability of Total Print Literacy Questionnaire Scale

Number of Items	Cronbach's Alpha	F	Significance
92	.928	8.624	.000

Cronbach's alpha Internal Consistency;  $\alpha \geq 0.9$  Excellent;  $0.8 \leq \alpha < 0.9$  Good;  $0.7 \leq \alpha < 0.8$  Acceptable;  $0.6 \leq \alpha < 0.7$  Questionable;  $0.5 \leq \alpha < 0.6$  Poor;  $\alpha < 0.5$  Unacceptable.

As shown in Table 2 Print Literacy Questionnaire Items demonstrated significant internal consistency reliability. Internal consistency implies that the items within a scale measure the same construct. The reliability data constructed of 30.

Table 3: Internal Consistency Reliability of Individual Print Literacy Questionnaire Scales

Section	Literacy Activity	Language	Number of Items	Chronbach's Alpha	F	Significance
1	Personal Reading	English	17	.810	11.724	.000
1	Personal Reading	Spanish	17	.827	9.685	.000
2	Personal Writing	English	9	.851	5.493	.000
2	Personal Writing	Spanish	9	.797	11.387	.000
3	Parent-Child Reading	English	13	.792	15.374	.000
3	Parent-Child Reading	Spanish	13	.854	4.204	.000
4	Parent-Child Writing	English	7	.783	8.699	.000
4	Parent-Child Writing	Spanish	7	.789	6.635	.000

Cronbach's alpha Internal Consistency;  $\alpha \geq 0.9$  Excellent;  $0.8 \leq \alpha < 0.9$  Good;  $0.7 \leq \alpha < 0.8$  Acceptable;  $0.6 \leq \alpha < 0.7$  Questionable;  $0.5 \leq \alpha < 0.6$  Poor;  $\alpha < 0.5$  Unacceptable.

As shown in Table 3, all scales of the Print Literacy Questionnaire items demonstrated significant reliability in the good to high acceptable range based on the pilot group of 30 subjects.

**Validity.** A pilot study results allowed for further examination. The investigator checked for content and construct validity. All the measures were deemed reliable and valid.

**Multidimensional Acculturation Scale.** This is an orthogonal measure that inquires about language and examines cultural identity. The psychological process of acculturation and its relevance to the individual revealed through a deeper understanding of cultural

identity (Felix–Ortiz, Newcomb & Myers, 1994). Items for this scale were taken primarily from the Multidimensional Acculturation Scale (MAS) with additional items added (N. Rodriguez, Personal Communication, May 11<sup>th</sup> 2010) (Rodriguez, Mira, Paez, & Myers, 2007). This measure contained additional items as constructed to reflect the degree of involvement in and identification with Mexican culture and American Anglo culture separately. This investigator used this measure for the dependent variable, acculturation.

**Developed.** The Multidimensional Acculturation Scale II is a 22-item, Likert type ordinal scale that assesses levels of acculturation (Rodriguez, Mira, Paez, & Myers, 2007).

**Assessed.** Participants were asked to rate each item on a six-point scale, ranging from (0) does not apply, to (5) very well/very much. Items scored and converted to interval score such that higher scores indicate greater involvement in and identification with either Mexican or Anglo American culture.

**Reliability.** The yields four stable and reliable factors: English proficiency, Spanish proficiency, Mexican cultural identity, and American Anglo cultural identity.

Items from the English proficiency and American identity factors summed together and averaged resulted in an American mean score. Items from the Spanish proficiency and ethnic identity factors summed together and averaged resulted in a Mexican mean score. These individual mean scores (American and Mexican) were entered into a regression equation, or used to classify individuals into one of four quadrants using Berry's (1999) theoretical perspective.

Six reliable factors (1) Spanish Proficiency (overall Cronbach's  $\alpha = .96$ ), (2) English Proficiency (overall Cronbach's  $\alpha = .96$ ), (3) activities in English (overall Cronbach's  $\alpha =$



.92), (4) Ethnic Identity (overall Cronbach's  $\alpha = .90$ ), (5) activities in Spanish (overall Cronbach's  $\alpha = .86$ ), (6) American Identity (overall Cronbach's  $\alpha = .86$ ) (Rodriquez, 2000).

Table 4: Internal consistency Reliability of Total Multidimensional Acculturation Scale

Number of Items	Cronbach's Alpha	F	Significance
14	.773	30.883	.000

Cronbach's alpha Internal Consistency;  $\alpha \geq 0.9$  Excellent;  $0.8 \leq \alpha < 0.9$  Good;  $0.7 \leq \alpha < 0.8$  Acceptable;  $0.6 \leq \alpha < 0.7$  Questionable;  $0.5 \leq \alpha < 0.6$  Poor;  $\alpha < 0.5$  Unacceptable.

As shown in Table 4, the total Multidimensional Acculturation Scale, demonstrated significant reliability in the pilot study of 30 participants. Table 5 below examines the reliability of each of the two component scales.

Table 5: Internal Consistency Reliability of Individual Multidimensional Acculturation Scales

Scale	Number of Items	Cronbach's Alpha	F	Significance
American Acculturation	7	.743	16.174	.000
Mexican Acculturation	7	.751	6.583	.000

Cronbach's alpha Internal Consistency;  $\alpha \geq 0.9$  Excellent;  $0.8 \leq \alpha < 0.9$  Good;  $0.7 \leq \alpha < 0.8$  Acceptable;  $0.6 \leq \alpha < 0.7$  Questionable;  $0.5 \leq \alpha < 0.6$  Poor;  $\alpha < 0.5$  Unacceptable.

Each of the two component scales displayed significant values of Chronbach's alpha.

**Assessed.** According to Berry's perspective, which necessitates the independent assessment of involvement in each culture separately, individuals can be classified into one

of four quadrants: Assimilated (Anglo-oriented), Integrated (Bicultural), Separated (Mexican-oriented), or Marginal. Classification into one of these four quadrants requires a decision made as to where the two independently derived axes (Mexican and American) intersect at right angles. Although other researchers (e.g., Cuellar, Arnold, & Gonzalez, 1995) used means and standard deviations, relative to a given sample, to classify individuals, this approach would yield a sample-specific classification scheme; and therefore, not necessarily be applicable to other samples.

The individuals, who endorsed items on the Mexican or Anglo scales with responses that ranged from “somewhat” to “very much,” (i.e., means ranged from 3-5) were classified as individuals who were involved in that particular culture. In contrast, individuals whose responses ranged from “does not apply” to less than “somewhat” (i.e., means ranged from 0-3) were classified as individuals with minimal involvement in that particular culture. In either case the use of Mexican or Hispanic within the item does not change the involvement in a particular culture. For the purposes of this study, Mexicans are Hispanic.

This classification scheme yields four types of acculturating individuals: bicultural (Mexican and Anglo means above 3), Anglo-oriented (Mexican means below three, Anglo means above 3), Mexican-oriented (Mexican means above three, Anglo means below 3), and marginal (Mexican and Anglo mean below 3) individuals.

**Validity.** This measure was deemed to be a valid and reliable instrument of acculturation with Hispanics (Rodriguez et al., 2000). Criterion-related validity for the acculturation factor scores assessed two commonly used indicators: generational level and length of residence in the United States (Cortes, Rogler, & Malgady, 1994). Generational level influenced by age.

A validation criterion index is used. The index considers length of residence divided by the respondent's age (Sabogal et al., 1987).

**Multidimensional Acculturative Stress Inventory.** Modified from a similar assessment, Social, Attitudinal, Familial, and Environmental Acculturative Stress (SAFE) originally at 60 items developed by Padilla, Wagatsuma, & Lindholm (1985) and shortened by Mena, Padilla, and Maldonado (1987) to 26 items, also measures acculturative stress. This investigator used the Multidimensional Stress Inventory to measure the dependent variable, acculturative stress.

**Developed.** Multidimensional Acculturative Stress Inventory is a 36-item five point Likert type, ordinal scale. It was developed to assess acculturative stress among persons of Mexican origin living in the United States, which was tested on a community sample of 174 adults (117 women, 57 men) as appears in this instrument. Additionally, it was developed and pilot tested among a community sample of English and Spanish speaking people of Mexican origin (Rodriquez, Myers, Mira, Flores, Garcia- Hernandez, 2002).

**Assessed.** Participants were asked to rate the stressfulness of that event using a 5-point scale ranging from one (not at all stressful) to five (extremely stressful). Items scored such that higher scores indicted higher levels of stress. Pressures originate from: (1) Anglo American Culture (2) Lack of Spanish language and cultural competency, and (3) Mexican culture to maintain cultural heritage and Anglo culture to acculturate.

**Reliability.** The four reliable factors are as follow: (1) Spanish Competency Pressure (overall Cronbach's = .93), (2) English Competency Pressure (overall Cronbach's = .91), (3) Pressure to Acculturate (overall Cronbach's = .84), (4) Pressure Against Acculturation

(overall Cronbach's = .77) Test-Retest 1 = .71, 2 = .79, 3 = .53 and 4 = .84 (overall Cronbach's = .90).

Table 6: Internal consistency Reliability of Total Multidimensional Acculturative Stress Scale

Number of Items	Cronbach's Alpha	F	Significance
36	.703	8.416	.000

Cronbach's alpha Internal Consistency;  $\alpha \geq 0.9$  Excellent;  $0.8 \leq \alpha < 0.9$  Good;  $0.7 \leq \alpha < 0.8$  Acceptable;  $0.6 \leq \alpha < 0.7$  Questionable;  $0.5 \leq \alpha < 0.6$  Poor;  $\alpha < 0.5$  Unacceptable. Based on the pilot study of 30 subjects, Chronbach's alpha was significant.

Based on the pilot study of 30 subjects, Chronbach's alpha was significant.

**Validity.** This measure was tested in two separate set analyses. The first set of analyses testing validity of the measure consisted of correlations, using predictive validity, between the estimated factor scores, length of residence, and proportional length of residence in the United States (residents' length of residence divided by their age). The Multidimensional Acculturation Scale (MAS) (Rodriquez, et al., 2000) and psychological adjustment variables (distress and well –being) were applied to test criterion-related validity.

The second set of analyses consisted of two separate hierarchical regression analyses that examined the predictive validity of the estimated acculturative stress factors in predicting psychological distress and well-being, after study controlled for relevant socio-demographic characteristics.

### **Data Collection Procedures**

When the Human Investigation Committee (HIC) approved the proposal, the investigator began the data collection process and the pilot study. The investigator met with the Supervisor of Research and Evaluation, the Director of the Early Language Learners-Even Start Program and the supervising instructor of the adult education classes. The meeting focused on the agencies programs, procedures, class schedule and the purpose, and benefits of this study. The investigator granted written approval (Dates, B. [Letter to and in possession of Alexander M Cintrón] 2010, July 10) by the Supervisor of Research and Evaluation to conduct the study with the participants.

The 30 participants used in the pilot study to examine the internal consistency reliability of the instrument (see Tables 2-5). Internal consistency implies that the items within a scale measure the same construct. Cronbach's Alpha computed each scale/subscale (Tavakol & Dennick, 2012).

The supervising instructor chose from one of the four classes, which group would pilot the Print Literacy Questionnaire. According to this investigator 94 of the 106 participants, requested the Spanish translation of the instruments. The participants given the option to skip any item they did not feel comfortable answering or cease with this study.

First, the parents met with the instructor after class to discuss the purpose, possible benefits, as well as, to sign a consent form to be in the study. Second, after the consent forms signed, the parents completed the Print Literacy Questionnaire. This investigator paid for childcare and light snack.

After the data collection, three steps occurred. First, the investigator answered or clarified questions, concerns, or comments to the instructor. Second, the investigator

consulted with the statistician. Third, the consultation found no evidence to edit, modify, and/or change the measures. The pilot study was completed and the instruments deemed reliable and valid by the statistician.

**Initial procedure.** The instructor requested the list of parents enrolled in the four classes from the supervising instructor. Parents selected meet all the criteria.

**Administrative procedure.** First, the instructor administered the Print Literacy Questionnaire in English (See Appendix C) or Spanish (See Appendix D) on a Monday after class at 11:30 am. Second, the instructor administered the Multidimensional Acculturation Scale (I) in English (See Appendix E) or Spanish (See Appendix F) on the following Tuesday after class at 11:30am. Third, the instructor administered the Multidimensional Acculturative Stress Inventory in English (See Appendix G) or Spanish (See Appendix H) on the following Thursday after class at 11:30am. The instructor was in the classroom during all assessments to address any questions. This investigator paid for childcare and a light snack for all three days.

No questions arose anytime during the study that required an immediate response from the investigator, although telephone numbers for the investigator and the HIC office were included on the consent form. The consent form was available in English (See Appendix I) and Spanish (See Appendix J). Participants that were absent during the initial assessment were given the instrument(s) within the following two days (Wed. / Thurs.) and into the following week. No participants had long-term absences, which would have required a time to meet and complete the instruments at the Human Service Agency or at the absentees participating school.

## Data Analysis

Descriptive statistical procedures organized and summarized the information collected from these instruments. Inferential statistics was used to create deductions about the population from the sample by performing a test of statistical significance. These tests allowed the researcher to compare the mean of a sample of observations as collected from the general population to determine if a significant difference exists between print literacy, acculturation, and acculturative stress. From this difference, we inferred that the relationship(s) between our independent and dependent variables actually changed something.

**Descriptive statistics.** The descriptive statistical procedures utilized in this study include frequency distributions of print literacy (IV), acculturation (DV) and acculturative stress (DV). The investigator utilized descriptive analysis in examining the dispersion of the values around the central tendency. The standard deviation (SD) examined the set of values in relation to the mean.

**Inferential statistics.** The investigator in this study utilized the multivariate statistical technique of canonical correlational analysis. According to Hair, Anderson, Tatham and Black (1998), this analysis is a relatively recent and sophisticated technique. It is particularly appropriate when there are two or more dependent variables. Canonical correlations then examine the relationship between independent variables and multiple dependent variables. Given that this study had two dependent variables, canonical correlations were the appropriate statistical analysis to measure the strength of the overall relationships between the variants (i.e., linear composites).

Specifically, canonical correlation assessed the effect of print literacy (IV) on acculturation (DV) and acculturative stress (DV). The data was analyzed by utilizing SPSS- Windows; ver. 20.0 A criterion alpha level of .05 determined the statistical significance of the inferential analysis. The statistical analysis addressed each of the research hypotheses.



## Chapter 4: Results

This divided chapter is in two sections: descriptive analysis and inferential analysis. Participant's demographic information conducted on the Print Literacy Questionnaire presented in the descriptive analysis from Table 1 to Table 11. Table 12 to Table 13 presents range, mean, and standard deviations of the measures Multidimensional Acculturation Scale, and Multidimensional Acculturative Stress Inventory. Inferential analysis conducted on the Parent Literacy Questionnaire, Multidimensional Acculturation Scale, and Multidimensional Acculturative Stress Inventory all responded to address the research questions.

### Descriptive Analysis

#### Participant demographics

Information is provided about age, sex, ethnicity, language spoken at home (English/Spanish), education, number of children, and years spent in the United States.

Table 6: Distribution of Categorical Variable for Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under 20	4	3.8	3.8	3.8
	Under 30	42	39.6	40.4	44.2
	Under 40	34	32.1	32.7	76.9
	Under 50	24	22.6	23.1	100.0
	Total	104	98.1	100.0	
Missing	System	2	1.9		
	Total	106	100.0		

Table 7: Distribution of Categorical Variable for Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under 20	4	3.8	3.8	3.8
	Under 30	42	39.6	40.4	44.2
	Under 40	34	32.1	32.7	76.9
	Under 50	24	22.6	23.1	100.0
	Total	104	98.1	100.0	
Missing	System	2	1.9		
	Total	106	100.0		

Table 6 presents the ages of the participants, which ranged from “under 20” to “under 50.” The ages of 96.2% of the participants ranged from 21 to 49. Table 7 presents the gender of the participants, which were 100% female.

Table 8: Distribution of Categorical Variable for Ethnicity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		4	3.8	3.8	3.8
	Hispanic	4	3.8	3.8	7.5
	Mexican	98	92.5	92.5	100.0
	Total	106	100.0	100.0	

Table 8 presents the ethnicity of the participants. All participants were Mexican. However, 3.8% or 4 Mexican women preferred to self-identify themselves as Hispanics. Given that, Mexicans are a subset within the Hispanic group, it is acceptable that they labeled themselves as Hispanics. All participants explicitly verbally identified themselves as Mexicans to the instructor, who was administering all the instruments for this study.

Table 9: Distribution of Categorical Variable for Language Spoken at Home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English	19	17.9	17.9	17.9
	Spanish	87	82.1	82.1	100.0
	Total	106	100.0	100.0	

Table 9 presents the language spoken at home of the participants. Spanish was the predominant language reported at 82.1% or 87 women.

Table 10: Distribution of Categorical Variable for Mothers' Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Some Elementary School	11	10.4	12.2	12.2
	Completed Elementary School (8th Grade)	15	14.2	16.7	28.9
	Some High School	8	7.5	8.9	37.8
	Completed High School	16	15.1	17.8	55.6
	Vocational Training	6	5.7	6.7	62.2
	Some University	8	7.5	8.9	71.1
	Master's Degree	13	12.3	14.4	85.6
	PhD/MD	3	2.8	3.3	88.9
	Other	10	9.4	11.1	100.0
	Total	90	84.9	100.0	
Missing	System	16	15.1		
Total		106	100.0		

Table 10 presents the women who were participants in this study. The participants, whose education ranged from “some elementary school” to “some high school” were 37.8% or 34 women. The participants, whose education ranged from “high school” and “vocational school” were 24.5 % or 22 women. The participants, whose education ranged from “some university” to “PhD/MD” were 26.6 % or 24 women.

Table 11: Distribution of Categorical Variable Number of Children and Years in the US

	N	Minimum	Maximum	Mean	Std. Deviation
Number_of_Children	104	0	13	2.98	1.589
Years_in_US	73	1	37	13.77	6.437
Valid N (listwise)	72				

Table 11 presents the number of children these women had and the years they lived in the United States. Given that, the data collected from the Early Language Learners-Even Start Program or initially known as the Toyota Family Literacy (TFLP), a non-negotiable requirement was that a parent enrolled as a student must also enroll their child, between the grades of kindergarten to third grade, in the program in order to gain access to the classroom. Therefore, this investigator needs to explain that the number of participants having a minimum of one child should be 106. However, some reported zero children. The possible explanations for reporting zero are that the participants may: (1) have made an error in reporting; (2) chose not to report on how many children they have; or (3) were guardians to the children, but not actual parents.

The range of children was from zero to 13. The mean was 2.98, thus indicating the average family had three children with a standard deviation of 1.589. Additionally, for years in the US, the mean was 13.77 or 73 participants, with a standard deviation of 6.437.

Table 12: Descriptive Statistics for the Multidimensional Acculturative Stress Inventory

Scale	N	Minimum	Maximum	Mean	Std. Deviation
	83	1	5	2.975	1.397

Table 12 presents the mean on the 2.975, which when rounded is 3.0. Given that the SD is 1.397, this suggests that the individual scores do not have many outliers.

Table 13: Descriptive Statistics for the Multidimensional Acculturation Scale (I)

Scale	N	Minimum	Maximum	Mean	Std. Deviation
American Culture	106	1	5	3.589	1.318
Mexican Culture	106	1	5	4.788	.792

Table 13 presents the mean for American Culture as 3.589 and for Mexican Culture 4.788. Given that the SD is 1.318 and .792, this suggests that the individual scores do not have many outliers.

Table 14: Descriptive Statistics for the Print Literacy Questionnaire

Scale	N	Minimum	Maximum	Mean	Std. Deviation
Respondent Reading English	106	1	6	2.991	0.786
Respondent Reading Spanish	106	1	6	2.973	0.855
Respondent Writing English	106	1	6	2.736	0.791
Respondent Writing Spanish	106	1	6	3.996	1.030
Parent Child Reading English	106	1	6	3.458	0.803
Parent Child Reading Spanish	106	1	6	3.163	0.918
Parent Child Writing English	106	1	6	3.155	0.958
Parent Child Writing Spanish	106	1	6	4.123	1.061

Table 14 presents descriptive information for the Print Literacy Questionnaire. The scales displayed low standard deviations, suggesting the individual scores do not have many outliers.

## Inferential Analyses

### Analysis of hypotheses

**Hypothesis 1.** There is a relationship between (a) print literacy as measured by the Print Literacy Questionnaire and (b) acculturation as measured by the Multi-dimensional Acculturative Scale among Mexican immigrant women involved in family literacy that teaches English as a Second Language.

**Hypothesis 2.** There is a relationship between (a) print literacy as measured by the Print Literacy Questionnaire and (b) acculturative stress as measured by the Multi-dimensional Acculturative Stress Inventory among Mexican immigrant women involved in family literacy that teaches English as a Second Language.

Because both independent and dependent variables were continuous, this investigator conducted a canonical correlation. A canonical correlation forms a single independent variate from the contributing independent variables (Print Literacy Scales) and a single dependent variate from the dependent variables (Multi-dimensional Acculturative Scale and Multi-dimensional Acculturative Stress Inventory), and then computes a single correlation for the relationship of the two variates.

Canonical functions report this relationship between canonical variates. Each function has two sets, one for the independent variables and one for the dependent variables. The important aspect of canonical correlation is that it does not correlate individual items from one measure to individual items of another measure. Instead, it correlates a complete set of the independent variable to complete sets of individual items of more than one measure of the dependent variable.

A canonical function computed for each of the dependent variables comprising the dependent variate. The first function represents the linear combination of both independent and dependent variables that accounts for the most variance. The second function represents the linear combination of both independent and dependent variables that accounts for the highest proportion of variance not accounted for by the first function. Each subsequent function, if there are more than two represented in the dependent variate, represents a linear function that accounts for the majority of variance not accounted for by preceding functions. The three canonical functions arising from the analysis at hand as presented below in Table 15.

Table 15: Canonical Correlation Analysis Relating Acculturation and Acculturative Stress to Print Literacy

Measures of Overall Model Fit for Canonical Correlation Analysis				
Canonical Function	Canonical Correlation	Canonical R <sup>2</sup>	F	Probability
1	.647	.419	10.080	.000
2	.514	.264	5.027	.037
3	.245	.060	.894	.655

Both Canonical Function 1 and Function 2 are significant ( $p < .05$ ). The canonical R<sup>2</sup> for each of the functions is analogous to its counterpart in multiple regressions to the extent that it expresses the proportion of shared variance between the independent and dependent variates. Canonical Function 1 presented the shared variance estimated at 41.9%, and Function 2, presented at 26.4%. In order to determine the proportion of variance extracted from the sets of independent and dependent variables, canonical correlation employs a redundancy analysis. The computation of redundancy uses two values. The first value is the proportion of variance in the dependent variable explained its own component dependent variables. The second value is the squared canonical correlation, R<sup>2</sup>. The left side of Table 16

is the first of these values in the column headed “Percentage,” and second in the column headed, “Canonical R<sup>2</sup>.” Redundancy is calculated as the product of these values, and is presented on the right side of Table 16 in the column headed “Percentage.”

Table 16: Redundancy Analysis of Dependent and Independent Variates for All Canonical Functions

Standardized Variance of Dependent Variables					
Variance Explained by Dependent Variate (Shared Variance)			Variance Explained by Independent Variate (Redundancy)		
Canonical Function	Percentage	Cumulative Percentage	Canonical R <sup>2</sup>	Percentage	Cumulative Percentage
1	.408	.408	.419	.171	.171
2	.278	.686	.264	.074	.245
3	.313	1.000	.060	.019	.264

The redundancy index of .171, for the first canonical function, indicates that 17.1% of the potential variance, between dependent and independent variate, as formulated and extracted. There is no guideline for a minimum acceptable value for the redundancy index. Although .171 is not high in value, it does arise from the rather substantial shared variance of the dependent variate with the dependent variables (.408) and the significant canonical R<sup>2</sup> (.419), which is associated with a significant correlation. Examining the second and third canonical functions, the marked drop-off in redundancy is due to the combination of lower shared variance and lower canonical R<sup>2</sup> values.

Interpretation of the canonical correlation resulted from examining the cross-loadings of the independent variables on the dependent canonical variates. Table 17 presented below each of the three canonical functions.





Table17: Canonical Cross-Loadings between the Independent Variables and Dependent Canonical Variates

Correlations Between the Independent Variables and Dependent Canonical Variates				
Variable		Function 1	Function 2	Function 3
Respondent English	Reading	-.544	.025	-.024
Respondent Spanish	Reading	-.308	-.355	-.057
Respondent English	Writing	-.509	.234	.007
Respondent Spanish	Writing	-.454	-.201	.041
Parent English	Child Reading	-.416	.010	.032
Parent Spanish	Child Reading	-.141	-.113	.061
Parent English	Child Writing	-.380	.049	.094
Parent Spanish	Child Writing	-.253	-.018	-.022

Considering Function 1, Reading English and Writing English each account for more than 25% of the variance in the dependent variate (the squares of -.544 and -.509 respectively). Writing Spanish accounts for almost 20% of the variance, but no other loading represents a very meaningful relationship of a scale to the dependent variate. Table 18, below, presents the cross loadings of the dependent variables with the independent variates.

Table 18: Canonical Cross-Loadings between the Dependent Variables and Independent Canonical Variates

Correlations Between the Dependent Variables and Independent Canonical Variates			
Variable	Function 1	Function 2	Function 3
Acculturative Stress	.029	.135	-.237
American Culture	.598	-.194	-.010
Mexican Culture	.392	.406	.025

Results suggest that there is minimal effect of print literacy on acculturative stress due to the very small loading of .029. The effect of print literacy on acculturation related to ‘Americanization’ appears to be very strong (.598). Finally, Mexican acculturation displays a small, but notable relationship to print literacy (.392).

Based on the examination of both sets of cross loadings, it appears that the significant canonical correlation formulated from the relationship of Reading and Writing English, and increasing American acculturation with some accompanying Mexican acculturation was based on Writing Spanish.

Further exploration resulted in running a second set of analyses. A multiple regression with Print Literacy Scale scores as independent variables and Acculturative Stress as the sole dependent variable formulated to refine the outcomes related to the second research hypothesis. In order to elucidate the first hypothesis, a second canonical correlation formulated with Print Literacy Scale scores as independent variables forming the independent variate, and the American and Mexican Culture scale scores of the Multidimensional Acculturative Stress Inventory forming the dependent variate. Tables 19 and 20 display results of the multiple regression analysis.

Table 19: Model Summary for Multiple Regression Analysis of Print Literacy and Acculturation Stress

R	R Square	Adjusted Square	R	Std. Error of the Estimate
.274	.075	-.039		.801

Table 20: ANOVA Results Multiple Regression Analysis of Print Literacy and Acculturation Stress

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	3.390	8	.424	.660	.725
Residual	41.750	65	.642		
Total	45.139	73			

The multiple regression coefficients are rather small at .274, with only 7.5% of the variance between the predictor variables and the dependent variable accounted for. Based on the results of the ANOVA approach, the relationship is not significant. As suggested by the first canonical analysis, the relationship between print literacy and acculturative stress in this study is not significant, and therefore it does not confirm the second research hypothesis.

The model fit for the canonical correlation between the scales of the Print Literacy Questionnaire and the scales of the Multidimensional Acculturation Scale as presented in Table 21 below.

Table 21: Canonical Correlation Analysis Relating Acculturation of Print Literacy

Measures of Overall Model Fit for Canonical Correlation Analysis				
Canonical Function	Canonical Correlation	Canonical R <sup>2</sup>	F	Probability
1	.684	0.468	12.313	.000
2	.504	0.254	4.77	.000

Both canonical functions are significant. The first function accounts 46.8% of variance shared between independent and dependent variates. A redundancy analysis determined how much potential variance between the independent and dependent variates as extracted by each function as presented in Table 22.

Table 22: Redundancy Analysis of Dependent and Independent Variates for All Canonical Functions

Standardized Variance of Dependent Variables					
Canonical Function	Variance Explained by Dependent Variate (Shared Variance)			Variance Explained by Independent Variate (Redundancy)	
	Percentage	Cumulative Percentage	Canonical R <sup>2</sup>	Percentage	Cumulative Percentage
1	.515	.515	0.468	.241	.241
2	.485	1.000	0.254	.123	.364

The variance extracted by the first canonical function as presented at 24.1%, while another at 12.3% by the second function; so over 36% of the variance between the canonical variates explained by the variables involved.

In order to gain an understanding of the cause for the significant canonical correlation, the cross-loadings between the independent variables and dependent canonical variate as explored in Table 23.

Table 23: Canonical Cross-Loadings between the Independent Variables and Dependent Canonical Variates

Correlations Between the Independent Variables and Dependent Canonical Variates		
Variable	Function 1	Function 2
Respondent Reading English	.524	.159
Respondent Reading Spanish	-.099	.411
Respondent Writing English	.609	.005
Respondent Writing Spanish	.115	.360
Parent Child Reading English	.301	.154
Parent Child Reading Spanish	-.184	.178
Parent Child Writing English	.324	.170
Parent Child Writing Spanish	.044	.194

For the first canonical function, which accounted for the greatest proportion of variance extracted, Writing English and Reading English had appreciable cross-loadings with the dependent acculturation variate. Writing English followed these with the Child/Children in the home and Reading English with the Child/Children in the home respectively. None of the Spanish reading or writing activity had notable loadings on the acculturation variate. The two dependent variables, Mexican or American Acculturation, one was affected most by these independent variables, the cross-loadings between dependent variables and independent canonical variates according to the analysis as presented in Table 24 below.

Table 24: Canonical Cross-Loadings between the Dependent Variables and Independent Canonical Variates

Correlations Between the Dependent Variables and Independent Canonical Variates		
Variable	Function 1	Function 2
American Culture	.684	.001
Mexican Culture	.120	.496

This table, together with the preceding one, indicated clearly that the first canonical function, accounts for the most extracted variance termed as American Acculturation. It had a very high loading, in the first canonical function, on the independent canonical variate, comprised of the Print Literacy Questionnaire scales. The second canonical function extracted variance was termed Mexican Acculturation. It had a reasonably high loading on the independent variate, but not as great as American Acculturation. Combining these results with those in the preceding table, Writing English by oneself followed by Reading English by oneself, followed in turn by their counterparts with a child/children in the family significantly increases American acculturation. Mexican acculturation, although less in strength, seems most affected by reading Spanish by oneself followed by writing Spanish by oneself. There is no appreciable effect of reading or writing Spanish with one's child/children.

## Chapter 5: Discussion

The purpose of this investigation was to research the relationships among three variables, print literacy, acculturation, and acculturative stress, using inferential statistics, namely canonical correlations. This investigator conducted a study on one hundred and six Mexican immigrant women attending family literacy classes, specifically designed for English Language Learners (ELLs).

This study presented the following two research questions.

- 1.) Is there a relationship between (a) print literacy as measured by the Print Literacy Questionnaire and (b) acculturation as measured by the Multi-dimensional Acculturation Scale among Mexican immigrant women involved in family literacy that teaches English as a Second Language (ESL)?
- 2.) Is there a relationship between (a) print literacy as measured by the Print Literacy Questionnaire and (b) acculturative stress as measured by the Multi-dimensional Acculturative Stress Inventory among Mexican immigrant women involved in family literacy that teaches English as a Second Language (ESL)?

This investigator will discuss the findings of the first hypothesis followed by the findings of the second hypothesis in this chapter. Next, this research will examine the: (a) limitations of this study, (b) implications for future research, (c) educational implications of the current study, and, make (d) concluding remarks.

The first hypothesis stated that; there is a relationship between (a) print literacy as measured by the Print Literacy Questionnaire; and (b) acculturation as measured by the Multi-dimensional Acculturation Scale among Mexican immigrant women involved in family literacy that teaches English as a Second Language.



First, the findings are reported, at the general level, which found that print literacy is related to acculturation. Two specific findings examined, next. One specific finding was adult reading English and writing in English related to acculturation. The other specific finding was that parents reading to their children in English and parents also writing in English with their children related to the parent's acculturation.

### **Hypothesis 1**

#### **Print Literacy and Acculturation**

The first research hypothesis stated that print literacy significantly relates to acculturation. As reported in chapter four, the canonical correlational analysis demonstrated that was highly significant, thus supporting this investigator's hypothesis one. Reading English and Writing English, the variance extracted by the first canonical function at 24.1% and another 12.3% extracted by the second canonical function. Therefore, totally 36.4% of the variance was between the canonical variates explained by the print literacy and acculturation. In other words, over 36 % of the variation in acculturation accounted for was due to print literacy. Given that it is over a third of the variation, it is highly significant. Additionally, examining the four quadrants, there are 85 subjects in the integrated quadrant (80.19%), 21 in the separated quadrant (19.81%), and none in either the assimilated, nor the marginal quadrants. Therefore, integration is the strategy that is most utilized by the participants in examining the relationship between print literacy and acculturation.

According to this investigator, this supports that print literacy has a significant relationship with acculturation and indeed the importance of literacy in the integration of immigrants to American culture. Past research examined literacy and its significance on immigrant adaptation, supports this finding. Therefore, the results of this hypothesis are

consistent with existing studies, which observed the importance of print literacy and acculturation.

In support of the first hypothesis, existing studies support print literacy in the lives of families acculturating to the United States. Levinson (2007) reported low literacy and cultural identity within the Gypsy family. The participants in both studies demonstrated low literacy by the older generation of immigrants. For example, both the Levinson (2007) and Li (2000) studies presented low acculturation by the grandparents due refusing to read or write in the language of the host country. Similar to this investigators study, both studies demonstrated that the parents' acculturated due to experiencing the literacy of host culture. Although both families experienced literacy and acculturation, the Gypsy family reported lower English literacy but higher identification with Gypsy culture.

### **Reading and Writing by Oneself and American Acculturation**

The salient specific findings are as follows. The combination of results according to the Canonical Variates demonstrated; Writing English (.609) by oneself followed by Reading English (.524) by oneself significantly increased American Acculturation. Thus as reported Mexican immigrant women's American acculturation significantly increased as they wrote and read English by themselves.

Given the above findings were that the Mexican immigrant women read to themselves, this investigator will now discuss adult print literacy materials. According to Larrotta and Ramirez (2009), as researchers offered Mexican immigrant mothers two kinds of print literacy materials. The first kind focused on topics that interest adults (e.g., economics, immigration, and housing). The second kind focused on topics that interest children (e.g., animal, adventures, and discoveries). This particular study examined two typologies of print

literacy. Specifically, the central qualitative finding was that they read adult print literacy materials by themselves and appreciated it. The reading material (e.g., on housing, banking, morality) made them feel, “that they knew something,” and “could contribute,” instead of being passively taught, despite their low literacy levels. Similar to this investigator’s study they not only read by themselves, but also participants used adult print literacy materials. Interestingly, the previous study examined reading adult literacy and parent- child interactions. Next, this investigators study examined the significance of Writing English with Child/Children in the home and Reading English with the Child/ Children in the home respectively.

### **Parent-Child Interactions with Reading and Writing and Acculturation**

The salient specific findings are as follows. The combination of results according to the Canonical Variates demonstrated; writing English (.324) with the child/ children in the home; and reading English (.301) with the child/ children in the home increased respectively American Acculturation. Thus as reported Mexican immigrant women’s American acculturation increased as they wrote and read English with their child/children.

Given the above findings were that the Mexican immigrant women wrote and read in English with their child/children, increased the parents acculturation. This investigator will now discuss parent-child literacy engagement. According to Farver, Eppe, and Ballon (2006) research findings demonstrated that parent-child reading and parent acculturation to child outcomes all related Specifically, mothers’ who exhibited integrated or separated strategies of acculturation had children with higher Spanish oral language scores. Additionally, they reported that mothers’ that had assimilated and integrated, also had higher levels of education, and were literate in English. The focus of their investigation was on mothers’

acculturation, literacy habits, and their influence on child outcomes. The focus of this investigator's study was not on child outcomes, but parent outcomes.

According to Markelis (2003), Lithuanian parents collaborated with their Americanized children to write in English and Lithuanian. Therefore, the literacy of the acculturated children influenced Lithuanian parents' literacy. This study linked literacy to acculturation, but in two strikingly different ways. The first difference was that this investigator's study examined print literacy as the independent variable and acculturation as the dependent variable. However, in this qualitative study, they do not identify the independent or the dependent variable. If this particular study inferred a quantitative study then the acculturative experience would have been the independent variable influenced literacy as the dependent variable. The second difference was that Americanized Lithuanian children's acculturation influenced parents' literacy, and not parents' literacy influencing their own acculturation, which is this investigator's study.

Negy and Woods (1992) highlighted the importance of Vygotsky's social cultural framework as related to parent-child reading interactions, similar to this investigator's perspective. Both studies also discussed issues of acculturation, however differently. In the case of Edward, she states that she did not want the parent-child reading to replicate the school practices model, but she instead wanted school practices to include different interactional patterns of mainstream as well as non-mainstream communities. Therefore, interestingly she was discussing that African American parents should resist acculturation to the mainstream reading interactional patterns. In this investigator's study, the focus was on acculturating to the mainstream, by using print literacy materials.

According to Reese and Gallimore (2000), parents' perceptions concerning the meaning of literacy and its development affect their scheduling of daily activities for their children. This study examined the Mexican immigrant family and their cultural models, and practices of literacy development such as reading aloud to their children. Results of this study indicated that adjustments in home literacy were associated with parents' own schooling and literacy experiences from their country of origin. In this investigator's study (see figure 1), the focus was on reading and writing experiences from their country of origin and their country of settlement as related to the acculturation of the mother.

To summarize, all the above studies have examined parent-child literacy with some aspect of acculturation. However, none of those studies examined parent-child literacy with mothers' acculturation. Hence, this investigator's study provides a unique contribution to the field parent-child literacy and acculturation.

## **Hypothesis 2**

### **Print Literacy and Acculturative Stress**

The second hypothesis stated that print literacy does not significantly relate with acculturative stress. As reported in chapter four, the canonical correlational analyses results suggested that there is a minimal effect of print literacy on acculturative stress (0.29 small loading). Therefore, a second set of analyses of multiple regressions was conducted with print literacy scales as independent variables, and acculturative stress as the sole dependent variable. The results of the multiple regression analysis suggested again a small coefficient (.274) with only a 7.5% variance between the predictor variables and the dependent variables. According to the second analysis of multiple regressions, the relationship again is

not significant; thus, the second hypothesis is unconfirmed. Such a finding was not expected. The reason why such a finding was not expected is discussed next.

First, Berry's model on acculturation and acculturative stress (see figure 1) has both language and education as moderating variables. In other words, that model acknowledges literacy as a subcomponent of language and education has a relationship with acculturative stress. Thus, it was plausible to anticipate some relationship between literacy and acculturative stress.

Second, some studies suggested a potential relationship between print literacy and acculturative stress. Here are some examples. According to Berry, Kim, Minde and Mok (1987), acculturation was discussed in relation with education and language. According to this investigator, literacy being a component of both language and education, there was a tangential connection thus suggesting a relationship between print literacy and acculturative stress. Given this indirect connection, one could assume that there could possibly be a relationship between print literacy and acculturative stress.

Some other studies have reported that as immigrants acculturate through language, they lose such culture-related protective factors and thus their health deteriorates (Abraido-Lanza, Dohrenwend, Ng-Mak, & Turner, 1999; Scribner, 1996). According to this investigator, loss of cultural related protective factors and a deterioration of health could also explain, an onset of acculturative stress. However, they did not explicitly label it acculturative stress nor measure it as acculturative stress. In summary, since acculturative stress was related to language, it was plausible that acculturative stress was also related to literacy. Therefore, this investigator was moving the field forward by studying the phenomena of print literacy and acculturative stress.

All the above studies have made indirect connections between language and education to acculturative stress. None of them had made a direct relationship between reading and writing to acculturative stress. Therefore, this investigator was compelled to examine this relationship. Due to the fact, that the expected relationship was not significant, this investigator next explored the possible reasons for this finding.

This investigator has provided three possible explanations contributing to finding no relationship. According to this investigator, the format of the Multidimensional Acculturative Stress Inventory challenged the participants' literacy level. These participants did not fill out all the items in the inventory. These omissions resulted in less data, which in turn may have affected the degree of relationship between print literacy and acculturative stress. The three possible explanations are: (1) that the data are not missing at random (NMAR) (Dates & King, 2009), (2) a formatting problem, and/or due to (3) "flipping the page."

The first explanation; most of the missing data was in the Likert-type scaled section of each item, and not in the "Yes" and NO" items. Subjects generally responded to the initial Yes/No section of each item. For example, they had to mention if they had difficulty with the content area represented by the item (e.g., "It bothers me when I speak English with an accent."). If the response was "Yes," the subjects were then instructed to indicate on a 5-point scale how stressful this difficulty was. In the case of a response of "No," subjects were then directed to skip to the next item. For most of the "No" responses, the accompanying scaled item did not get a score, thereby creating a "missing" data. Here are some examples: 12.3% was missing data of data for Item 1, 45.3% for Item 13, and 22.6% for Item 51.

The second explanation was that the formatting was a problem. For example, when participants indicated a “No” to the first part of an item they should not then answer the likert scale. Instead 10.85% incorrectly filled out the likert scale as well. Another example, when participants indicated a “Yes” to the first part of an item, then they should answer the likert scale. That is the correct response. Instead 9.7% omitted to answer the likert scaled that followed.

The third explanation exacerbated the first two; a part of the item was on one page and part of the item was found on the next page. For example, the Yes/No part would be on page 1 and the scaled part would be on page 2 (i.e., flipping the page). This occurred in 10 out of the 72 items. Considering only those ten items, the proportion of missing likert scale responses on the subsequent page following a “Yes” on the preceding page rose to 19.4%; while the number of likert scale responses following a “No” response, which is incorrect increased to 14.2%.

### **Limitations of the Study**

A unidirectional perspective limited this study from the data collected. It does not examine the experience of acculturation by “two groups coming into contact,” with each other, namely Mexicans and Americans. This research has examined the influence of print literacy, acculturation, and acculturative stress on one group only namely Mexicans representing the minority group within the United States.

The reasons for this limitation are as follows. First, it was not feasible to include both groups in one study, due time and resources available to this investigator. Second, the measures used in this study were specific to only immigrants’ experiencing acculturation and acculturative stress and not to Americans’ acculturation to immigrants. Third, by addressing



only one group at a time allowed this investigator to have a more concise and a focused discussion limited to only Mexican immigrant women. Additionally, a targeted review of literature with specific findings and poignant implications focused on women's issues. Future studies can address this limitation.

### **Implications for Further Research**

There are four possible types of future studies. They are either extensions of this study or a replication of the current study with a different population. First, could be to replicate this study but this time with a higher level of analysis to determine predictability. In order to predict acculturation, for example, from print literacy, multiple regression would be used. The standard approach is to employ a cross-validation, which would require another large sample. Randomly dividing the subjects into two groups, and conducting multiple regressions with one group, applying the predictive equation to members of the second group, the predicted scores and actual scores would be correlated. Significance would indicate that the predictive equation was useful.

Second, is an extension of this study would be to examine gender differences. Therefore, the next study could include both men and women to determine the relationship between print literacy and acculturation. The Mexican immigrant men should have similar demographic characteristics as the women in this study. Such a study would then perhaps identify significance regardless of gender. Typically, studies examined gender differences. However, it is even more salient in this case, given that there is a literacy gap between men and women.

Third is to replicate this study with those who are Mexican immigrants and not Mexicans immigrants, but immigrants nonetheless. According to this investigator, the

demographic population of Greater Detroit provides a sufficient pool of participants for a quantitative study. For example, there are many ethnic enclaves with specific immigrant groups, such as Middle Eastern immigrants of Dearborn, Ashkenazi Jews of West Bloomfield, Asian Indians of Troy, Albanians of Grosse Pointe, Japanese of Novi, and Polish, Bangladeshi, as well as Yemenis of Hamtramck. It is not this investigator's preference for any particular immigrant group; it is not meant to suggest anyone immigrant over the other. The findings of this study can be more easily generalized when it is replicated with other immigrant groups to establish reliability.

Fourth, is to design a study from a bidirectional acculturation process. According to Chun, Organista, and Marin (2003) acculturation has two core issues: (a) whether acculturation affects all groups in contact dominant or non-dominant, and (b) whether acculturation is essentially unidirectional or bi-directional (i.e. having more than one direction). A bidirectional perspective is where, not only the new immigrant groups, who are a minority, adapt to the host country, but also the dominant group adapts as they too come in contact, with an immigrant group. Thus, this perspective acknowledges that both the majority and minority undergo change. This bidirectional perspective of acculturation is a major paradigm shift. Conceptually, many recent scholars have mentioned about this shift (e.g., Patel, Power & Bhavnagri, 1996; Sam 2006). However, empirical studies designed specifically to examine bidirectionality are very limited, or almost non-existent.

This study has only examined how the immigrants underwent acculturation, thus it too is unidirectional. Future studies can be an extension of this study by including the participants from other immigrant groups, specifically those who they come into frequent contact with. For example, a future study can examine how African Americans, European

Americans, and Arab–Americans who live adjacent to Mexican immigrants in Southwest Detroit have undergone acculturation along with the Mexicans immigrants' acculturation.

### **Educational Implications**

There are three implications regarding the results of this study. These implications are related to the findings that supported hypothesis one. The first implication is that immigrants will get acculturated to American society when they are exposed to literacy materials and practices in English. This exposure to literacy materials and practices can be in any setting, such as them attending formal literacy classes (e.g., adult literacy program and/or a parent literacy program) or immigrants' informally practicing literacy at home.

This acculturation process of using print literacy materials is likely to be more effective, when immigrants happen to choose the integration acculturation strategy of Berry (2003) as a way to become American. The notion that a specific subset of immigrants, namely those who chose the integrated strategy are more likely to use print literacy and be more Americanized is based on this study's results. The participants in this study that chose the integration strategy over assimilation, separation or marginalization were 80.19%.

The second implication is that when immigrants read adult materials in English to themselves, then they are more likely to get acculturated to American society, when compared to those immigrants who read materials in English to their children. Thus, if there are adult literacy programs specifically designed for immigrants and most importantly, if the goal of those programs is to acculturate immigrants to American society, then they must provide them guided opportunities to read adult materials to themselves.

If those adult literacy programs for immigrants have a limited budget, then their priority should be to purchase materials, which interest adults and to have instructors who

scaffold them effectively to read to themselves. Now, if they have additional financial resources and if the goal of that program is still to acculturate to American society, and then they can purchase materials that can be read by immigrants to children. Once again, the instructors must teach immigrants how to read to the children because reading to children also promotes acculturation but comparatively to a lesser extent.

The third implication is for programs with goals other than acculturating adult immigrants. For example, when immigrants attend family literacy programs (e.g., public schools, Head Start, community agencies) the main goal is typically to have positive reading outcomes solely for children. Even in such a case, an unanticipated outcome then is that the adults reading to the children will become acculturated to American society.

Therefore, first, the curriculum department should be aware of this outcome. Second, if possible, immigrant adult acculturation could be considered as an additional goal in their program planning. Third, the program could additionally assess adults' literacy and acculturation engaged in literacy with these children.

### **Concluding Remarks**

To conclude, there are three findings in this study. First, this study supported that there was a significant relationship between print literacy and acculturation for Mexican immigrant women. Second, it supported that there was a significant relationship between Mexican immigrant women writing English and reading English by oneself and Mexican immigrant women acculturated to American ways. Third, when Mexican immigrant women read and wrote to their child/children, then once again it significantly increased their acculturation to American society. Comparatively, the Mexican women reading to themselves, adult materials had a stronger relationship to acculturation, when compared to

Mexican immigrant women as mothers reading and writing to their children and how that related to acculturation to American society

**APPENDIX A: PRINT LITERACY QUESTIONNAIRE (ENGLISH)****Print Literacy Questionnaire**

## Personal Data

Name: \_\_\_\_\_

Age Range: under 20 \_\_\_\_; under 30 \_\_\_\_; under 40 \_\_\_\_; under 50 \_\_\_\_; under 60 \_\_\_\_

Gender: Male Female

Ethnicity: \_\_\_\_\_

Language most frequently used in the home: \_\_\_\_\_

Languages spoken in the home: \_\_\_\_\_

## Father:

Highest level of schooling you have completed:

- |   |  |
|---|--|
| <input type="checkbox"/> some elementary/primary school         | <input type="checkbox"/> some university   |
| <input type="checkbox"/> primary school (8 <sup>th</sup> grade) | <input type="checkbox"/> university degree |
| <input type="checkbox"/> some high school                       | <input type="checkbox"/> master's degree   |
| <input type="checkbox"/> high school/12 <sup>th</sup> grade     | <input type="checkbox"/> Ph.D./M.D.        |
| <input type="checkbox"/> vocational training                    | <input type="checkbox"/> other: _____      |

## Mother:

Highest level of schooling you have completed:

- |   |  |
|---|--|
| <input type="checkbox"/> some elementary/primary school         | <input type="checkbox"/> some university   |
| <input type="checkbox"/> primary school (8 <sup>th</sup> grade) | <input type="checkbox"/> university degree |
| <input type="checkbox"/> some high school                       | <input type="checkbox"/> master's degree   |
| <input type="checkbox"/> high school/12 <sup>th</sup> grade     | <input type="checkbox"/> Ph.D./M.D.        |
| <input type="checkbox"/> vocational training                    | <input type="checkbox"/> other: _____      |

Number of Children/ages: \_\_\_\_\_

“These are questions about the types of reading or writing that you might do. **I’ll start first with the reading.** There is also a section where I will ask you about reading and writing you might do with your child.”

1. Within the last year, did you read any store advertisements, coupons, or flyers?

	Daily	Weekly	Monthly	A few times/yr	Once a year	Never
English						
Spanish						

2. Within the last year, did you read bills, bank statements, or receipts?

	Daily	Weekly	Monthly	A few times/yr	Once a year	Never
English						
Spanish						

3. Within the last year, did you read books or stories?

	Daily	Weekly	Monthly	A few times/yr	Once a year	Never
English						
Spanish						

4. Within the last year, did you read print on calendars or tickets?

	Daily	Weekly	Monthly	A few times/yr	Once a year	Never
English						
Spanish						

5. Within the last year, did you read any comics or cartoons?

	Daily	Weekly	Monthly	A few times/yr	Once a year	Never
English						
Spanish						

6. Within the last year, did you read any essays, compositions, or text for information such as news or magazine stories?

	Daily	Weekly	Monthly	A few times/yr	Once a year	Never
English						
Spanish						

7. Within the last year, did you read a document like a lease, mortgage, or portfolio?

	Daily	Weekly	Monthly	A few times/yr	Once a year	Never
English						
Spanish						

8. Within the last year, did you read any directions, like how to operate an appliance or any recipes or shopping lists?

	Daily	Weekly	Monthly	A few times/yr	Once a year	Never
English						
Spanish						

9. Within the last year, did you read any labels (titles) on things, container print, or signs?

	Daily	Weekly	Monthly	A few times/yr	Once a year	Never
English						
Spanish						

10. Within the last year, did your read any menus?

	Daily	Weekly	Monthly	A few times/yr	Once a year	Never
English						
Spanish						

11. Within the last year, did you read any messages or notes, such as text on a greeting card

	Daily	Weekly	Monthly	A few times/yr	Once a year	Never
English						
Spanish						

12. Within the last year, did you read an address book, phone book or a dictionary?

	Daily	Weekly	Monthly	A few times/yr	Once a year	Never
English						
Spanish						

13. Within the last year, did you read any postal letters or emails (such as from family or friends)?

	Daily	Weekly	Monthly	A few times/yr	Once a year	Never
English						
Spanish						



14. Within the last year, did you read any school communication information (like special programs, camps, day cares)?

	Daily	Weekly	Monthly	A few times/yr	Once a year	Never
English						
Spanish						

15. Within the last year, did you read any song lyrics?

	Daily	Weekly	Monthly	A few times/yr	Once a year	Never
English						
Spanish						

16. Within the last year, did you read schedules or guides, like a bus schedule, or a TV guide?

	Daily	Weekly	Monthly	A few times/yr	Once a year	Never
English						
Spanish						

17. Within the last year, did you read any periodicals, such as horoscopes or sports sections of a newspaper?

	Daily	Weekly	Monthly	A few times/yr	Once a year	Never
English						
Spanish						

**The following questions involve writing activities.**

18. Within the last year, did you write names, labels (e.g., on envelopes-addresses) or signs?

	Daily	Weekly	Monthly	A few times/yr	Once a year	Never
English						
Spanish						

19. Within the last year, did you write a cheque, money order or gift certificate?

	Daily	Weekly	Monthly	A few times/yr	Once a year	Never
English						
Spanish						

20. Within the last year, did you write on a calendar or in an appointment book?

	Daily	Weekly	Monthly	A few times/yr	Once a year	Never
English						
Spanish						

21. Within the last year, did you write a speech, reflection, stories, or a poem?

	Daily	Weekly	Monthly	A few times/yr	Once a year	Never
English						
Spanish						

22. Within the last year, did you fill out forms or an application (e.g., job application, application for housing)?

	Daily	Weekly	Monthly	A few times/yr	Once a year	Never
English						
Spanish						

23. Within the last year, did you write lists (e.g. grocery, to-do lists)?

	Daily	Weekly	Monthly	A few times/yr	Once a year	Never
English						
Spanish						

24. Within the last year, did you write messages or notes (e.g., to the teacher)?

	Daily	Weekly	Monthly	A few times/yr	Once a year	Never
English						
Spanish						

25. Within the last year, did you write any postal letters or emails?

	Daily	Weekly	Monthly	A few times/yr	Once a year	Never
English						
Spanish						

26. Within the last year, did you write any instructions?

	Daily	Weekly	Monthly	A few times/yr	Once a year	Never
English						
Spanish						

**The following questions relate to reading and writing activities with your child. First I will ask you some background information:**

What language(s) do you speak with your child at home?

\_\_\_\_\_

Does anyone in your home read to or write with your child? \_\_\_\_\_

If yes, who, how often and in which language?

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**Parent-Child: Reading**

1. Within the last year, did you read stories or words your child wrote?

	Daily	Weekly	Monthly	A few times/yr	Once a year	Never
English						
Spanish						

2. Within the last year, did you read a storybook or story to or with your child (such as from a religious text)?

	Daily	Weekly	Monthly	A few times/yr	Once a year	Never
English						
Spanish						

3. Within the last year, did you read a message on a greeting card or on a birthday cake to or with your child?

	Daily	Weekly	Monthly	A few times/yr	Once a year	Never
English						
Spanish						

4. Within the last year, did you read school papers or work sent home for your child to your child?

	Daily	Weekly	Monthly	A few times/yr	Once a year	Never
English						
Spanish						

5. Within the last year, did you read print on trading cards, like baseball, bubble gum cards, or cereal boxes to or for your child?

	Daily	Weekly	Monthly	A few times/yr	Once a year	Never
English						
Spanish						

6. Within the last year, did you read labels on things such a street sign or those on a game board that may have been pointed to by your child.

	Daily	Weekly	Monthly	A few times/yr	Once a year	Never
English						
Spanish						

7. Within the last year, did you read directions to or for your child, such as those on a game board or a recipe?

	Daily	Weekly	Monthly	A few times/yr	Once a year	Never
English						
Spanish						

8. Within the last year, did you read individual letters like A, B, or C that you or your child pointed to?

	Daily	Weekly	Monthly	A few times/yr	Once a year	Never
English						
Spanish						

9. Within the last year, did you read an advertisement (e.g., toy) to your child?

	Daily	Weekly	Monthly	A few times/yr	Once a year	Never
English						
Spanish						

10. Within the last year, did you read print lyrics to or with your child?

	Daily	Weekly	Monthly	A few times/yr	Once a year	Never
English						
Spanish						

11. Within the last year, did you read comics or a cartoon to or with your child?

	Daily	Weekly	Monthly	A few times/yr	Once a year	Never
English						
Spanish						

12. Within the last year, did you read a menu to or with your child?

	Daily	Weekly	Monthly	A few times/yr	Once a year	Never
English						
Spanish						

13. Within the last year, did you read a schedule to or for your child?

	Daily	Weekly	Monthly	A few times/yr	Once a year	Never
English						
Spanish						

**Parent-child: Writing**

14. Within the last year, did you write or model the letters of the alphabet, or write the spelling of words for your child (like the child's name)?

	Daily	Weekly	Monthly	A few times/yr	Once a year	Never
English						
Spanish						

15. Within the last year, did you write down stories or other pieces of writing for your child?

	Daily	Weekly	Monthly	A few times/yr	Once a year	Never
English						
Spanish						

16. Within the last year, did you write any messages or notes to or for your child (e.g., greeting card)?

	Daily	Weekly	Monthly	A few times/yr	Once a year	Never
English						
Spanish						

17. Within the last year, did you write a list to or for your child (such as things-to-do list) or directions for a game?

	Daily	Weekly	Monthly	A few times/yr	Once a year	Never
English						
Spanish						

18. Within the last year, did you write a letter to or for your child?

	Daily	Weekly	Monthly	A few times/yr	Once a year	Never
English						
Spanish						

19. Within the last year, did you write labels for or with your child?

	Daily	Weekly	Monthly	A few times/yr	Once a year	Never
English						
Spanish						

20. Within the last year, did you write instructions to or with your child?

	Daily	Weekly	Monthly	A few times/yr	Once a year	Never
English						
Spanish						

## Appendix B: Print Literacy Questionnaire (Spanish)

### Imprimir Cuestionario de Alfabetización

datos de Carácter Personal

Nombre: \_\_\_\_\_

Rango de edad: menores de 20 años \_\_\_\_; \_\_\_\_ menores de 30 años, menores de 40 años \_\_\_\_; \_\_\_\_ menores de 50 años, menores de 60 años \_\_\_\_

Sexo: Masculino Femenino

Origen étnico: \_\_\_\_\_

Lengua de uso más frecuente en el hogar: \_\_\_\_\_

Idiomas hablados en el hogar: \_\_\_\_\_

Padre:

El nivel más alto de escolaridad haber completado:

- alguna escuela elemental / primaria  alguna universidad
- la escuela primaria (octavo grado)  título universitario
- algunas  la escuela secundaria de maestría
- alta  school/12th grado de doctorado. / M.D.
- formación profesional  otro: \_\_\_\_\_

Madre:

El nivel más alto de escolaridad haber completado:

- alguna escuela elemental / primaria  alguna universidad
- la escuela primaria (octavo grado)  título universitario
- algunas  la escuela secundaria de maestría
- alta  school/12th grado de doctorado. / M.D.
- formación profesional  otro: \_\_\_\_\_

Número de hijos y edades:

\_\_\_\_\_

"Estas son preguntas acerca de los tipos de lectura o escritura que usted puede hacer. Voy a empezar primero con la lectura. También hay una sección en la que le preguntará acerca de la lectura y la escritura que usted podría hacer con su hijo. "

1. En el último año, ¿ha leído ninguna tienda de anuncios, cupones o folletos?

Diario Semanal Mensual Pocas veces Vez año Nunca

Inglés						
Español						

2. En el último año, ¿ha leído las facturas, extractos bancarios, o recibos?

Diario Semanal Mensual Pocas veces Vez año Nunca

Inglés						
Español						

3. En el último año, ¿ha leído los libros o cuentos?

Diario Semanal Mensual Pocas veces Vez año Nunca

Inglés						
Español						

4. En el último año, ¿ha leído en los calendarios de impresión o billetes?

Diario Semanal Mensual Pocas veces Vez año Nunca

Inglés						
Español						

5. En el último año, ¿ha leído ninguna comics o dibujos animados?

Diario Semanal Mensual Pocas veces Vez año Nunca

Inglés						
Español						

6. En el último año, ¿ha leído alguna ensayos, composiciones, o el texto para obtener información como noticias o historias de la revista?

Diario Semanal Mensual Pocas veces Vez año Nunca

Inglés						
Español						

7. En el último año, ¿ha leído un documento como un contrato de arrendamiento, hipoteca, o la cartera?

Diario Semanal Mensual Pocas veces Vez año Nunca

Inglés						
Español						

8. En el último año, ¿ha leído las instrucciones que haya, al igual que la forma de operar un aparato o cualquier receta o listas de compras?

Diario Semanal Mensual Pocas veces Vez año Nunca

Inglés						
Español						

9. En el último año, ¿ha leído ninguna de las etiquetas (títulos) de las cosas, la impresión de contenedores, o signos?

Diario Semanal Mensual Pocas veces Vez año Nunca

Inglés						
Español						

10. En el último año, hizo su lectura los menús?

Diario Semanal Mensual Pocas veces Vez año Nunca

Inglés						
Español						

11. En el último año, ¿ha leído todos los mensajes o notas, como el texto en una tarjeta de felicitación?

Diario Semanal Mensual Pocas veces Vez año Nunca

Inglés						
Español						

12. En el último año, ¿ha leído un libro de direcciones, agenda telefónica o un diccionario?

Diario Semanal Mensual Pocas veces Vez año Nunca

Inglés						
Español						

13. En el último año, ¿ha leído todas las cartas postales o correos electrónicos (por ejemplo, de familiares o amigos)?

Diario Semanal Mensual Pocas veces Vez año Nunca

Inglés						
Español						

14. En el último año, ¿ha leído ninguna información y la comunicación de la escuela (como los programas especiales, campamentos, guarderías)?

Diario Semanal Mensual Pocas veces Vez año Nunca

Inglés						
Español						



15. En el último año, ¿ha leído alguna letras de canciones?

Diario Semanal Mensual Pocas veces Vez año Nunca

Inglés						
Español						

16. En el último año, ¿ha leído los horarios o las guías, al igual que un horario de autobús, o una guía de televisión?

Diario Semanal Mensual Pocas veces Vez año Nunca

Inglés						
Español						

17. En el último año, ¿ha leído alguna publicaciones periódicas, tales como los horóscopos o las secciones de deportes de un periódico?

Diario Semanal Mensual Pocas veces Vez año Nunca

Inglés						
Español						

**Las siguientes preguntas implican actividades de escritura.**

18. En el último año, qué has escrito los nombres, las etiquetas (por ejemplo, en los sobres de las direcciones) o signos?

Diario Semanal Mensual Pocas veces Vez año Nunca

Inglés						
Español						

19. En el último año, ¿usted escribe un cheque, el dinero o un certificado de regalo?

Diario Semanal Mensual Pocas veces Vez año

Nunca

Inglés						
Español						

20. En el último año, qué has escrito en un calendario o en un libro de citas?

Diario Semanal Mensual Pocas veces Vez año Nunca

Inglés						
Español						

21. En el último año, ¿se escribe una palabra, la reflexión, historias, o un poema?

Diario Semanal Mensual Pocas veces Vez año Nunca

Inglés						
--------	--	--	--	--	--	--

Español						
---------	--	--	--	--	--	--

22. En el último año, ¿a llenar los formularios de solicitud o una (por ejemplo, solicitud de empleo, solicitud de vivienda)?

Diario    Semanal    Mensual    Pocas veces    Vez año    Nunca

Inglés						
Español						

23. En el último año, ¿usted escribir listas (por ejemplo, supermercados, listas de tareas)?

Diario    Semanal    Mensual    Pocas veces    Vez año    Nunca

Inglés						
Español						

24. En el último año, ¿usted escribir mensajes o notas (por ejemplo, para el maestro)?

Diario    Semanal    Mensual    Pocas veces    Vez año

Nunca

Inglés						
Español						

25. En el último año, ¿qué has escrito todas las cartas postales o correos electrónicos?

Diario    Semanal    Mensual    Pocas veces    Vez año    Nunca

Inglés						
Español						

26. En el último año, ¿qué has escrito todas las instrucciones?

Diario    Semanal    Mensual    Pocas veces    Vez año    Nunca

Inglés						
Español						

Las siguientes preguntas se refieren a las actividades de lectura y la escritura con su hijo. En primer lugar le pediré algunos antecedentes:

¿Qué idioma (s) habla con su hijo en casa?

\_\_\_\_\_ , \_\_\_\_\_ ,  
\_\_\_\_\_

¿Hay alguien en su casa a leer oa escribir con su hijo?

\_\_\_\_\_

Si sí, ¿quién, con qué frecuencia y en qué idioma?

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### Padres e Hijos: Lectura

1. En el último año, ¿ha leído las historias o las palabras que su hijo escribió?

Diario Semanal Mensual Pocas veces Vez año Nunca

Inglés						
Español						

2. En el último año, ¿ha leído un libro de cuentos o una historia o con su hijo (por ejemplo, a partir de un texto religioso)?

Diario Semanal Mensual Pocas veces Vez año Nunca

Inglés						
Español						

3. En el último año, ¿ha leído un mensaje en una tarjeta de felicitación o en una torta de cumpleaños o con su hijo?

Diario Semanal Mensual Pocas veces Vez año Nunca

Inglés						
Español						

4. En el último año, ¿ha leído los papeles de la escuela o el trabajo enviado a casa para su hijo a su hijo?

Diario Semanal Mensual Pocas veces Vez año Nunca

Inglés						
Español						

5. En el último año, ¿usted leer la letra impresa en las tarjetas comerciales, como el béisbol, tarjetas de goma de mascar, o cajas de cereal hacia o para su hijo?

Diario Semanal Mensual Pocas veces Vez año Nunca

Inglés						
Español						

6. En el último año, ¿usted leer las etiquetas de las cosas como una señal de tráfico o los que en un tablero de juego que pueden haber sido señalado por su hijo.

Diario Semanal Mensual Pocas veces Vez año Nunca

Inglés						
Español						

7. En el último año, ¿ha leído las instrucciones o para su hijo, como los relativos a un tablero de juego o una receta?

Diario Semanal Mensual Pocas veces Vez año Nunca

Inglés						
Español						

8. En el último año, ¿ha leído las cartas individuales, como A, B o C que usted o su hijo señaló que?

Diario Semanal Mensual Pocas veces Vez año Nunca

Inglés						
Español						

9. En el último año, ¿ha leído un anuncio (por ejemplo, un juguete) a su hijo?

Diario Semanal Mensual Pocas veces Vez año Nunca

Inglés						
Español						

10. En el último año, ¿ha leído letras de impresión o con su hijo?

Diario Semanal Mensual Pocas veces Vez año Nunca

Inglés						
Español						

11. En el último año, ¿has leído el cómic o un dibujo animado o con su hijo?

Diario Semanal Mensual Pocas veces Vez año Nunca

Inglés						
Español						

12. En el último año, ¿ha leído una carta o con su hijo?

Diario Semanal Mensual Pocas veces Vez año Nunca

Inglés						
Español						

13. En el último año, ¿ha leído un programa o para su hijo?

Diario Semanal Mensual Pocas veces Vez año Nunca

Inglés						
Español						

### Entre padres e hijos: Redacción

14. En el último año, lo que escriba o modelar las letras del alfabeto, o escriba a la ortografía de las palabras de su hijo (como el nombre del niño)?

Diario Semanal Mensual Pocas veces Vez año Nunca

Inglés						
Español						

15. En el último año, ¿usted escribe historias u otras piezas de la escritura para su hijo?

Diario Semanal Mensual Pocas veces Vez año Nunca

Inglés						
Español						

16. En el último año, qué has escrito ningún mensaje o notas o para su hijo (por ejemplo, tarjetas de felicitación)?

Diario Semanal Mensual Pocas veces Vez año Nunca

Inglés						
Español						

17. En el último año, has escrito una lista o para su hijo (por ejemplo, cosas a hacer la lista) o instrucciones de un juego?

Diario Semanal Mensual Pocas veces Vez año Nunca

Inglés						
Español						

18. En el último año, ¿te escriba una carta o para su hijo?

Diario Semanal Mensual Pocas veces Vez año Nunca

Inglés						
Español						

19. En el último año, ha escrito usted a favor o en las etiquetas con su hijo?

Diario Semanal Mensual Pocas veces Vez año Nunca

Inglés						
Español						

20. En el último año, ¿usted escribir las instrucciones para o con su hijo?

Diario Semanal Mensual Pocas veces Vez año Nunca

Inglés						
Español						

## Appendix C: Multidimensional Acculturation Scale II (English)

### Multidimensional Acculturation Scale II

1. How well do you speak each of the following languages now?	English	Spanish
Very fluent	[ ]	[ ]
Somewhat fluent	[ ]	[ ]
Communicate basic ideas	[ ]	[ ]
Can speak only a few basic words or phrases	[ ]	[ ]
Can understand but not speak it	[ ]	[ ]
Can't speak or understand it	[ ]	[ ]

The following questions ask about other areas of language proficiency. Please answer the following questions using one of the following alternatives: (Not well, a little well, somewhat well, well, very well). If you do not read, write, or understand a particular language, please indicate that the question is not applicable.

Does Not Apply To Me Well	Not Well	A Little Well	Somewhat Well	Well	Very
N/A 4	1 5		2	3	

	<i>How well do you:</i>		<i>How well do you:</i>
N/A 1 2 3 4 5	a. read Spanish?	N/A 1 2 3 4 5	a. read English?
N/A 1 2 3 4 5	b. write Spanish?	N/A 1 2 3 4 5	b. write English?
N/A 1 2 3 4 5	c. understand Spanish?	N/A 1 2 3 4 5	c. understand English?

Next, I am going to ask you some questions about your views and participation in Mexican and traditional American culture. For each question, please indicate how you feel, using the following alternatives: Not at all, a little, somewhat, quite a bit, very much. If you do not practice or participate in that activity, please indicate that the question is not applicable.

Does Not Apply	Not At All	A Little	Somewhat	Quite a Bit	Very Much
N/A	1	2	3	4	5

For the following questions, please indicate how much you enjoy that activity. *How much do you enjoy...*

N/A 1 2 3 4 5

N/A 1 2 3 4 5

N/A 1 2 3 4 5

N/A 1 2 3 4 5

N/A 1 2 3 4 5

N/A 1 2 3 4 5

N/A 1 2 3 4 5

N/A 1 2 3 4 5

N/A 1 2 3 4 5

N/A 1 2 3 4 5

N/A 1 2 3 4 5

N/A 1 2 3 4 5

N/A 1 2 3 4 5

N/A 1 2 3 4 5

1. reading books/magazines in English?
  2. reading books/magazines in Spanish?
  3. listening to music in English?
  4. listening to music in Spanish?
  5. celebrating traditional American holidays (e.g., Halloween, Thanksgiving)?
  6. celebrating Mexican holidays or traditions (e.g., Dia de los Muertos, Quinceañeras)?
- For the following questions, please indicate how important each of the following is to you. *How important is it for you to...***
7. raise your children with the values and beliefs of your ethnic/cultural group (i.e., make sure that your children identify with their cultural roots)?
  8. raise your children with mainstream American values and beliefs (i.e., make sure that your children identify with American culture)?
  9. be integrated into the American mainstream?
  10. be connected to your ethnic community?
  11. How proud are you of being a member of your ethnic group or nationality?
  12. How proud are you of being an American or living in America?
- Next, please indicate how strongly you identify with each of the following statements. *How strongly do you identify with...***
13. American cultural beliefs, values & traditions (majority culture)?
  14. the values, beliefs, and traditions of your ethnic or cultural group (e.g., Mexican)?

## Appendix D: Multidimensional Acculturation Scale II (Spanish)

### Escala de Aculturación Multidimensional II

1. ¿Que tan bien habla cada uno de los siguientes idiomas ahora?	Inglés	Español
Con mucha fluidez	[ ]	[ ]
Con poca fluidez	[ ]	[ ]
Comunica ideas básicas	[ ]	[ ]
Solo unas palabras o frases	[ ]	[ ]
Puede entenderlo pero no hablarlo	[ ]	[ ]
No puede hablarlo ni entenderlo	[ ]	[ ]

**Las siguientes preguntas conciernen su habilidad con el lenguaje español e inglés.** Encierre el número el cual representa su nivel de habilidad. Si no lee, escribe, o entiende algún idioma, por favor indíquelo con la alternativa *no aplicable*.

No Aplicable	No Bien	Poco	Algo	Bien	Muy Bien
N/A	1	2	3	4	5

*¿Que tan bien hace usted lo siguiente?:*

*¿Que tan bien hace usted lo*

N/A 1 2 3 4 5	a. ¿leer en Espanola?	N/A 1 2 3 4 5	a. ¿leer en inglés?
N/A 1 2 3 4 5	b. ¿escribir en Espanola?	N/A 1 2 3 4 5	b. ¿escribir en inglés?
N/A 1 2 3 4 5	c. ¿entender el español?	N/A 1 2 3 4 5	c. ¿entender el inglés?

**Ahora le preguntaré algunas preguntas acerca de su punto de vista y su participación en las tradiciones de las culturas mexicana y anglo-americana.** Por cada pregunta encierre el número que mejor representa cómo usted se siente.

No Aplicable	Nada	Poco	Algo	Bastante	Muchisimo
N/A	1	2	3	4	5

**Para las siguientes preguntas, por favor indique cuanto usted disfruta cada actividad.**  
*¿Cuanto disfruta...*

N/A 1 2 3 4 5	1. leer libros/revistas en inglés?
N/A 1 2 3 4 5	2. leer libros/revistas en español?
N/A 1 2 3 4 5	3. escuchar música en inglés?
N/A 1 2 3 4 5	4. escuchar música en español?
N/A 1 2 3 4 5	5. celebrar días festivos que son tradicionalmente americanos?



N/A 1 2 3 4 5 6. celebrar días festivos o tradiciones mexicanas (día de los muertos, Quinceañeras)?

**Para las siguientes preguntas, por favor indique que tan importantes son las siguientes.**  
**¿Que tan importante es para usted...**

N/A 1 2 3 4 5 7. criar a sus hijos con los valores y creencias de su grupo cultural  
 (asegurar que sus hijos se identifiquen con sus raíces culturales)?

N/A 1 2 3 4 5 8. criar a sus hijos con los valores y creencias de la cultura americana  
 (asegurar que sus hijos se identifiquen con la cultura americana)?

N/A 1 2 3 4 5 9. integrarse a la cultura americana?

N/A 1 2 3 4 5 10. conectarse a su comunidad étnica?

N/A 1 2 3 4 5 11. estar orgulloso de ser parte de su grupo étnico o nacionalidad?

N/A 1 2 3 4 5 12. estar orgulloso de ser americano o de vivir en América?

**Ahora por favor indique que tanto se identifica con cada una de las siguientes cláusulas.**  
**¿Que tanto se identifica con...**

N/A 1 2 3 4 5 13. las creencias culturales, valores, y tradiciones de la cultura americana (la cultura popular)?

N/A 1 2 3 4 5 14. las creencias culturales, valores, y tradiciones de su grupo étnico o grupo cultural (mexicano)?

## Appendix E: Multidimensional Acculturative Stress Inventory (English)

### Multidimensional Acculturative Stress Inventory

Below is a list of situations that as a Mexican/Latino you may have experienced. Read each item carefully and first decide whether or not you have experienced that situation during the past 3 months. If you have experienced the situation during the past 3 months, circle YES. Then circle the number that best represents HOW STRESSFUL the situation has been for you. If you have not experienced the situation during the past 3 months, circle NO, and go to the next item.

1. I have a hard time understanding others when they speak English. YES NO

If you answered YES, how stressful has this situation been during the past 3 months?

If you answered NO, go to #2.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Not At All</i>	<i>A Little</i>	<i>Somewhat</i>	<i>Very</i>	<i>Extremely</i>
<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>

2. I have a hard time understanding others when they speak Spanish. YES NO

If you answered YES, how stressful has this situation been during the past 3 months?

If you answered NO, go to #3.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Not At All</i>	<i>A Little</i>	<i>Somewhat</i>	<i>Very</i>	<i>Extremely</i>
<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>

3. I feel pressure to learn Spanish. YES NO

If you answered YES, how stressful has this situation been during the past 3 months?

If you answered NO, go to #4.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Not At All</i>	<i>A Little</i>	<i>Somewhat</i>	<i>Very</i>	<i>Extremely</i>
<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>

4. It bothers me that I speak English with an accent. YES NO

If you answered YES, how stressful has this situation been during the past 3 months?

If you answered NO, go to #5.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Not At All</i>	<i>A Little</i>	<i>Somewhat</i>	<i>Very</i>	<i>Extremely</i>
<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>

5. It bothers me that I speak Spanish with an accent.

YES NO

If you answered YES, how stressful has this situation been during the past 3 months?  
If you answered NO, go to #6.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Not At All</i>	<i>A Little</i>	<i>Somewhat</i>	<i>Very</i>	<i>Extremely</i>
<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>

6. Since I don't speak English well, people have treated me rudely or unfairly.

YES NO

If you answered YES, how stressful has this situation been during the past 3 months?  
If you answered NO, go to #7.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Not At All</i>	<i>A Little</i>	<i>Somewhat</i>	<i>Very</i>	<i>Extremely</i>
<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>

7. I have been discriminated against because I have difficulty speaking English.

YES NO

If you answered YES, how stressful has this situation been during the past 3 months?  
If you answered NO, go to #8.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Not At All</i>	<i>A Little</i>	<i>Somewhat</i>	<i>Very</i>	<i>Extremely</i>
<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>

8. I don't speak English or don't speak it well.

YES NO

If you answered YES, how stressful has this situation been during the past 3 months?  
If you answered NO, go to #9.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Not At All</i>	<i>A Little</i>	<i>Somewhat</i>	<i>Very</i>	<i>Extremely</i>
<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>

9. I don't speak Spanish or don't speak it well.

YES NO

If you answered YES, how stressful has this situation been during the past 3 months?  
If you answered NO, go to #10.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Not At All</i>	<i>A Little</i>	<i>Somewhat</i>	<i>Very</i>	<i>Extremely</i>

*Stressful*                      *Stressful*                      *Stressful*                      *Stressful*                      *Stressful*

10. I feel pressure to learn English. YES NO

If you answered YES, how stressful has this situation been during the past 3 months?  
If you answered NO, go to #11.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Not At All</i>	<i>A Little</i>	<i>Somewhat</i>	<i>Very</i>	<i>Extremely</i>
<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>

11. I feel uncomfortable being around people who only speak English. YES NO

If you answered YES, how stressful has this situation been during the past 3 months?  
If you answered NO, go to #12.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Not At All</i>	<i>A Little</i>	<i>Somewhat</i>	<i>Very</i>	<i>Extremely</i>
<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>

12. I feel uncomfortable being around people who only speak Spanish. YES NO

If you answered YES, how stressful has this situation been during the past 3 months?  
If you answered NO, go to #13.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Not At All</i>	<i>A Little</i>	<i>Somewhat</i>	<i>Very</i>	<i>Extremely</i>
<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>

13. It bothers me when people assume that I speak English. YES NO

If you answered YES, how stressful has this situation been during the past 3 months?  
If you answered NO, go to #14.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Not At All</i>	<i>A Little</i>	<i>Somewhat</i>	<i>Very</i>	<i>Extremely</i>
<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>

14. It bothers me when people assume that I speak Spanish. YES NO

If you answered YES, how stressful has this situation been during the past 3 months?  
If you answered NO, go to #15.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Not At All</i>	<i>A Little</i>	<i>Somewhat</i>	<i>Very</i>	<i>Extremely</i>
<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>

15. Since I don't speak Spanish well, people have treated me rudely or unfairly. **YES NO**

If you answered YES, how stressful has this situation been during the past 3 months?

If you answered NO, go to #16.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Not At All</i>	<i>A Little</i>	<i>Somewhat</i>	<i>Very</i>	<i>Extremely</i>
<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>

16. I have been discriminated against because I have difficulty speaking Spanish. **YES NO**

If you answered YES, how stressful has this situation been during the past 3 months?

If you answered NO, go to #17.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Not At All</i>	<i>A Little</i>	<i>Somewhat</i>	<i>Very</i>	<i>Extremely</i>
<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>

17. It bothers me when people pressure me to assimilate to the American ways of doing things. **YES NO**

If you answered YES, how stressful has this situation been during the past 3 months?

If you answered NO, go to #18.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Not At All</i>	<i>A Little</i>	<i>Somewhat</i>	<i>Very</i>	<i>Extremely</i>
<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>

18. It bothers me when people don't respect my Mexican/Latino values (e.g., family). **YES NO**

If you answered YES, how stressful has this situation been during the past 3 months?

If you answered NO, go to #19.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Not At All</i>	<i>A Little</i>	<i>Somewhat</i>	<i>Very</i>	<i>Extremely</i>
<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>

19. It bothers me when people don't respect my American values (e.g., independence). **YES NO**

If you answered YES, how stressful has this situation been during the past 3 months?

If you answered NO, go to #20.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Not At All</i>	<i>A Little</i>	<i>Somewhat</i>	<i>Very</i>	<i>Extremely</i>
<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>

20. I am self-conscious about my Latino background. **YES NO**

If you answered YES, how stressful has this situation been during the past 3 months?

If you answered NO, go to #21.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
----------	----------	----------	----------	----------

- |  |                                 |                               |                               |                           |                                |  |
|--|---------------------------------|-------------------------------|-------------------------------|---------------------------|--------------------------------|--|
|  | <i>Not At All<br/>Stressful</i> | <i>A Little<br/>Stressful</i> | <i>Somewhat<br/>Stressful</i> | <i>Very<br/>Stressful</i> | <i>Extremely<br/>Stressful</i> |  |
|--|---------------------------------|-------------------------------|-------------------------------|---------------------------|--------------------------------|--|
21. I am self-conscious about my American background. **YES NO**
- If you answered YES, how stressful has this situation been during the past 3 months?  
If you answered NO, go to #22.
- |                                 |                               |                               |                           |                                |  |
|---------------------------------|-------------------------------|-------------------------------|---------------------------|--------------------------------|--|
| <b>1</b>                        | <b>2</b>                      | <b>3</b>                      | <b>4</b>                  | <b>5</b>                       |  |
| <i>Not At All<br/>Stressful</i> | <i>A Little<br/>Stressful</i> | <i>Somewhat<br/>Stressful</i> | <i>Very<br/>Stressful</i> | <i>Extremely<br/>Stressful</i> |  |
22. Because of my cultural background, I have a hard time fitting in with Americans. **YES NO**
- If you answered YES, how stressful has this situation been during the past 3 months?  
If you answered NO, go to #23.
- |                                 |                               |                               |                           |                                |  |
|---------------------------------|-------------------------------|-------------------------------|---------------------------|--------------------------------|--|
| <b>1</b>                        | <b>2</b>                      | <b>3</b>                      | <b>4</b>                  | <b>5</b>                       |  |
| <i>Not At All<br/>Stressful</i> | <i>A Little<br/>Stressful</i> | <i>Somewhat<br/>Stressful</i> | <i>Very<br/>Stressful</i> | <i>Extremely<br/>Stressful</i> |  |
23. Because of my cultural background, I have a hard time fitting in with Mexicans/Latinos. **YES NO**
- If you answered YES, how stressful has this situation been during the past 3 months?  
If you answered NO, go to #24.
- |                                 |                               |                               |                           |                                |  |
|---------------------------------|-------------------------------|-------------------------------|---------------------------|--------------------------------|--|
| <b>1</b>                        | <b>2</b>                      | <b>3</b>                      | <b>4</b>                  | <b>5</b>                       |  |
| <i>Not At All<br/>Stressful</i> | <i>A Little<br/>Stressful</i> | <i>Somewhat<br/>Stressful</i> | <i>Very<br/>Stressful</i> | <i>Extremely<br/>Stressful</i> |  |
24. I don't feel accepted by Mexicans/Latinos. **YES NO**
- If you answered YES, how stressful has this situation been during the past 3 months?  
If you answered NO, go to #25.
- |                                 |                               |                               |                           |                                |  |
|---------------------------------|-------------------------------|-------------------------------|---------------------------|--------------------------------|--|
| <b>1</b>                        | <b>2</b>                      | <b>3</b>                      | <b>4</b>                  | <b>5</b>                       |  |
| <i>Not At All<br/>Stressful</i> | <i>A Little<br/>Stressful</i> | <i>Somewhat<br/>Stressful</i> | <i>Very<br/>Stressful</i> | <i>Extremely<br/>Stressful</i> |  |
25. I don't feel accepted by Americans. **YES NO**
- If you answered YES, how stressful has this situation been during the past 3 months?  
If you answered NO, go to #26.
- |                                 |                               |                               |                           |                                |  |
|---------------------------------|-------------------------------|-------------------------------|---------------------------|--------------------------------|--|
| <b>1</b>                        | <b>2</b>                      | <b>3</b>                      | <b>4</b>                  | <b>5</b>                       |  |
| <i>Not At All<br/>Stressful</i> | <i>A Little<br/>Stressful</i> | <i>Somewhat<br/>Stressful</i> | <i>Very<br/>Stressful</i> | <i>Extremely<br/>Stressful</i> |  |

26. I have had conflicts with others because I prefer American customs (e.g., celebrating Halloween, Thanksgiving) over Mexican/Latino ones (e.g., celebrating Dia de los Muertos, Quinceañeras). YES NO

If you answered YES, how stressful has this situation been during the past 3 months?  
If you answered NO, go to #27.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Not At All Stressful</i>	<i>A Little Stressful</i>	<i>Somewhat Stressful</i>	<i>Very Stressful</i>	<i>Extremely Stressful</i>

27. I have had conflicts with others because I prefer Mexican/Latino customs (e.g., celebrating Dia de los Muertos, Quinceañeras) over American ones (e.g., celebrating Halloween, Thanksgiving). YES NO

If you answered YES, how stressful has this situation been during the past 3 months?  
If you answered NO, go to #28.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Not At All Stressful</i>	<i>A Little Stressful</i>	<i>Somewhat Stressful</i>	<i>Very Stressful</i>	<i>Extremely Stressful</i>

28. People look down upon me if I practice Mexican/Latino customs. YES NO

If you answered YES, how stressful has this situation been during the past 3 months?  
If you answered NO, go to #29.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Not At All Stressful</i>	<i>A Little Stressful</i>	<i>Somewhat Stressful</i>	<i>Very Stressful</i>	<i>Extremely Stressful</i>

29. People look down upon me if I practice American customs. YES NO

If you answered YES, how stressful has this situation been during the past 3 months?  
If you answered NO, go to #30.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Not At All Stressful</i>	<i>A Little Stressful</i>	<i>Somewhat Stressful</i>	<i>Very Stressful</i>	<i>Extremely Stressful</i>

30. I feel uncomfortable when I have to choose between Mexican/Latino and American ways of doing things. YES NO

If you answered YES, how stressful has this situation been during the past 3 months?  
If you answered NO, go to #31.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Not At All Stressful</i>	<i>A Little Stressful</i>	<i>Somewhat Stressful</i>	<i>Very Stressful</i>	<i>Extremely Stressful</i>

31. I feel uncomfortable because my family does not know American ways of doing things. YES NO

If you answered YES, how stressful has this situation been during the past 3 months?  
If you answered NO, go to #32.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Not At All</i>	<i>A Little</i>	<i>Somewhat</i>	<i>Very</i>	<i>Extremely</i>
<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>

32. I feel uncomfortable because my family does not know Mexican/Latino ways of doing things. **YES NO**

If you answered YES, how stressful has this situation been during the past 3 months?  
If you answered NO, go to #33.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Not At All</i>	<i>A Little</i>	<i>Somewhat</i>	<i>Very</i>	<i>Extremely</i>
<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>

33. I feel uncomfortable when others expect me to know American ways of doing things. **YES NO**

If you answered YES, how stressful has this situation been during the past 3 months?  
If you answered NO, go to #34.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Not At All</i>	<i>A Little</i>	<i>Somewhat</i>	<i>Very</i>	<i>Extremely</i>
<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>

34. I feel uncomfortable when others expect me to know Mexican/Latino ways of doing things. **YES NO**

If you answered YES, how stressful has this situation been during the past 3 months?  
If you answered NO, go to #35.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Not At All</i>	<i>A Little</i>	<i>Somewhat</i>	<i>Very</i>	<i>Extremely</i>
<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>

35. At times, I wish that I were more American. **YES NO**

If you answered YES, how stressful has this situation been during the past 3 months?  
If you answered NO, go to #36.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Not At All</i>	<i>A Little</i>	<i>Somewhat</i>	<i>Very</i>	<i>Extremely</i>
<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>

36. At times, I wish that I were more Mexican/Latino. **YES NO**

If you answered YES, how stressful has this situation been during the past 3 months?

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Not At All</i>	<i>A Little</i>	<i>Somewhat</i>	<i>Very</i>	<i>Extremely</i>
<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>	<i>Stressful</i>



## Appendix F: Multidimensional Acculturative Stress Inventory (Spanish)

### Inventario multidimensional de la tensión de Acculturative

**Debajo está una lista de las situaciones que como un mexicano/Latino usted pudo haber experimentado.** Lea cada artículo cuidadosamente y primero decida si o no usted ha experimentado esa situación durante los últimos 3 meses. Si usted ha experimentado la situación durante los últimos 3 meses, círculo SÍ. Entonces circunde el número que representa lo más mejor posible **CÓMO ES AGOTADOR** la situación ha estado para usted. Si usted no ha experimentado la situación durante los últimos 3 meses, el NO. del círculo, y va al artículo siguiente.

1. Tengo un rato duro que entiende otros cuando hablan inglés. SÍ NO

Si usted contestó SÍ, cómo es agotador tiene esta situación sida durante los últimos 3 meses?  
Si usted contestó a NO, vaya a #2.

- |                    |                 |                 |                 |                       |
|--------------------|-----------------|-----------------|-----------------|-----------------------|
| <b>1</b>           | <b>2</b>        | <b>3</b>        | <b>4</b>        | <b>5</b>              |
| <i>En absoluto</i> | <i>Poco</i>     | <i>Algo</i>     | <i>Muy</i>      | <i>Extremadamente</i> |
| <i>Agotador</i>    | <i>Agotador</i> | <i>Agotador</i> | <i>Agotador</i> | <i>Agotador</i>       |
2. Tengo un rato duro que entiende otros cuando hablan español. SÍ NO  
Si usted contestó SÍ, cómo es agotador tiene esta situación sida durante los últimos 3 meses?  
Si usted contestó a NO, vaya a #3.

- |                    |                 |                 |                 |                       |
|--------------------|-----------------|-----------------|-----------------|-----------------------|
| <b>1</b>           | <b>2</b>        | <b>3</b>        | <b>4</b>        | <b>5</b>              |
| <i>En absoluto</i> | <i>Poco</i>     | <i>Algo</i>     | <i>Muy</i>      | <i>Extremadamente</i> |
| <i>Agotador</i>    | <i>Agotador</i> | <i>Agotador</i> | <i>Agotador</i> | <i>Agotador</i>       |
3. Siento la presión de aprender español. SÍ NO  
Si usted contestó SÍ, cómo es agotador tiene esta situación sida durante los últimos 3 meses?  
Si usted contestó a NO, vaya a #4.

- |                    |                 |                 |                 |                       |
|--------------------|-----------------|-----------------|-----------------|-----------------------|
| <b>1</b>           | <b>2</b>        | <b>3</b>        | <b>4</b>        | <b>5</b>              |
| <i>En absoluto</i> | <i>Poco</i>     | <i>Algo</i>     | <i>Muy</i>      | <i>Extremadamente</i> |
| <i>Agotador</i>    | <i>Agotador</i> | <i>Agotador</i> | <i>Agotador</i> | <i>Agotador</i>       |
4. Me incomoda que hablo inglés con un acento. SÍ NO  
Si usted contestó SÍ, cómo es agotador tiene esta situación sida durante los últimos 3 meses?  
Si usted contestó a NO, vaya a #5.

- |                    |                 |                 |                 |                       |
|--------------------|-----------------|-----------------|-----------------|-----------------------|
| <b>1</b>           | <b>2</b>        | <b>3</b>        | <b>4</b>        | <b>5</b>              |
| <i>En absoluto</i> | <i>Poco</i>     | <i>Algo</i>     | <i>Muy</i>      | <i>Extremadamente</i> |
| <i>Agotador</i>    | <i>Agotador</i> | <i>Agotador</i> | <i>Agotador</i> | <i>Agotador</i>       |
5. Me incomoda que hablo español con un acento. SÍ NO  
Si usted contestó SÍ, cómo es agotador tiene esta situación sida durante los últimos 3 meses?  
Si usted contestó a NO, vaya a #6.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<i>En absoluto</i>	<i>Poco</i>	<i>Algo</i>	<i>Muy</i>	<i>Extremadamente</i>	
<i>Agotador</i>	<i>Agotador</i>	<i>Agotador</i>	<i>Agotador</i>	<i>Agotador</i>	

6. Puesto que no hablo inglés bien, la gente me ha tratado groseramente o unfairly. **SÍ NO**  
 Si usted contestó SÍ, cómo es agotador tiene esta situación sida durante los últimos 3 meses?  
 Si usted contestó a NO, vaya a #7.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<i>En absoluto</i>	<i>Poco</i>	<i>Algo</i>	<i>Muy</i>	<i>Extremadamente</i>	
<i>Agotador</i>	<i>Agotador</i>	<i>Agotador</i>	<i>Agotador</i>	<i>Agotado</i>	

7. Me han discriminado contra porque tengo inglés de discurso de la dificultad. **SÍ NO**  
 Si usted contestó SÍ, cómo es agotador tiene esta situación sida durante los últimos 3 meses?  
 Si usted contestó a NO, vaya a #8.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<i>En absoluto</i>	<i>Poco</i>	<i>Algo</i>	<i>Muy</i>	<i>Extremadamente</i>	
<i>Agotador</i>	<i>Agotador</i>	<i>Agotador</i>	<i>Agotador</i>	<i>Agotado</i>	

8. No hablo inglés ni lo hablo bien. **SÍ NO**  
 Si usted contestó SÍ, cómo es agotador tiene esta situación sida durante los últimos 3 meses?  
 Si usted contestó a NO, vaya a #9.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<i>En absoluto</i>	<i>Poco</i>	<i>Algo</i>	<i>Muy</i>	<i>Extremadamente</i>	
<i>Agotador</i>	<i>Agotador</i>	<i>Agotador</i>	<i>Agotador</i>	<i>Agotado</i>	

9. No hablo español ni lo hablo bien. **SÍ NO**  
 Si usted contestó SÍ, cómo es agotador tiene esta situación sida durante los últimos 3 meses?  
 Si usted contestó a NO, vaya a #10.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<i>En absoluto</i>	<i>Poco</i>	<i>Algo</i>	<i>Muy</i>	<i>Extremadamente</i>	
<i>Agotador</i>	<i>Agotador</i>	<i>Agotador</i>	<i>Agotador</i>	<i>Agotado</i>	

10. Siento la presión de aprender inglés. **SÍ NO**  
 Si usted contestó SÍ, cómo es agotador tiene esta situación sida durante los últimos 3 meses?  
 Si usted contestó a NO, vaya a #11.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<i>En absoluto</i>	<i>Poco</i>	<i>Algo</i>	<i>Muy</i>	<i>Extremadamente</i>	
<i>Agotador</i>	<i>Agotador</i>	<i>Agotador</i>	<i>Agotador</i>	<i>Agotado</i>	

11. Siento ser incómodo alrededor de la gente que habla solamente inglés. **SÍ NO**  
 Si usted contestó SÍ, cómo es agotador tiene esta situación sida durante los últimos 3 meses?  
 Si usted contestó a NO, vaya a #12.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>En absoluto</i>	<i>Poco</i>	<i>Algo</i>	<i>Muy</i>	<i>Extremadamente</i>
<i>Agotador</i>	<i>Agotador</i>	<i>Agotador</i>	<i>Agotador</i>	<i>Agotad</i>

12. Siento ser incómodo alrededor de la gente que habla solamente español. **SÍ NO**  
Si usted contestó SÍ, cómo es agotador tiene esta situación sida durante los últimos 3 meses?  
Si usted contestó a NO, vaya a #13.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>En absoluto</i>	<i>Poco</i>	<i>Algo</i>	<i>Muy</i>	<i>Extremadamente</i>
<i>Agotador</i>	<i>Agotador</i>	<i>Agotador</i>	<i>Agotador</i>	<i>Agotad</i>

13. Me incomoda cuando la gente asume que hablo inglés. **SÍ NO**  
Si usted contestó SÍ, cómo es agotador tiene esta situación sida durante los últimos 3 meses?  
Si usted contestó a NO, vaya a #14.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>En absoluto</i>	<i>Poco</i>	<i>Algo</i>	<i>Muy</i>	<i>Extremadamente</i>
<i>Agotador</i>	<i>Agotador</i>	<i>Agotador</i>	<i>Agotador</i>	<i>Agotad</i>

14. Me incomoda cuando la gente asume que hablo español. **SÍ NO**  
Si usted contestó SÍ, cómo es agotador tiene esta situación sida durante los últimos 3 meses?  
Si usted contestó a NO, vaya a #15.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>En absoluto</i>	<i>Poco</i>	<i>Algo</i>	<i>Muy</i>	<i>Extremadamente</i>
<i>Agotador</i>	<i>Agotador</i>	<i>Agotador</i>	<i>Agotador</i>	<i>Agotad</i>

15. Puesto que no hablo español bien, la gente me ha tratado groseramente o unfairly. **SÍ NO**  
Si usted contestó SÍ, cómo es agotador tiene esta situación sida durante los últimos 3 meses?  
Si usted contestó a NO, vaya a #16.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>En absoluto</i>	<i>Poco</i>	<i>Algo</i>	<i>Muy</i>	<i>Extremadamente</i>
<i>Agotador</i>	<i>Agotador</i>	<i>Agotador</i>	<i>Agotador</i>	<i>Agotad</i>

16. Me han discriminado contra porque tengo español de discurso de la dificultad. **SÍ NO**  
Si usted contestó SÍ, cómo es agotador tiene esta situación sida durante los últimos 3 meses?  
Si usted contestó a NO, vaya a #17.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>En absoluto</i>	<i>Poco</i>	<i>Algo</i>	<i>Muy</i>	<i>Extremadamente</i>
<i>Agotador</i>	<i>Agotador</i>	<i>Agotador</i>	<i>Agotador</i>	<i>Agotad</i>

17. Me incomoda cuando la gente me ejerce presión sobre para asimilar a las maneras americanas de hacer cosas.  
Si usted contestó SÍ, cómo es agotador tiene esta situación sida durante los últimos 3 meses?  
Si usted contestó a NO, vaya a #18. **SI NO**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>En absoluto</i>	<i>Poco</i>	<i>Algo</i>	<i>Muy</i>	<i>Extremadamente</i>
<i>Agotador</i>	<i>Agotador</i>	<i>Agotador</i>	<i>Agotador</i>	<i>Agotad</i>

19. Me incomoda cuando la gente no respeta mis valores del mexicano/de Latino (e.g., familia) **SÍ NO**  
Si usted contestó SÍ, cómo es agotador tiene esta situación sida durante los últimos 3 meses.

Si usted contestó a NO, vaya a #19.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>En absoluto</b>	<b>Poco</b>	<b>Algo</b>	<b>Muy</b>	<b>Extremadamente</b>
<b>Agotador</b>	<b>Agotador</b>	<b>Agotador</b>	<b>Agotador</b>	<b>Agotad</b>

Me incomoda cuando la gente no respeta mis valores americanos (e.g., la independencia).

**SÍ NO**

Si usted contestó SÍ, cómo es agotador tiene esta situación sida durante los últimos 3 meses?

Si usted contestó a NO, vaya a #20.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>En absoluto</b>	<b>Poco</b>	<b>Algo</b>	<b>Muy</b>	<b>Extremadamente</b>
<b>Agotador</b>	<b>Agotador</b>	<b>Agotador</b>	<b>Agotador</b>	<b>Agotad</b>

20. Soy tímido sobre mi fondo de Latino.

**SÍ NO**

Si usted contestó SÍ, cómo es agotador tiene esta situación sida durante los últimos 3 meses?

Si usted contestó a NO, vaya a #21.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>En absoluto</b>	<b>Poco</b>	<b>Algo</b>	<b>Muy</b>	<b>Extremadamente</b>
<b>Agotador</b>	<b>Agotador</b>	<b>Agotador</b>	<b>Agotador</b>	<b>Agotad</b>

21. Soy tímido sobre mi fondo americano.

**SÍ NO**

Si usted contestó SÍ, cómo es agotador tiene esta situación sida durante los últimos 3 meses?

Si usted contestó a NO, vaya a #22.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>En absoluto</b>	<b>Poco</b>	<b>Algo</b>	<b>Muy</b>	<b>Extremadamente</b>
<b>Agotador</b>	<b>Agotador</b>	<b>Agotador</b>	<b>Agotador</b>	<b>Agotad</b>

22. Debido a mi fondo cultural, tengo una guarnición dura del tiempo adentro con los americanos.

Si usted contestó SÍ, cómo es agotador tiene esta situación sida durante los últimos 3 meses?

Si usted contestó a NO, vaya a #23.

**SÍ NO**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>En absoluto</b>	<b>Poco</b>	<b>Algo</b>	<b>Muy</b>	<b>Extremadamente</b>
<b>Agotador</b>	<b>Agotador</b>	<b>Agotador</b>	<b>Agotador</b>	<b>Agotad</b>

23. Debido a mi fondo cultural, tengo una guarnición dura del tiempo adentro con el mexicano/Latinos.

Si usted contestó SÍ, cómo es agotador tiene esta situación sida durante los últimos 3 meses?

Si usted contestó a NO, vaya a #24.

**SI NO**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>En absoluto</b>	<b>Poco</b>	<b>Algo</b>	<b>Muy</b>	<b>Extremadamente</b>
<b>Agotador</b>	<b>Agotador</b>	<b>Agotador</b>	<b>Agotador</b>	<b>Agotad</b>

24. No me siento aceptado por mexicans/Latinos.

**SÍ NO**

Si usted contestó SÍ, cómo es agotador tiene esta situación sida durante los últimos 3 meses?

Si usted contestó a NO, vaya a #25.

**SI NO**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
----------	----------	----------	----------	----------

*En absoluto*                      *Poco*                      *Algo*                      *Muy*                      *Extremadamente*  
*Agotador*                      *Agotador*                      *Agotador*                      *Agotador*                      *Agotador*  
 25. No me siento aceptado por americans.                      **SÍ**                      **NO**

Si usted contestó **SÍ**, cómo es agotador tiene esta situación sida durante los últimos 3 meses?

Si usted contestó a **NO**, vaya a #26.

**1**                      **2**                      **3**                      **4**                      **5**  
*En absoluto*                      *Poco*                      *Algo*                      *Muy*                      *Extremadamente*  
*Agotador*                      *Agotador*                      *Agotador*                      *Agotador*                      *Agotador*

26. He tenido conflictos con otros porque prefiero costumbres americanos (e.g., celebración Mexicano del excedente de Halloween, de Thanksgiving )/Latino unos (e.g., celebración Dia de los Muertos, Quinceañeras).                      **SÍ**                      **NO**

Si usted contestó **SÍ**, cómo es agotador tiene esta situación sida durante los últimos 3 meses?

Si usted contestó a **NO**, vaya a #27.

**1**                      **2**                      **3**                      **4**                      **5**  
*En absoluto*                      *Poco*                      *Algo*                      *Muy*                      *Extremadamente*  
*Agotador*                      *Agotador*                      *Agotador*                      *Agotador*                      *Agotador*

27. He tenido conflictos con otros porque prefiero costumbres del mexicano/de Latino (e.g., celebración

Dia de los Muertos, Quinceañeras) americano del excedente unos (e.g., celebración Halloween, Thanksgiving).                      **SÍ**                      **NO**

Si usted contestó **SÍ**, cómo es agotador tiene esta situación sida durante los últimos 3 meses?

Si usted contestó a **NO**, vaya a #28.

**1**                      **2**                      **3**                      **4**                      **5**  
*En absoluto*                      *Poco*                      *Algo*                      *Muy*                      *Extremadamente*  
*Agotador*                      *Agotador*                      *Agotador*                      *Agotador*                      *Agotador*

28. Pueblo la mirada abajo sobre mí si practico costumbres del mexicano/de Latino.                      **SÍ**                      **NO**

Si usted contestó **SÍ**, cómo es agotador tiene esta situación sida durante los últimos 3 meses?

Si usted contestó a **NO**, vaya a #29.

**1**                      **2**                      **3**                      **4**                      **5**  
*En absoluto*                      *Poco*                      *Algo*                      *Muy*                      *Extremadamente*  
*Agotador*                      *Agotador*                      *Agotador*                      *Agotador*                      *Agotador*

29. Pueblo la mirada abajo sobre mí si practico costumbres americanos.                      **SÍ**                      **NO**

Si usted contestó **SÍ**, cómo es agotador tiene esta situación sida durante los últimos 3 meses?

Si usted contestó a **NO**, vaya a #30.

**1**                      **2**                      **3**                      **4**                      **5**  
*En absoluto*                      *Poco*                      *Algo*                      *Muy*                      *Extremadamente*  
*Agotador*                      *Agotador*                      *Agotador*                      *Agotador*                      *Agotador*

30. Me siento incómodo cuando tengo que elegir entre el mexicano/Latino y las maneras americanas de hacer cosas.                      **SÍ**                      **NO**

Si usted contestó **SÍ**, cómo es agotador tiene esta situación sida durante los últimos 3 meses?

Si usted contestó a **NO**, vaya a #31.

**1**                      **2**                      **3**                      **4**                      **5**  
*En absoluto*                      *Poco*                      *Algo*                      *Muy*                      *Extremadamente*

*Agotador                      Agotador                      Agotador                      Agotador                      Agotador*

31. Me siento incómodo porque mi familia no sabe maneras americanas de hacer cosas. **SÍ NO**  
Si usted contestó SÍ, cómo es agotador tiene esta situación sida durante los últimos 3 meses?  
Si usted contestó a NO, vaya a #32.

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>En absoluto</i>	<i>Poco</i>	<i>Algo</i>	<i>Muy</i>	<i>Extremadamente</i>
<i>Agotador</i>	<i>Agotador</i>	<i>Agotador</i>	<i>Agotador</i>	<i>Agotador</i>

32. Me siento incómodo porque mi familia no sabe maneras del mexicano/de Latino de hacer cosas  
Si usted contestó a NO, vaya a #33. Si usted contestó SÍ, cómo es agotador tiene esta situación sida durante los últimos 3 meses?

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>En absoluto</i>	<i>Poco</i>	<i>Algo</i>	<i>Muy</i>	<i>Extremadamente</i>
<i>Agotador</i>	<i>Agotador</i>	<i>Agotador</i>	<i>Agotador</i>	<i>Agotador</i>

33. Me siento incómodo cuando otros esperan que sepa maneras americanas de hacer cosas. **SÍ NO**

Si usted contestó SÍ, cómo es agotador tiene esta situación sida durante los últimos 3 meses?  
Si usted contestó a NO, vaya a #34.

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>En absoluto</i>	<i>Poco</i>	<i>Algo</i>	<i>Muy</i>	<i>Extremadamente</i>
<i>Agotador</i>	<i>Agotador</i>	<i>Agotador</i>	<i>Agotador</i>	<i>Agotador</i>

34. Me siento incómodo cuando otros esperan que sepa maneras del mexicano/de Latino de hacer cosas.

Si usted contestó SÍ, cómo es agotador tiene esta situación sida durante los últimos 3 meses?  
Si usted contestó a NO, vaya a #35.

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>En absoluto</i>	<i>Poco</i>	<i>Algo</i>	<i>Muy</i>	<i>Extremadamente</i>
<i>Agotador</i>	<i>Agotador</i>	<i>Agotador</i>	<i>Agotador</i>	<i>Agotador</i>

35. Ocasionalmente, deseo que era más americano. **SÍ NO**

Si usted contestó SÍ, cómo es agotador tiene esta situación sida durante los últimos 3 meses?  
Si usted contestó a NO, vaya a #36.

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>En absoluto</i>	<i>Poco</i>	<i>Algo</i>	<i>Muy</i>	<i>Extremadamente</i>
<i>Agotador</i>	<i>Agotador</i>	<i>Agotador</i>	<i>Agotador</i>	<i>Agotador</i>

36. Ocasionalmente, deseo que era más mexicano/Latino. **SÍ NO**

Si usted contestó SÍ, cómo es agotador tiene esta situación sida durante los últimos 3 meses?

## Appendix G: Questionnaire for Parents

The Questionnaire for Parents evolved from research that explored the everyday practices of parent engagement in the social and cultural community so that those practices can be built into educational programs (Lynch, 2009).

**Developed.** The Questionnaire for Parents is a qualitative interview containing 26 items modified from the Student Home Literacy Questionnaire, 17 questions focused on reading and 9 focused on writing (Lynch, 2009).

**Assesses.** The Questionnaire for Parents assesses literacy practices of adult learners, adult writing and adult-with-child reading, and adult-with-child writing in a qualitative interview.

**Reliability.** The items found to be most reliable in the Student Home Literacy Questionnaire developed by Purcell- Gates, Degener, Jacobson & Soler were used in this study (Lynch, 2009).

**Validity.** The items found to be valid in the Student Home Literacy Questionnaire developed by Purcell- Gates, Degener, Jacobson & Soler were used in this study (Personal Communication, November 20<sup>th</sup> J. Lynch, 2009).

### Appendix H: Questionnaire for Parents: Personal Data

Name: \_\_\_\_\_

Age Range: under 20 \_\_\_\_; under 30 \_\_\_\_; under 40 \_\_\_\_; under 50 \_\_\_\_; under 60 \_\_\_\_

Gender: Male Female

Ethnicity: \_\_\_\_\_

Language most frequently used in the home: \_\_\_\_\_

Languages spoken in the home: \_\_\_\_\_

Father:

Highest level of schooling you have completed:

- |   |  |
|---|--|
| <input type="checkbox"/> some elementary/primary school         | <input type="checkbox"/> some university   |
| <input type="checkbox"/> primary school (8 <sup>th</sup> grade) | <input type="checkbox"/> university degree |
| <input type="checkbox"/> some high school                       | <input type="checkbox"/> master's degree   |
| <input type="checkbox"/> high school/12 <sup>th</sup> grade     | <input type="checkbox"/> Ph.D./M.D.        |
| <input type="checkbox"/> vocational training                    | <input type="checkbox"/> other: _____      |

Mother:

Highest level of schooling you have completed:

- |   |  |
|---|--|
| <input type="checkbox"/> some elementary/primary school         | <input type="checkbox"/> some university   |
| <input type="checkbox"/> primary school (8 <sup>th</sup> grade) | <input type="checkbox"/> university degree |
| <input type="checkbox"/> some high school                       | <input type="checkbox"/> master's degree   |
| <input type="checkbox"/> high school/12 <sup>th</sup> grade     | <input type="checkbox"/> Ph.D./M.D.        |
| <input type="checkbox"/> vocational training                    | <input type="checkbox"/> other: _____      |

Number of Children/ages: \_\_\_\_\_



“These are questions about the types of reading or writing that you might do. **I’ll start first with the reading.** There is also a section where I will ask you about reading and writing you might do with your child.”

1. Within the last year, did you read any store advertisements, coupons, or flyers?

Y \_\_ N \_\_

Can you show me or tell me about an example?

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About how often did you do this sort of reading?

Daily          Weekly          Monthly          A few times/yr          Once a year

Quote/comment \_\_\_\_\_

2. Within the last year, did you read bills, bank statements, or receipts?

Y \_\_ N \_\_

Can you show or tell me about an example?

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About how often did you do this sort of reading?

Daily          Weekly          Monthly          A few times/yr          Once a year

Quote/comment \_\_\_\_\_

3. Within the last year, did you read books or stories?

Y \_\_ N \_\_

Can you show me or tell me about an example?

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About how often did you do this sort of reading?

Daily      Weekly      Monthly      A few times/yr      Once a year

Quote/comment \_\_\_\_\_

4. Within the last year, did you read print on calendars or tickets?

Y \_\_ N \_\_

Can you show me or tell me about an example?

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About how often did you do this sort of reading?

Daily      Weekly      Monthly      A few times/yr      Once a year

Quote/comment \_\_\_\_\_

5. Within the last year, did you read any comics or cartoons?

Y \_\_ N \_\_

Can you show or tell me about an example?

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About how often did you do this sort of reading?

Daily      Weekly      Monthly      A few times/yr      Once a year

Quote/comment \_\_\_\_\_

6. Within the last year, did you read any essays, compositions, or text for information such as news or magazine stories?

Y \_\_ N \_\_

Can you show or tell me an example?

\_\_\_\_\_

About how often did you do this sort of reading?

Daily      Weekly      Monthly      A few times/yr      Once a year

Quote/comment \_\_\_\_\_

20. Within the last year, did you read a document like a lease, mortgage, or portfolio?

Y \_\_ N \_\_

Can you show or tell me an example?

\_\_\_\_\_

About how often did you do this sort of reading?

Daily      Weekly      Monthly      A few times/yr      Once a year

Quote/comment \_\_\_\_\_

21. Within the last year, did you read any directions, like how to operate an appliance or any recipes or shopping lists?

Y \_\_ N \_\_

Can you show me or tell me about an example?

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About how often did you do this sort of reading?

Daily      Weekly      Monthly      A few times/yr      Once a year

Quote/comment \_\_\_\_\_

22. Within the last year, did you read any labels (titles) on things, container print, or signs?

Y \_\_\_ N \_\_\_

Can you show or tell me about an example?

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About how often did you do this sort of reading?

Daily      Weekly      Monthly      A few times/yr      Once a year

Quote/comment \_\_\_\_\_

23. Within the last year, did your read any menus?

Y \_\_\_ N \_\_\_

Can you show or tell me about an example?

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About how often did you do this sort of reading?

Daily      Weekly      Monthly      A few times/yr      Once a year

Quote/comment \_\_\_\_\_

24. Within the last year, did you read any messages or notes, such as text on a greeting card?

Y \_\_ N \_\_

Can you show or tell me about an example?

\_\_\_\_\_

About how often did you do this sort of reading?

Daily      Weekly      Monthly      A few times/yr      Once a year

Quote/comment \_\_\_\_\_

25. Within the last year, did you read an address book, phone book or a dictionary?

Y \_\_ N \_\_

Can you show or tell me an example?

\_\_\_\_\_

About how often did you do this sort of reading?

Daily      Weekly      Monthly      A few times/yr      Once a year

Quote/comment \_\_\_\_\_

26. Within the last year, did you read any postal letters or emails (such as from family or friends)?

Y \_\_ N \_\_

Can you show or tell me about an example?

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About how often did you do this sort of reading?

Daily      Weekly      Monthly      A few times/yr      Once a year

Quote/comment \_\_\_\_\_

27. Within the last year, did you read any school communication information (like special programs, camps, day cares)?

Y \_\_ N \_\_

Can you show or tell me about an example?

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About how often did you do this sort of reading?

Daily      Weekly      Monthly      A few times/yr      Once a year

Quote/comment \_\_\_\_\_

28. Within the last year, did you read any song lyrics?

Y \_\_ N \_\_

Can you show or tell me about an example?

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About how often did you do this sort of reading?

Daily      Weekly      Monthly      A few times/yr      Once a year

Quote/comment \_\_\_\_\_

29. Within the last year, did you read schedules or guides, like a bus schedule, or a TV guide?

Y \_\_\_ N \_\_\_

Can you show or tell me about an example?

\_\_\_\_\_

About how often did you do this sort of reading?

Daily      Weekly      Monthly      A few times/yr      Once a year

Quote/comment \_\_\_\_\_

30. Within the last year, did you read any periodicals, such as horoscopes or sports sections of a newspaper?

Y \_\_\_ N \_\_\_

Can you show me an example?

\_\_\_\_\_

About how often did you do this sort of reading?

Daily      Weekly      Monthly      A few times/yr      Once a year

Quote/comment \_\_\_\_\_

**The following questions involve writing activities.**

31. Within the last year, did you write names, labels (e.g., on envelopes-addresses) or signs?

Y \_\_ N \_\_

Can you show me or tell me about an example?

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About how often did you do this sort of writing?

Daily      Weekly      Monthly      A few times/yr      Once a year

Quote/comment \_\_\_\_\_

22. Within the last year, did you write a cheque, money order or gift certificate?

Y \_\_ N \_\_

Can you show or tell me about an example?

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About how often did you do this sort of writing?

Daily      Weekly      Monthly      A few times/yr      Once a year

Quote/comment \_\_\_\_\_

23. Within the last year, did you write on a calendar or in an appointment book?

Y \_\_ N \_\_

Can you show me or tell me about an example?



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About how often did you do this sort of writing?

Daily      Weekly      Monthly      A few times/yr      Once a year

Quote/comment \_\_\_\_\_

24. Within the last year, did you write a speech, reflection, stories, or a poem?

Y \_\_ N \_\_

Can you show me or tell me about an example?

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About how often did you do this sort of writing?

Daily      Weekly      Monthly      A few times/yr      Once a year

Quote/comment \_\_\_\_\_

22. Within the last year, did you fill out forms or an application (e.g., job application, application for housing)?

Y \_\_ N \_\_

Can you show or tell me an example?

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About how often did you do this sort of writing?

Daily      Weekly      Monthly      A few times/yr      Once a year

Quote/comment \_\_\_\_\_

27. Within the last year, did you write lists (e.g. grocery, to-do lists)?

Y \_\_ N \_\_

Can you show or tell me an example?

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About how often did you do this sort of writing?

Daily      Weekly      Monthly      A few times/yr      Once a year

Quote/comment \_\_\_\_\_

28. Within the last year, did you write messages or notes (e.g., to the teacher)?

Y \_\_ N \_\_

Can you show me or tell me about an example?

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About how often did you do this sort of writing?

Daily      Weekly      Monthly      A few times/yr      Once a year

Quote/comment \_\_\_\_\_

29. Within the last year, did you write any postal letters or emails?

Y \_\_ N \_\_

Can you show or tell me about an example?

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---

About how often did you do this sort of writing?

Daily      Weekly      Monthly      A few times/yr      Once a year

Quote/comment \_\_\_\_\_

30. Within the last year, did you write any instructions?

Y \_\_ N \_\_

Can you show or tell me an example?

\_\_\_\_\_

About how often did you do this sort of writing?

Daily          Weekly          Monthly          A few times/yr          Once a year

Quote/comment \_\_\_\_\_

**The following questions relate to reading and writing activities with your child. First I will ask you some background information:**

What language do you speak with your child at home? \_\_\_\_\_

Does anyone in your home read to or write with your child? \_\_\_\_\_

If    yes,    who,    how    often    and    in    which    language?

\_\_\_\_\_

### **Parent-Child: Reading**

8. Within the last year, did you read stories or words your child wrote?

Y \_\_ N \_\_

Can    you    show    me    or    tell    me    about    an    example?

\_\_\_\_\_

\_\_\_\_\_

About how often did you do this sort of reading?

Daily      Weekly      Monthly      A few times/yr      Once a year

Quote/comment \_\_\_\_\_

9. Within the last year, did you read a storybook or story to or with your child (such as from a religious text)?

Y \_\_ N \_\_

Can you show or tell me about an example?

\_\_\_\_\_

About how often did you do this sort of reading?

Daily      Weekly      Monthly      A few times/yr      Once a year

Quote/comment \_\_\_\_\_

10. Within the last year, did you read a message on a greeting card or on a birthday cake to or with your child?

Y \_\_ N \_\_

Can you show me or tell me about an example?

\_\_\_\_\_

About how often did you do this sort of reading?

Daily      Weekly      Monthly      A few times/yr      Once a year

Quote/comment \_\_\_\_\_

11. Within the last year, did you read school papers or work sent home for your child to your child?

Y \_\_ N \_\_

Can you show me or tell me about an example?

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About how often did you do this sort of reading?

Daily      Weekly      Monthly      A few times/yr      Once a year

Quote/comment \_\_\_\_\_

12. Within the last year, did you read print on trading cards, like baseball, bubble gum cards, or cereal boxes to or for your child?

Y \_\_ N \_\_

Can you show or tell me about an example?

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About how often did you do this sort of reading?

Daily      Weekly      Monthly      A few times/yr      Once a year

Quote/comment \_\_\_\_\_

6. Within the last year, did you read labels on things such a street sign or those on a game board that may have been pointed to by your child.

Y \_\_ N \_\_

Can you show or tell me an example?

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About how often did you do this sort of reading?

Daily      Weekly      Monthly      A few times/yr      Once a year

Quote/comment \_\_\_\_\_

7. Within the last year, did you read directions to or for your child, such as those on a game board or a recipe?

Y \_\_ N \_\_

Can you show or tell me an example?

\_\_\_\_\_

About how often did you do this sort of reading?

Daily      Weekly      Monthly      A few times/yr      Once a year

Quote/comment \_\_\_\_\_

21. Within the last year, did you read individual letters like A, B, or C that you or your child pointed to?

Y \_\_ N \_\_

Can you show me or tell me about an example?

\_\_\_\_\_

About how often did you do this sort of reading?

Daily      Weekly      Monthly      A few times/yr      Once a year

Quote/comment \_\_\_\_\_

22. Within the last year, did you read an advertisement (e.g., toy) to your child?

Y \_\_ N \_\_

Can you show or tell me about an example?

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About how often did you do this sort of reading?

Daily          Weekly          Monthly          A few times/yr          Once a year

Quote/comment \_\_\_\_\_

23. Within the last year, did you read print lyrics to or with your child?

Y \_\_ N \_\_

Can you show or tell me about an example?

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---

About how often did you do this sort of reading?

Daily          Weekly          Monthly          A few times/yr          Once a year

Quote/comment \_\_\_\_\_

24. Within the last year, did you read comics or a cartoon to or with your child?

Y \_\_ N \_\_

Can you show or tell me about an example?

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About how often did you do this sort of reading?

Daily      Weekly      Monthly      A few times/yr      Once a year

Quote/comment \_\_\_\_\_

25. Within the last year, did you read a menu to or with your child?

Y \_\_\_ N \_\_\_

Can you show or tell me about an example?

\_\_\_\_\_

About how often did you do this sort of reading?

Daily      Weekly      Monthly      A few times/yr      Once a year

Quote/comment \_\_\_\_\_

26. Within the last year, did you read a schedule to or for your child?

Y \_\_\_ N \_\_\_

Can you show or tell me about an example?

\_\_\_\_\_

About how often did you do this sort of reading?

Daily      Weekly      Monthly      A few times/yr      Once a year

Quote/comment \_\_\_\_\_

**Parent-child: Writing**



27. Within the last year, did you write or model the letters of the alphabet, or write the spelling of words for your child (like the child's name)?

Y \_\_ N \_\_

Can you show or tell me about an example?

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About how often did you do this sort of writing?

Daily      Weekly      Monthly      A few times/yr      Once a year

Quote/comment \_\_\_\_\_

28. Within the last year, did you write down stories or other pieces of writing for your child?

Y \_\_ N \_\_

Can you show or tell me about an example?

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---

About how often did you do this sort of writing?

Daily      Weekly      Monthly      A few times/yr      Once a year

Quote/comment \_\_\_\_\_

29. Within the last year, did you write any messages or notes to or for your child (e.g., greeting card)?

Y \_\_ N \_\_

Can you show or tell me about an example?

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---

About how often did you do this sort of writing?

Daily      Weekly      Monthly      A few times/yr      Once a year

Quote/comment \_\_\_\_\_

30. Within the last year, did you write a list to or for your child (such as things-to-do list) or directions for a game?

Y \_\_ N \_\_

Can you show or tell me an example?

\_\_\_\_\_

About how often did you do this sort of writing?

Daily      Weekly      Monthly      A few times/yr      Once a year

Quote/comment \_\_\_\_\_

31. Within the last year, did you write a letter to or for your child?

Y \_\_ N \_\_

Can you show me or tell me about an example?

\_\_\_\_\_

About how often did you do this sort of writing?

Daily      Weekly      Monthly      A few times/yr      Once a year

Quote/comment \_\_\_\_\_

32. Within the last year, did you write labels for or with your child?

Y \_\_ N \_\_

Can you show or tell me about an example?

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About how often did you do this sort of writing?

Daily          Weekly          Monthly          A few times/yr          Once a year

Quote/comment \_\_\_\_\_

33. Within the last year, did you write instructions to or with your child?

Y \_\_ N \_\_

Can you show or tell me about an example?

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About how often did you do this sort of writing?

Daily          Weekly          Monthly          A few times/yr          Once a year

Quote/comment \_\_\_\_\_

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**ABSTRACT****THE RELATIONSHIP BETWEEN PRINT LITERACY, ACCULTURATION, AND ACCULTURATIVE STRESS AMONG MEXICAN IMMIGRANT WOMEN**

by

**ALEXANDER MODESTO CINTRÓN****May 2013****Advisor:** Navaz Peshotan Bhavnagri**Major:** Curriculum and Instruction**Degree:** Doctor of Philosophy

The purpose of this study was to examine print literacy, acculturation, and acculturative stress among one-hundred and six Mexican immigrant women participating in English as a Second Language (ESL) family literacy program. The two hypotheses were: (1.) There is a relationship between (a) print literacy as measured by the Print Literacy Questionnaire and (b) acculturation as measured by the Multi-dimensional Acculturative Scale, and (2.) There is a relationship between (a) print literacy as measured by the Print Literacy Questionnaire and (b) acculturative stress as measured by the Multi-dimensional Acculturative Stress Inventory. This study applied canonical correlational and multiple regression analyses. Statistically significant findings supported the first hypothesis. The findings for the second hypotheses were not significant. Two additional findings for the first hypotheses were: (1.) that adult reading and writing in English related to American acculturation; and (2.) that parents reading and writing in English to their child/children related to American acculturation. This study suggested four recommendations for future research. Educational implications from this study are that promoting Mexican immigrant women reading and writing in English by themselves and to their child/children influences American acculturation.

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