



جامعة الإمارات العربية المتحدة
United Arab Emirates University

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*AN EXPLORATION OF EMIRATI PARENTS' INVOLVEMENT IN THEIR CHILDREN'S ENGLISH
READING OF PRIMARY GRADES: A MIXED METHOD STUDY*

by

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Abstract

This study aimed at exploring the Emirati parents' involvement in their children English reading in primary grades (1 through 3). An Explanatory Sequential Mixed Method design was used in this study. In the first phase of the study a questionnaire was distributed to parents ($n=498$) who have children in those grades. In the second phase of the study, parents ($n=10$) were interviewed with regards to their involvement with their children in reading English language. The study found that: Parents reported high involvement in their children' English reading. Parents also reported high involvement in terms of communication, followed by involving in academic instruction and supervision, providing reading materials, and give academic support, and the least category was involving in school activities, respectively. Parents also reported some barriers that hinder them from involving in their children reading. These barriers are: Lack of time, weak knowledge of English language, other family responsibilities, lack of school communication, lack of school engagement initiatives, lack of English reading activities, lack of resources, and the focus of schools on Arabic activities more than English ones. parents also viewed that schools have different channels of communication, and they indicated they support their children academically and provide them with various reading materials. Furthermore, the study examined whether there are some significant differences in terms of parents' education level, parents' SES status, parents' language knowledge, and their children school type. The findings revealed that: parents with higher education level and high SES have high involvement in their children reading more that those with low educational level and SES. The study also found that bilingual parents are more involved than monolingual parents and that parents with children in private school are more involved than those who have children in public schools. The study offers some recommendations.

Keywords: Parental Involvement, English Language Reading, Parent's Educational, parents' SES, School Type, Bilingual and monolingual Parents, UAE Primary Grades