

Introduction

Research which has been developed is primarily designed in order to offer more information regarding the needs of different students coming from ESL families which may not have received the support they needed from their school in order to be successful in their schooling experiences. In recent studies, such as Olga and Roman (2007), focus is given towards the student instead of the needs of creating a successful communication bridge, while meeting the different needs of ESL parents. Meeting these needs of communication is vital when taking into consideration the success of students across different ages. Yew (2010) has discovered that miscommunication and conflict were among the primary problems being faced by the ESL students, as well as the students coming from ESL families.

Statement of the Problem

A number of ESL students, as well as students coming from ESL families find themselves unable of participating with the schools in the very same level of efficacy as with other parents in the same district. Different schools all over US have established some special projects in order to meet their needs, providing parents with opportunities in becoming a part of the education of their children. However, these ESL families often feel that they are left out, even prevented from joining in these activities. ESL students would become successful in these aspects in the same level with other students if they are surrounded with a stronger support system within their ESL families.

Research Questions

Christopher (2010) emphasizes that research questions need to be kept on tasks with goals of the objectives and research of the problem statement. These research questions include:

- Question 1: Within a community, in what particular ways in which ESL families are being accommodated in different school related activities and events, as well as planning of student success?
- Question 2: What are the opinions of ESL families on the accommodations which have been designed to assist families in offering an active share of the learning process of their children?

Methodology and Design

The methodology and design implemented in this study will primarily be based on different qualitative design methods, which often includes surveys and interviews of the parents and teachers in the local area. The aim here is to receive qualifying surveys coming from both groups as to offer a clearer picture of the issue, and possibly identifying different methods involved in the resolution.

Population Sample

Some of the studies implement a combination of populations as well as descriptive statistics, often described as conducting a particular study with a population that is small enough, including a group or individual organization, and may also be defined according to the demographic profile that they consist of. However, there are also studies with a population size which is too huge for this specific method. When the size of a population is just too large, a population sample needs to be studied. The goal of having a sample population is to provide an accurate representation of the actual population in a smaller range. The goal is to create random samples, since these samples enable for a higher level of confidence when establishing results. However, the overall goal here is to offer a population sample which can be serve as a snap shot when it comes to comparing profile information.

References

1. Christopher, T.Y. (2010). Educational Research: Conceptualizing, Planning, implementing, and Analyzing Research, 4th edition. Upper Saddle River, NJ: New Jersey Press.
2. Olga, H., & Roman, J. (2007). Providing Assistance to Parents of ESL Students to Enjoy Equity in Different Public Schools. Psychological and Educational Consultation Journal, 18(2), 85-104.
3. Yew, J. (2010). Genres and functions of ESL students at home and school. Asian Communication Journal, 18(2), 40-45.