

## **A Sample Qualitative Dissertation Proposal**

Prepared by

Alejandro Morales

NOTE: This proposal is included in the ancillary materials of *Research Design* with permission of the author.

LANGUAGE BROKERING IN MEXICAN IMMIGRANT FAMILIES LIVING IN  
THE MIDWEST: A MULTIPLE CASE STUDY

by

Alejandro Morales

A DISSERTATION PROPOSAL

Presented to the Faculty of  
The Graduate College at the University of Nebraska  
In Partial Fulfillment of Requirements  
For the Degree of Doctor of Philosophy

Major: Interdepartmental Area of Psychological Studies in Education  
(Counseling Psychology)

Under the Supervision of Professor Oksana F. Yakushko

Lincoln, Nebraska

April, 2006

## Chapter 1

### Introduction

It is estimated that approximately 33.1 million of immigrants (documented and undocumented) live in the United States (Camarota, 2002). Like other groups living in the U.S., immigrants are a heterogeneous group and their reasons for coming to this country vary (Felicov, 1998; Santiago-Rivera, Arredondo, Gallardo-Cooper, 2002). For example, there is a clear distinction between a person who immigrates voluntarily and refugees who involuntarily leave their countries of origin due to fear of persecution. Refugees are individuals who have to flee their countries because of persecution and fear of being killed. A great number of these individuals have been tortured or have seen friends or relatives being tortured (Amnesty International, 2002). Given that a significant number of refugees are victims of torture or witnesses of torture, their adaptation to their new environment is more challenging than other immigrants (Suarez-Orozco & Suarez-Orozco, 2001).

There are also within-group differences among immigrants who share the same culture. For example, there are clear distinctions within the Latino immigrant group as not all undocumented individuals who cross the border between Mexico and the U.S are of Mexican descent (Felicov, 1998; Santiago-Rivera, Arredondo, & Gallardo-Cooper, 2002). The scholarship on immigration highlights an array of reasons why individuals from foreign countries come to industrialized countries such as the U.S. (Suarez-Orozco & Suarez-Orozco, 2001). We observe that immigrants from Mexico often come to the U.S. because they can no longer afford to support their families or because working in agriculture is no longer a job that produces sufficient income (Santiago-Rivera, Arredondo, & Gallardo-Cooper, 2002). These are a few of the reasons why other individuals from Latin-America come to the U.S. Conversely, there are a

number of individuals who immigrate to the U.S. due to fear of being persecuted. A number of them come from countries in Central and South America. Many of them, unaware of the asylum process or fearing that they will not be granted asylum, decide to immigrate to Mexico and then to the U.S with no type of legal documentation (Santiago-Rivera, Arredondo, & Gallardo-Cooper, 2002).

There are various causes as to why people from other countries immigrate to prosperous countries such as the U.S. Suarez-Orozco & Suarez-Orozco (2001) describe an array of reasons proposed by social and behavioral scientists to explain why people leave their countries of origin and immigrate to industrious societies. The immigrant population in the U.S. continues increasing at a non-stop rate. For example, Latinos have become the largest ethnic minority in the U.S. with Mexicans being the largest subgroup (U.S. Census Bureau, 2005). Individuals of Latin-American descent are often subsumed under a single ethnic category, thus, perpetuating a fallacy that Latinos are a homogenous group. Fortunately, research with the Latino population demonstrates that this group is, in fact, heterogeneous (Padilla, 1995).

Part of the heterogeneity of Latinos is related to the ethnic category this group usually uses to identify themselves. Scholars, politicians, and mainstream culture may refer to them as Latinos, Hispanics, Spanish Speaking people, and so on. Latinos can vary in their phenotype; they may look black, brown, Asian or white. This diversity is due to the influences of colonization of the American continent, where indigenous groups blended with Africans who were forced to come as slaves and Europeans who came to conquer the American continent (Felicov, 1998).

There is a continuous debate about what Latinos should be called. The terms *Latino* (for males) and *Latina* (for females), for example, refer to men and women whose origin is from

Latin America. This term is preferred because it has no connection with Spaniards (Comas-Diaz, 2001) and reaffirms the indigenous background of Latinos (Felicov, 1998). Felicov also argues that although individuals from Latin America do not speak Latin, many speak Spanish, which is derived from Latin.

*Hispanic* is another common category used to identify individuals of Latin-American descent. This term was created in the 1970s by the U.S. census to group individuals who spoke Spanish (Comas-Diaz, 2001). The term is typically used among those individuals who identify more with their European (i.e., Spaniard) background. Lastly, *Spanish people* is the other category used very deliberately in the U.S. to describe Latinos. Comas-Diaz (2001) provides more discussion on how this term is utilized to portray individuals who are Spanish-speaking. The use of different terms highlights not only the debate about the choice of words to name Latinos. This debate also recognizes the diversity of Latinos around the world and within the U.S. as well as different histories faced by this group.

When immigrants arrive in the U.S. they are expected to adapt to their new environment, learn a new language, and adopt values, beliefs, and customs of the new culture. The process of acculturation begins as soon as immigrants and their families come in contact with U.S. culture. For immigrant families living in the U.S. this adaptation process can be stressful and overwhelming (Baptise, 1987; Rumbaut, 1994). Immigrants often rely on their children or their extended family to function socially in American society.

Once children of immigrant families become familiar with the English language, they often serve as translators and interpreters for their non-fluent parents and family members. These children, known in the social and behavioral sciences as *language brokers*, are repeatedly asked and sometimes expected to assist their parents in very complex adult level situations that may

surpass their cognitive abilities (McQuillan & Tse, 1995; Tse 1996a; Tse, 1995a; Tse, 1995b; Valenzuela, 1999).

The literature in the area of language brokering is scarce and fairly recent. Morales and Hanson (2005) reported in an integrative review of the literature that fifty-seven percent of the available research is published in peer-reviewed journals, seventeen percent is published in book chapters, and twenty-six percent are conference papers, dissertations, or ERIC documents. Despite this common phenomenon in immigrant families, it was not until the mid 1990s when studies about language brokers and/or brokering were introduced in social and behavioral sciences' literature. Early studies investigated the prevalence of language brokering among children of immigrant families. Instruments to measure this construct were also developed during this time frame (Buriel, Perez, DeMent, Chavez, & Moran, 1998; Tse, 1996a). Morales and Hanson (2005) also highlight that little to no attention has been given to how having a child as an interpreter and/or translator impacts the immigrant family.

In the social and behavioral science literature, language brokering is defined as the action of translating and interpreting that children/adolescents in immigrant families' perform for their parents, family members, teachers, neighbors, and other adults (McQuillan & Tse, 1995). Furthermore, language brokers not only translate and interpret, but they also serve as cultural brokers and mediators in a variety of situations for their parents (DeMent & Buriel, 1999; Tse, 1996a).

It is important to note here the distinction between translating and interpreting. Although translating and interpreting are often considered to be synonymous or identical constructs, they refer to quite different actions. Translating is perhaps best associated with written work, where the translator is believed to possess exceptional understanding of multiple languages, thus,

having the ability and skill to translate documents, materials, and the like. Interpretation, on the other hand, is best associated with verbal communication, where the interpreter is believed to possess exceptional understanding of potentially nuanced and circumscribed “meanings” that may be conveyed in ordinary social interactions (Westermeyer, 1989). Hence, children who are considered language brokers engage in both translating (e.g. bank statements) and interpreting (e.g., doctor’s appointment).

The scholarship in language brokering is fairly recent in the social and behavioral science literature, even though having children translate and interpret is a common role that children of immigrant families undertake when they arrive to the U.S. Early studies in language brokering attempted to describe the type of activities child brokers engaged in as well as their feelings about playing such roles. For example, in a study by Tse (1995b) half of the Latino child brokers reported that translating and interpreting helps children learn more about their first and second language. The results of this investigation demonstrate that language brokering helps children expand their vocabularies and develop a bicultural identity. Furthermore, there are those who believe that language brokering is a form of giftedness (e.g., Valdez, 2003).

Others, such as Weisskirch and Alva-Torre (2002), indicate that children who serve as language brokers report that such experiences are neither helpful nor enjoyable. In their study, children reported that the more they felt uncomfortable translating and interpreting. Furthermore, Weisskirch and Alva-Torre found a positive relationship between acculturative stress and brokering among boys. The results of their investigation suggest that children, especially boys, who translate and interpret could be more prone to acculturative stress which could impair their adjustment to the U.S.

Although both of these arguments are legitimate and have important empirical support, more research is needed to help understand the implications of children who serve as translators and interpreters. The available literature in language brokering neglects to combine the perspectives of parents and children. Thus, the purpose of this multiple qualitative case study is to understand the role of language brokering in Mexican immigrant families living in the Midwest.

### Rationale for Study

This qualitative multiple case study is important and needed for several reasons. First, a gap exists in the language brokering literature where the perspectives of the parents and brokers are not integrated to understand the implications of language brokering in the immigrant family. The available literature has only focused on the experience of language brokers. The majority of the scholarship has also been mainly quantitative. Thus, the second goal of this study is to focus on qualitative findings in order to gain an in-depth understanding of how language brokering is experienced by Mexican immigrant parents and their children. Third, language brokering is a common phenomenon in immigrant families. Recent changes in U.S. demographics highlight the increase of Mexican families as they are the largest subgroup within the Latino ethnic group living in the U.S. Fourth, this study will add new knowledge to this neglected area, but it also provide information to social scientists, health care providers, mental health professionals, educators, and policy makers to better understand the needs of Mexican immigrant families with children who translate and/or interpret for their families. Fifth, the language brokering studies conducted have used samples where large numbers of Latinos reside. This study will be conducted in a large Midwestern city where Latinos are increasing in number. Finally, this study

will provide information for future researchers who wish to study language brokering with immigrant families other than Mexicans.

### Rationale for Qualitative Methods

The purpose of qualitative research is to understand and explain participant meaning (Morrow & Smith, 2000). More specifically, Creswell (1998) defines qualitative research as, an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting (p.15). Thus, using a qualitative methodology allowed the researcher to study the phenomenon of language brokering in its naturalistic setting. Qualitative research has been an ideal tool in multicultural counseling research. Morrow, Rakhsha & Castaneda (2001, p.582-583) provide an array of reasons for using qualitative research to study multicultural issues. For example:

1. It includes context as an essential component of the research.
2. It addresses the researcher's process of self-awareness and self-reflection.
3. It is uniquely able to capture the meanings made by participants of their experiences.
4. Scholars in the field of multicultural counseling and psychology have called for expanded methodological possibilities to address questions that cannot be answered using traditional methods.
5. Its methods provide the opportunity for voices that were previously silenced to be heard and lives that were marginalized to be brought to the center.

### Statement of the Problem

Language brokering is a common practice in immigrant families living in the U.S. The available scholarship in this understudied area has mainly focused on the experience of child brokers. This scholarship also suggests that the primary users of language brokers are parents, yet no studies have included how language brokering affects the immigrant family when the parents' and broker's perspectives are incorporated. Given the recent changes in demographics, Mexican immigrant families in the U.S. are increasing at a non-stop rate. Hence, it is necessary to conduct a study that explores the phenomenon of language brokering in this growing group.

### Research Questions

The central research question that this study aimed to answer is, what is the role of language brokering in Mexican immigrant families living in the Midwest. This study will also address the following research sub-questions:

1. How do Mexican immigrant families view language brokering?
2. What are qualities and/or characteristics of language brokers?
3. What are the family dynamics when parents use their son/daughter for translating/interpreting?

### Outline of Dissertation

This dissertation will be divided into six chapters and an appendix section. The first chapter will provide a brief introduction about the area of language brokering, the rationale for the study, the rationale for using qualitative research methods, statement of the problem, and the research questions. Chapter two will present a comprehensive review of the literature. The third chapter will describe the research methods including how cases will be selected, the forms of data collection, how data will be analyzed, the validation strategies use to increase the validity and reliability of the study, potential ethical issues, and the role and background of the

researcher. Chapter four will present and highlight the results of the case-by-case analysis. In this chapter, each case will be described in great detail along with the themes that emerged from each of the cases. Themes will be presented accompanied with quotes. In chapter five, the results of the cross-analyses will be presented accompanied with thick and rich quotes representing different perspectives. The last chapter will discuss the results of the study, the implications for theory development, practice, public policy, future research, the strengths and limitations of the study, a conclusion, a section on lessons learned, as well as the references used in all the chapters of this dissertation. There will also be an appendix section that include copies of the internal review board approval from UNL, the informed consent forms in English and Spanish, interview protocols in English and Spanish, the demographic questionnaire in English and Spanish, the observation protocol, and the documents that families provided and were used in the non-participant observation.

## Chapter 2

### Review of the Literature

The American Psychological Association (APA) has recently started to pay attention to the importance of providing empirical evidence about the psychological well being of immigrant groups (APA, 2005). Thus, APA released a resolution on immigrant children, youth and families that,

advocates for the development of a scientific database concerning the adaptation, development, education, health and mental health, as well as the social impact and contributions, of immigrant and refugee populations (p.1).

This chapter is divided into four sections. The first section describes the phenomenon of immigration. This section highlights (1) debate between social and behavioral scientists regarding the causes of immigration, (2) a theoretical model describing the stages of immigration, (3) statistics about immigrants living in the United States, and (4) distinctions between immigrants and refugees, two unique groups of individuals. The second section of this chapter focuses on the acculturation process immigrants experience as the result of their contact with the U.S. culture, as well as the outcomes of experiencing acculturation in the U.S. The third section emphasizes one subgroup of immigrants, Latinos, and elaborates on a demographic profile of this group, as well as describes Latino family values and family dynamics. Finally, the fourth section presents the available literature in the area of language brokering within immigrant families highlighting the limited available research in this topic and the need for continued scholarship in this area of study.

### Immigration

Immigration has been a salient phenomenon in the history of mankind. For centuries, men and women have migrated from place to place for various reasons (Suarez-Orozco & Suarez-Orozco, 2001). Suarez-Orozco and Suarez-Orozco highlight that economists believe that individuals immigrate to more prosperous countries because of better employment opportunities and higher wages. Sociologists argue that individuals immigrate because of the networks they have developed with relatives, friends, or friends of friends in other countries. Other reasons that explain immigration are those proposed by anthropologists who indicate that people immigrate due to changes in cultural models of desirable standards of living. Finally, there are other scholars who consider immigration a rite of passage. In some countries, especially in rural communities, men and women who have reached a certain age are expected to immigrate to countries such as the U.S. (Suarez-Orozco & Suarez-Orozco, 2001).

When individuals decide to immigrate, their subsequent relocation may follow a patterned process. Sluzki (1979) has proposed that the process of immigration can be viewed from a multi-stage perspective. These stages include (a) preparatory (b) the act of immigration (c) period of overcompensation (d) decompensation or crisis, and (e) period of transgenerational impact. During the *preparatory* stage, the family starts planning, making decisions, and taking time to say goodbye to friends and relatives. The *action of immigration* stage, according to Sluzki is experienced differently by families based on their access to legal documentation or economic resources. Thus, the family that comes from low social economic status and has no legal documentation can experience more challenges coming to the new country. The *overcompensation* stage is characterized by strong desires to preserve cultural traditions and values from their country of origin. Maintaining these traditions and values allows the family to develop a certain sense of stability in the family. Sluzki indicates that this stage may be a

reaction toward the changes in the family's surroundings and culture. In the *decompensation or crisis* stage, the family usually experiences a conflict often associated with acculturation and/or gender roles. Finally, in the *period of transgenerational impact*, the family continues experiencing changes in their adaptation to the new country as well as changes in values and interactions between generations. Sluzki considers the last two stages of the immigration experience model as a time for change.

Historically, men (e.g., fathers or male-heads of the household) were the first member of a family to immigrate (Hondagneu-Sotelo, 1992). Fathers immigrate to other countries because they may no longer provide for the basic needs of their families (Suarez-Orozco & Suarez-Orozco, 2001). More recently, entire families are immigrating to industrialized countries such as the U.S. in hope of a better future. Suarez-Orozco & Suarez-Orozco (2001) highlight that every year 250,000 to 500,000 undocumented immigrants enter the U.S.

It is important to distinguish between voluntary and involuntary migration. Refugees are individuals who flee their countries because of persecution and fear of being killed. Many of these individuals have been tortured or have seen friends or relatives being tortured (Amnesty International, 2002). Given that a significant number of refugees are victims of torture or witnesses of torture, their adaptation to their new environment is more challenging than immigrants (Suarez-Orozco & Suarez-Orozco, 2001).

Immigration has become a topic of discussion in social and behavioral research, public policy, and in the area of politics. More and more immigrants are coming to the U.S., causing a unique change in demographics. Immigrants experience psychological and physiological changes when they relocate, facing unique circumstances when they arrive to a foreign culture such as the

U.S. Adapting or acculturating to a new culture such as the U.S. could be quite difficult for some immigrant groups.

### Acculturation

When immigrant families arrive in the U.S., they are expected to adapt to their new environment, learn a new language, and adopt values, beliefs and customs of the new culture. The process of acculturation begins as soon as immigrants and their families come in contact with the dominant culture. Social and behavioral scientists have studied the phenomenon of acculturation within immigrant communities. These scholars view acculturation as consisting of social and psychological interactions as a result of the contact between individuals of different cultures (Berry, 1997; Ryder, Alden & Paulhus, 2000). These interactions occur in a variety of domains including attitudes, behaviors, and sense of cultural identity (Cuellar, Arnold, & Maldonado, 1995; Ryder et al., 2000). More recently, acculturation has been studied at the individual level and associated with ethnic identity development (Phinney, 2002).

#### *Acculturation Models*

Models of acculturation have been proposed challenging researchers to think more critically about this area of study. The early model is the unidirectional or unilinear model of acculturation proposed by Parks and Miller (1921). According to these scholars, acculturation is unipolar where the individual moves from the traditional life style to a more assimilated style of living. More specifically, in the context of the immigration, the family starts adopting values and customs of the mainstream culture and slowly begins leaving behind their own values and customs.

The second model is the bidirectional or bidimensional model of acculturation (Berry, Trimble & Olmedo, 1986). The bidirectional model is more comprehensive and more widely

accepted among social scientists (e.g., Flannery, Reise, & Yu, 2001). This model focuses on the relation of two constructs along the two axes, identification with home culture and identification with host culture. The model is comprised of four acculturation styles integration/bicultural (identification with both cultures), assimilation/Americanized (identification with host culture), alienation/marginalization (no identification), separation/traditional (identification with home culture). These theoretical models demonstrate that the scholarship on acculturation has sought to better understand the experiences of immigrant groups in order to understand how individuals' cultural background plays a role in their adaptation.

### *Acculturative Stress*

The process of acculturation may be quite difficult for some immigrant groups. Berry, Kim, Mindle, and Mok (1987) use the term *acculturative stress* to explain the feelings of immigrants who come in contact with a new culture. Berry et al., define it as,

the kind of stress, that in which the stressors are identified as having their source in the process of acculturating; in addition, there is often a particular set of stress behaviors which occurs during acculturation, such as lowered mental health status (specifically confusion, anxiety, depression), feelings of marginality and alienation, heightened psychosomatic symptom level, and identity confusion (p. 492).

Berry, Kim, Mindle and Monk's acculturative stress model suggests that immigrants experience acculturative stress differently. Their model explains that acculturative stress is associated with a number of stressors that are linked to the acculturation experience. For example, if an individual's acculturation experience required a great deal of sacrifice and involvement, then the individual is likely to experience a number of stressors, thus causing the individual to experience high levels of acculturative stress. Berry and colleagues describe a

variety of factors that moderate the relationship between acculturation and stress. These factors include the type of acculturating group, modes of acculturation, and demographic and social characteristics of the individual as well as his or her psychological characteristics.

### *Acculturation and Mental Health*

Acculturative stress, if experienced in high levels, may have negative consequences on the mental health of immigrants. Studies have reported that less acculturated individuals are less likely to experience mental health problems than their more acculturated counterparts. For example, studies conducted with Mexican immigrants and Mexican-Americans have reported that Mexican immigrants have better mental health profiles than Mexican-Americans (Escobar, Karno, Burnam, Hough, & Golding, 1988; Escobar, Hoyos-Nervi, & Gara, 2000).

Other scholarship indicates that maintaining a bicultural identity has positive consequences to mental health and overall psychological well-being. Miranda and Umhoefer (1998) conceptualize biculturalism as being in the “intermediate level of acculturation” (p. 159). Being at the intermediate level may be considered as processing a balance between one’s cultural values and those of the host culture. In their research with Latinos, Miranda and Umhoefer reported that those individuals who were considered bicultural had better mental health well being.

The area of acculturation has provided vital information about the adaptation of various immigrant groups living in the U.S. Within all these different immigrant groups, the number of Latinos has increased dramatically in the past ten years and are now the largest minority in the U.S.

## The Latino Family

Recent census data indicates that Latinos are the largest ethnic minority in the U.S. with Mexicans being the largest subgroup (U.S. Census Bureau, 2002). As Latinos continue increasing in numbers, so do their needs. Latinos are still one of the most underserved groups in the U.S in respect to health care and access to mental health services (Vega & Alegria, 2001). Individuals of Latin-American descent are often subsumed under a single ethnic category, perpetuating a fallacy that Latinos are a homogenous group. Thus, the research conducted with the Latino population demonstrates that this group is, in fact, heterogeneous (Padilla, 1995).

#### *Latinos in the United States: A Demographic Profile*

The U.S. Census Bureau (2005) indicates that there are 4.13 million Latinos living in the U.S., from this, 66.9 % of them are of Mexican descent. Latinos are the largest ethnic minority group in the U.S. and comprises 13.3% of the U.S. population. The U.S. census shows that Latinos contain the largest proportion of people under the age of 18 when compared to their White counterparts.

Several unique features distinguish Latinos from other ethnic groups. Latino family households are more likely than White family households to be maintained by a female without a spouse, with Puerto Ricans having the largest proportion of households maintained by a female. In terms of education, Latinos are at disadvantage. Among Latinos, Mexicans 25 years and older have the lowest proportion of people with a high school diploma, a bachelor's degree or more. In terms of employment, Latinos are more likely to be unemployed than Whites. Among employed Latinos, the most common occupations are service workers, precision production, craft, repair, and transportation. Latinos are more likely to be living in poverty than Whites. Over one quarter of Latino children under the age of 18 live in poverty (U.S. Census Bureau, 2002).

#### *Latino Family Dynamics*

The Latino family also shows heterogeneous compositions because not all Latino families are composed of two parent households. Santiago-Rivera et al. (2003), explain that among Latinos, the mother usually heads the single-parent family. Latino single parent families are usually living under the poverty level, with Puerto Rican single-parent families being the most affected. Latinos are also marrying outside their ethnic group. A number of scholars are projecting that in the next couple of years, Latinos will be more likely to marry outside of their ethnic group. For example, Suro (1999) predicts that two thirds of Latinos will marry European-Americans in the next ten years.

Latino families have shared similarities or what Santiago-Rivera et al., (2002) call “family-centered values and systems” (p. 42). These values and systems make Latino families unique from other ethnic minority families. *Familismo* or familism is the value that emphasizes the importance of belonging to a family or a community. The family or community comes first rather than the individual. Marin and Triandis (1985) explain how familism probably originated from the collectivistic worldview where there is willingness to sacrifice for the wellbeing of the family and/or the community. Latinos, as well as other ethnic/racial groups who share a collectivist worldview, value and build interpersonal relationships with others. Within the Latino community this is called *personalismo*. Thus, Latinos treasure interpersonal relationships that are warm and friendly.

Latinos stress the importance of *respeto* or respect to others. This form of respect is given not only to parents or elders but to people in general. This form of respect is usually expressed through language using the formal (usted) and informal (tu) Spanish. The formal *usted* is used when talking to some one who is older such as grandparents, parents, uncles, or acquaintances. The informal *tu* is used when talking to siblings, relatives or anyone of the same age or younger.

Part of having *respeto* (respect) for others is the expectation of being *bien educado* or well educated. Being *bien educado* means that parents and elders in the family encourage their young ones to engage in interpersonal and pro-social behaviors (Nava, 2000).

Another part of the Latino value system includes religious and/or spiritual beliefs. Although a great number of Latinos ascribe to Catholicism, there are now new forms of organized religion in Latin America causing a significant number of Latinos to leave the Catholic Church and turning to other forms of Christianity or going back to more indigenous or traditional forms of religion (e.g., Santeria). We observe that many Catholics are devoted followers of different saints and virgins. For example, Mexican Catholics from all over the world are devotees of *La Virgen de Guadalupe*. The virgin is a symbol that combines Catholicism and Aztec symbols. Felicov (1998) describes the Virgin of Guadalupe as a representation of love and hope.

Gender socialization is clearly defined in the Latino culture. At a very early age, boys and girls are taught about what is gender-acceptable. The term *Machismo* is a common descriptor of how man is supposed to act and *Marianismo* for how a woman is viewed within the Latino culture. In popular U.S. culture, “macho” means being a womanizer, a domestic abuser, and has even been conceptualized as pathological (Mirande, 1985). Various scholars who have studied the area of machismo are now redefining this construct. This new definition aims to highlight the positive facet of being macho. Morales (1996) provide such definition,

*Machismo* refers to a man’s responsibility to provide for, protect, and defend his family. His loyalty and sense of responsibility to family, friends, and community make him a good man. The Anglo-American definition of macho that describes sexist, male-chauvinist behavior is radically different from the original Latino meaning of *machismo*, which conveys the notion of “an honorable and responsible man.” (p.274)

The term *marianismo* on the other hand has a religious connection with the Virgin Mary. According to scholars in the area of Latina/o psychology, marianismo means that the virgin serves as a role model for all Latina women, and they should live up to her standards. More specifically, marianismo expects Latina women to stay pure until marriage, accept suffering, and be nurturing, and virtuous (Lopez-Baez, 1999).

Latinos are a heterogeneous group that has unique strengths, needs, and challenges. Latino families in general share common values that are upheld within the U.S. culture. Part of their adjustment as immigrants are also influenced by the role each member plays for the adaptation of the family. In many instances, children play the role of the translator and/or interpreter for their immigrant parents. This group of children is often interpreting for their parents in doctor's offices, government offices, and/or school settings. Part of their role as language brokers requires that they translate a variety of documents for their parents. Language brokers interact in situations that require them to have advanced cognitive and linguistic skills.

#### Language Brokering

For many immigrant families, the process of acculturation is stressful and overwhelming (Baptise, 1987; Rumbaut, 1994). To help ease the burden of this transition, immigrant parents tend to rely on their children or their extended family to function effectively in American society. For example, once children become familiar with the English language, they often serve as translators and interpreters for their non-fluent parents and extended family. These children, commonly referred to as *language brokers*, are expected to assist their parents in very complex, "adult-like" situations -- situations that may or may not be developmentally appropriate (McQuillan & Tse, 1995; Tse, 1996a; Tse, 1995a; Tse, 1995b; Valenzuela, 1999).

Although children have served as language brokers for centuries, relatively little empirical attention has been given to them. Only recently have social and behavioral scientists begun to seriously consider and study this important phenomenon. Reasons for this lack of research are only speculative. Perhaps it is because psychological theorizing and research has focused primarily on individuals and groups of individuals from middle-class, European American families. Fortunately, many fields in the social sciences (e.g., psychology) have become increasingly diverse and pluralistic and, as a result, increasingly sensitive to issues that relate directly to ethnically diverse individuals, families, and communities.

Using children to serve as translators and interpreters has been widely accepted among immigrant communities, yet it is still a controversial issue. In 2002, California law makers introduced a bill to the state legislature prohibiting children from translating and interpreting in medical, legal, and social service settings (Coleman, 2003). They argue that (a) children are not translating information accurately, (b) translating legal and medical information may negatively affect the parent-child relationship, and (c) delivering information to a child about a serious medical condition may be traumatizing to the child. Dr. Foster-Rosales, an obstetrician at the University of California-San Francisco Medical Center explained, “I’ve been in a situation where I had to give a diagnosis of Cervical cancer, and I have a 12-year-old boy in the room translating” (p.19A). Clearly, there are multiple sides to this issue, and the extent to which language brokering should be legislated, is debatable. What is less debatable, however, is the need for sound, rigorous research on this understudied topic.

Researchers define language brokering as the action of translating and interpreting that children/adolescents in immigrant families’ perform for their parents, members of the family, teachers, neighbors, or other adults (McQuillan & Tse, 1995). Additionally, these children also

serve as mediators and cultural brokers in a variety of situations (DeMent & Buriel, 1999; Tse, 1996a). It is important to note here the distinction between translating and interpreting. Although translating and interpreting are often considered to be synonymous or identical constructs, they refer to quite different actions. Translating is perhaps best associated with written work, where the translator is believed to possess exceptional understanding of multiple languages, thus having the ability and skill to translate documents, materials, and the like. Interpretation, on the other hand, is best associated with verbal communication, where the interpreter is believed to possess exceptional understanding of potentially nuanced and circumscribed “meanings” that may be conveyed in ordinary social interactions (Westermeyer, 1989). Hence, children who are considered language brokers engaged in both translating (e.g. bank statements) and interpreting (e.g., doctor’s appointment).

Language brokering is not merely bilingualism. Bialystok (2001) conceptualizes bilingualism as the ability to speak two or more languages. Others define it as absolute fluency in two languages (Bloomfield, 1933), or the ability to function in each language according to given needs (Grosjean, 1989). Clearly bilingualism deals with the ability to learn, to understand and to speak two or more languages, whereas language brokering deals with, as noted earlier, the practices of translating and interpreting. Bilingual individuals choose to learn a new language as part of their curriculum, whereas language brokers learn a language for their own and their family’s survival.

#### *Characteristics or Qualities of Language Brokers*

There are very few published studies that have attempted to describe the typical language broker. Recent studies have used quantitative, qualitative, and mixed methodologies to answer this question. These studies reveal that children of immigrant families start their role as

translators and interpreters shortly after their arrival to the U.S. (Dement & Buriel, 1999; Valdes, Chavez, & Angelelli, 2003), and that they broker regardless of their place of birth (Tse, 1995a). The research shows (1) that these children usually start brokering between the ages of seven and twelve, (Hall & Robinson, 1999; Hall & Sham, 1998; McQuillan & Tse, 1995; Tse, 1996a; Tse, 1995a; Tse, 1995b); (2) that they are usually the oldest child (Chao, 2002; Hall & Robinson, 1999; Valdes, Chavez, & Angelelli, 2003); and, (3) that brokers are predominantly female (Buriel, Perez, DeMent, Chavez & Moran, 1998; Love, 2003; McQuillan & Tse, 1995; Valenzuela, 1999; Weisskirch, 2005). These studies provide useful information on the characteristics of the children, yet there may be other qualities that language brokers have developed that influence their parents to choose them for this important role. The few studies that have investigated such qualities suggest that these children tend to be fluent in their first and second language, confident, extroverted, good natured, have high self-esteem, see themselves as useful and helpful, friendly, sociable, good listeners, able to provide great detail and able to emphasize feelings and emotions when translating (Chao, 2002; Dement & Buriel, 1999; Valdes, Chavez, & Angelelli, 2003; Valenzuela, 1999; Weisskirch, 2006).

In sum, the research presented highlights the characteristics of children who play the role of their family's interpreter and translator. Based on this research it can be concluded that language brokers possess qualities that allow them to interact in a variety of settings with different types of people. Still, discrepancies and limitations exist in this literature. For example, a number of studies argue that language brokering is a female dominated activity (Buriel et al., 1998; Buriel, Love & Dement 2006), whereas other studies have not found gender differences (Diaz-Lazaro, 2002; Jones & Trickett, 2005; Mercado, 2003).

*Language Brokering and Cognitive Development*

Studies on translation have reported that children who speak two or more languages may translate and interpret information accurately (Harris & Sharewood, 1978). Language brokers tend to translate documents that require a high level of understanding, such as notes and letters from school, bank/credit card statements, job applications, and government and insurance forms (DeMent & Buriel, 1999; Hall & Sham, 1998; McQuillan & Tse, 1995; Puig, 2002). Similarly language brokers are asked to interpret for their parents in a variety of settings such as a medical office where they are expected to know the meaning of complex and difficult medical terminology (Hall & Sham, 1998; Puig, 2002; Schaafsma, Raynor & den Berg, 2003). Researchers argue that language brokers may, as a result, develop a more sophisticated vocabulary that could help them build their lexicons (Halgunseth, 2003). Furthermore, studies have shown that language brokers use higher cognitive abilities and problem-solving abilities to comprehend and interpret these types of documents (e.g., Walinchowski, 2001). Children not only translate documents, but they also serve as mediators in conversations between their parents and first-language English speakers, such as at parent-teacher conferences, paying utility bills, making doctor's appointments, visiting hospitals, and making trips to the post office (DeMent & Buriel, 1999; Halgunseth, 2003; Hall & Robinson, 1999; McQuillan & Tse, 1995; Puig, 2002; Tse, 1996a; Tse, 1995a). It is evident that language brokers act as translators and interpreters in a variety of settings – settings in which they must switch from being a child to assuming the role of the adult in order to translate and interpret for their parents or elders.

The research suggests that language brokers develop linguistic abilities that monolingual children do not acquire, which may potentially help the child interact in a more mature and adult manner (Diaz-Lazaro, 2002; Shannon, 1990). The few qualitative studies that have been conducted report that language brokers feel that translating and interpreting for their parents has

allowed them to be more mature and independent, meet more people, and increase their proficiency in both languages (Halgunseth, 2003; Valdes, Chavez, & Angelelli, 2003). Given that language brokers are translating and interpreting a variety of documents in different settings, they may also develop higher decision-making strategies, which may be considered more “adult-like.” Several researchers argue that language brokers are considered the decision maker not only for their parents but also for the entire family (Diaz-Lazaro, 2002; McQuillan & Tse, 1995; Tse, 1995b; Valenzuela, 1999).

Interestingly, research has shown that language brokers may be selective about the information they translate, especially for their parents. For example, a number of children who translated notes from school for their parents often omitted, or left out, information that was negative (DeMent & Buriel, 1999). Although this finding may call into question the accuracy of language brokers, we can only speculate that children are omitting this type of information because they do not want to hurt or cause shame to their parents. In certain communal cultures, children’s poor behavior is often interpreted by parents as dishonorable (Comas-Diaz, 1992; Sue & Sue, 1990).

The literature presented in language brokering and cognitive development highlights how child language brokers may acquire higher cognitive and decision-making abilities due to their brokering experiences. Although these studies highlight the benefits of brokering, they are still far from being widely accepted or definitive. There is simply not enough evidence to support the hypothesis that translating and interpreting enhances cognitive development and decision-making abilities. More of these studies are needed to determine the nature of the relationship between language brokering and cognitive development and decision-making abilities.

*Language Brokering and Academic Performance*

It is a common belief in the U.S. that children of immigrant families do not perform well in the academic sphere due to a lack of encouragement from parents (Evans & Anderson, 1973). Rumberger & Rodriguez (2002) have studied the academic performance of children of immigrants report that individual and institutional factors are the primary reasons for dropping out or performing poorly, not parents' lack of encouragement. The literature in the area of language brokering and academic performance provides mixed results. Earlier studies suggest that language brokering is not significantly correlated with academic performance. For example, using a sample of 35 Latino/Hispanic students, Tse (1995a) reported that there was no association between academic performance and language brokering. Similarly, in other studies children have stated that they did not associate their language brokering experiences with their academic performance. Furthermore, there are researchers who argue that language brokering may put children at risk for academic failure or may limit the child's academic and occupational opportunities because the family expects them to continue brokering (Umaña-Taylor, 2003).

Recently, studies have been published with larger samples. These studies have started to look at the possible relationship between language brokering and academic performance. For example, Buriel, Perez, DeMent, Chavez, and Moran (1998) reported that language brokering was a strong predictor of academic performance. They also reported that language brokering scores and feelings about brokering were associated with academic self-efficacy. Similar findings have been reported by Acoach and Webb (2004).

Studies conducted by Orellana, Dorner, and Pulido (2003) and Dorner, Orellana and Li-Grining (in press) found children who have served as language brokers did significantly better in standardized tests of reading and math achievement. Furthermore, there are those who argue that language brokering is a form of giftedness (e.g., Valdes, 2003). In another study by

Walinchowski (2001), participants stated, although they felt frustrated about brokering, they used these experiences as tools for self-improvement.

The available literature on language brokering and academic performance informs us that there is no consensus on how language brokering experiences affect the academic performance of those who do it. Researchers are still debating about the positive or negative influences of language brokering on academic performance. The studies presented do provide important information that could be further investigated.

### *Language Brokering and the Parent-Child Relationship*

Research studies that have investigated the parent-child relationship of language brokers have been the sources of much controversy. Mental health professionals, social science scientists, legislators, policy makers, professionals in the medical field and educators have all been discussing how children who serve as translators and interpreters may be potentially harmed or benefited by these experiences. Currently, there are two persistent perspectives on this issue. The first are those who are against children serving as translators and interpreters, stating that this type of experience negatively affects the normal dynamics of the parent-child relationship. Cohen, Moran-Ellis, and Smaje (1999) conducted a study with general practitioners whose patients requested to have their children translate. In their study, the general practitioners reported being against using children in their consultations. The general practitioners strongly believed that having children serve as translators and interpreters when discussing their parent's health concerns could harm the parent-child relationship. In two similar studies conducted with nursing students and medical residents, it was reported that their patients often bring children and/or other relatives to help them interpret. Both nurses and medical residents felt uncomfortable and thought that it was inappropriate to rely on family members and/or children to

serve as interpreters (Baldonado, Beymer, Barnes, Starsiak, Nemivant & Anonas-Ternate, 1998; Kuo & Fagan, 1999). Other researchers argue that having children translate and interpret for their parents lead to unhealthy role reversals within the family, forcing the parents to become dependent on their children (Umaña-Taylor, 2003).

Earlier studies have shown that the experiences associated with language brokering help them develop a stronger bond to their parents. For example, in a study by DeMent and Buriel (1999), participants commented that (a) brokering was a form of commitment to not disappoint their parents because they made a sacrifice in bringing the entire family to the U.S., while other participants stated that (b) they were concerned about finances and the health status of parents, (c) it was reported that parents developed a certain dependency on the language broker in regards to handling documents, and (d) the brokering experiences elicited feelings of compassion and helped them understand their parents' struggles. Language brokers are also considered active advocates of their parents' rights during complex situations (e.g., legal, financial). Similarly, a qualitative study by Valenzuela (1999) reported that language brokers inform their parents about their rights in the U.S. and educate them about the legal system. Some participants even helped their parents to hire a lawyer, if they believed that it was necessary.

More recent studies have revealed important information about how language brokers use their position of power to protect the welfare of their parents and other family members. Studies conducted by Hall and Sham (1998), Orellana, Dorner, and Pulido (2003), and Valdes, Chavez, and Angelelli (2002) reported that language brokers have stated that they use their position of power to protect their parents from embarrassment and humiliation. Some of the participants in their studies mentioned that they could not let employers, doctors, or other individuals embarrass their parents or other family members. These findings add new knowledge to this body of

literature, where language brokers are now being considered the protectors or shields of the family.

In summary, there is no clear answer to the question of whether language brokering has a positive or negative effect on the child-parent relationship. Furthermore, new research is suggesting that language brokers use their power to protect the well being of the family. The research presented in this section provides promising, albeit somewhat limited, insights regarding the characteristics and role of language brokers on the family. However, more research is needed.

### *Feelings about Language Brokering*

Language brokers are a unique group of individuals who play a critical role in the cultural adaptation of their families. The experiences these children have may cause them to develop an array of feelings about being the interpreter and/or translator for their family. Language brokering researchers have studied the feelings that children have about their roles and have reported mixed results leaving us with more questions than answers. There are those researchers who have found that language brokering is a burden on the child causing the child to feel negatively about his or her role. Puig (2002) interviewed a group of Cuban language brokers and they reported feeling frustrated about having to translate and interpret for their parents; they felt embarrassed that their parents did not speak English and for some of these children they considered their parents as invisible. In a similar study but with language brokers from the former Soviet Union, Jones and Trickett (2005) found that language brokering was associated with high levels of emotional stress, decreased feelings of school membership, increases in problems with friends, and high incidents of family disagreement at home. Furthermore there are those who have argued that language brokers are very similar to parentified children (e.g.,

Mercado, 2003), and that language brokering is associated with high instances of depression (Buriel, Love, & DeMent, 2006).

Contrary to the findings presented above, there is evidence suggesting that language brokering enhances positive feelings in those who play this important role in the immigrant family. In a study with Chinese child language brokers Hall and Sham (1998), their participants reported that they felt important because they had to make decisions for the family and they also felt proud because their parents trusted them. In a similar study but with Latino adolescents, Buriel, Love and DeMent (2006) found that female language brokers reported more positive feelings about brokering when compared to boys. Research with adult language brokers has found similar results. Weisskirch (2006) in a sample of Mexican-American language brokers found that language brokering was generally a positive experience, that it evoked feelings of pride, being helpful and useful. Weisskirch also found that language brokering was strongly associated with high self-esteem. Based on these findings, one can argue that the experience of language brokering has positive influences in the well-being of those who translate and/or interpret for their parents.

The literature presented regarding the feelings of language brokering brings to question how children who play this role interpret this activity. The research suggests that there are positive as well as negative consequences. These findings instead of answering questions are providing more questions that need to be study in future research. The area of language brokering continues to be a heated topic in the areas of Psychology, Sociology, Education, and Public Policy. Future research needs to address these questions as language brokers appear to be a group of individuals who are never going to disappear, especially in a country like the United

States where every year more and more immigrants come in hope of a better life for them and their children.

In summary, the scholarship on language brokering presents opportunities for further research to those interested in the advancement of immigrant families in the U.S. The available studies on this understudied topic highlight certain themes or trends that are currently salient in the literature. These themes are (a) language brokering continues to be a controversial due to its lack of research, (b) language brokering appears to be a female dominated phenomenon, (c) there appears to be a relationship between language brokering and cognitive development, (d) academic achievement among language brokers is inconclusive, (e) immigrant parents and their children may develop a different type of relationship as a result of language brokering, and (f) the experience of language brokering may cause parents and children to develop a variety of feelings regarding their experiences. These themes and/or trends highlight the current discussions language brokering scholars are having. Similarly, it is probable that they may emerged as themes in the results of the present study.

This dissertation study contributed in a various ways to the literature on language brokering. First, this study included language brokers from both genders, different educational levels and their two parents. This allows interpreting the findings from the child brokers' and parents' perspective and taking in consideration gender and developmental status of the language broker. Second, the literature in language brokering has focused on those brokers residing in predominantly Latino communities, while this dissertation study includes immigrant families from the Midwest living in predominantly white communities. Third, although academic performance was not explored in this study, the majority of the language brokers that participated had the opportunity to report their favorite subject in school. Fourth, including the

parents of child brokers will provide richer information about the parent-child relationship. Fifth, language brokering affects those children who play that role and their parents, and this study will provide more information about how parents and child brokers feel about their language brokering experiences. Finally, this dissertation is expected to provide a new perspective to the scholarship on language brokering by including language brokers and their primary users, parents.

## Chapter 3

### Research Methods

This study will utilize a multiple case study design. Case studies are “an exploration of a ‘bounded system’ of a case or multiple cases over time through detail, in depth data collection involving multiple sources of information rich in context” (Creswell, 1998, p. 61). Stake (1995) explains that case studies are investigated because,

we are interested in them [case studies] for both their uniqueness and commonality. We would like to hear their stories. We may have reservations about some things the people tell us, just as they will question some of the things we will tell about them. But we enter the scene with a sincere interest in learning how they function in their ordinary pursuits and milieus and with a willingness to put aside many presumptions while we learn (p. 1).

The multiple case study design or collective case study investigates several cases to gain insight into a central phenomenon (Creswell, 2002; Stake, 2006; Yin, 2003).

#### *Case Selection*

In order to gain multiple perspectives in the area of language brokering, this study will use the maximum variation sampling strategy (Creswell, 1998). To achieve this, six, two-parent Mexican immigrant families will be recruited to participate. The families will include both parents, and a child who is identified by the parents as the primary translator/interpreter in the family. The six families will be selected based on two dimensions: gender and educational level of the language broker. Thus, families one and two will be composed of two parents and a language broker who is either a male or female and is attending elementary school. Families three and four will be composed of two parents and a language broker who was either a male or female and was attending middle school. Finally, families five and six will be composed of

parents and a language broker who is either male or female and is attending high school. These two dimensions will allow getting a developmental and gender perspective on the phenomenon of language brokering in Mexican immigrant families.

All families will be of Mexican descent that voluntarily immigrated to the U.S. for more than two years. The literature suggests that language brokering takes place with one to five years of the children's arrival in the U.S. (McQuillan & Tse, 1995; Tse, 1995a, 1996b). Additionally, in the first couple of years after immigrating families experience a period of adaptation which can be quite stressful for all members of the immigrant family (Baptise, 1987; Rumbaut, 1994). Language brokering appears to be a salient phenomenon in Latino immigrant families (e.g., Mexican families) living in the U.S., (Morales & Hanson, 2005). Mexicans are the largest group within the Latino ethnic group in the U.S. causing researchers to pay more attention to this growing and underserved group.

#### *Data Collection*

The families will be identified with the assistance of a gatekeeper. In qualitative research, gatekeepers are used to assist the researcher in gaining access and developing trust with the community of study (Hatch, 2002). The gatekeeper and researcher had several conversations about the families necessary for this study. The gatekeeper will get in contact with the families that met the criteria, and ask them if they would be interested in participating in the study. If the family agrees, the gatekeeper will schedule a visit with the families where I will explain to them the purpose of the study and what participating in this study entails. The gatekeeper will also be present during this meeting. For this study, data will be collected in the forms of semi-structured interviews, a non-participant observation, collection of documents, and a reflective journal. The gatekeeper will not present during the data collection phases of the study.

*Interviews.* The parents and language broker will be interviewed separately. The interview with the parents will last one to two hours and will be conducted in their homes and in the language they felt more comfortable with. The interview with the language broker will last forty-five minutes to an hour and will be conducted in the language of his/her preference. Both interviews will be audio-recorded. Also, during the interview, the researcher will take notes. Participants will be reminded that breaks are allowed if they felt the need to do so. They will also be informed that to protect their identity, they need to provide a pseudonym. Each participant will be provided with a consent form in English and Spanish and told that they might withdraw from the study at any point.

Two interview protocols were developed for this study. The first is the parent version and the second is the child/adolescent version. The parent version interview protocol asks parents about their experience having a child who interprets and translates for them. The protocol consists of eight questions. These eight questions are divided into 6 sections. The sections include questions about the language brokering experience, questions about feelings about language brokering, questions about language brokering in the family, questions about the qualities and characteristics of the language broker, questions about suggestions and/or advice to other language brokers and their parents, and the last section asks parents to provide any information they would like to add that they feel is important. The demographic sheet inquires about gender, age, number of children, children's ages, highest level of education, time living in the U.S., time of being married income, the language brokers' language preference, what language the language broker uses when talking to parents, and siblings, questions about situations where their language broker has translated and/or interpreted, and questions where their language broker has not translated and/or interpreted for them.

The child/adolescent version protocol consists of nine questions. This interview protocol asked about the language broker's experience. The questions are divided in six sections. The sections include questions about the language brokering experience, questions about feelings about language brokering, questions about language brokering in the family, questions about the qualities and characteristics of language brokers, questions about suggestions and/or advice to other language brokers and their parents, and the last section asks children/adolescents to provide any information they would like to add that they feel is important. The demographic sheet inquires about gender, age, highest level of education, birth order, place of birth, favorite and least favorite subjects, language they like to speak the most, their language preference when talking to parents and siblings, and questions about situations where they has translated and/or interpreted for their parents.

*Non-Participant Observation.* The purpose of the observation is to gain additional information about the process of translation that language brokers engage when their parents ask them to translate the content of a particular document. The observation will also allow documenting the family dynamics that take place when the child is translating a document for his or her parents. The observation will be conducted by a non-participant observer (i.e., researcher) and take place two days after the interviews. It will be carried out in the family's home and probably last twenty to twenty-five minutes. In this observation, the language broker will be asked to translate a document the he or she usually translates for his/her parents. The parents will be present with their son/daughter as he/she is translating the document. Parents will be asked to provide a document that their language broker usually translates for them. The observation will be audio-recorded and the researcher will take notes during and after the observation.

*Documents.* The documents gathered for this study will include any type of papers that child language brokers translated for their parents. Parents will be asked to provide a document that their language broker usually translates for them. For the purpose of data analysis, the document will be xeroxed and any identifiable information will be erased. The original documents will be returned to each family.

*Reflective Journal.* The last form of data will be keeping a reflective journal and field notes. The journal allows the researcher to describe his feelings about conducting research in this area of study. According to Morrow and Smith (2000), the use of a reflective journal adds rigor to qualitative inquiry as the investigator is able to record his/her reactions, assumptions, expectations, and biases about the research process. The field notes will provide additional data for the analysis.

#### *Data Analysis*

Before the data is analyzed, the researcher will transcribe all interviews, observations, documents, journal entries and field notes. The process of transcribing allows the researcher to become acquainted with the data (Reissman, 1993). The researcher will create Microsoft Word files for the interviews, observations, documents, and journal entries. All files will be protected by setting a password. All files will be saved in the researcher's portable computer for which he only has access to. The researcher will use the meaning of analysis context as the unit of analysis for coding and also looked for description. This means that the data is not coded sentence by sentence or paragraph by paragraph, but coded for meaning. The researcher used the qualitative software Atlas.ti 4.52 program for data management and analysis.

This study will follow the multiple case study design where the data is analyzed case by case through thematic analysis and later by cross-case analysis (Stake, 2006). Thus, interviews,

observations, documents, and field notes will be analyzed for each case. Following the case-by-case analysis, all themes are used to conduct the cross-case analysis. Themes salient across all cases were kept as well as those that were extremely different. For the thematic analysis, the researcher will follow Braun and Clarke (2006) step-by-step guidelines. The authors used the word guidelines to highlight the flexibility of this qualitative analytic method. These guidelines are (1) familiarizing yourself with your data, (2) generating initial codes, (3) The researcher read throughout each transcript to immerse in the data, (4) reviewing themes, (5) defining and naming themes, and (6) producing the report. Stake (2006) describes three different cross case procedures for a multiple case study. For this qualitative study, the researcher will follow merging findings procedure. According to Stake, the researcher whose priority is to merge the findings across cases should use this particular method. This method also allows the researcher to make generalizations about the cases.

### *Validation Strategies*

As the area of qualitative research increases, social and behavioral scientists critique on the validity of studies that use such methodology. Thus, qualitative researchers utilize various validation strategies to make their studies credible and rigorous (Creswell & Miller, 2000). Credibility for this study was achieved using the validation strategies of triangulation, researcher reflexivity, thick rich description, and peer debriefing.

The data will be triangulated with the various forms of data that were collected in this study (i.e., interviews, observations, documents, reflective journal entries and field notes). The researcher, being a language broker himself, provides a section at the end of this chapter where he describes his story as a language broker and his stand on the issue as well as potential bias. Thick rich description will be achieved by presenting the participants' voices under each theme

and by providing detailed description of each of the cases. Finally, the researcher will inquire the assistance of two peer debriefers. Both of these individuals are familiar with qualitative data analysis. The two individuals have agreed to serve this role for the time this study took place.

Using Stake's "critique checklist", the researcher will rely on it to assess the quality of the report (1995, p.131). This twenty criteria checklist is used to assess the quality of case study reports and they are:

1. Is the report easy to read?
2. Does it fit together, each sentence contributing to the whole?
3. Does the report have a conceptual structure (for example, themes or issues?)
4. Are its issues developed in a serious and scholarly way?
5. Is the case adequately defined?
6. Is there a sense of story to the presentation?
7. Is the reader provided with some vicarious experience?
8. Have quotations been used effectively?
9. Are headings, figures, artifacts, appendixes, and indexes used effectively?
10. Was it edited well, then again with a last minute polish?
11. Has the writer made sound assertions, neither over-nor under-interpreting?
12. Has adequate attention being paid to various contexts?
13. Were sufficient raw data presented?
14. Were the data resources well chosen and in sufficient number?
15. Do observations and interpretations appear to have been triangulated?
16. Are the role and point of view of the researcher nicely apparent?
17. Is the nature of the intended audience apparent?

18. Is empathy shown for all sides?
19. Are personal intentions examined?
20. Does it appear that individuals were put at risk?

### *Ethical Considerations*

All of the participants will be treated in accordance to the ethical guidelines of the American Psychological Association (APA) and the University of Nebraska Institutional Review Board (IRB). Although there are no identifiable risks for participating in this study, a couple of considerations will be kept in mind when dealing with immigrant families. First, all of the parents will be interviewed and talked about their experiences as having their children serve as translators and interpreters. Similarly all the language brokers will talk about their experiences as child brokers.

Secondly, there is the possibility that language brokers may feel uncomfortable discussing their experiences or talk about personal information about their families. Thirdly, given that this study dealt with immigrant families, there is the potential that participants may feel the pressure to answer all the questions designed for the interview given that the researcher holds a position of power.

All these considerations will be incorporated during the research design stage. Every caution will be taken to ensure that the all families felt safe, comfortable, and had the freedom to withdraw from the study if they felt the need to.

### The Role and Background of the Researcher

I am the child of Latino immigrant parents. I emigrated from Mexico with my entire family at the age of twelve. As a child of immigrants, I served the role of the translator and interpreter for both of my parents. I continue playing this role even now that I am away for

graduate school. I remember started brokering for my parents very shortly after my arrival to the U.S. I figured that my parents picked me because I knew the language well and because they believed in me. Of course, there were times when I felt frustrated, especially interpreting in health care settings. Many times, I had to ask the physician to explain what he/she meant to be able to interpret for my mother.

During my senior year in college, I took a class titled the Psychology of the Mexican American. In this class, I read for the first time an article about language brokering. I was confused, as I had never thought that the role I played since coming to the U.S. was an area of study in psychology. After reading the article, I became fascinated about this topic, and decided that if I were to go to graduate school, I would pursue this topic.

As I was preparing for my dissertation, I reflected on my role as a language broker and the first time I read an article about language brokering. I have realized the importance of conducting research in this understudied topic. The reasons for writing a dissertation in this area are both personal and professional. As a language broker, I believe that I can share my personal experiences playing this role and understand more holistically how this phenomenon is manifested in Mexican immigrant families that participated in this study. As a future psychologist and researcher, I am aware that this is a controversial topic in various research circles. I believe that in order to address the concerns/issues that researchers have about this topic we need to conduct well rigorous research on this area of research.

To the eyes of other researchers I may stand on a particular side of this topic. The reality is that I am aware of my own biases and/or preconceived notions about language brokering. I am well-informed about both sides of the issue. For example, I have published a literature review article where I compiled all the available research in the topic of language brokering and

critiqued it. Thus, I felt comfortable studying this topic for my dissertation. I am aware that serving as a translator and/or interpreter has its positives such as an increase in vocabulary (English and Spanish), and educational success. On other, I am aware how language brokering is interpreted by others as taking advantage of children. Consequently, I am also aware of my feelings as a language broker and how these may play a role when the data is analyzed and interpreted. To avoid this, I heavily relied on peer reviewers and other validation strategies.

It is my passion to conduct psychological research. During my undergraduate years, I participated in several research projects where I was exposed to qualitative and quantitative research methodologies. Now, as a graduate student, this passion continues to develop. I have been involved in a variety of research projects. I am currently a doctoral student in Counseling Psychology at the University of Nebraska-Lincoln. Throughout my graduate training, I have been taking a series of research methods and statistics courses. For example in the area of research methods I have taken Small N/Single Subject Research Design (EDUC 900B), Qualitative Methods (EDUC 900K), Mixed Methods (EDPS 987M), Advanced Qualitative Methods (EDPS 935), and a seminar in Grounded Theory and Diversity (EDPS 995). In the area of statistics, I have taken Introduction to Measurement (EDPS 870), Intermediate Statistics: Experimental Design (EDPS 941), Intermediate Statistics: Regression and Correlational Methods (EDPS 942), Structural Equation Modeling (EDPS 971), and Multivariate Analysis (EDPS 972).

My clinical experiences in graduate school have also influenced my passion for psychological research. When I started the Counseling Psychology doctoral program at the University of Nebraska-Lincoln, I shared with the faculty my desire to conduct research and provide psychotherapy to underserved groups. Thankfully, they supported and guided me toward fulfilling these goals. At UNL I had the opportunity to work with a wide variety of culturally

diverse individuals including, clients who were part of a work release of the State Penitentiary, academically at-risk adolescents, and international college students at the university counseling center. I had unique opportunities to work in the Lincoln community with immigrants and refugees who were survivors of political torture, used trained interpreters in behavioral health and provide psychotherapy in Spanish to adults, adolescents, and children. These experiences heightened my cultural awareness and prompted me to think more critically about the different dimensions of multiculturalism (e.g., race, ethnicity, class, religion gender, sexual orientation, ability) and how these influence my psychotherapeutic work with all my clients. My clinical experiences not only had an enormous impact in my development as a psychotherapist, they also allowed me to think more critically about the research being conducted with historically underserved communities.

It is my hope that as I embark in the world of multicultural research, I am constantly thinking how my research is relevant to the psychological literature and to practitioners who spend their careers in providing mental health services to underserved communities. My long-term career goal is to obtain a tenure track position at a research institution where I will be able to establish my research agenda in the areas of language brokering, Latina/o ethnic/racial identity development, and qualitative and mixed methods research. It is important for me to continue with my passion of conducting psychological research as well as my work with culturally diverse clients either through a college counseling center or a small private practice. I can hardly wait to start conducting research as an academic, training other students in the areas of research methods and clinical skills. The University of Nebraska-Lincoln has provided me with unique opportunities in the areas of research and clinical practice and I feel deeply obligated to pass this knowledge to others who like me have an interest in multiculturalism and/or diversity issues.

## References

- American Psychological Association (2005). *APA Resolution on Immigrant Children, Youth, and Families*. Retrieved on March 13, 2006 from [www.apa.org/pi/cyf/res\\_imm.html](http://www.apa.org/pi/cyf/res_imm.html).
- Amnesty International. (2002). *Report 2000*. Baltimore: Lucas
- Baptise, D. (1987). Family therapy with Spanish heritage immigrant families in cultural transition. *Contemporary Family Therapy*, 9, 229-251.
- Berry, J.W. (1997). Immigration, acculturation, and adaptation. *Applied Psychology: An International Review*, 46, 5-33.
- Berry, J.W., Kim, U., Mindle, T., & Mok, D. (1987). Comparative studies of acculturative stress. *International Migration Review*, 21, 491-511.
- Berry, J.W., Trimble, J., & Olmedo, E. (1986). Assessment of acculturation. In W. Lonner & J.W. Berry (Eds.), *Field Methods in Cross-Cultural Research* (pp. 291-349). Beverly Hills, CA: Sage Publications.
- Bialystock, E. (2001). *Bilingualism in Development Language, Literacy, and Cognition*. NY: Cambridge University Press.
- Bloomfield, L. (1933). *Language*. NY: Holt.
- Buriel, R., & Perez, W., DeMent, T.L., Chavez, D.V., & Moran, V.R. (1998). The relationship of language brokering to academic performance, biculturalism, and self efficacy among Latino adolescents. *Hispanic Journal of Behavioral Sciences*, 20, 283-297.
- Camarota, S.A. (2002). *Immigrants in the United States- 2002 A Snapshot of America's Foreign-Born Population*. Washington, DC: Center for Immigration Studies.
- Chao, R.K. (April, 2002). The role of children's linguistic brokering among immigrant

- Chinese and Mexican families. In *Families of Color: Developmental Issues in Contemporary Sociohistorical Contexts*. Symposium conducted at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.
- Cohen, S., Moran-Ellis, J., & Smaje, C. (1999). Children as informal interpreters in GP consultations: Pragmatics and ideology. *Sociology of Health and Illness*, 21, 163-186.
- Coleman, J. (2003, April, 2). Bill would ban using children as interpreters. *The San Jose Mercury News*, pp.19A.
- Comas-Diaz, L. (2001). Hispanics, Latinos, or Americanos: The evolution of identity. *Cultural Diversity and Ethnic Minority Psychology*, 7, 115-120.
- Comas-Diaz, L. (1992). Counseling Hispanics. In D.R. Atkinson, G. Morten, & D.W. Sue (Eds.), *Counseling American Minorities: A Cross-Cultural Perspective* (4<sup>th</sup> ed.). (pp.132-169). Dubuque, IA: William C. Brown.
- Creswell, J.W. (2002). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Upper Saddle River, NJ: Pearson Education Inc.
- Creswell, J.W. (1998). *Qualitative Inquiry and Research Design Choosing Among Five Traditions*. Thousand Oaks, CA: Sage Publications.
- Creswell, J.W., & Miller, D.L. (2000). Determining validity in qualitative inquiry. *Theory into Practice*, 39, 124-130.
- Cuellar, I., Arnold, B., & Maldonado, R. (1995). Acculturation Rating Scale for Mexican Americans-II: A revision of the original ARSMA scale. *Hispanic Journal of Behavioral Sciences*, 17, 275-304.
- DeMent, T., & Buriel, R. (1999, August). *Children as cultural brokers: Recollections of college students*. Paper presented at the SPSSI Conference on Immigrants

and Immigration, Toronto, Canada.

- Diaz-Lazaro, C.M. (2002) *The effects of language brokering on perceptions of family authority structure, problem solving abilities, and parental locus of control in Latino adolescents and their parents*. Unpublished doctoral dissertation, State University of New York at Buffalo.
- Escobar, J.I., Karno, M., Burnam, A., Hough, R.L., & Golding, J. (1988). Distribution of major mental disorders in an US metropolis. *ACTA Psychiatrica Scandinavica*, 78, (Suppl. 344), 45-53.
- Escobar, J.I., Hoyos-Nervi, C., & Gara, M.A. (2000). Immigration and mental health: Mexican-Americans in the United States. *Harvard Review of Psychiatry*, 8, 64-72.
- Evans, F.B., & Anderson, J.G. (1973). The psychocultural originals of achievement and achievement motivation: The Mexican-American family. *Sociology of Education*, 46, 396-416.
- Felicov, C.J. (1998). *Latino Families in Therapy A Guide to Multicultural Practice*. New York, NY: The Guilford Press.
- Flannery, W.P., Reise, S.P., & Yu, J. (2001). An empirical comparison of acculturation models. *Personality and Social Psychology Bulletin*, 27, 1035-1045.
- Grosjean, F. (1989). Neurolinguistics, beware! The bilingual is not two monolinguals in one person. *Brain and Language*, 36, 3-15.
- Halgunseth, L. (2003). Language brokering: Positive developmental outcomes. In M. Coleman & L. Ganong (Eds.), *Points and Counterpoints Controversial Relationship and Family Issues in the 21<sup>st</sup> Century An Anthology* (pp154-157). Los Angeles, CA: Roxbury Publishing Company.
- Handagneu-Sotelo, P. (1992). Overcoming patriarchal constraints: The construction of gender

- relations among Mexican immigrant women and men. *Gender and Society*, 6, 393-415.
- Harris, B., & Sharewood, B. (1978). Translating as an innate skill. In D. Gerver & H.W. Sinaiko (Eds.), *Language Interpretation and Communication* (pp.155-170). NY: Plenum.
- Hatch, J.A. (2002). *Doing Qualitative Research in Educational Settings*. Albany, NY: SUNY Press.
- Lopez-Baez, S. (1999). Marianismo. In J.S. Mio, J.E. Trimble, P. Arredondo, H.E. Cheatham, & D. Sue (Eds.), *Key Words in Multicultural Interventions: A Dictionary* (p.183). Westport, CT: Greenwood.
- Love, J. A. (2003, April). *Language Brokering, Autonomy, Parent-Child Bonding, and Depression*. Paper presented at the 2003 Conference of the Society on the Research of Child Development, Miami, Florida.
- Marin, G., & Triandis, H.C. (1985). Allocentrism as an important characteristic of the behavior of Latin Americans and Hispanics. In R. Diaz-Guerrero (Ed.), *Cross-Cultural and National Studies in Social Psychology* (pp.85-104). Amsterdam: North Holland.
- McQuillan, J., & Tse, L. (1995). Child language brokering in linguistic minority communities: Effects on cultural interaction, cognition and literacy. *Language and Education*, 9, 195-215.
- Miranda, A.O., & Umhoefer, D.L. (1998). Depression and social interest differences between Latinos in dissimilar acculturation stages. *Journal of Mental Health Counseling*, 20, 159-171.
- Mirande, A. (1985). *The Chicano Experience: An Alternative Perspective*. Notre Dame, IN: University of Notre Dame Press.
- Morales, A., & Hanson, W.E. (2005). Language brokering: An integrative review of the

- literature. *Hispanic Journal of Behavioral Sciences*, 27, 471-503.
- Morales, E. (1996). Gender roles among Latino gay and bisexual men: Implications for family and couple relationships. In J. Liard & R.J. Green (Eds.), *Lesbians and Gays in Couples and Families: A Handbook for Therapists*. (pp.272-294). San Francisco, CA: Jossey-Bass.
- Morrow, S.L., Rakhsha, G., & Castaneda, C.L. (2001). Qualitative research methods for multicultural counseling. In J.G. Ponterotto, J.M. Casas, L.A. Suzuki, & C.M. Alexander (Eds.), *Handbook of Multicultural Counseling* (2<sup>nd</sup> ed.) (pp.575-603). Thousand Oaks, CA: Sage Publications.
- Morrow, S.L., & Smith, M.L. (2000) Qualitative research methods in counseling psychology. In S.D. Brown & R.W. Lent (Eds.), *Handbook of Counseling Psychology* (3<sup>rd</sup> ed.) (pp.199-230). NY: Wiley
- Nava, Y. (2000). *It's All in the Frijoles: 100 famous Latinos Share Their Real Life Stories, Time-tested Dichos, Favorite Folktales, and Inspiring Words of Wisdom*. NY: Fireside.
- Orellana, M.F. (2003). Responsibilities of children in Latino immigrant homes. *New Directions for Youth Development*, 100, 25-39.
- Orellana, M.F., Dorner, L., & Pulido, L. (2003). Accessing assets: Immigrant youth's work as family translators or "para-phrasers". *Social Problems*, 50, 505-524.
- Padilla, A.M. (1995). *Hispanic Psychology Critical Issues in Theory and Research*. Thousand Oaks, CA: Sage Publications.
- Parks, R., & Miller, H. (1921). *Old World Traits Transplanted*. NY: Arno Press.
- Phinney, J.S. (2002). Ethnic identity and acculturation. In K.M. Chun, P.B. Organista, & G.

- Marin. (Eds.), *Acculturation: Advances in Theory, Measurement, and Applied Research* (pp.3-13). Washington, DC: American Psychological Association.
- Rumbaut, R. G. (1994). The crucible within: Ethnic identity, self-esteem, and segmented assimilation among children of immigrants. *International Migration Review*, 28, 748-795.
- Rumberger, R.W., & Rodriguez, G.M. (2002). Chicano dropouts: an update of research and policy issues. In R. Valencia (Ed.), *Chicano School Failure and Success Past, Present, and Future* (2nd ed.). NY: RoutledgeFalmer.
- Ryder, A.G., Alden, L.E., & Paulhus, D.L. (2000). Is acculturation, unidimensional or bidimensional? A head to head comparison in the prediction of personality, self-identity, and adjustment. *Journal of Personality and Social Psychology*, 79, 77-88.
- Santiago-Rivera, A.L., Arredondo, P., & Gallardo-Cooper, M. (2002). *Counseling Latinos and La Familia*. Thousand Oaks, CA: Sage Publications.
- Shannon, S.M. (1990). English in the barrio: The quality of contact among immigrant children. *Hispanic Journal of Behavioral Sciences*, 12, 256-276.
- Sluzki, C.E. (1979). Migration and family conflict. *Family Process*, 18, 379-390.
- Stake, R.E. (1995). *The Art of Case Study Research*. Thousand Oaks, CA: Sage Publications
- Suárez-Orozco, C., & Suárez-Orozco, M.M. (2001). *Children of Immigration*. Cambridge, MA: Harvard University Press.
- Sue, D.W., & Sue, D. (1990). *Counseling the Culturally Different: Theory and Practice* (2<sup>nd</sup> ed.). NY: Wiley.
- Suro, R. (1999). Mixed doubles. *American Demographics*, 21, 56-62
- Tse, L. (1996a). Language brokering in linguistic minority communities: The case of

- Chinese- and Vietnamese-American students. *The Bilingual Research Journal*, 20, 485-198.
- Tse, L. (1996b). Who decides? The effects of language brokering on home-school communication. *The Journal of Educational Issues of Language Minority Students*, 16, 225-234.
- Tse, L. (1995a). Language brokering among Latino adolescents: Prevalence, attitudes, and school performance. *Hispanic Journal of Behavioral Sciences*, 17, 180-193.
- Tse, L. (1995b). When students translate for parents: Effects of language brokering. *CABE Newsletter*, 17, 16-17.
- Umaña-Taylor, A. J. (2003). Language brokering as a stressor for immigrant children and their families. In M. Coleman & L. Ganong (Eds.), *Points and Counterpoints Controversial Relationship and Family Issues in the 21<sup>st</sup> Century An Anthology* (pp. 157-159). Los Angeles, CA: Roxbury Publishing Company.
- U.S. Census Bureau (2005). *The Hispanic Population: 2004*. Washington, DC: U.S. Department of Commerce.
- U.S. Census Bureau (2002). *The Hispanic Population: 2002*. Washington, DC: U.S. Department of Commerce
- Valdes, G., Chavez, C., & Angelelli, C. (2003). A performance team: Young interpreters and their parents. In G. Valdes (Ed.). *Expanding Definitions of Giftedness: The Case of Young Interpreters from Immigrant Countries* (pp.63-97). Mahwah, NJ: Lawrence Erlbaum Associates.
- Valenzuela, A. (1999). Gender roles and settlement activities among children and their

- immigrant families. *American Behavioral Scientist*, 42, 720-742.
- Vega, W.A., & Alegria, M. (2001). Latino mental health and treatment in the United States. In M. Aguirre-Molina, C. Molina, & R. Zambrana (eds.), *Health Issues in the Latino Community* (pp179-208). San Francisco, CA: Jossey-Bass..
- Walinchowski, M. (2001). Language brokering: Laying the foundation for success and Bilingualism. In R. Lara-Alecio (Chair), *Research in Bilingual Education*. Symposium conducted at the Annual Educational Research Exchange, College Station, Texas.
- Weisskirch, R.S. (2005). The relationship of language brokering to ethnic identity for Latino Adolescents. *Hispanic Journal of Behavioral Sciences*, 27, 286-299.
- Weisskirch, R.S., & Alva-Alatorre, S. (2002). Language brokering and the acculturation of Latino students. *Hispanic Journal of Behavioral Sciences*, 24, 369-372.
- Westermeyer, J. (1989). *Psychiatric Care of Immigrants: A Clinical Guide*. Washington, DC: American Psychiatric Press.
- Yin, R.K. (2003). *Case Study Research: Design and Methods* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage Publications.

Appendix A  
Internal Review Approval

## Appendix B

### Informed Consent

B-1: Informed Consent Form-Parents (English & Spanish)

B-2: Parental Informed Consent Form (English & Spanish)

B-3: Youth Assent Form (English & Spanish)

B-4: Child Assent Form (English & Spanish)

## Informed Consent Form

### **Language Brokering in Mexican-Immigrant Families Living in the Midwest: A Multiple Case Study**

Dear Participant:

You are invited to participate in a research study that will attempt to understand the experiences of Mexican-immigrant families with children who serve as translators and/or interpreters. You can decide not to participate. The following information is provided in order to help you make an informed decision whether or not you would like to participate. If you have any questions please do not hesitate to ask. You are eligible to participate in this study because you have reported having a child who serves as a translator and/or interpreter.

**Project:** Language Brokering in Mexican-Immigrant Families Living in the Midwest: A Multiple Case Study

**Purpose of the Project:** This study will investigate the experiences of Mexican-Immigrant families who have children who serve as translators and/or interpreters for their families.

**Procedures:** You will be asked to participate in an interview with your spouse and allow the primary investigator to observe you during a time when your child is translating for your family. The interview will take approximately one hour to one hour and a half of your time. The interview will be audio-recorded and will take place at your home. During this interview you will be asked a series of questions. These questions are designed to allow you to share your experiences as a parent of a child who serves as your translator and/or interpreter. Additionally, you will be asked to fill out a demographic sheet that will include demographic information and questions where you have and have not asked your child to translate and/or interpret for you. The observation will take approximately 25 minutes of your time and will take place two days after the interview. The observation will take place at your home and will be audio-recorded. The observation will consist in your child translating a document that he or she usually translates for you with you present. You will also be asked to provide a document that your child translates usually translates for you. This document will be xeroxed and any identifiable information will be deleted. The original document will be returned to you two days after the observation.

**Risks and/or Discomforts:** There are no known risks or discomforts associated with this research.

**Benefits:** The information gained from this study may help us to better understand the experiences of Mexican-immigrant families that have children who serve as translators and interpreters for their families.

**Confidentiality:** During the interview, you will be asked to provide a pseudonym to insure that your identity. The audio-recording will be assigned the pseudonym that you pick during the interview. The demographic sheet will not identify you. The demographic sheet will only have the pseudonym that you picked during the interview. The xeroxed copy of the document you provide will be kept with the rest of the demographic sheets. Audio tapes will only be used to transcribe interview. Once the interview is transcribed, the audio tapes, interview transcripts, and the xeroxed copies of the documents you provide will be kept for 5 years in a locked cabinet at the university in the office of the secondary investigator and the primary and secondary investigator will only have access to them. You will not be asked to write your name on the anonymous demographic sheets. Once all demographic sheets are entered in a database, they will be destroyed. The information obtained during this study may be published in scientific journals or presented at scientific meetings but the data will be prepared as aggregated data.

**Compensation:** You will not receive any type of compensation for participating in this study.

**Opportunity to Ask Questions:** You may ask any questions concerning this research and have those questions answered before agreeing to participate or during the study. Or you may call Alejandro Morales at any time, (402) 472-5413 or email [morales1@bigred.unl.edu](mailto:morales1@bigred.unl.edu) or Oksana Yakushko at (402) 472-2119 or email [oyakushko2@unl.edu](mailto:oyakushko2@unl.edu). If you have questions about your rights as a research participant that have not been answered by the investigator or report any concerns about the study, you may contact the University of Nebraska-Lincoln Institutional Review Board, telephone (402) 472-6965.

**Freedom to Withdraw:** You are free to decide not to enroll in this study or to withdraw at any time without adversely affecting their or your relationship with the investigator or the University of Nebraska-Lincoln. Your decision will not result in any loss of benefits to which you are otherwise entitled.

**Consent:** If you wish to participate in this study, you will be interviewed, observed, filled out a demographic sheet and provide a document your child usually translates for you.

You are voluntarily making a decision whether or not to participate in this research study. Your signature certifies that you have decided to participate having read and understood the information presented. You will be given a copy of this consent form to keep.

\_\_\_\_\_  
Signature of Participant

\_\_\_\_\_  
Date

I hereby give consent to audio record my interview.

\_\_\_\_\_  
Initials of Participant

\_\_\_\_\_  
Date

In my judgment I am voluntary and knowingly giving informed consent and possess the legal capacity to give informed consent to participate in this research study.

\_\_\_\_\_  
Signature of Investigator

\_\_\_\_\_  
Date

Alejandro Morales, M.A.  
Department of Educational Psychology  
114 Teachers College Hall  
Lincoln, NE 68588-0345

Office: (402) 472-5413  
Fax: (402) 472-8319

Oksana Yakushko, Ph.D  
Department of Educational Psychology  
235 Teachers College Hall  
Lincoln, NE 68588-0345

Office: (402) 472-2119  
Fax: (402) 472-8319

## Información sobre Investigación

### **Un Caso Múltiple de Familias de Descendencia Mexicana Viviendo en el Medio Oeste que Tienen Hijos que Traducen e Interpretan**

Querido Participante:

Usted ha sido invitado a participar en la siguiente investigación sobre las experiencias de Familias Mexicanas que tienen niños o adolescentes que traducen o interpretan. Usted puede pedir no participar. Lea la siguiente descripción y después decida si usted no quiere participar. Al final encontrará información sobre como no participar. Usted es elegible para participar en esta investigación porque usted ha reportado tener un hijo/a que ha tomado el papel de traductor o interprete en su familia.

**Proyecto:** Un Caso Múltiple de Familias de Descendencia Mexicana Viviendo en el Medio Oeste que Tienen Hijos que Traducen e Interpretan

**Objetivo del proyecto:** Este estudio investigara las experiencias de familias Mexicanas que tiene hijos que han tomado el papel de traductores o intérpretes.

**Procedimientos:** Usted se le pedira que participe en una entrevista y dejara al investigador observar cuando usted y su hijo/a este traduciendo para su familia. La entrevista durara aproximadamente de una hora a hora y media de su tiempo. La entrevista será grabada y tomara lugar en su casa. Durante la entrevista se le harán una serie de preguntas. Estas preguntas han sido diseñadas para que usted pueda compartir sus experiencias como padre de un hijo/a que sirve el papel de traductor o interprete. Además se le pedira que conteste un cuestionario con preguntas demograficas y preguntas de situaciones donde su hijo/a no ha traducido para usted. La observación sera dos días después de su entrevista, durara aproximadamente 25 minutos de su tiempo y sera grabada. La observación tomara lugar en su casa. La entrevista consistira en observar a usted y su hijo/a este traduciendo para usted y su esposo/a. Tambien se le pedira que provea un documento que su hijo/a haya traducido para usted. Este documento sera fotocopiado y cualquier información que lo identifique sera borrada. El documento original sera regresado a usted 2 días después de la observación.

**Riesgos y/o incomodidades:** No hay ningun tipo de riesgos o desconformes asociados con esta investigación..

**Beneficios:** La información obtenida en este estudio nos ayudara a entender mejor las experiencias de familias Mexicanas que tienen hijos que sirven como traductores o intérpretes para sus familias.

**Confidencialidad:** Durante la entrevista se le pedirá que provea un seudónimo para asegurar que su identidad no sea revelada. Los casetes serán asignados con el seudónimo que usted haya escogido al principio de la entrevista. Todos los cuestionarios tendran el seudonimo que usted escogio durante la entrevista. La copia del documento que usted proveyo estara con el resto de los cuestionarios. Los casetes serán usados solamente para transcribir la entrevista. Una vez que la entrevista este transcrita los casetes, los transcritos y las copias de los documentos serán mantenido por un periodo de 5 años en un cajón bajo llave en la universidad en la oficina del investigador secundario y solamente el investigador primario y secundario tendrán acceso. Además no se le pedirá que escriba su nombre en el cuestionario anónimo. Una vez que todos los cuestionarios estén en una base de datos serán destruidos. La información obtenida durante esta investigación podría ser publicada en revistas científicas o presentada en conferencias científicas pero los datos serán presentados en grupo.

**Compensación.** Usted no recibirá ningún tipo de compensación si decide participar en esta investigación.

**Oportunidad de hacer preguntas.** Usted puede hacer preguntas sobre esta investigación y tener las respuestas a sus preguntas hoy o a cualquier tiempo durante el estudio. O usted puede hablarle a cualquier hora a Alejandro Morales para hablar sobre esta investigación, teléfono (402) 472-5413 o por email [morales1@bigred.unl.edu](mailto:morales1@bigred.unl.edu) o a Oksana Yakushko al (402) 472-2119 o por email [oyakushko2@unl.edu](mailto:oyakushko2@unl.edu). Si hay algo que le concierne sobre esta investigación o si Alejandro Morales no le puede contestar sus preguntas sobre sus derechos como participante en esta investigación o reportar preguntas sobre su estudio usted puede contactar a la Junta Institucional de Revisiones de la Universidad de Nebraska Lincoln, teléfono (402) 472-6965.

**Libertad de retirarse.** Su participación es voluntaria. Usted es libre de decidir no participar o retirarse de la investigación en cualquier momento. Si usted decide retirarse del estudio, no afectara su relación con Alejandro Morales, la Universidad de Nebraska o su escuela. Si usted se retira durante el estudio, no perderá los beneficios de los que usted esta permitido recibir.

**Consentimiento.** Si usted quiere participar en este estudio, usted será entrevistado/a, observado y llenara un cuestionario anónimo.

Usted esta tomando voluntariamente la decisión de participar o no en este estudio. Su firma certifica que usted esta dispuesto en participar habiendo leído y entendido la información aquí presentada. Una copia de esta forma será dada a usted.

\_\_\_\_\_  
Firma del Participante

\_\_\_\_\_  
Fecha

Yo doy el consentimiento para que mi entrevista sea grabada.

\_\_\_\_\_  
Iniciales del Participante

\_\_\_\_\_  
Fecha

Es mi entendimiento que voluntariamente voy a participar y poseo la capacidad legal para poder participar en esta investigación.

\_\_\_\_\_  
Firma del Investigador

\_\_\_\_\_  
Fecha

Alejandro Morales, M.A.  
Department of Educational Psychology  
114 Teachers College Hall  
Lincoln, NE 68588-0345

Oficina: (402) 472-5413  
Fax: (402) 472-8319

Oksana Yakushko, Ph.D.  
Department of Educational Psychology  
235 Teachers College Hall  
Lincoln, NE 68588-0345

Oficina: (402) 472-2119  
Fax: (402) 472-8319

## Parental Informed Consent Form

**Language Brokering in Mexican-Immigrant Families Living in the Midwest: A Multiple Case Study**

Dear Parents:

You are invited to permit your child to participate in a research study that will attempt to understand the experiences of Mexican immigrant families with children who serve as translators and/or interpreters. The following information is provided in order to help you make an informed decision whether or not to allow your child to participate. If you have any questions please do not hesitate to ask. Your child is eligible to participate in this study because he/she serves as a translator and/or interpreter in your family.

**Project:** Language Brokering in Mexican-Immigrant Families Living in the Midwest: A Multiple Case Study

**Purpose of the Project:** This study will investigate the experiences of Mexican immigrant families with children who serve as translators and/or interpreters.

**Procedures:** Your child will be asked to participate in an interview, and allow the researcher to observe him/her while he/she interpreters a document for you and your spouse. The interview will take approximately one hour to one and a half hour of your child's time. The interview will be audio-recorded and will take place at your home. During this interview your child/adolescent will be asked a series of questions. These questions are designed to allow your child/adolescent to share his/her experiences as a translator and/or interpreter. Additionally, your child will be asked to fill out a demographic sheet that will include demographic information and questions where he or she has and has not translated and interpreted for you. The observation will take place two days after the interview and will take approximately 25 minutes and will take place at your home and will be audio-recorded. The observation will consist in your child/adolescent translating a document that he/she usually translates for you with you present.

**Risks and/or Discomforts:** There are no risks or discomforts associated with this research.

**Benefits:** The information gained from this study may help us to better understand the experiences of Mexican immigrant families with children/adolescents who serve as translators and interpreters for their families.

**Confidentiality:** During the interview, your child will be asked to provide a pseudonym to insure that your child's identity will not be revealed. The audiotape will be assigned the pseudonym that your child picked during the interview. The demographic sheet will not identify your child/adolescent. The demographic sheets will only have the pseudonym that your child picked during the interview. Audiotapes will only be used to transcribe interview. Once the interview is transcribed the audio tapes and interview transcripts will be kept for 5 years in a lock cabinet at the university in the office of the secondary investigator, and the primary and secondary investigator will only have access to them. Your child will not be asked to write his or her name on the anonymous questionnaire. Once all demographic sheets are entered in a database, they will be destroyed. The information obtained during this study may be published in scientific journals or presented at scientific meetings but the data will be prepared as aggregated data.

**Compensation:** Your child will not receive any type of compensation for participating in this study.

**Opportunity to Ask Questions:** You may ask any questions concerning this research and have those questions answered before agreeing to participate or during the study. Or you may call Alejandro Morales at any time, (402) 472-5406 or email [morales1@bigred.unl.edu](mailto:morales1@bigred.unl.edu) or Oksana Yakushko at (402) 472-2119 or email [oyakushko2@unl.edu](mailto:oyakushko2@unl.edu). If you have questions concerning your child's/adolescent's rights as a research participant that have not been answered by the investigator or report any concerns about the study, you may contact the University of Nebraska-Lincoln Institutional Review Board, telephone (402) 472-6965.

**Freedom to Withdraw:** You are free to decide not to enroll your child in this study or to withdraw your child at any time without adversely affecting their or your relationship with the investigator or the University of Nebraska-Lincoln. Your decision will not result in any loss of benefits to which your child is otherwise entitled.

**Consent:** If you permit your child/adolescent to participate in this study, your child will be interviewed, observed, and asked to fill out a questionnaire at school.

You are voluntarily making a decision whether or not to allow your child to participate in this research study. Your signature certifies that you have decided to allow your child to participate having read and understood the information presented. You will be given a copy of this consent form to keep.

\_\_\_\_\_  
Signature of Parent

\_\_\_\_\_  
Date

I hereby give consent for my child's interview to be audio recorded.

\_\_\_\_\_  
Initials of Parent

\_\_\_\_\_  
Date

In my judgment the parent/legal guardian is voluntary and knowingly giving informed consent and possesses the legal capacity to give informed consent to participate in this research study.

\_\_\_\_\_  
Signature of Investigator

\_\_\_\_\_  
Date

Alejandro Morales, M.A.  
Department of Educational Psychology  
114 Teachers College Hall  
Lincoln, NE 68588-0345

Office: (402) 472-5413  
Fax: (402) 472-8319

Oksana Yakushko, Ph.D.  
Department of Educational Psychology  
235 Teachers College Hall  
Lincoln, NE 68588-0345

Office: (402) 472-2119  
Fax: (402) 472-8319

## Información sobre Investigación para Padre de Familia

### **Un Caso Múltiple de Familias de Descendencia Mexicana Viviendo en Medio Oeste que Tienen Hijos que Traducen e Interpretan**

Queridos Padres de Familia:

Su hija/o ha sido invitado a participar en una investigación acerca de las experiencias de familias Mexicanas con hijos que traducen o interpretan para sus padres. Usted puede decidir sobre la participación de su hijo/a en esta investigación. Lea la siguiente descripción y decida si usted desea o no participar. Al final encontrará información acerca de cómo pedir que su hijo/a no participe. Su hijo/hija es elegible para participar en este estudio porque él/ella sirve como traductor/a o intérprete en su familia.

**Proyecto:** Un Caso Múltiple de Familias de Descendencia Mexicana Viviendo en Medio Oeste que Tienen Hijos que Traducen e Interpretan.

**Objetivo del proyecto:** En este estudio se investigarán las experiencias de familias de descendencia Mexicana que tienen hijos/as que han tomado el papel de traductores o intérpretes.

**Procedimientos:** A su hijo/a se le pedirá que participe en una entrevista y una observación la cual se realizará por el investigador en la cual su hijo/a tendrá que traducir para usted. La entrevista durará de una hora a una hora y media del tiempo de su hijo/a. La entrevista será grabada y se efectuará en su hogar. Durante la entrevista se le harán una serie de preguntas a su hijo/a. Estas preguntas han sido diseñadas para que su hijo pueda compartir sus experiencias como traductor o intérprete. Además su hijo/a se le pedirá que conteste un cuestionario que incluye información demográfica y preguntas de situaciones donde su hijo/a aya o no traducido para usted. La observación se llevará a cabo dos días después de la entrevista, tomará lugar en su casa y durará aproximadamente 25 minutos. La observación consistirá en que su hijo/a traduzca algo un documento que él o ella usualmente traduce para usted estando usted presente.

**Riesgos y/o incomodidades:** No hay ningún riesgo reconocido por participar en esta investigación.

**Beneficios:** La información obtenida en este estudio nos ayudará a entender mejor las experiencias de familias de descendencia Mexicana que tienen hijos/as que sirven como traductores o intérpretes para sus familias.

**Confidencialidad:** A lo largo de la entrevista se le pedirá a su hijo/a que se identifique con un pseudónimo para asegurar que la identidad de su hijo/a no sea revelada. Los casetes serán asignados con el pseudónimo que su hijo/a haya escogido al principio de la entrevista. Los cuestionarios solo tendrán el seudónimo que su hijo/a escogió al principio de la entrevista. La copia del documento que usted Los casetes serán usados solamente para transcribir la entrevista. Una vez que la entrevista esté transcrita los casetes y los transcritos serán guardados por un periodo de 5 años en un cajón bajo llave en la universidad en la oficina del investigador secundario y solamente ellos tendrán acceso a ellos. Además a su hijo/a no se le pedirá que escriba su nombre en el cuestionario anónimo. Una vez que todos los cuestionarios estén en una base de datos serán destruidos. La información obtenida durante esta investigación podría ser publicada en revistas científicas o presentada en conferencias científicas pero los datos serán presentados en grupo y de manera anónima.

**Compensación.** Su hijo/a no recibirá ningún tipo de compensación si decide participar en esta investigación.

**Oportunidad de hacer preguntas.** Si tiene dudas usted puede hacer preguntas acerca de esta investigación y sus preguntas serán contestadas a la brevedad posible. Si usted desea puede contactar a Alejandro Morales a cualquier hora para hablar sobre esta investigación, teléfono (402) 472-5416 o por email [morales1@bigred.unl.edu](mailto:morales1@bigred.unl.edu) o a Oksana Yakushko at (402) 472-2119 o por email [oyakushko2@unl.edu](mailto:oyakushko2@unl.edu). Si hay algo que le concierne sobre esta investigación o si Alejandro Morales no le puede contestar sus preguntas sobre sus derechos como participante en esta investigación o aclarar cualquier duda que tenga sobre este estudio usted puede contactar a la Junta Institucional de Revisiones de la Universidad de Nebraska Lincoln, teléfono (402) 472-6965.

**Libertad de retirarse.** La participación de su hijo/a es voluntaria. Usted o su hijo están libres de decidir no participar o retirarse de la investigación en cualquier momento. Si usted decide retira a su hijo/a del estudio, no afectará su relación con el investigador, la Universidad de Nebraska o su escuela. Si usted decide retirar a su hijo/a durante el estudio, no perderá los beneficios.

**Consentimiento.** Si usted quiere que su hijo/a participe en este estudio, su hijo/a será entrevistado/a, observado y llenará un cuestionario anónimo.

Usted está tomando voluntariamente la decisión de que su hijo/a participe o no en este estudio. Su firma certifica que usted ha dejado a su hijo/a participar habiendo leído y entendido la información aquí presentada. Una copia de esta forma será entregada a usted.

---

Firma del Padre de Familia

---

Fecha

Yo doy el consentimiento que la entrevista de mi hijo/a sea grabada.

---

Iniciales del Padre de Familia

---

Fecha

Es mi entendimiento que el padre/guardian voluntariamente sabe que está dando permiso de participar y posee la capacidad legal para poder dar el permiso de participar en esta investigación a su hijo/a.

---

Firma del Investigador

---

Fecha

Alejandro Morales, M.A.  
Department of Educational Psychology  
114 Teachers College Hall  
Lincoln, NE 68588-0345

Oficina: (402) 472-5413  
Fax: (402) 472-8319

Oksana Yakushko, Ph.D.  
Department of Educational Psychology  
235 Teachers College Hall  
Lincoln, NE 68588-0345

Oficina: (402) 472-2119  
Fax: (402) 472-8319

## Youth Assent Form

### **Language Brokering in Mexican Immigrant Families Living in the Midwest: A Multiple Case Study**

You are being invited to participate in this research study because you are an adolescent of Mexican descent who has reported to serve as a translator and/or interpreter, and I am interested in understanding your experiences playing these roles. This research study will investigate the experiences of Mexican immigrant families with children/adolescents who serve as translators and/or interpreters.

The research will take you about two hours of your time. First, you will be interviewed by the researcher for an hour to one hour and a half. The interview will be audio-recorded and will take place at your home. During this interview, you will be asked a series of questions. These questions are designed to allow you to share your experiences as a translator and/or interpreter. Also, you will be asked to fill out a demographic sheet with questions about your demographics and questions where you have and have not translated and interpreted for your parents. You will also be asked to participate in an observation, where you will be translating a document for your parents. The observation will take about 25 minutes and will be audio-recorded. The observation will take place in your home.

The interview is somewhat long and may be a little boring. Being in the study will help the researcher and other researchers to better understand how serving the role of translator and interpreter influences adolescents like you.

You will be asked to use a pseudonym before the interview to achieve confidentiality. Your responses in the demographic sheets will be strictly confidential. I may publish a summary of everybody's responses or present a summary at a scientific meeting, but your identity and your responses would be totally confidential.

I will also ask your parents for their permission for you to participate in this study. Please talk this over with them before you decide whether or not to participate.

If you have any questions at any time, please ask the researcher.

If you check "yes," it means that you have decided to participate and have read everything that is on this form. You and your parents will be given a copy of this form to keep.

\_\_\_\_\_ Yes, I would like to participate in the study.

\_\_\_\_\_ No, I do not want to participate in the study.

\_\_\_\_\_  
Signature of Participant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Investigator

\_\_\_\_\_  
Date

Alejandro Morales, M.A.  
Department of Educational Psychology  
114 Teachers College Hall  
Lincoln, NE 68588-0345

Office: (402) 472-5413  
Fax: (402) 472-8319

Oksana Yakushko, Ph.D.  
Department of Educational Psychology  
235 Teachers College Hall  
Lincoln, NE 68588-0345

Office: (402) 472-2119  
Fax: (402) 472-8319

## Forma de Asentimiento para Adolescentes

### **Un Caso Múltiple de Familias de Descendencia Mexicana Viviendo en el Medio Oeste que Tienen Hijos que Traducen y Interpretan**

Has sido invitado a participar en este estudio de investigaciones porque eres un adolescente de descendencia Mexicana y nos has informado haber servido como traductor o interprete de tu familia. Estoy interesado en saber mas acerca del desarrollo de esta actividad. En este estudio se investigaran las experiencias de familias de descendencia Latina con hijos/as que sirven como interpretes y traductores.

La investigación durara aproximadamente dos horas. Primeramente seras entrevistado por el investigador por una hora a una hora y media. La entrevista sera grabada y se llevara acabo en tu casa. Durante la entrevista se te haran una serie de preguntas. Estas preguntas estan diseñadas para que puedas compartir tus experiencias como traductor o interprete de tu familia. Ademas, se te pedira que llenes un cuestionario que incluye preguntas con informacion demografica y preguntas sobre lugares donde hayas o no traducido o interpretado para tus papas. Tambien se realizara una observación donde tu estaras traduciendo un documento para tus padres. La observación durara alrededor de 25 minutos y tambien sera grabada. La observación tomara lugar en tu casa..

Probablemente la entrevista te resulte un poco larga. Tu participacion en este estudio ayudara al investigador y otros investigadores a entender mejor las repercusiones que conlleva fungir como traductor o interprete de tu familia y como estas practicas influyen en adolescentes como tu.

Durante la investigación se te pedira que uses un seudonimo antes de la entrevista para mantener la información de una manera confidencial. Tus respuestas al cuestionario se mantendran de forma confidencial. Probablemente los resultados en forma de resumen podrian publicarse o presentarse en una conferencia cientifica, pero tu identidad y tus respuestas seran confidenciales.

A lo largo de este estudio pedire el permiso de tus padres para que puedas participar en este estudio. Por favor habla con ellos sobre esto antes de que decidas si quieres o no participar.

Si tienes alguna pregunta de cualquier tipo, por favor no dudes en preguntar al investigador.

Si marcas “si” quiere decir que has decidido participar y has leído toda la información descrita que esta en esta forma. Tus padres y tu obtendrán una copia de este documento.

\_\_\_\_\_ Si me gustaria participar en este estudio.

\_\_\_\_\_ No me gustaria participar en este estudio.

\_\_\_\_\_  
Firma del Participante

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Firma del Investigador

\_\_\_\_\_  
Fecha

Alejandro Morales, M.A.  
Department of Educational Psychology  
114 Teachers College Hall  
Lincoln, NE 68588-0345

Oficina: (402) 472-5413  
Fax: (402) 472-8319

Oksana Yakushko, Ph.D.  
Department of Educational Psychology  
235 Teachers College Hall  
Lincoln, NE 68588-0345

Oficina: (402) 472-2119  
Fax: (402) 472-8319

## Child Assent Form

### **Language Brokering in Mexican-Immigrant Families Living in the Midwest: A Multiple Case Study**

You are invited to take part in a study because you are a child of Mexican descent who has reported to serve as a translator and/or interpreter, and I am interested in understanding your experiences playing these roles. Being in the study will help me and other people interested in children who serve as translators and interpreters to better understand the how serving these roles influence children like you.

In this study I will try to learn more about your experiences as a translator and interpreter. To do the study you will be interviewed and observed by the researcher. The interview will be audio-recorded and will take place at your home. During this interview, you will be asked a series of questions. These questions help you to talk about your experiences as a translator and/or interpreter. The interview is somewhat long and may be a little boring. You will also be observed when you are translating a document to your parents. The observation with also be audio-recorded. Additionally, you will be asked to fill out a demographic sheet that will include demographic information and questions where you have and have not translated and/or interpreted for your parents.

Your parents will also be asked to give their permission for you to take part in this study. Please talk this over your parents before you decide whether or not to participate.

You do not have to be in this study if you do not want to. If you decide to participate in the study, you can stop at anytime.

If you have any questions at any time, please ask the researcher.

If you sign this form it means that you have decided to participate and have read everything that is on this form. You and your parents will be given a copy of this form to keep.

---

Signature of Participant

---

Date

---

Signature of Investigator

---

Date

Alejandro Morales, M.A.  
Department of Educational Psychology  
114 Teachers College Hall  
Lincoln, NE 68588-0345

Office: (402) 472-5413  
Fax: (402) 472-8319

Oksana Yakushko, Ph.D.  
Department of Educational Psychology  
235 Teachers College Hall  
Lincoln, NE 68588-0345

Office: (402) 472-2119  
Fax: (402) 472-8319

## Forma de Aceptacion para Niños/as

### Un Caso Multiple de Familias de Decendencia Mexicana Viviendo en el Medio Oeste que Tienen Hijos que Traducen y Interpretan

Has sido invitado a participar este estudio porque eres un niño/a de descendencia Mexicana que ha informado haber actuado como traductor o intérprete para su familia y estoy interesado en saber más sobre estos papeles que tú has tomado. Tu participacion en este estudio ayudara al investigador y otras personas a entender mejor las repercusiones de haber fingido como de traductor o interprete influye y como esta actividad influye a niños como tu.

En este estudio tratare de entender tus experiencias como traductor o interprete. Para poder realizar acerca de este estudio serás entrevistado y observado por el investigador. La entrevista será grabada y llevara acabo en tu casa. Durante esta entrevista se te harán una serie de preguntas. Estas preguntas te ayudaran a compartir tu experiencia como traductor o interprete. La entrevista puede resultar larga y puede ser aburrida o te puedes sentir un poco incomodo hablando de tus experiencias. Tambien seras observado cuando estes traduciendo un documento a tus papas. La observación tambien sera grabada. Además, se te pedirá que llenes un cuestionario que incluye preguntas con infamación demográfica y preguntas sobre lugares donde hayas o no traducido o interpretado para tus papas.

Durante este estudio pediré permiso a tus padres para que puedas participar en este estudio. Por favor habla con ellos sobre esto antes de que decidas si quieres o no participar.

Tu tienes el derecho a decidir tu participación en esta investigación. No tienes que estar en este estudio si no quieres. Si decides participar en este proyecto tambien puedes dejarlo cuando lo deseas.

Si tienes alguna duda por favor no dejes de contactar al investigador en cualquier momento.

Si firmas esta forma quiere decir que has decidido participar y has leído toda la informacion incluida en esta forma. A tus padres y a ti se les proporcionara una copia de este documento.

---

Firma de Participante

---

Fecha

---

Firma del Investigador

---

Fecha

Alejandro Morales, M.A.  
Department of Educational Psychology  
114 Teachers College Hall  
Lincoln, NE 68588-0345

Oficina: (402) 472-5413  
Fax: (402) 472-8319

Oksana Yakushko, Ph.D.  
Department of Educational Psychology  
235 Teachers College Hall  
Lincoln, NE 68588-0345

Oficina: (402) 472-2119  
Fax: (402) 472-8319

## Appendix C

### Interview Protocol

C-1: Interview protocol- Parents Version (English & Spanish)

C-2: Interview protocol- Child/Adolescent Version (English & Spanish)

## Interview Protocol-Parents

Date \_\_\_\_\_

Family ID \_\_\_\_\_

Pseudonyms \_\_\_\_\_

Introduction

- Introduce yourself
- Discuss the purpose of the study
- Provide informed consent
- Provide structure of the interview (audio recording, taking notes, and use of pseudonym)
- Ask if they have any questions
- Test audio recording equipment
- SMILE-make the participants feel comfortable

Questions about the Language brokering experience

1. Think of a time when your child interpreted and/or translated for you.
  - a. Describe this experience you mentioned.
  - b. What was this experience like for you?
  - c. What does your child usually translate and/or interpret for you?
    - i. Tell me about it
  - d. How often does your child translate and/or interpret for you?
    - i. Week?
    - ii. Month?
  - e. Can you recall a time that you felt your child had difficulty translating and/or interpreting?

- i. Tell me about it
  
- ii. How did you know he/she was having a hard time?
  
  
  
  
  
  
  
  
  
  
- f. Have any of your other children ever translated and/or interpreted for you?
  - i. Describe the situation to me.
  
  
  
  
  
  
  
  
  
  
- g. What do you do when your \_\_\_\_\_ (name of language broker) cannot translate and/or for you?
  - i. Give me some examples.

Feelings about Language Brokering
-----------------------------------

- 2. How do you feel when your child interprets and/or translates for you?
  - a. Why do you think you feel like that?
  
  
  
  
  
  
  
  
  
  
- 3. How do you think your child feels when he/she translates and/or interprets for you?
  - a. Positive (Describe to me some examples)
  
  
  
  
  
  
  
  
  
  
  - b. Negative (describe to me some examples)

### Language Brokering and the Family

4. What is your relationship like with \_\_\_\_\_ (name of broker) who is the interpreter and/or translator in your family?
  - a. Is it different compared to your other children who do not broker? (Give me some examples)
  - b. Tell me a little bit more about it

### Qualities and Characteristics of the Language Broker

5. Could you share some reasons why you picked \_\_\_\_\_ (name of the broker) to be the translator and/or interpreter of the family?
  - a. Give me some examples

### Suggestions and Recommendations about Language Brokering

6. What are your thoughts about children like yours who translate and/or interpret for their parents?
  - a. Do you think there any benefits to being an interpreter and/or translator? (Can you give me some examples)

- b. Are there any disadvantages? (Can you give me some examples)
7. What are some advice you may want to give to parents who have children who translate and/or interpret for them?
- a. Can you give some examples

Concluding Questions and Statements
-------------------------------------

8. Is there anything else you would like to add or share about this topic that you feel is important for me to know?
- a. Besides what we talked about?

#### Concluding Statement

- Thank them for their participation
- Ask if they would like to see a copy of the results
- Record any observations, feelings, thoughts and/or reactions about the interview

## Protocolo-Padres

Fecha \_\_\_\_\_

ID de Familia \_\_\_\_\_

Seudonimos \_\_\_\_\_

## Introduccion

- Investigador se presenta
- Hablar sobre el proposito del estudio/investigacion
- Proveer las formas de consentimiento
- Describir la entrevista(grabacion, tomar notas y uso de seudonimo)
- Hay alguna pregunta
- Revisar el equipo de grabacion
- SONRIE-hacer sentir relajados a los participantes.

## Preguntas sobre las experiencias de traducir e interpretar

1. Por favor piense en una ocasion donde su hija/o haiga traducido y/o interpretado para usted.
  - a. Describa esta experiencia que acaba de mencionar.
  - b. Como fue esta experiencia para usted?
  - c. Que es lo que su hija/o traduce y/o interpreta para ustedes?
    - i. Por favor digame mas sobre esto, puede elaborar mas.
  - d. Con que frecuencia su hija/o traduce o interpreta para usted?
    - i. En una semana?
    - ii. En un mes?

- e. Puede usted recordar una situación donde usted noto que su hija/o tuvo dificultad en traducir o interpretar?
  - i. Por favor dígame más sobre esto, puede elaborar más.
  
  - ii. Como usted supo que su hija/o estaba teniendo dificultad?
  
- f. Algunos de sus hijas/os o algún otro familiar a traducido o interpretado para usted además de su hija/o que le traduce o interpreta?
  - i. Describame esta situación por favor.
  
- g. Que hace usted cuando \_\_\_\_\_ (nombre del traductor o interprete) no puede traducir o interpretar para usted?
  - i. Dígame unos ejemplos.

Sentimientos sobre el traducir e interpretar
--

- 2. Que siente usted cuando su hija/o traduce o interpreta para usted?
  - a. Por que cree que se siente asi?
  
- 3. Como piensa usted que su hija/o se siente cuando traduce o interpreta para usted?
  - a. Positivos (Describa unos ejemplos por favor)

- b. Negativos (describa unos ejemplos por favor)

Traducir e interpretar y la familia

4. Como describiria su relacion con \_\_\_\_\_ (nombre de hija/o) quien es el/la que interpreta y traduce en su familia?
- a. Es su relacion diferente comparada con la de sus otros hijos que no traducen o interpretan para usted? (Por favor digame unos ejemplos)
- b. Digame mas sobre esto por favor.

Cualidades y Caracteristicas sobre el/la que traduce o interpreta

5. Podria usted compartir algunas de las razones por las que usted eligio a \_\_\_\_\_ (nombre del traductor/interprete) para que fuera el traductor o interprete de la familia?
- a. Por favor deme unos ejemplos.

Consejos o sugerencias sobre traductores/interpretes

6. Que piensa usted sobre hijos como el/la suyo/a que traduce e interpreta para sus padres?

- a. Piensa que hay algun beneficio en ser el traductor o interprete? (Puede darme unos ejemplos)
  - b. Hay algunas desventajas? (Puede darme unos ejemplos)
7. Que aconsejaria a otros padres como usted que tienen hijos que traducen o interpretan para ellos?
- a. Puede darme unos ejemplos

Ultimas preguntas de entrevista

8. Hay algo mas que usted le gustaria agregar o comentar sobre de lo que hemos hablado y que piensa que es importante para mi saberlo?
- a. Algo mas de lo que hemos hablado?

Terminacion de la entrevista

- Dar las gracias por su participacion
- Preguntar si les gustaria ver una copia de los resultados
- Escribir observaciones que haigan pasado durante la entrevista.

## Interview Protocol-Child

Date\_\_\_\_\_

Family ID\_\_\_\_\_

Pseudonym\_\_\_\_\_

## Introduction

- Introduce yourself
- Discuss the purpose of the study
- Provide Parental consent, Child/Adolescent Assent and obtain signatures.
- Provide structure of the interview (audio recording, taking notes, and use of pseudonym)
- Ask if they have any questions
- Test audio recording equipment
- SMILE-make the participant feel comfortable

## Questions about the Language brokering experience

1. Tell me a story about the last time you interpreted and/or translated for your mom and dad. (Describe the story to me)
  - a. What do you usually translate and/or interpret for your parents?
    - i. Tell me about it
  - b. How often do you translate and/or interpret for your parents?
    - i. Week?
    - ii. Month?
  - c. Can you recall a time when you felt you were having difficulty translating and/or interpreting?
    - i. Tell me about it

ii. What made it so difficult?

- d. Do your brothers and sisters translate and/or interpret for your mom and dad?  
i. Describe the situation to me.

Feelings about Language Brokering
-----------------------------------

2. How do you feel when you translate and/or interpret for your mom and dad?

- a. Why do you think you feel that way?
- b. Positive (Provide me with an example)
- c. Negative (Provide me with an example)

3. Think of a time where you were translating and interpreting for your parents. How do you think your parents felt when you were interpreting and/or translating for them?

- a. Why do you think your mom and dad felt that way?

### Language Brokering and the Family

4. What is your relationship like with your parents?
  - a. Is it different compared to your other brothers and sisters who do not broker?  
(Give some examples)
  - b. Has it changed since you started brokering?
  - c. Tell me more about it

### Qualities and Characteristics of the Language Broker

5. What do you think are some of the reasons your parents picked you to be the translator and/or interpreter of the family?
  - a. Give me some examples

### Suggestions and Recommendations about Language Brokering

6. What are your thoughts about children such as yourself who translate and/or interpret for their parents?
  - a. What do you think are some good for things about being a translator and interpreter for your parents? (Give me some examples)

- b. What do you think are some bad things about being a translator and/or interpreter for your parents? (Give me some examples)
  
7. What advice would you give to children like yourself who translate and/or interpret for their parents?
  - a. Give me some examples
  
8. Imagine yourself as a parent with a child who interpreted and/or translated for you what advice you may want to give to other parents with children that are interpreters and/or translators?
  - a. Give me some examples

Concluding Questions and Statements
-------------------------------------

9. Is there anything else you would like to add or share about your experience as the family's translator and interpreter that you feel is important for me to know?
  - a. Besides of what we talked about?

**Concluding Statement**

- Thank them for their participation
- Ask if they would like to see a copy of the results
- Record any observations, feelings, thoughts and/or reactions about the interview

## Protocolo-Hijos

Fecha \_\_\_\_\_

ID de Familia \_\_\_\_\_

Seudonimo \_\_\_\_\_

## Introduccion

- Presentarse
- Hablar sobre el proposito del estudio.
- Proveer formas de informacion y consentimiento para los padres, formas de consentimiento para los hijos y obtener las firmas.
- Describir la entrevista (grabacion, tomar notas y usar un seudonimo)
- Tienen preguntas
- Revisar el equipo de grabacion.
- SONRIE- Hacer sentir relajados a los participantes

## Preguntas sobre las experiencias de traducir e interpretar

1. Cuéntame una historia donde tu ayas traducido o interpretado para tus papas.  
(Describeme esta historia)
  - a. Que es lo que usualmente traduces o interpretas para tus papas?
    - i. Cuéntame mas sobre esto
  - b. Que tan seguido traduces o interpretas para tus papas?
    - i. semana?
    - ii. Mes?
  - c. Puedes tu recordar alguna situacion donde fue dificil para ti interpretar o traducir?
    - i. Puedes decirme mas al respecto?

ii. Por que fue dificil?

- d. Tus hermanos o hermanas tambien han traducido para tus papas?  
i. Describeme esta situacion.

Sentimientos sobre el traducir o interpretar

2. Como te sientes cuando traduces o interpretas para tus papas?
- a. Por que crees que sientes asi?
  - b. Positivo (Proveme con unos ejemplos)
  - c. Negativo (Proveme con unos ejemplos)
3. Puedes recordar en una situación donde traducistes o interpretastes para tus papas. Como crees que ellos se sintieron por que tu interpretastes o traducistes por ellos?
- a. Por que crees que tu papa y mama se sintieron asi?

Traducir e interpretar y la familia

4. Como describirias tu relacion con tus papas?
  - a. Crees que es diferente comparada con la de tus otros hermanos que no traducen o interpretan para ellos? (Dime unos ejemplos)
  - b. Ha cambiado desde que empezastes a interpretar o traducir por ellos?
  - c. Dime mas sobre esto.

Cualidades y características sobre el/la que traduce o interpreta

5. Cuales crees tu son las razones por las cuales tus papas te eligieron para ser el traductor o interprete de la familia?
  - a. Dime algunos ejemplos

Consejos o sugerencias sobre traductores/interpretes

6. Que piensas sobre hijos como tu que traducen e interpretan para sus papas?
  - a. Piensas que hay cosas buenas en ser el interprete o traductor para los papas? (Dime unos ejemplos)

- b. Piensas que hay cosas malas en ser el interprete o traductor para los papas? (Dime unos ejemplos)
  
7. Que consejos les darias hijos como tu que traducen o interpretan para sus papas?
  - a. Dime unos ejemplos
  
8. Imagina que tu eres un papa o mama que tiene un hijo como tu que traduce e interpreta para ellos que consejos les darias a otros padres que tienen hijos que interpretan y traducen para ellos?
  - a. Dime unos ejemplos

Ultimas preguntas de entrevista

9. Hay algo mas que te gustaria decir sobre de lo que hemos hablado y que piensas que es importante para mi saberlo?
  - a. Ademas de lo que hemos hablado?

Terminacion de la entrevista

- Dar las gracias por su participacion
- Preguntar si les gustaria ver una copia de los resultados
- Escribir observaciones que haigan pasado durante la entrevista

## Appendix D

### Demographic Questionnaire

D-1: Demographic Questionnaire- Parents Version (English & Spanish)

D-2: Demographic Questionnaire- Child/Adolescent Version (English & Spanish)

## Demographic Information-Parents

ID # \_\_\_\_\_

Date \_\_\_\_\_

1. Gender  
\_\_\_\_ Male                      \_\_\_\_ Female

2. Age  
\_\_\_\_\_ years

3. Highest Educational Level  
\_\_\_\_\_

4. Years Living in the United States  
\_\_\_\_\_

5. How many sons do you have?  
\_\_\_\_\_

What are their Ages?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. How many daughters do you have?  
\_\_\_\_\_

What are their Ages?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. What language does your son/daughter (the one who serves primarily as a language broker) like to speak the most?

\_\_\_\_ English  
\_\_\_\_ Spanish  
\_\_\_\_ Both

8. What language does your son/daughter (the one who serves primarily as a language broker) speak to you?

\_\_\_\_ English  
\_\_\_\_ Spanish  
\_\_\_\_ Both

9. What language does your son/daughter (the one who serves primarily as a language broker) speak to your brothers and sisters?

\_\_\_\_\_ English  
 \_\_\_\_\_ Spanish  
 \_\_\_\_\_ Both

10. How long have you been married?

\_\_\_\_\_

11. Think of situations where your son or daughter (the one who serves primarily as a language broker) has interpreted for you

_____ Parent-Teacher Conferences	_____ Doctor's Appointments
_____ Supermarket	_____ Post-Office
_____ Department Stores (e.g. Sears)	_____ Bank
_____ Government Offices (e.g. INS)	_____ Dentist's Appointments
_____ Insurance Companies	_____ In the street
_____ In the car	_____ TV shows
_____ Making appointments over the phone	_____ Music over the radio
_____ Other: _____	

12. Think of documents and other types of papers your son or daughter (the one who serves primarily as a language broker) has translated for you

_____ Notes from Teachers	_____ Letters from Doctors
_____ Prescriptions	_____ Credit Card Offers
_____ Bank Statements	_____ Credit Card Statements
_____ Documents from Government Offices	_____ Letters from School
_____ Insurance Forms	_____ Billboards
_____ Employment Forms	_____ Messages on TV
_____ Messages on the radio	_____ Letters from Government Offices
_____ Other: _____	

13. Think of situations where your son or daughter (the one who serves primarily as a language broker) has NOT interpreted for you

_____ Parent-Teacher Conferences	_____ Doctor's Appointments
_____ Supermarket	_____ Post-Office
_____ Department Stores (e.g. Sears)	_____ Bank
_____ Government Offices (e.g. INS)	_____ Dentist's Appointments
_____ Insurance Companies	_____ In the street
_____ In the car	_____ TV shows
_____ Making appointments over the phone	_____ Music over the radio
_____ Other: _____	

14. Think of documents and other types of papers your son or daughter (the one who serves primarily as a language broker) has NOT translated for you

<input type="checkbox"/> Notes from Teachers	<input type="checkbox"/> Letters from Doctors
<input type="checkbox"/> Prescriptions	<input type="checkbox"/> Credit Card Offers
<input type="checkbox"/> Bank Statements	<input type="checkbox"/> Credit Card Statements
<input type="checkbox"/> Documents from Government Offices	<input type="checkbox"/> Letters from School
<input type="checkbox"/> Insurance Forms	<input type="checkbox"/> Billboards
<input type="checkbox"/> Employment Forms	<input type="checkbox"/> Messages on TV
<input type="checkbox"/> Messages on the radio	<input type="checkbox"/> Letters from Government Offices
<input type="checkbox"/> Other: _____	

## Informacion Demografica-Padres

ID # \_\_\_\_\_

Fecha \_\_\_\_\_

1. Sexo  
 Masculino  Femenino

2. Edad  
 \_\_\_\_\_ anos

3. Nivel mas alto de educacion  
 \_\_\_\_\_

4. Anos viviendo en los Estados Unidos  
 \_\_\_\_\_

5. Cuantos hijos (hombres) tiene?  
 \_\_\_\_\_

Cuales son sus edades?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

6. Cuantas hijas tiene?  
 \_\_\_\_\_

Cuales son sus edades?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

7. Cual es el idioma que su hijo/a (el/la que interpreta y traduce para usted) habla con mas frecuencia??

Ingles  
 Espanol  
 Ambos (Ingles y Espanol)

8. Cual es el idioma que su hijo/a (el/la que interpreta y traduce para usted) usa cuando habla o se comunica con usted ?

Ingles  
 Espanol  
 Ambos (Ingles y Espanol)

9. Cual es el idioma que su hijo/a (el/la que interpreta y traduce para usted) usa cuando habla o se comunica con sus hermanos o hermanas?

- Ingles  
 Espanol  
 Ambos (Ingles y Espanol)

10. Cuanto tiempo llevan de casados o viviendo juntos?

\_\_\_\_\_

11. Piense en situaciones donde su hijo/a alla interpretado para usted

- |   |  |
|---|--|
| <input type="checkbox"/> Juntas con maestros                  | <input type="checkbox"/> Citas con el doctor   |
| <input type="checkbox"/> Supermercado/Tienda                  | <input type="checkbox"/> Oficina de Correos    |
| <input type="checkbox"/> Tiendas de Departamento (e.g. Sears) | <input type="checkbox"/> Banco                 |
| <input type="checkbox"/> Oficinas del Gobierno (e.g. INS)     | <input type="checkbox"/> Citas con el dentista |
| <input type="checkbox"/> Oficinas de la Aseguransa            | <input type="checkbox"/> En la calle           |
| <input type="checkbox"/> En el carro                          | <input type="checkbox"/> Mirando la television |
| <input type="checkbox"/> Haciendo citas por telefono          | <input type="checkbox"/> Musica en la radio    |
| <input type="checkbox"/> Otro: _____                          |  |

12. Piense en documentos que su hijo/a a traducido para usted.

- |  |   |
|--|---|
| <input type="checkbox"/> Recados de los maestros             | <input type="checkbox"/> Cartas del doctor              |
| <input type="checkbox"/> Recetas de medicinas                | <input type="checkbox"/> Ofertas de tarjetas de credito |
| <input type="checkbox"/> Estados de cuenta del banco         | <input type="checkbox"/> Estados de tarjetas de credito |
| <input type="checkbox"/> Documentos de oficinas del gobierno | <input type="checkbox"/> Cartas de la escuela           |
| <input type="checkbox"/> Formas de aseguransa                | <input type="checkbox"/> Anuncios                       |
| <input type="checkbox"/> Formas de empleo                    | <input type="checkbox"/> Mensajes en la television      |
| <input type="checkbox"/> Mensajes en la radio                |   |
| <input type="checkbox"/> Otros: _____                        |   |

13. Piense en situaciones donde su hija/o NO alla interpretado para usted.

- |   |  |
|---|--|
| <input type="checkbox"/> Juntas con maestros                  | <input type="checkbox"/> Citas con el doctor   |
| <input type="checkbox"/> Supermercado/Tienda                  | <input type="checkbox"/> Oficina de Correos    |
| <input type="checkbox"/> Tiendas de Departamento (e.g. Sears) | <input type="checkbox"/> Banco                 |
| <input type="checkbox"/> Oficinas del Gobierno (e.g. INS)     | <input type="checkbox"/> Citas con el dentista |
| <input type="checkbox"/> Oficinas de la Aseguransa            | <input type="checkbox"/> En la calle           |
| <input type="checkbox"/> En el carro                          | <input type="checkbox"/> Mirando la television |
| <input type="checkbox"/> Haciendo citas por telefono          | <input type="checkbox"/> Musica en la radio    |
| <input type="checkbox"/> Otro: _____                          |  |

14. Piense en situaciones donde su hija/o NO alla traducido para usted.

- |  |                             |
|--|-----------------------------|
| _____ Juntas con maestros                  | _____ Citas con el doctor   |
| _____ Supermercado/Tienda                  | _____ Oficina de Correos    |
| _____ Tiendas de Departamento (e.g. Sears) | _____ Banco                 |
| _____ Oficinas del Gobierno (e.g. INS)     | _____ Citas con el dentista |
| _____ Oficinas de la Aseguransa            | _____ En la calle           |
| _____ En el carro                          | _____ Mirando la television |
| _____ Haciendo citas por telefono          | _____ Musica en la radio    |
| _____ Otro: _____                          |                             |

## Demographic Information-Child

ID # \_\_\_\_\_

Date \_\_\_\_\_

1. Gender

 Male Female

2. Age

\_\_\_\_\_ years

3. What grade are you in?

\_\_\_\_\_

4. Where were you born?

\_\_\_\_\_

5. Birth order

 First Second Third Fourth Fifth Sixth > \_\_\_\_\_

6. What language do you like to speak the most?

 English Spanish Both

7. What language do you speak to your parents?

 English Spanish Both

8. What language do you speak to your brothers and sisters?

 English Spanish Both

9. What is your favorite subject in school?

\_\_\_\_\_

10. What is your least favorite subject in school?

\_\_\_\_\_

11. Think of situations where you have interpreted for your parents
- |   |   |
|---|---|
| <input type="checkbox"/> Parent-Teacher Conferences         | <input type="checkbox"/> Doctor's Appointments  |
| <input type="checkbox"/> Supermarket                        | <input type="checkbox"/> Post-Office            |
| <input type="checkbox"/> Department Stores (e.g. Sears)     | <input type="checkbox"/> Bank                   |
| <input type="checkbox"/> Government Offices (e.g. INS)      | <input type="checkbox"/> Dentist's Appointments |
| <input type="checkbox"/> Insurance Companies                | <input type="checkbox"/> In the street          |
| <input type="checkbox"/> In the car                         | <input type="checkbox"/> TV shows               |
| <input type="checkbox"/> Making appointments over the phone | <input type="checkbox"/> Music over the radio   |
| <input type="checkbox"/> Other: _____                       |   |

12. Think of documents and other types of papers you have translated for your parents
- |  |  |
|--|--|
| <input type="checkbox"/> Notes from Teachers               | <input type="checkbox"/> Letters from Doctors            |
| <input type="checkbox"/> Prescriptions                     | <input type="checkbox"/> Credit Card Offers              |
| <input type="checkbox"/> Bank Statements                   | <input type="checkbox"/> Credit Card Statements          |
| <input type="checkbox"/> Documents from Government Offices | <input type="checkbox"/> Letters from School             |
| <input type="checkbox"/> Insurance Forms                   | <input type="checkbox"/> Billboards                      |
| <input type="checkbox"/> Employment Forms                  | <input type="checkbox"/> Messages on TV                  |
| <input type="checkbox"/> Messages on the radio             | <input type="checkbox"/> Letters from Government Offices |
| <input type="checkbox"/> Other: _____                      |  |



## 11. Piensa en situaciones donde tu allas interpretado para tus papas

- |   |  |
|---|--|
| <input type="checkbox"/> Juntas con maestros                  | <input type="checkbox"/> Citas con el doctor   |
| <input type="checkbox"/> Supermercado/Tienda                  | <input type="checkbox"/> Oficina de Correos    |
| <input type="checkbox"/> Tiendas de Departamento (e.g. Sears) | <input type="checkbox"/> Banco                 |
| <input type="checkbox"/> Oficinas del Gobierno (e.g. INS)     | <input type="checkbox"/> Citas con el dentista |
| <input type="checkbox"/> Oficinas de la Aseguransa            | <input type="checkbox"/> En la calle           |
| <input type="checkbox"/> En el carro                          | <input type="checkbox"/> Mirando la television |
| <input type="checkbox"/> Haciendo citas por telefono          | <input type="checkbox"/> Musica en la radio    |
| <input type="checkbox"/> Otro: _____                          |  |

## 12 Piensa en documentos que tu allas traducido para tus papas.

- |  |   |
|--|---|
| <input type="checkbox"/> Recados de los maestros             | <input type="checkbox"/> Cartas del doctor              |
| <input type="checkbox"/> Recetas de medicinas                | <input type="checkbox"/> Ofertas de tarjetas de credito |
| <input type="checkbox"/> Estados de cuenta del banco         | <input type="checkbox"/> Estados de tarjetas de credito |
| <input type="checkbox"/> Documentos de oficinas del gobierno | <input type="checkbox"/> Cartas de la escuela           |
| <input type="checkbox"/> Formas de aseguranza                | <input type="checkbox"/> Anuncios                       |
| <input type="checkbox"/> Formas de empleo                    | <input type="checkbox"/> Mensajes en la television      |
| <input type="checkbox"/> Mensages en la radio                |   |
| <input type="checkbox"/> Otros: _____                        |   |

Appendix E  
Observation Protocol

### Observation Protocol

I.D: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Place: \_\_\_\_\_

Observation	Reflection

