

Impact of a Reading Program on Latinx Children's Motivation to Read in Spanish

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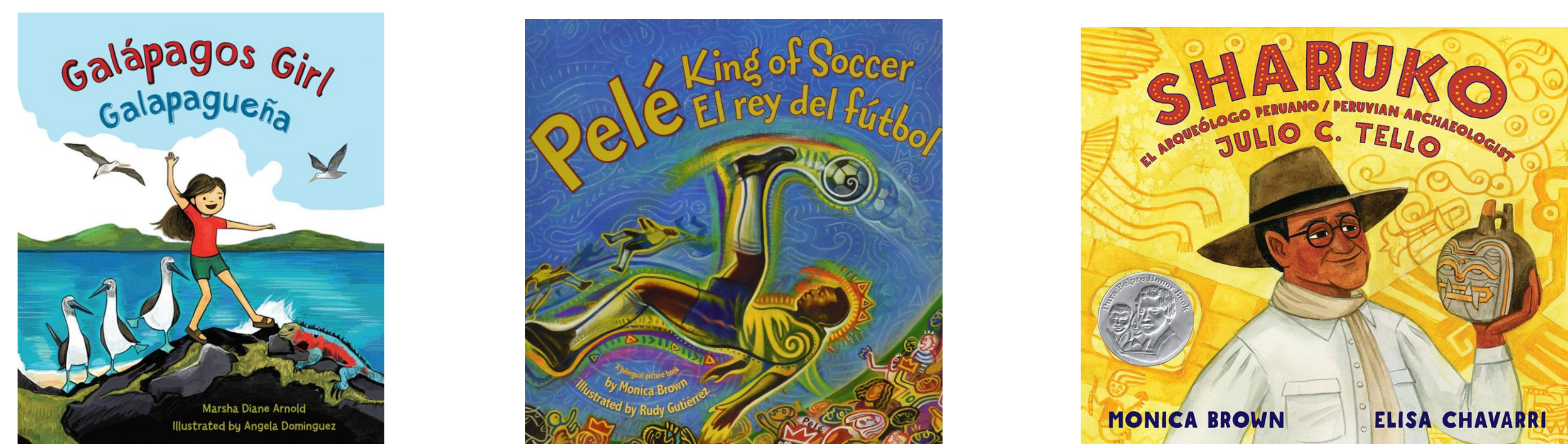
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Program Description & Research Goals

i Celebra Latinx! connects Latinx children (age 8-11) with Duke students as peer tutors and provides the opportunity for them to support each other in their development as bilingual speakers.

Program consists of:

- Child, parent and Duke student complete 7 one-hour sessions on Zoom consisting of reading in Spanish and related activities.
- Books used are written by Latin American authors and selected based on the child's interests.



Objective of Research: To assess whether the program has a positive impact on children's motivation to read in Spanish and the development of skills necessary to build literacy.

Methodology

The team used surveys and direct observations to evaluate the program's impact.

Participatory Action Research (PAR)

Evolution of Interest in Reading and Feelings About the Sessions

Children's interest in reading and feelings about the reading sessions were assessed through short surveys at the end of each session.

Evolution of Persistence and Concentration

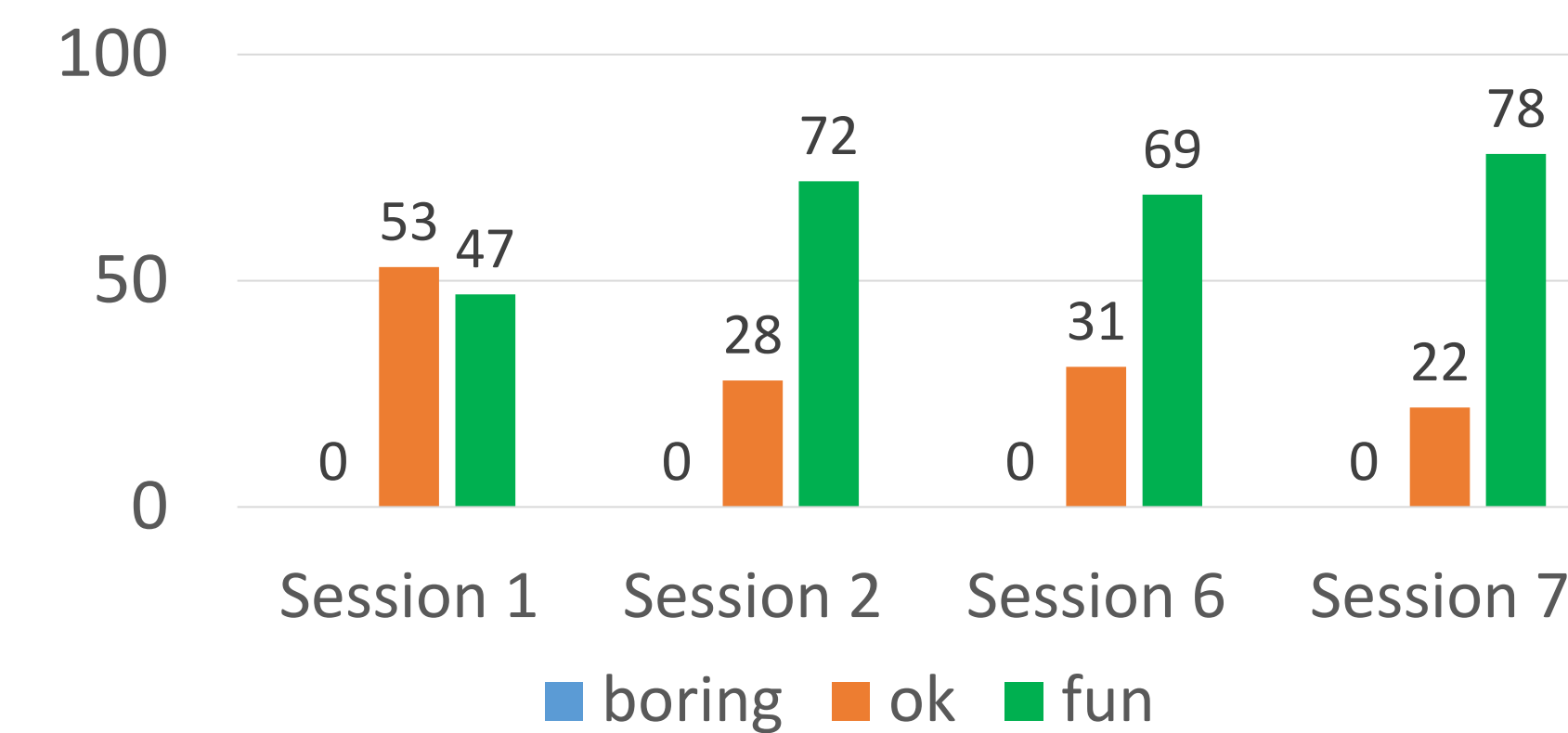
The evolution of persistence and concentration was evaluated based on observations made by Duke students during each reading session.

Post-participation Satisfaction Surveys (PPSS)

Children and parents were interviewed to evaluate if the program had a positive impact (e.g., if children learned something new, if their skills improved, etc.)

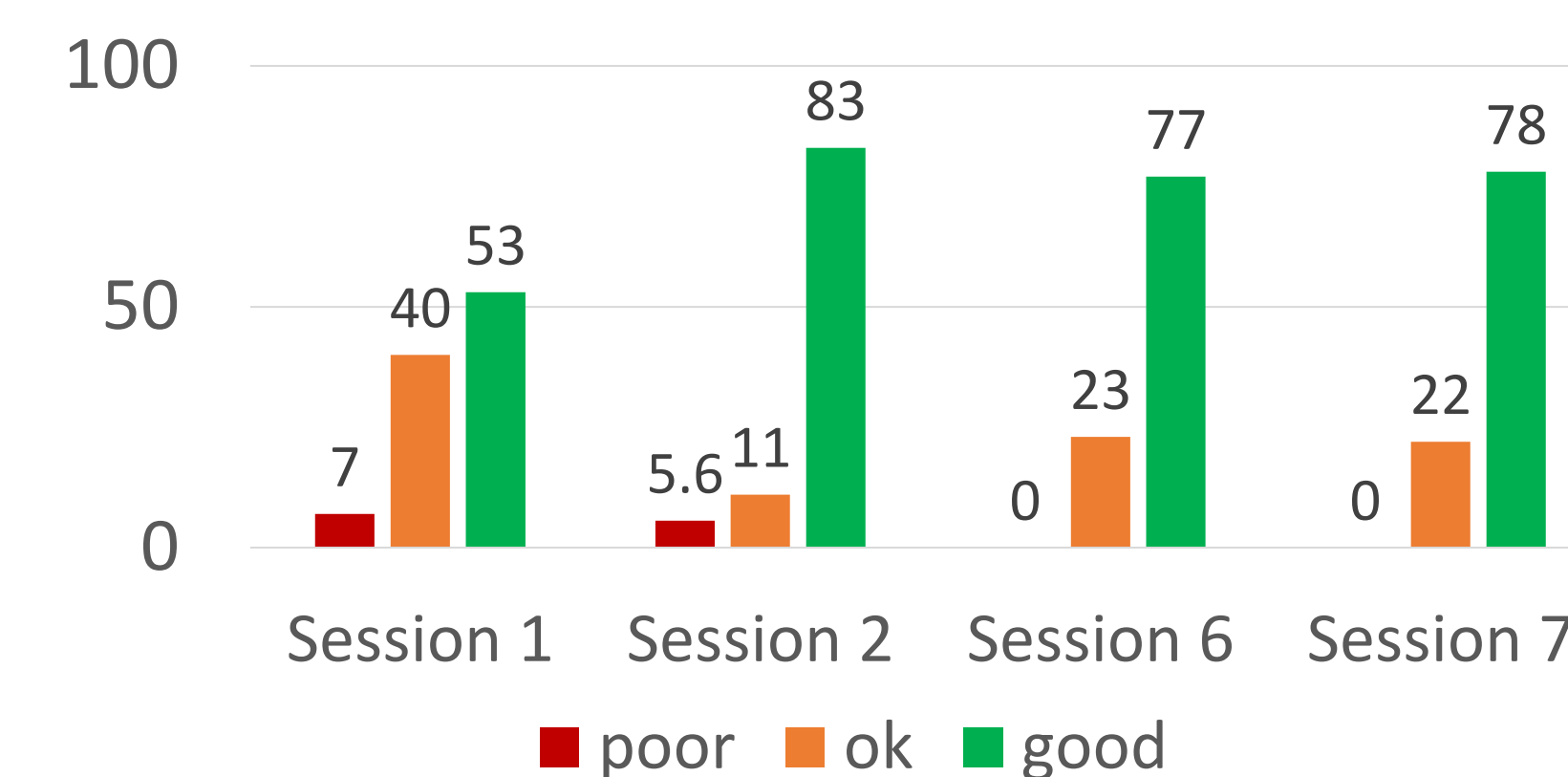
Results

PAR: Evolution of Interest in Reading and Feelings About Sessions



Children's interest in reading increased throughout the program

Figure 1: Evolution of interest in reading. Children's answers when asked "When you read aloud today, did you feel it was...".



Confidence in reading ability grew among children

Figure 2: Feelings about sessions. Children's answers when asked "What kind of reader did you feel like today?"

PAR: Evolution of Persistence and Concentration

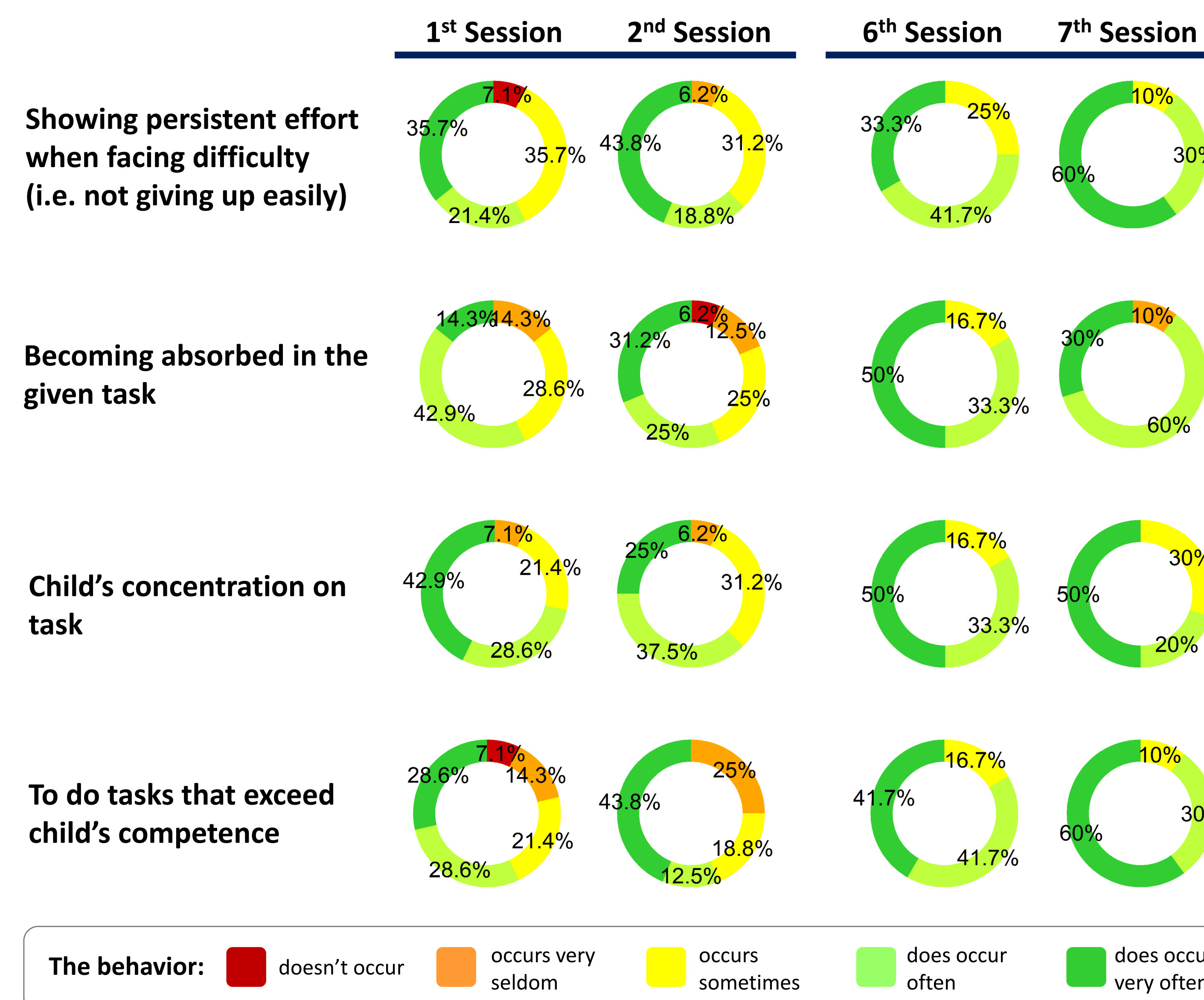


Figure 3: Evolution of persistence and concentration across the duration of the program

Persistence in and concentration on reading occurred more often in later sessions

Post-participation Satisfaction Surveys (PPSS)

	Total cohort	Children (M: n = 10, F: n = 3)	Parents (M: n = 0, F: n = 13)
Mean age, years (range)		9.7 (8-11)	40.2 (31-57)
Program made Spanish reading more enjoyable			
A lot, N (%)		6 (46.2%)	11 (84.6%)
Somewhat, N (%)		6 (46.2%)	1 (7.7%)
A little, N (%)		1 (7.7%)	1 (7.7%)
Not at all, N (%)		-	-
Program increased confidence in Spanish reading			
A lot, N (%)		9 (69.2%)	12 (92.3%)
Somewhat, N (%)		3 (23.1%)	1 (7.7%)
A little, N (%)		1 (7.7%)	-
Not at all, N (%)		-	-
Program increased Spanish reading comprehension			
A lot, N (%)		7 (53.8%)	11 (84.6%)
Somewhat, N (%)		2 (15.4%)	1 (7.7%)
A little, N (%)		4 (30.8%)	1 (7.7%)
Not at all, N (%)		-	-
Total responses, N		13	13

Figure 4: Cohort information and results of post-participation surveys

Additional Findings from PPSS

- 100% of parents and 80% of children would recommend this program to others.
- All parents expressed that their child is more motivated to read in Spanish after participating in the program.
- Parents and children reported having learned more about Latin America, new activities to do after reading, and where to find other books in Spanish.

Conclusions & Future Work

- Results suggest that participation in the program increases children's confidence and motivation to read in Spanish and supports the development of skills necessary to build literacy such as persistence and concentration.
- Parents learned about new ways to support their children in the development of bilingualism.

Future Work

- Analyze additional data regarding children's reading habits, motivation to read and cultural identity and compare results with a control group that has not participated in the program.
- Invite new families and replicate program.

