



Program Description & Research Goals

¡Celebra mi herencia! A Spanish Reading Program:

- Connects Latino/a children (ages 8-11) and their families with Duke students as peer tutors.
- Engages participants in 7 one-hour sessions on Zoom consisting of reading in Spanish and activities.
- Explores books by Latin American and U.S. Latino/a authors putting children's interests first.



Research Goals: Assess whether the program has a positive impact on both children's motivation to read in Spanish and ethnic identity formation in terms of understanding, belonging, and affect.

Methodology

The team used surveys to evaluate the program’s impact.

Ethnic Identity Survey	Children were given the Arredondo ² 's ethnic identity survey to assess their understanding, sense of belonging, and affect toward their cultural identity. These responses were then codified by two other researchers with scores ranging from 1-3 and averaged to create an overall score in each subcategory.
Reading Motivation Survey	Children were surveyed using the Marinak ¹ MMRP Survey. The 20 questions have 3 possible answers (1 positive, 1 neutral, and 1 negative) that measured 3 sub-variables: self-concept as a reader, the value of reading, and literacy out loud. The responses were then averaged to a score from 1-3.

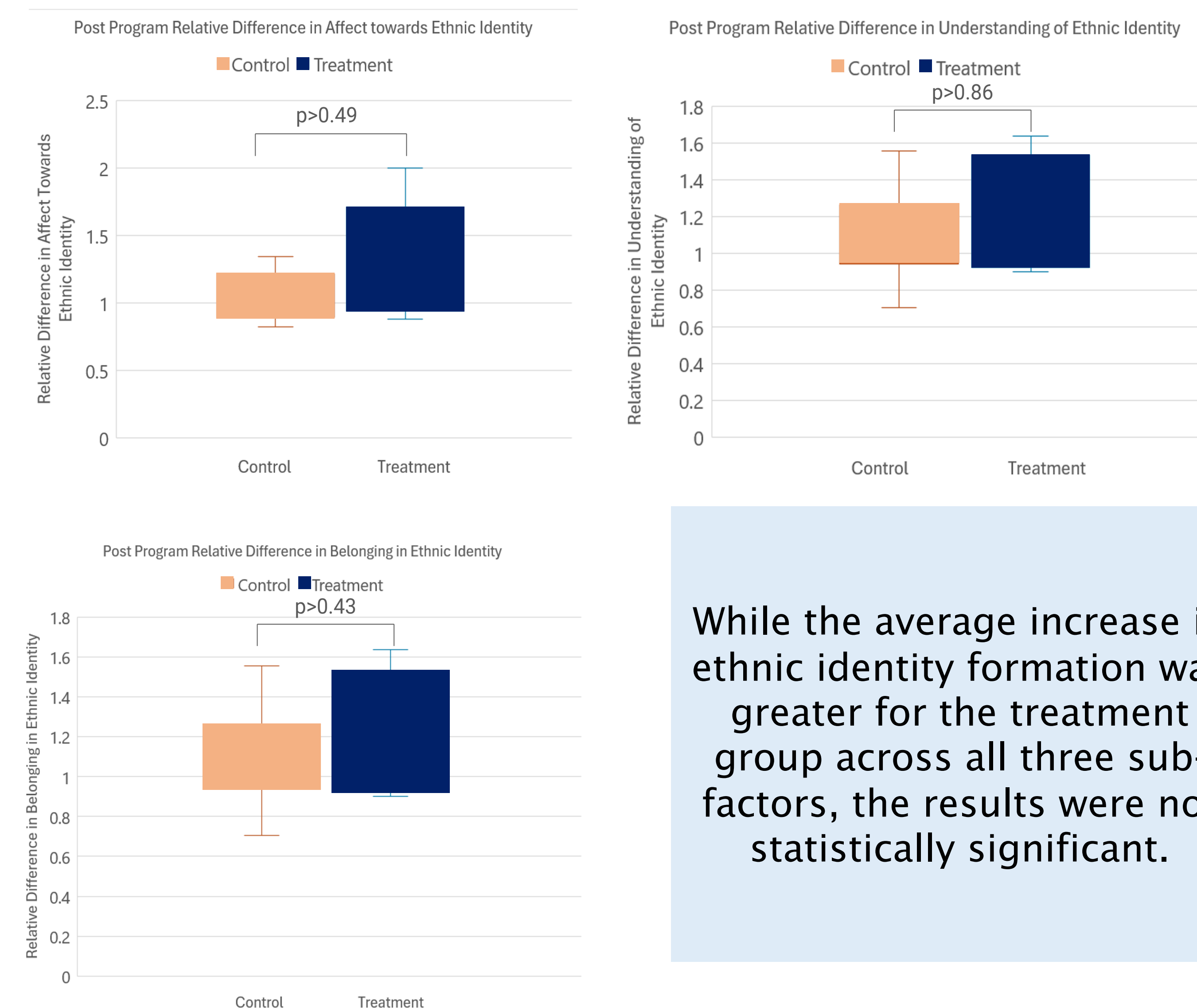
¹ Marinak, Barbara A., et al. "Me and my reading profile: A tool for assessing early reading motivation." *The Reading Teacher* 69.1 (2015): 51-62

² Arredondo, M. M., Rosado, M., & Satterfield, T. (2016). *Understanding the impact of heritage language on ethnic identity formation and literacy for US Latino children.* *Journal of Cognition and Culture*, 16(3-4), 245-266

Results

Ethnic Identity Formation

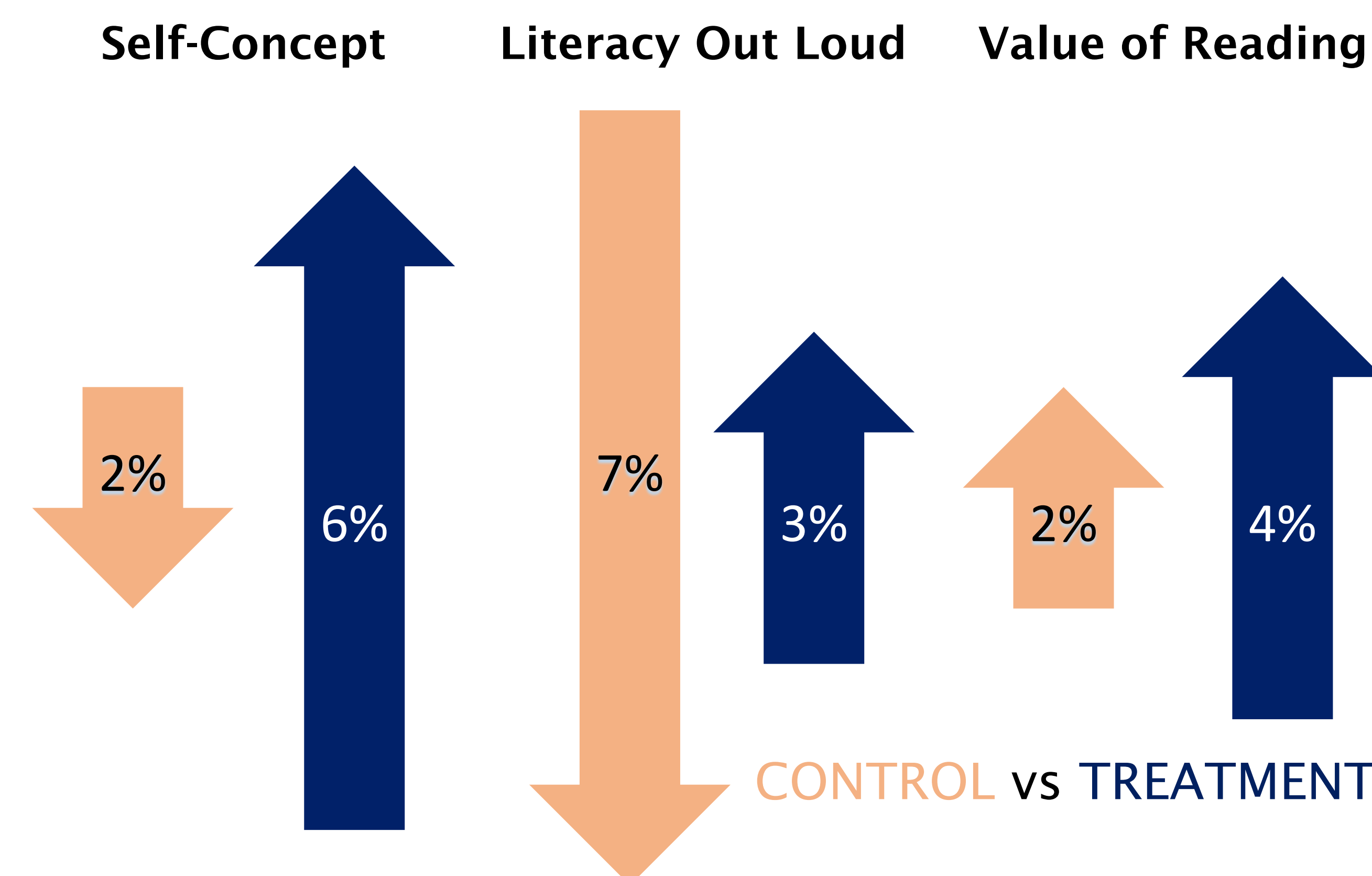
Figures 1-3: Comparisons of the change in ethnic identity formation sub-categories for the treatment and control group



While the average increase in ethnic identity formation was greater for the treatment group across all three sub-factors, the results were not statistically significant.

Factors That Impact Reading Motivation

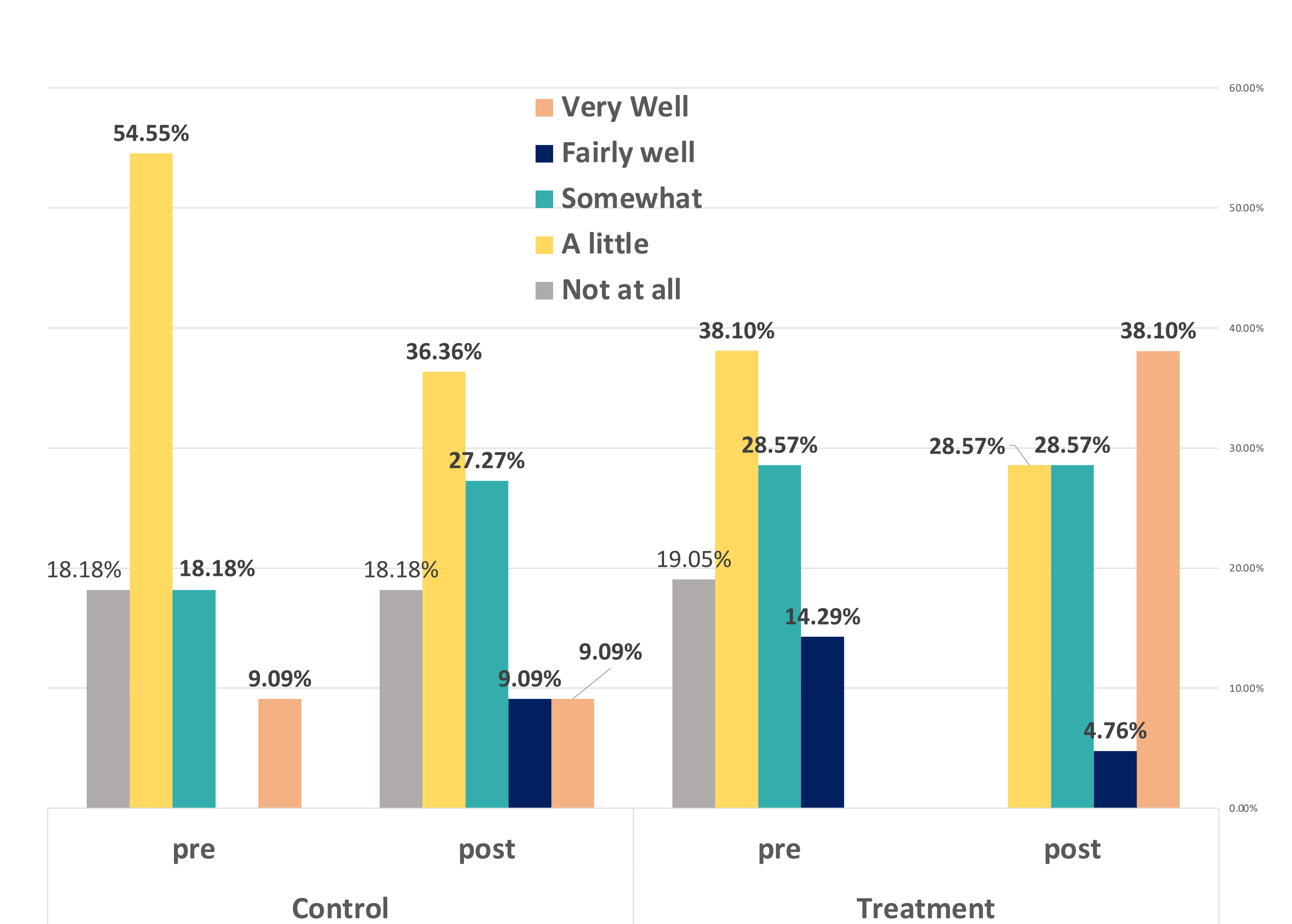
Figure 4: Response comparison for treatment and control groups pre- and post-intervention on factors that impact reading motivation



Children in the treatment group experienced higher growth in terms of their self-conception as readers, their social experience with reading, and the value they place on reading.

Affect Towards Reading Ability in Spanish

Figure 5: How well do you read Spanish? Response comparison for treatment and control groups



Within the treatment group, there was a 28.57 percentage point increase in children who expressed feeling that they read in Spanish "very well" or "fairly well" between the pre- and post-survey. In the control group, we observed a 9.09 percentage point increase between the pre- and post-survey.

Conclusions

- Results from the ethnic identity formation analysis found that the treatment intervention causes a greater average impact on treatment children compared to children in the control group. However, all three results were not statistically significant, which we hypothesize is due to the limited sample size of the study.
- Results from the analysis of children’s reading motivation provide preliminary evidence that the treatment intervention has a positive impact on all three key factors connected to reading motivation.
- Based on a descriptive analysis of the question “How well do you read in Spanish?” children in the treatment group experienced a more positive increase in their affect toward reading in Spanish compared to the control group.

