

Impact of a Reading Program on Latinx Children's Motivation to Read in Spanish and Cultural Identity Formation

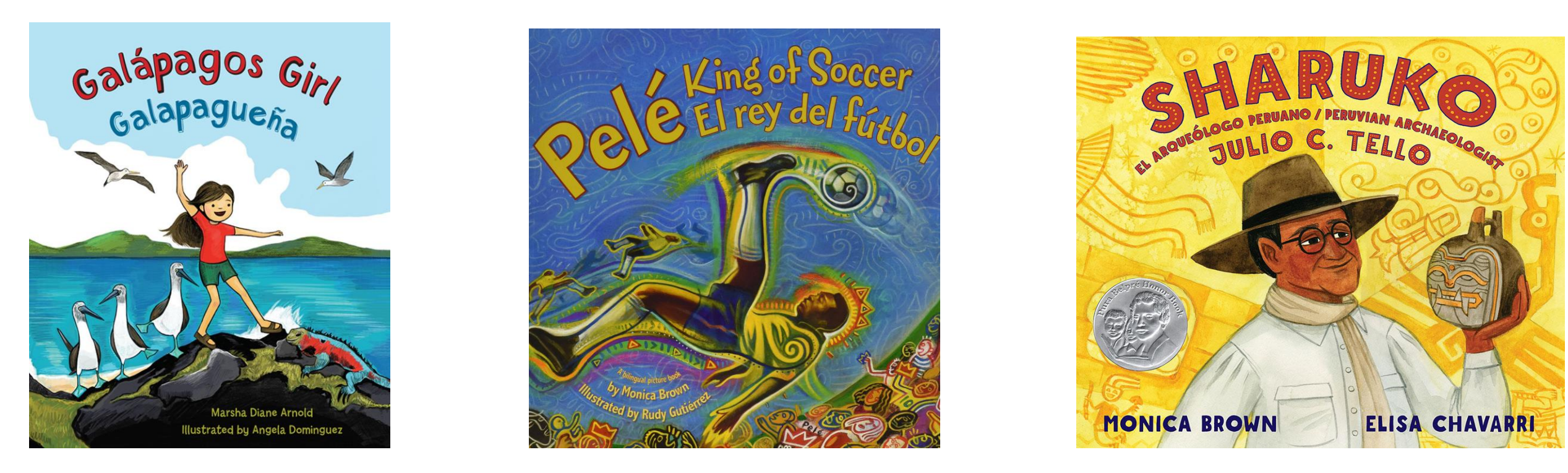
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Program Description & Research Goals

¡Celebra Latinx! is a Spanish reading program that connects Latinx children (ages 8-11) with Duke students as peer tutors and provides the opportunity for them to support each other in their development as bilinguals.

- 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.



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

Methodology

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

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.
Post-participation Satisfaction Surveys (PPSS)	Children and parents were asked a series of multiple-choice and open-ended questions about their experience with the program.
Cultural 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.

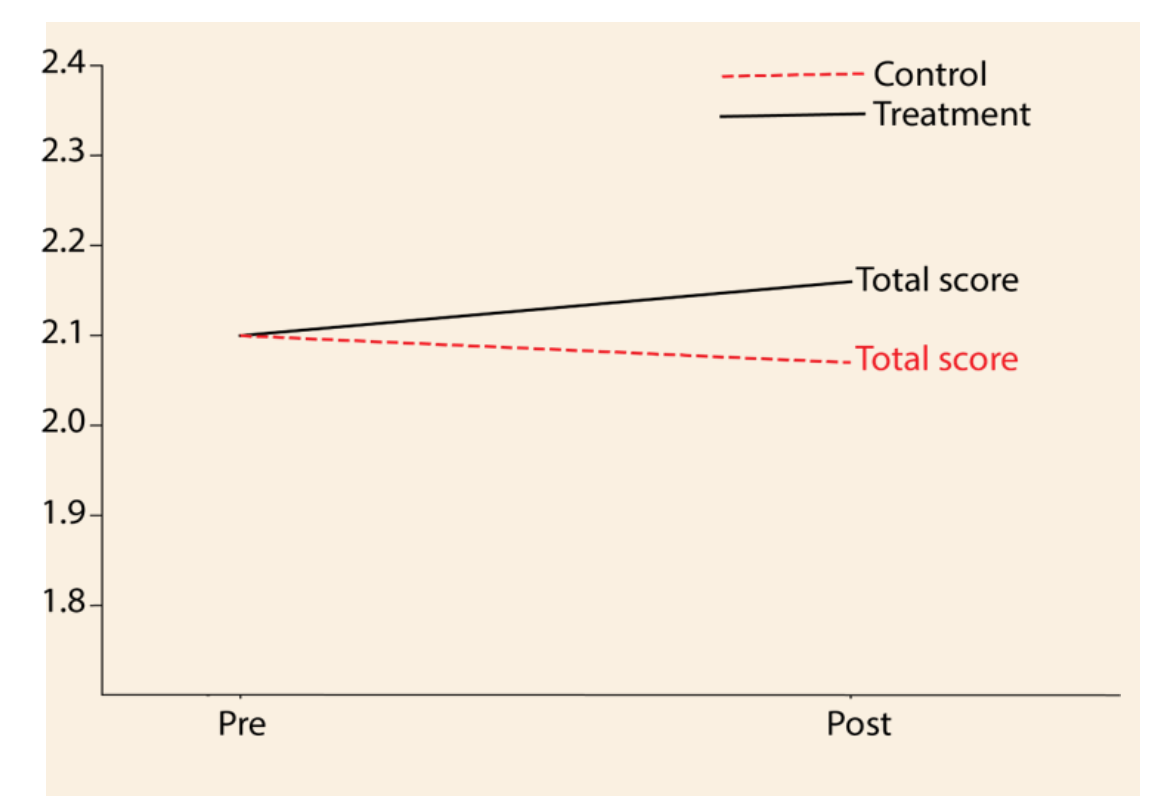
Results

Reading Motivation

Table 1: Means and Standard Deviation for reading motivation by treatment and time

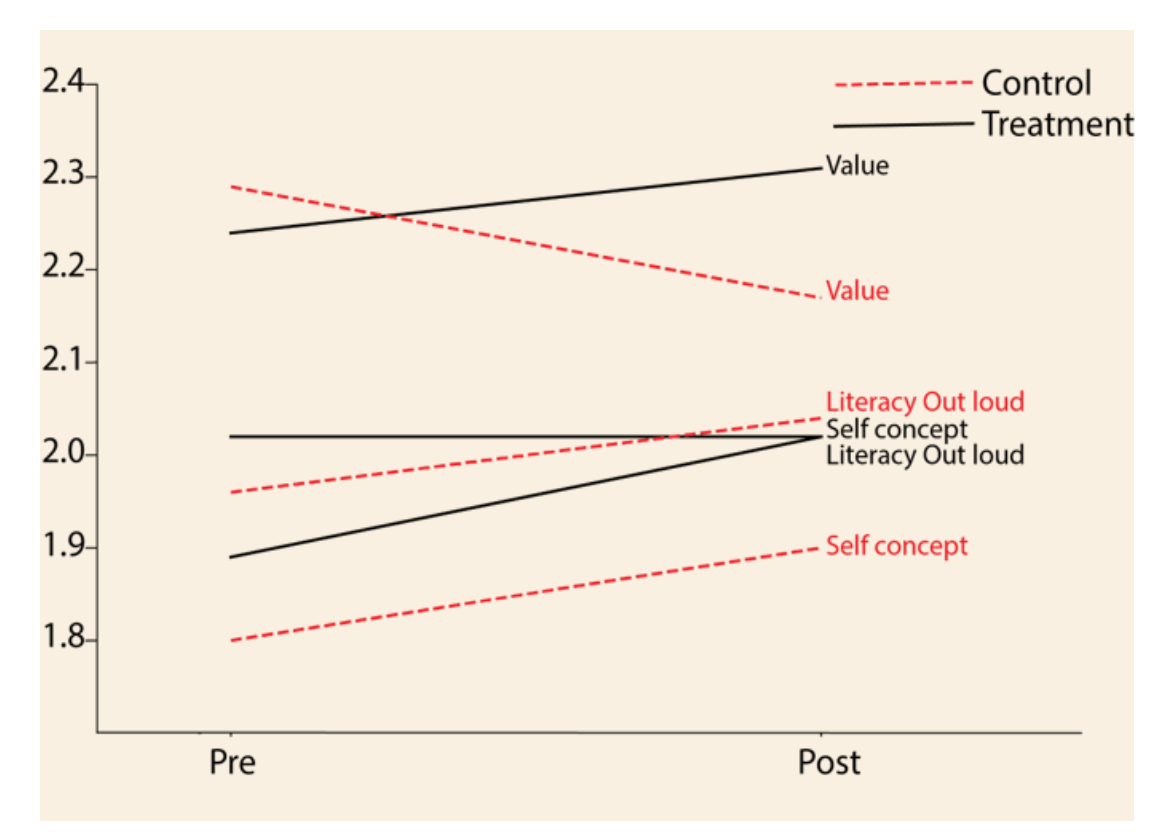
	TREATMENT (n=25)		CONTROL (n=10)	
	PRE	POST	PRE	POST
Total score	2.10 (0.28)	2.16 (0.25)	2.1 (0.32)	2.07 (0.23)
Self-concept	2.02 (0.31)	2.02 (0.41)	1.8 (0.31)	1.90 (0.37)
Value	2.24 (0.37)	2.31 (0.24)	2.29 (0.34)	2.17 (0.20)
Literacy out loud	1.89 (0.28)	2.02 (0.37)	1.96 (0.41)	2.04 (0.36)

Figure 1: MMRP Total score for treatment and control groups pre- and post-interventions



Though the program increased the total score in the treatment group, the difference was not statistically significant

Figure 2: MMRP subscales for treatment and control groups pre- and post-interventions



A statistically significant interaction effect was found for value of reading, indicating that there was a larger increase of value of reading for children in the program compared to the control group.

Post-participation Satisfaction Surveys (PPSS)

Table 2: Results of post-participation surveys

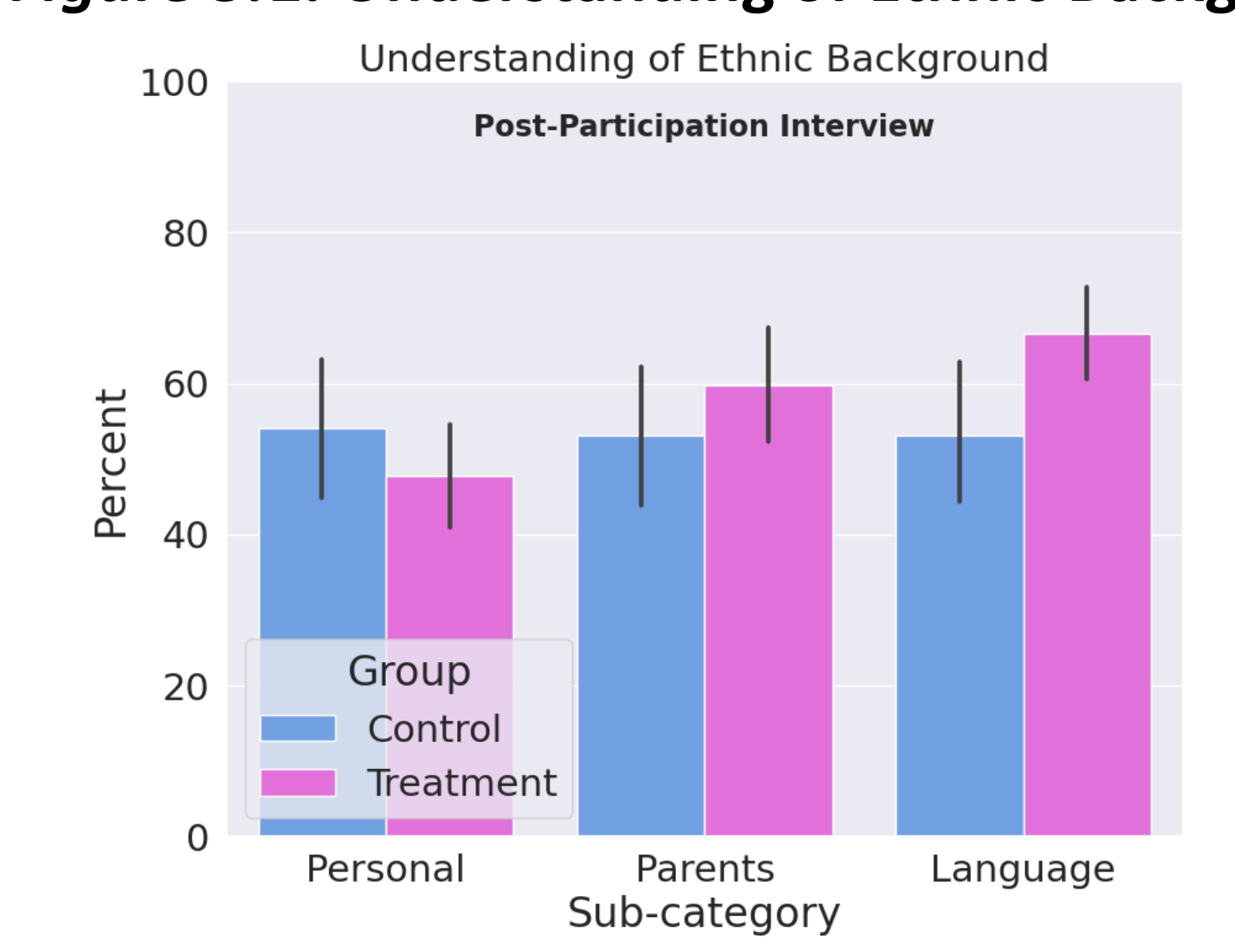
	Total Cohort:	Children (n = 26)	Parents (n = 27)
<i>Celebra Latinx</i> made Spanish reading more enjoyable for me/my child. (Measured Subscale: Value of reading)		Percentage (n)	Percentage (n)
Not at all		4% (1)	0% (0)
Somewhat		11% (3)	7% (2)
A little		31% (8)	8% (3)
A lot		54% (14)	85% (22)
<i>Celebra Latinx</i> increased my/my child's confidence in reading in Spanish. (Measured Subscale: Self-concept as a reader)		Percentage (n)	Percentage (n)
Not at all		0% (0)	0% (0)
Somewhat		15% (4)	4% (1)
A little		12% (3)	7% (2)
A lot		73% (19)	89% (24)
<i>Celebra Latinx</i> increased my/my child's reading comprehension in Spanish. (Measured Subscale: Self-concept as a reader)		Percentage (n)	Percentage (n)
Not at all		0% (0)	0% (0)
Somewhat		27% (7)	15% (4)
A little		19% (5)	7% (2)
A lot		54% (14)	78% (21)

- 100% of parents and 84% of children would recommend *Celebra Latinx* to other parents/children to help improve their Spanish reading skills (Measured Subscale: Literacy out loud).
- 82% of Duke students and 90% of parents believe that children were more motivated to read in Spanish as a result of *Celebra Latinx*.

Cultural Identity

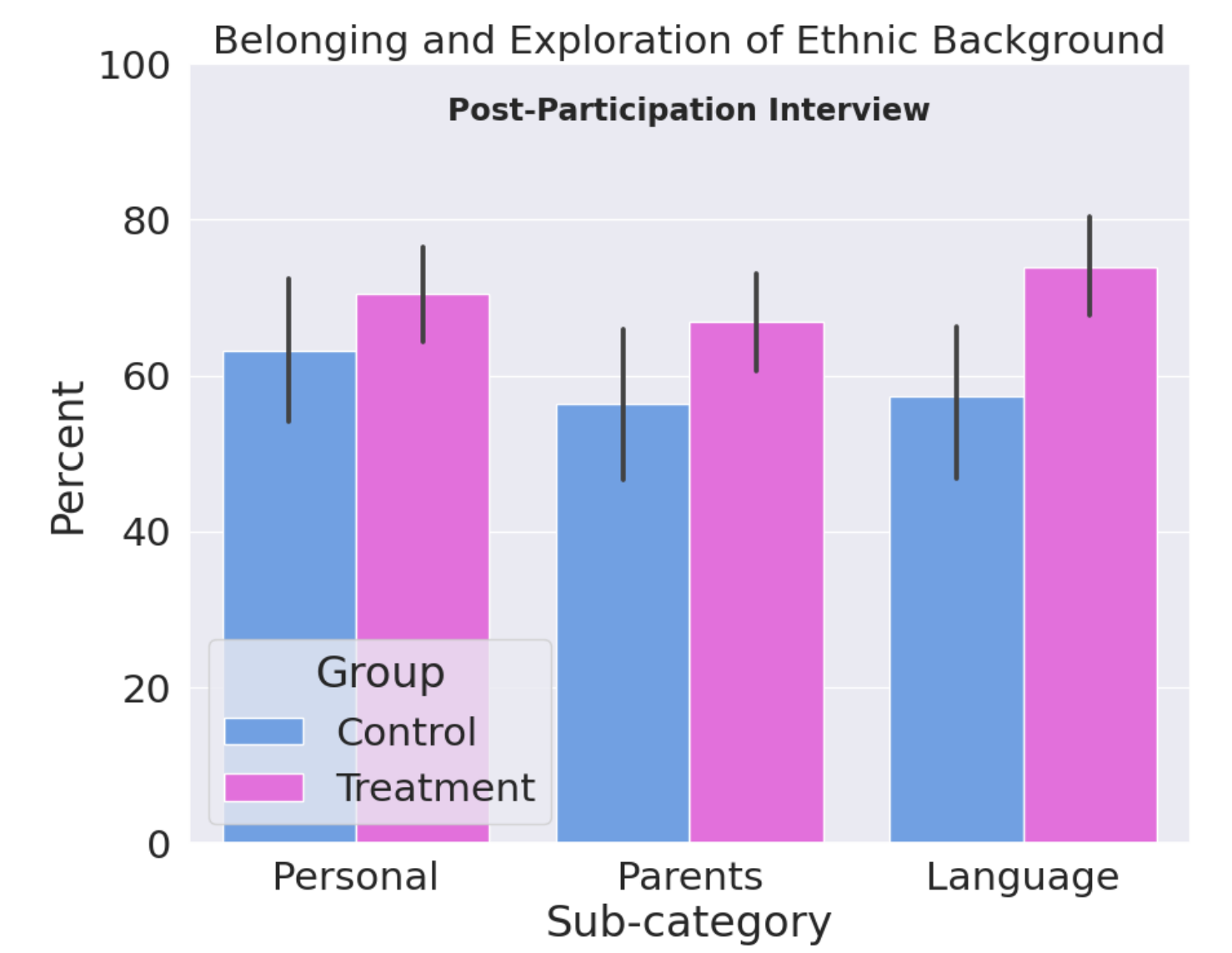
Cultural Identity

Figure 3.1. Understanding of Ethnic Background



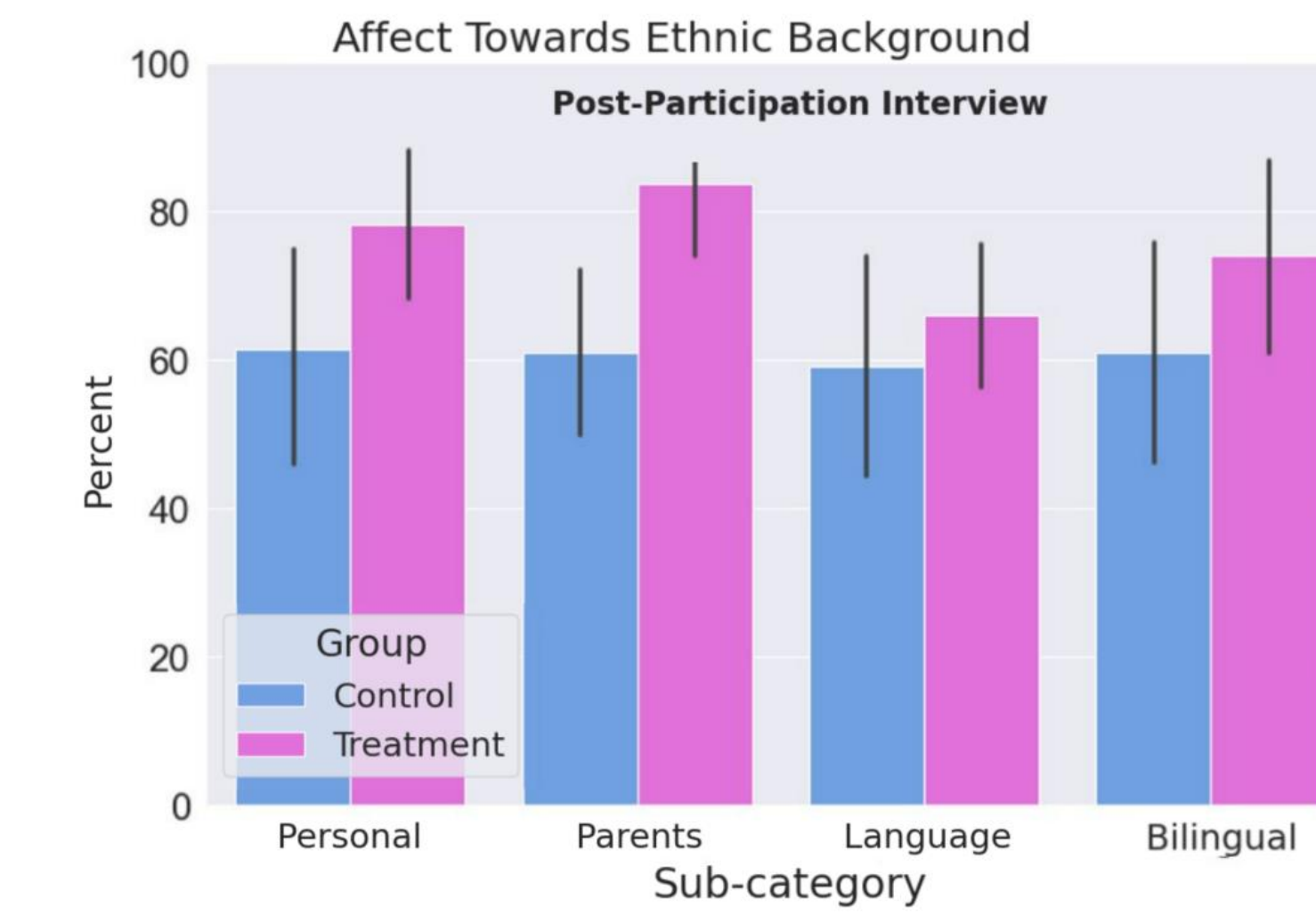
After participation in the program, the combined score for Understanding of Ethnic Background was 8% higher in the treatment group than the control group

Figure 3.2. Belonging and Exploration of Ethnic Background



After participation in the program, the combined score for Belonging and Exploration of Ethnic Background was 15% higher in the treatment group than the control group

Figure 3.3. Affect toward Ethnic Background



After participation in the program, the combined score for Affect toward Ethnic Background was 18% higher in the treatment group than the control group

Conclusions

- Results from MMRP survey suggest that participation in the program increases children's motivation in reading in Spanish, particularly children's value of literature.
- Results from the Post-participation Survey showed a higher impact of program on children's reading motivation compared to MMRP.
- MMRP tool for assessing early reading motivation might not be sensitive enough to study motivation in heritage language learners. A measure that allows participants to indicate the magnitude of impact might be more appropriate to detect effects in older children.
- Results suggest that participation in the program increases understanding, belonging, and affect toward children's cultural identities.

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

