A SEMINAL STUDY: LITERACY SKILLS TRANSFER IN HERITAGE SPANISH SPEAKERS

Dr. Joél Muñoz, Ed.D.
George Washington Community High School
Purpose of the Study

- To examine the Scholastic Reading Inventory (SRI) data for Heritage Spanish Speakers which were in the Spanish for Heritage Speakers course.

- To study the SRI data of the Heritage Spanish Speakers which were not in a Spanish for Heritage Speakers course.

- To determine if there was significant skills transfer from first language (L1) to second language (L2) in Literacy.
Review of the Literature

- Valdés
- Roca
- Cárdenas-Hagen and Carlson
- Correa
The Problem

- Immersion vs. Bilingual
- Achievement Gap
- Spanish as a New Language vs. Spanish as a Heritage Language
- Foreign Language Teacher Training
Research Questions:

- Did the students who were enrolled in Spanish for Heritage Speakers (SHS) make significant gains on their SRI Lexile scores after having taken the SHS course?
- Did the students who were not enrolled in Spanish for Heritage Speakers make gains on their SRI Lexile scores?
- Did Heritage Spanish Speakers increase their literacy skills in the heritage language?
First null research hypothesis: There was no growth in SRI scores in students who took Spanish for Heritage Speakers course.

Second null research hypothesis: Heritage Spanish Speaking students who did not take the Heritage Speakers course showed no growth in their SRI Lexile scores.

Third null research hypothesis: There were no benchmark gains in the Heritage Spanish Exam from the pre-test to the post-test.
Limitations

- One high school
- Two groups of Heritage Spanish students
- Educational history
Delimitations

- Sample size
- Obtained data
- Entered data
The following assumptions were made concerning this study:

- All of the data in the data warehouse was entered correctly.
- All of the data in the warehouse was current and up-to-date.
- The convenience sample provided a valid representation of the population study.
Instrumentation

- Pre and Post SRI scores
- Pre and Post benchmark exam scores from the Heritage Spanish course
Collection of Data

- Received IRB approval from Oakland City University
- Received formal approval for the research project from the Indianapolis Public Schools
- George Washington Community High School

- Data separated as follows:
  - Students with intervention of Spanish for Heritage Speakers
  - Students without Spanish for Heritage Speakers
  - Skills growth in the heritage language
Analysis and Presentation of Findings

Hypothesis I

- Null research hypotheses 1: There was no growth in SRI scores in students who took the Spanish for Heritage Speakers course. Hypotheses was rejected.

| Pre and post SRI of students who took the Spanish for Heritage Speakers intervention. |
|-----------------------------------|-----------------------------------|
| Variance                          | 10900.60729                       | 8790.940621                  |
| Observations                      | 25                                | 25                            |
| Pooled Variance                   | 9845.773954                       |                               |
| Hypothesized Mean Difference      | 0                                 |                               |
| df                                | 76                                |                               |
| t Stat                            | 3.455283125                       |                               |
| P(T<=t) one-tail                  | 0.000451322                       |                               |
| t Critical one-tail               | 1.665151353                       |                               |
| P(T<=t) two-tail                  | 0.000902644                       |                               |
| t Critical two-tail               | 1.99167261                        |                               |

Lexile Scores of Spanish for Heritage Speakers

![Bar chart showing pre and post SRI scores](chart.png)
Hypothesis II

Null research hypotheses 2: Heritage Spanish Speaking student who did not take the Spanish for Heritage Speakers course showed growth in their SRI Lexile scores. Hypotheses was rejected.

Pre and post SRI for students not in Spanish for Heritage Speakers

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Null research hypothesis 3: There were no benchmark gains in the Heritage Spanish Exam from the pre test to the post-test. The hypothesis was rejected.
Conclusions

- The results of this study offered compelling evidence supporting that there were skills transfer in Heritage Spanish Speakers from L1 to L2.

- Significant growth in Heritage Spanish course benchmark exams.

- New understanding on educating English as a New Language Students.

- Skills Transfer from L1 to L2
The first recommendation of this researcher is to further this study to develop a pacing guide for the Spanish for Heritage Spanish course to be aligned with the Indiana Language Arts Standards and pacing.

The second recommendation of the researcher is to expand this study to other languages which are not romance languages and do not use the same alphabet system to see if there is a similar correlation in skills transfer when the written language is not similar in both languages.

The third recommendation is that this study be done with middle school aged students as well as primary level students to see if students who were younger transferred skills at a quicker rate than the secondary level students.
Discussion