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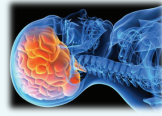
BACKGROUND

- English is vital for success
- Growing Hispanic Population
- Hispanic Students—Low scores

In 2005, 54% of 4th grade Hispanic students performed below a basic level on reading assessment conducted by National Assessment of Educational Progress¹

INTERNAL FACTORS

- Affect the psyche of individual students
- According to H.D. Brown, the way people view themselves affects second language learning
 - Person identifying himself as a Mexican-American vs. Mexican might have higher proficiency in English
- Other internal factors that affect second language learning include attitude, anxiety, self-esteem, and motivation in relation to the second language²



How do language attitudes and identity, media accessibility, and interaction affect students' English language proficiency?

Inputs at home

- Exposure
- Media accessibility
- Interactions

Inputs at school

- Teacher proficiency in Spanish
- Media accessibility
- Interactions
- Language preference, and bilingual education

PURPOSE OF THE STUDY

- Determine the effects of several affective and experiential factors on the English skills of heritage Spanish-speaking fifth grade students
- Enhance the existing literature by explaining the effects of the interactions between the factors on English skills
- Improve education for bilingual students, especially for the Hispanic students in the local Langley Park area

METHODOLOGY

- Mixed-method study**, employing both quantitative and qualitative data collection methods
- Student, parent, and teacher surveys** to understand the specific internal and external factors influencing the students
- Brief, informal, semi-structured **interviews** to gain a deeper, more thorough understanding of students' English language skills, motivations for learning English, attitudes toward Spanish and English
- English language skills of the student subjects will be tested through the use of **LAS Links test** which measures the students' comprehension and production of the English language
- Analyze data quantitatively using the **SPSS** statistical analysis software



STATUS OF RESEARCH

- In the process of completing data collection and beginning data analysis

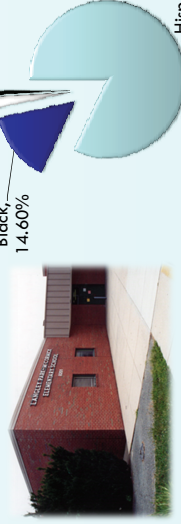
CONTEXT OF THE STUDY

- Influences from the surrounding environment that affect the English proficiency of the students
- The age at the time of initial exposure to the second language affects long-term attainment of proficiency in the second language³
- In addition, instructional, social, and parental influences affect students' language learning

1. Table 10.1. Percentage distribution of students across NAEP reading achievement levels, by race/ethnicity and grade. 2005. Retrieved 4/12/2008, 2008, from http://nces.ed.gov/ipeds/data/finrtv/trends/table10_1.asp

2. Hamers, J. F., & Blanc, M. H. A. (2004). Bilinguality and bilingualism (Second ed.). New York: Cambridge University Press.

3. Conboy, B. T., & Thal, D. J. (2006). Ties Between the Lexicon and Grammar: Cross-Sectional and Longitudinal Studies of Bilingual Toddlers. *Child Development*, 28, 712-735.



GOALS OF RESEARCH

Effect of the factors on English proficiency

- Positive or negative correlations?
- Strong or weak correlations?
- Combination of factors that help improve English proficiency?

Recommendations

- Customize curriculum for bilingual students

Publish our findings