**Title:** Linguistic Factors Affecting the Socioeconomic Status of Hispanic Immigrants in Dayton, OH

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### The Problem

*Welcome Dayton* endorses ESL classes to promote linguistic commonality. Of the students currently enrolled in these courses, approximately half are native Spanish-speakers. Without ESL instruction, the success of these Spanish-speakers would be hindered; thus, they would fall in danger of becoming the bottom of the social hierarchy.

### Hypothesis

The socioeconomic status of Dayton’s native Spanish-speakers is significantly affected by their English ability. Additionally, based on implications of previous research, length of time in the United States has the highest correlation with English ability.

### Methodology

- **Linguistic survey:** 36 native Spanish-Speakers.
- **Interviews:** select group of informants; some who work with Hispanic community.

### Significance

- Some census tracts: up to 13% Hispanic.
- Immigrant investment can augment economy.
- Drs. Majka and Majka’s focus group study: lack of English competency biggest obstacle.

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**Diagram:***

- **Level of English:**
  - Not at all
  - A Little
  - Somewhat
  - Well or fluently

- **Factors affecting Socioeconomic Status (SES):**
  - Length of time in US
  - Age
  - ESL
  - Other implications