

**“But how can kids learn English
if they’re in bilingual education
programs?”**

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Research Question

How do first and second grade Latino/a emergent bilingual children in a Dual Language Immersion program perform on English and Spanish oral narrative retelling relative to those enrolled in English-only programs?

But I didn't start out asking this question...

Why this presentation?

Sometimes people think that elementary “bilingual” programs in the U.S. don’t teach kids enough English to be successful later in school

Parents from minority communities are sometimes the most concerned

The Instructional Contexts

Dual Language Immersion – programs in which content instruction is provided in two languages on an ongoing basis

English Only – programs in which all instruction is provided in English only (the vast majority of schools in the U.S.)

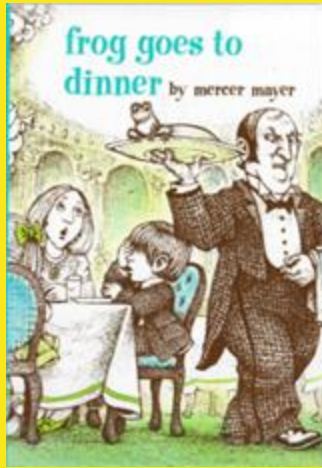
Participants

N = 120 heritage Spanish-speaking emergent bilinguals in Eugene/Springfield Schools

- 49 first graders, 71 second graders
- 68 in *Dual Language*, 52 in *English Only*

The Task: Oral Narrative Retell

- Children heard a story in English (on headphones) while looking at a wordless picture book
- Children retold the story in their own words to a *naïve* listener



M.VS. (2nd grader)



J.H. (2nd grader)

**So which student was in which
program?**

What makes you think so?

English Findings

Descriptive Statistics (Mean and Standard Deviation) and Two-way MANOVA Results on English Narrative Skills by Grade and Instructional Program (N = 120)

	EO 1 st grade (n = 23)	DL 1st grade (n = 26)	EO 2 nd grade (n = 29)	DL 2 nd grade (n = 42)
NSS	15.91 (4.97)	16.69 (5.37)	17.66 (3.61)	19.43 (3.46)
TNW	169.74 (124.46)	150.54 (93.56)	204.76 (92.36)	247.05 (95.01)
NDW	64.83 (33.81)	57.92 (27.98)	75.03 (24.81)	84.81 (23.47)
MLUw	7.55 (1.38)	7.55 (1.68)	7.51 (.95)	8.11 (1.21)
SI	1.17 (.15)	1.17 (.16)	1.13 (.11)	1.24 (.18)

- The only significant differences were between *first* and *second* graders
- There were no significant differences between children in *dual language* and children in *English Only* programs

Spanish Findings

Descriptive Statistics (Mean and Standard Deviation) and Two-way MANOVA Results on Spanish Narrative Skills by Grade and Instructional Program (N = 116)

	EO 1 st grade (n = 19)	DL 1 st grade (n = 28)	EO 2 nd grade (n = 26)	DL 2 nd grade (n = 43)
NSS	16.79 (5.68)	19.25 (5.75)	18.46 (4.89)	19.23 (5.01)
TNW	129.53 (97.20)	166.96 (100.28)	176.08 (102.21)	201.09 (92.29)
NDW	53.74 (28.09)	65.96 (31.21)	64.35 (26.83)	71.33 (23.58)
MLU _w	7.32 (1.16)	7.07 (1.25)	7.55 (1.52)	7.47 (1.15)
SI	1.28 (.20)	1.23 (.16)	1.24 (.18)	1.23 (.14)

- The only significant differences were between *first* and *second* graders on the combined dependent variable
- There were no significant differences between children in *dual language* and children in *English Only* programs

Takeaways

- Second grade heritage Spanish-speaking children in both kinds of programs did better in English and Spanish than first graders
- Children in both programs performed similarly in Spanish and English

Bilingual education is supportive of overall language development for these kids

References

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