speaking backgrounds

• These children are:

Source: U.S. Census Bureau, 2006-2008 American Community Survey

Two ways to study the issue

given they are PLOTES?

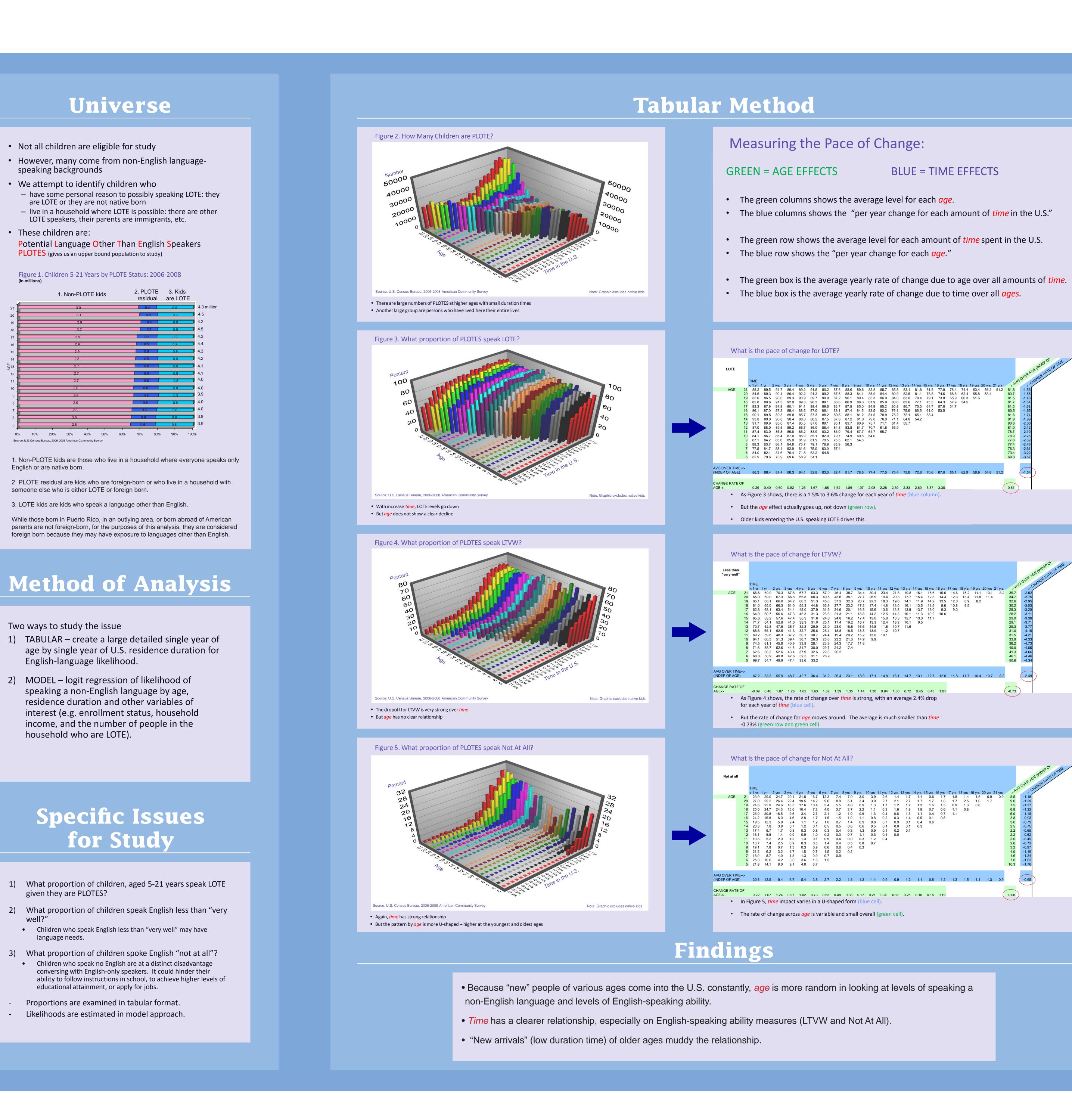
English or are native born.

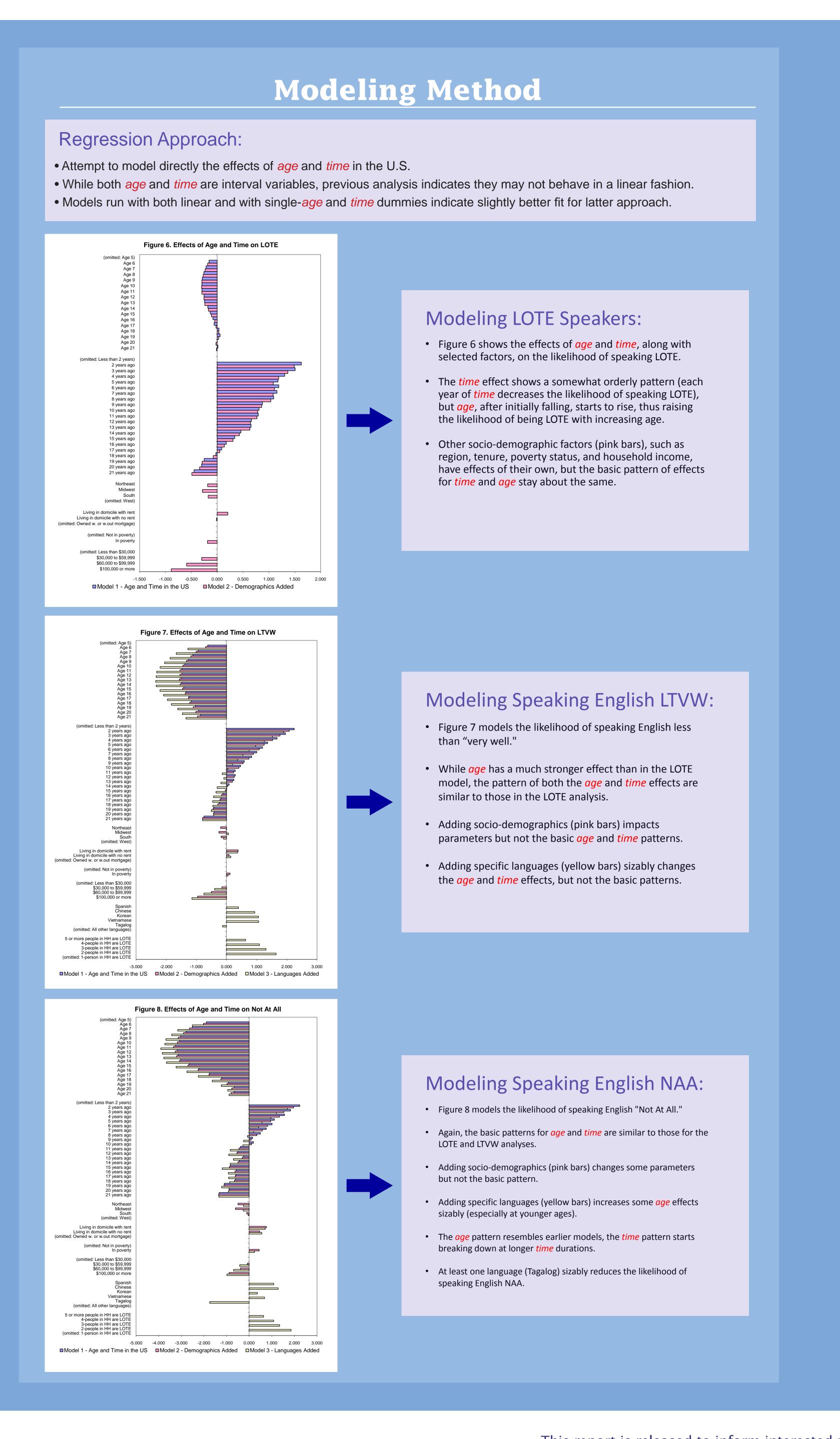
1. Non-PLOTE kids

For presentation at the annual meeting of the Population Association of America April 14-18, 2010

by Robert A. Kominski and Hyon B. Shin U.S. Census Bureau

Background and Data Research Questions: How do children from non-English speaking backgrounds acquire English? What is the pace at which this occurs? How important are age and amount of time exposed to English? What other factors are important? Data: The 2006-2008 American Community Survey (ACS) multi-year file is used for this study. ACS is a large national continuous survey designed to replace the Census long form. Mailout of 250,000 households a month; telephone and personal visit follow-up. About 2 million interviews a year, weighted to July 1 population controls. Provides detailed socio-demographic data for many subpopulations and geographic areas. Multi-year files provide ever larger samples. This 3-year file has 5,837,976 sample households and 13,676,996 sample persons, which includes those living in group quarters. Language Question: a. Does this person speak a language other than English at home? question on language spoken and Englishspeaking ability \bigcirc No \rightarrow SKIP to question 14 Asked only of the population b. What is this language? 5 years and older Respondent provides For example: Korean, Italian, Spanish, Vietnamese language other than English c. How well does this person speak English? (381 unique languages Respondents also self-Not well LTVW reported English-speaking Not at all Reports have shown to associate "well" with ability (see Kominski, Robert. 1989. How Good is "How Well"? An Examination of the Census English-Speaking Ability Question. Presented Language Acronym Cheatsheet: PLOTE – Potential Language Other Than English LOTE – Language Other Than English (at home) LTVW – Spoke English Less Than "Very Well" NAA – Spoke English Not At All







- Both age and time in the U.S. have strong impacts on English-language use and English-speaking ability.
- Time effects border on being linear, but age effects are
- The in-migration of older persons (teenagers and young adults) keep *age* from having a simple linear effect.
- Other factors, including the specific language, also have sizable effects.