

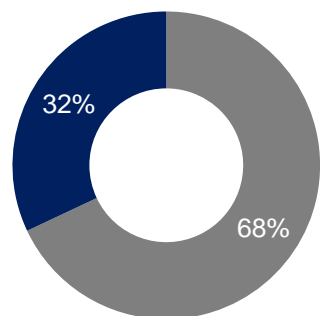
## Gaining a Better Understanding of ELL Students: The Number of Languages Spoken in the Home

RAEAL MOORE, PHD AND TRACY G. WILKINSON, PHD

### Percentage of Respondents who Reported Speaking More than One Language at Home

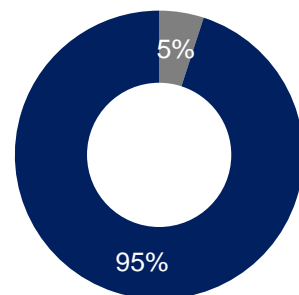
All Survey Respondents  
(n=10,336)

■ One Language  
■ Two or more Languages



Of the respondents who reported a first language other than English  
(n=1,444)

■ One Language  
■ Two or more Languages



A random sample of students who took the ACT® test in April 2016 was invited to participate in an online survey evaluating different English Language Learner (ELL) indicators (N = 52,500). As part of this initiative, students, regardless of whether they were ELL, were also asked how many languages they speak in the home. A total of 10,336 students responded.

Other recent ACT Research on ELL students includes:

- Moore, R. and Wilkinson, T. (2017). *Gaining a Better Understanding of ELL Students: How Well Do Parents Speak English*. Iowa City, IA: ACT.
- Moore, R. and Wilkinson, T. (2017). *Understanding How to Measure ELL: Does the Way the Question Is Asked Impact the Answer?* Iowa City, IA: ACT.

### Key Takeaways

- At least one out of three survey respondents speak more than one language in the home, even if English is the primary language.
- The percentage of students who reported that they speak more than one language at home (95%) is substantially higher when students indicate that their first language is not English.
- Of the small number of students whose first language was not English and who reported speaking only one language at home (5%, n = 74), that language was most often Spanish (60%) or Chinese (18%). ■

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