

## Today's topic:

- **Presentation and discussion:  
Bilingualism and morphological  
awareness**

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*Background:*

- Kuo, Ramirez, de Marin, Kim, & Unal-Gezer (2017), "Bilingualism and morphological awareness..."

## 0. Course info and announcements

- **Group 4:** Remember to fill out the **self and peer evaluation form** by **5pm** on **Tu Apr 2**  
(GDoc form; see link via Canvas “Assignments”)

# 0. Key points today

- Group 4 presentation
- Follow-up discussion on the article:  
Bilingual education
- Preview of final-project workshop next week

# 1. Article presentation

- **Group 4 article presentation**

Kuo, Li-Jen, Gloria Ramirez, Sharon de Marin, Tae-Jin Kim, and Melike Unal-Gezer. 2017. Bilingualism and morphological awareness: A study with children from general education and Spanish-English dual language programs. *Educational Psychology* 37 (2): 94-111.

- [Article link](#) (UNC Libraries)

## 2. Discussion: Kuo et al. (2017)

- Any additional comments or questions?

## 2. Discussion: Kuo et al. (2017)

- A key aspect of the experiment design:

“Participants’ relative **performance** on these **different types of words** varying in origin, morphological complexity and frequency allowed us to **gauge** their **morphological awareness** and **cognate awareness.**”

(Kuo et al. 2017: 99, emphasis added)

- How was this supposed to work?
- Were there any potential problems with this idea?

## 2. Discussion: Kuo et al. (2017)

- What are outcomes of dual-language education?

“This finding is consistent with previous research showing that while it is likely for Spanish-speaking children in dual-language programmes to become proficient in English around grade three, the same trend has not been observed with English-speaking children developing proficiency in Spanish at the same juncture...” (Kuo et al. 2017: 105)

- What do you think might be responsible for this Spanish/English difference?

## 2. Discussion: Kuo et al. (2017)

- What are outcomes of dual-language education?
  - Are there advantages or disadvantages for **English**-speaking children to be in a dual-language program, according to this study?
  - What about **Spanish**-speaking children? What can we say, and what can't we say, on the basis of this study?



### 3. Bilingualism and education

- Have you heard people make either of these claims?
  - Bilingualism is important for **education** and/or **intelligence!** **Expose** young children to multiple languages!
  - Bilingualism will **hold kids back!** Don't **confuse** them with multiple languages when they are small!

### 3. Bilingualism and education

- A lot of the early research on the effect of bilingualism on intelligence or educational achievement carried out in English-speaking societies had serious methodological flaws
  - What factors are important to control for when comparing monolingual and bilingual students?

### 3. Bilingualism and education

- There is some research suggesting that bi- or multilingual speakers...
  - have better executive control (~mental planning and task switching)
  - are less susceptible to cognitive decline

But effects are small, and results are under debate

### 3. Bilingualism and education

- There is essentially **no** evidence that bilingualism has any negative effects on education or intelligence
  - There are lots of other **positives** (cultural, etc.)
- For more about bilingualism and possible effects on intelligence, see Ch 7 in Kaplan (2016) (available through [Course Reserves](#))

## 4. Presentations: Debriefing

- Any comments or suggestions about how the article interpretation and presentation assignment process went?
- I'm planning to post an anonymous survey about this assignment — your feedback will be appreciated!

## 5. Upcoming

- Well-being day Th Mar 28
- After that: we'll talk about final projects!
  - I will probably post project info tomorrow
  - Tu Apr 2:
    - Discuss project requirements
    - Discuss finding research articles
    - Workshop time: Confer with me, brainstorm with classmates, or search for potential topics and articles