Bilingual Education in Bloomington-Normal: The Here & Now and After

Kristen Gattuso  
*Illinois Wesleyan University*

Christina Isabelli, Faculty Advisor  
*Illinois Wesleyan University*

Follow this and additional works at: [https://digitalcommons.iwu.edu/jwprc](https://digitalcommons.iwu.edu/jwprc)

Part of the [Latin American Languages and Societies Commons](https://digitalcommons.iwu.edu/jwprc)

[https://digitalcommons.iwu.edu/jwprc/2011/oralpres10/1](https://digitalcommons.iwu.edu/jwprc/2011/oralpres10/1)

This Event is protected by copyright and/or related rights. It has been brought to you by Digital Commons @ IWU with permission from the rights-holder(s). You are free to use this material in any way that is permitted by the copyright and related rights legislation that applies to your use. For other uses you need to obtain permission from the rights-holder(s) directly, unless additional rights are indicated by a Creative Commons license in the record and/or on the work itself. This material has been accepted for inclusion by faculty at Illinois Wesleyan University. For more information, please contact digitalcommons@iwu.edu.  
©Copyright is owned by the author of this document.
BILINGUAL EDUCATION IN BLOOMINGTON-NORMAL: 
THE HERE & NOW AND AFTER

Kristen Gattuso and Christina Isabelli*
Hispanic Studies Department, Illinois Wesleyan University

This study examines the objectives of the existing bilingual education programs available for elementary students in Bloomington-Normal, Illinois. After exploring the options for young Spanish-speakers in this area, I plan to investigate the availability of resources for bilingual and English as a Second Language (ESL) teachers as well as the overall success of these programs. The latter will be determined by ISAT test scores of English language learners (ELLS) from the last three years after continuing on to junior high school. The participants of this study are bilingual educators who are members of the Bloomington-Normal Bilingual & ESL Group Listserv whose responses will be obtained through online surveys. One interview with a bilingual education teacher from Bloomington will also be used. The students’ test results will be acquired through the Illinois Interactive Report Cards of the Bloomington-Normal junior high schools that illustrate the achievement in various subject areas and compare test results by groups based on ethnicity, income, and other factors. In interpreting this information, I hope to answer these questions: Are the resources available to bilingual education programs sufficient? What happens when the ELLs enter into the junior high schools without Spanish instruction? Are the objectives of bilingual education achieved? With a growing population of Hispanics nationally, it is pertinent to examine both the strong and weak points of these programs in order to reflect on how the education system will accommodate ELLs in the imminent future.