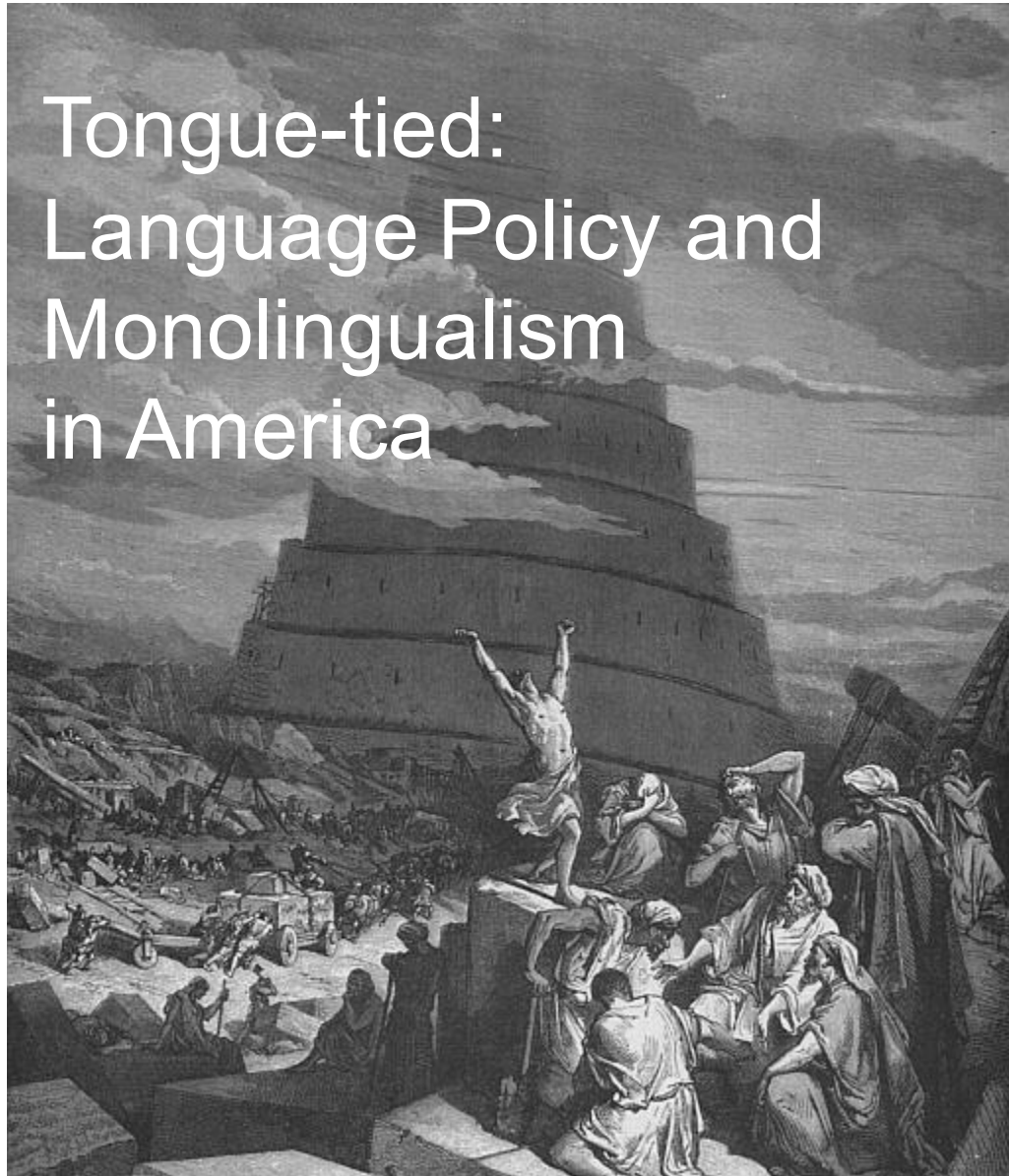


Tongue-tied: Language Policy and Monolingualism in America



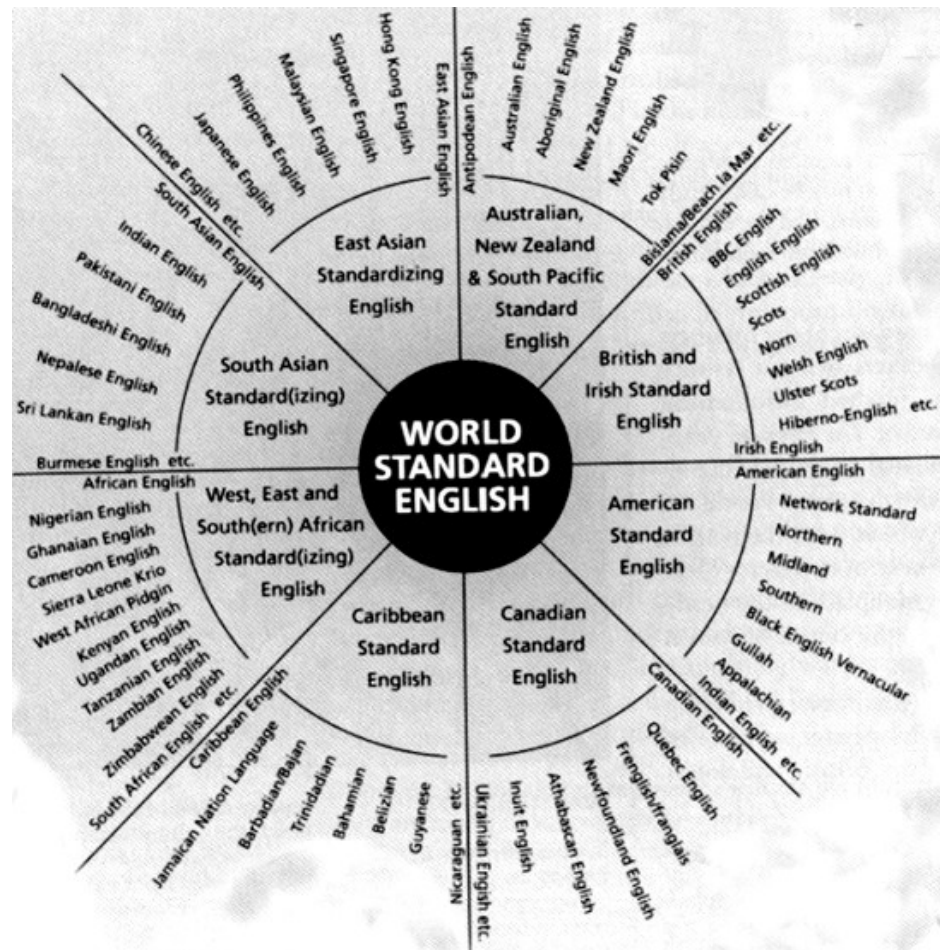
Rep. Fred Upton Adds to Growing List of H.R. 997 Co-Sponsors

June 17, 2009

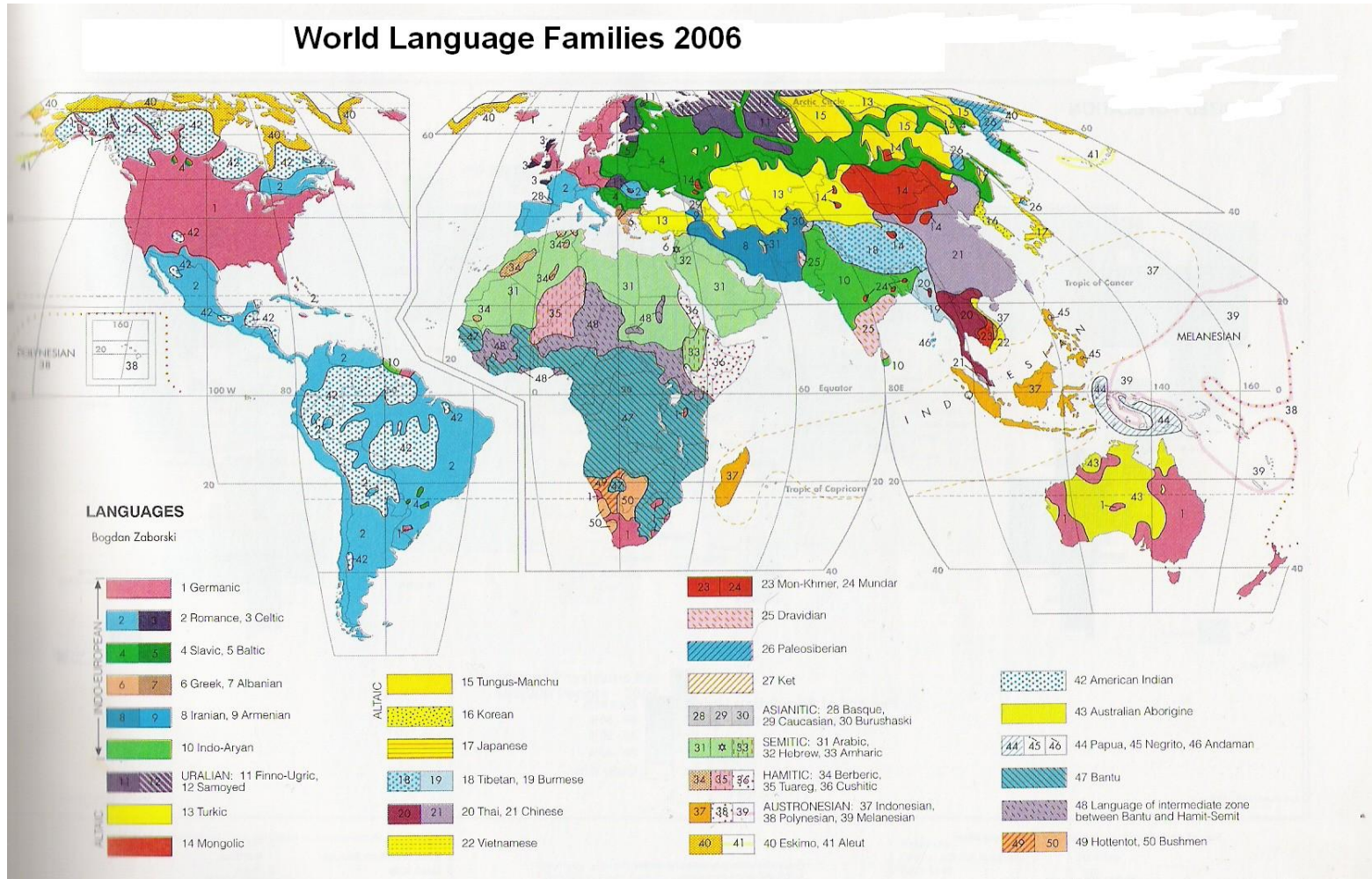
The number of co-sponsors of the [English Language Unity Act](#) increased to [119](#) yesterday with the support of Michigan Congressman Fred Upton. Rep. Upton becomes the fifth new co-sponsor of [H.R. 997](#) and the 61st new supporter since the bill was [introduced by Rep. Steve King](#) and 58 original co-sponsors on Feb. 11, 2009.

H.R. 997 would make English the official language of the United States and limit government multilingualism to specific areas such as emergency services and tourism.

1. A “COMMON SENSE” APPROACH TO LANGUAGE OFTEN PROMOTES BAD POLICY AND AN UNENLIGHTENED APPROACH TO LANGUAGE.



2. We need to understand the facts and realities of language diversity in the world and U.S.



Source: *Goode's World Atlas, 21st ed.*

3. Questions about language are generally questions of:
Power



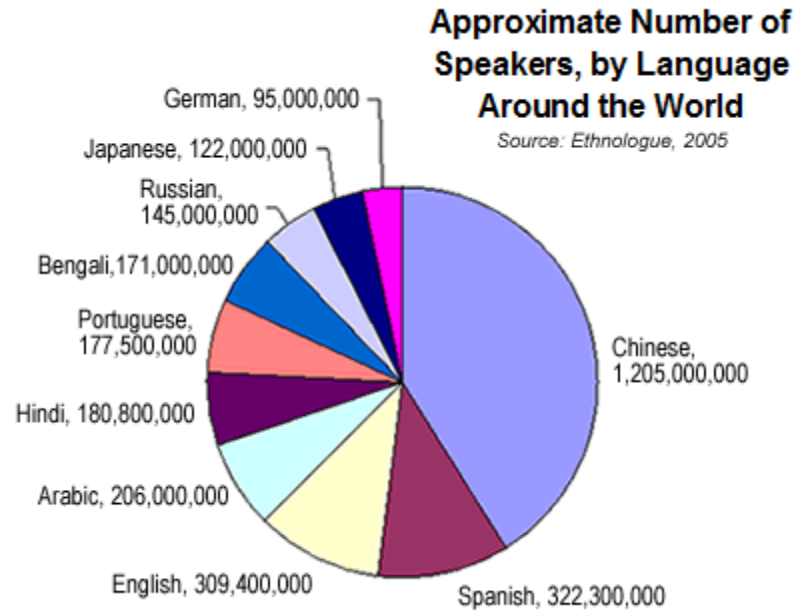
4. An ideology and public policy of
Monolingualism is
Regressive
And often Oppressive



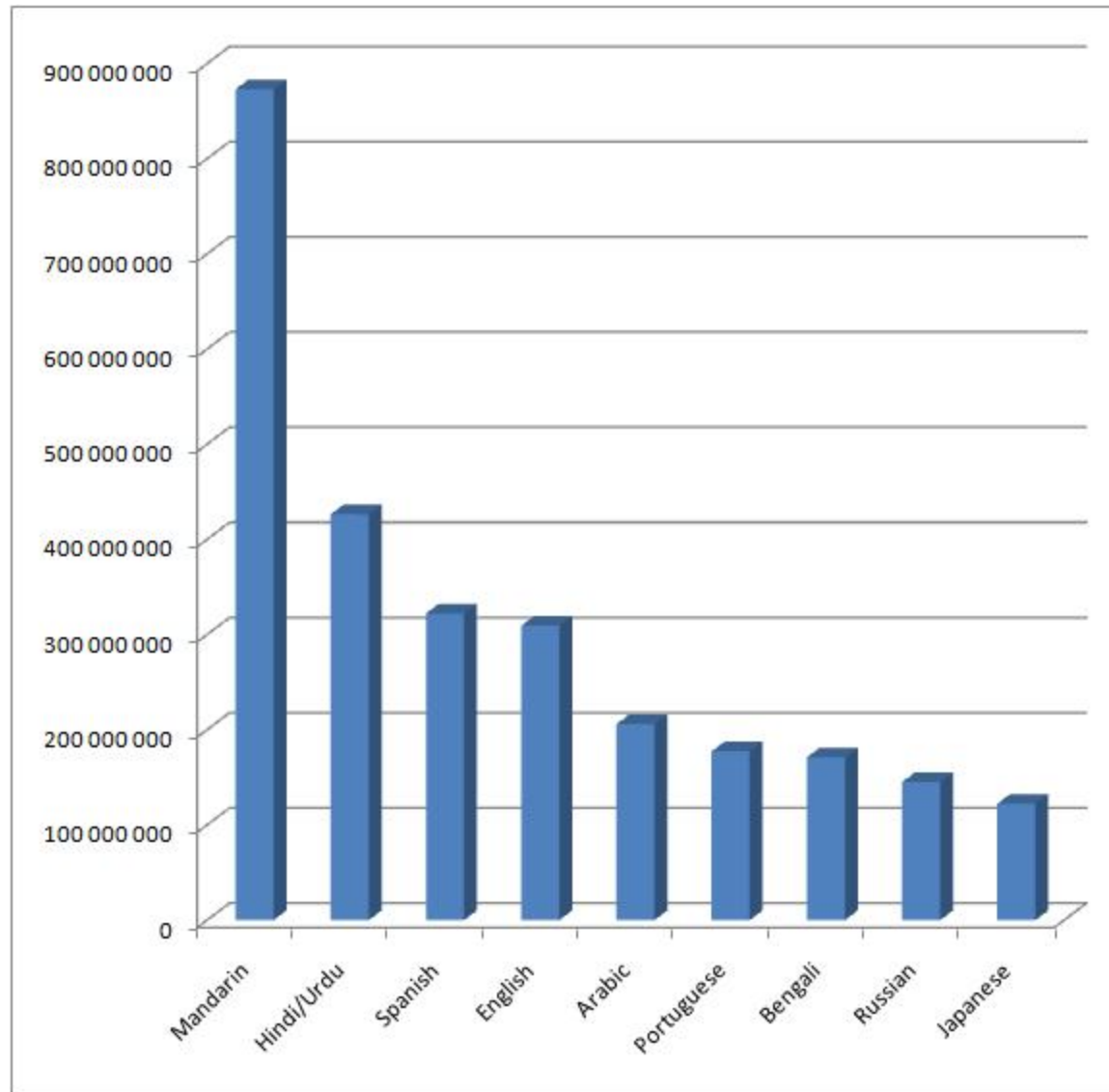
FOUR KEY PERSPECTIVES

- A “Common sense” approach to language often promotes bad policy and an unenlightened approach to language.
- We need to understand the facts and realities of language diversity in the world and U.S.
- Questions about language are generally questions about power
- An ideology and public policy of monolingualism is regressive and often oppressive.

WORLD LANGUAGES



NUMBER OF NATIVE SPEAKERS



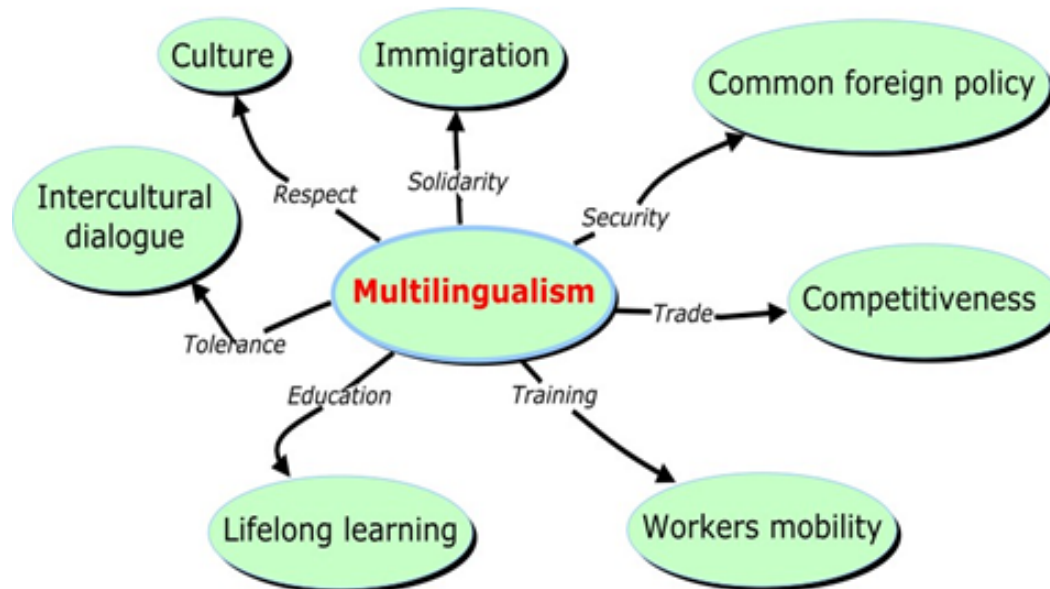
UNESCO

Expected results at the end of the biennium

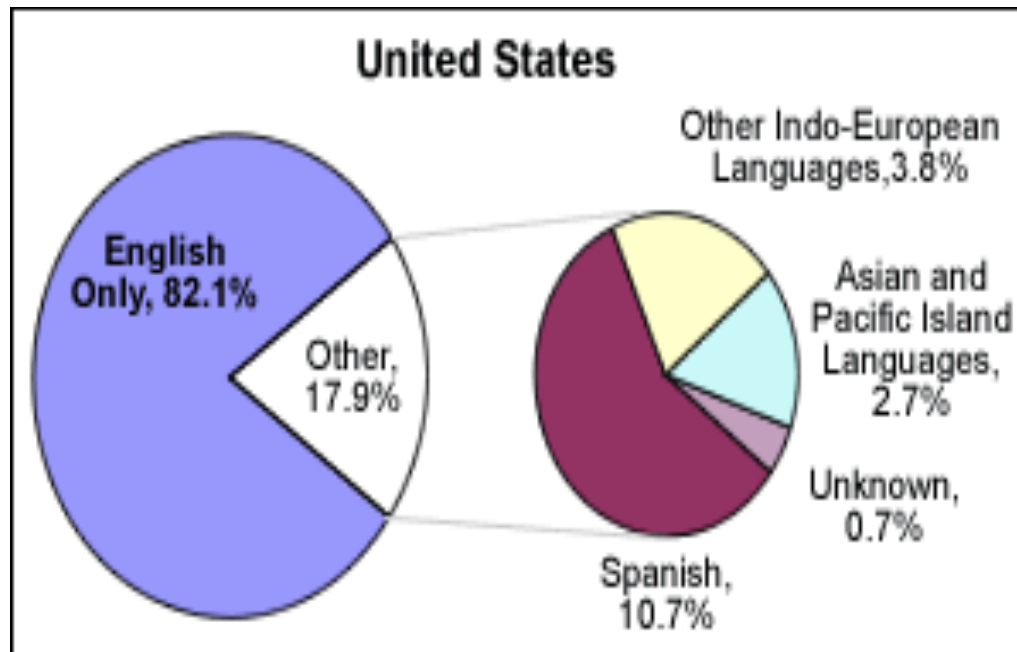
- Local and endangered languages integrated into national linguistic policies;
- Multilingualism promoted in Member States through capacity-building for multilingual education in the context of lifelong learning;
- Vernacular languages promoted as vehicles for an enhanced transmission of local and indigenous knowledge;
- Multilingualism in cyberspace enhanced and cultural diversity and pluralism fostered through local language media;
- Observatory on multilingualism established providing information on and analysis of policies, strategies, good practices and research related to languages and multi-lingual's.

EUROPEAN UNION

Multilingual is central ...



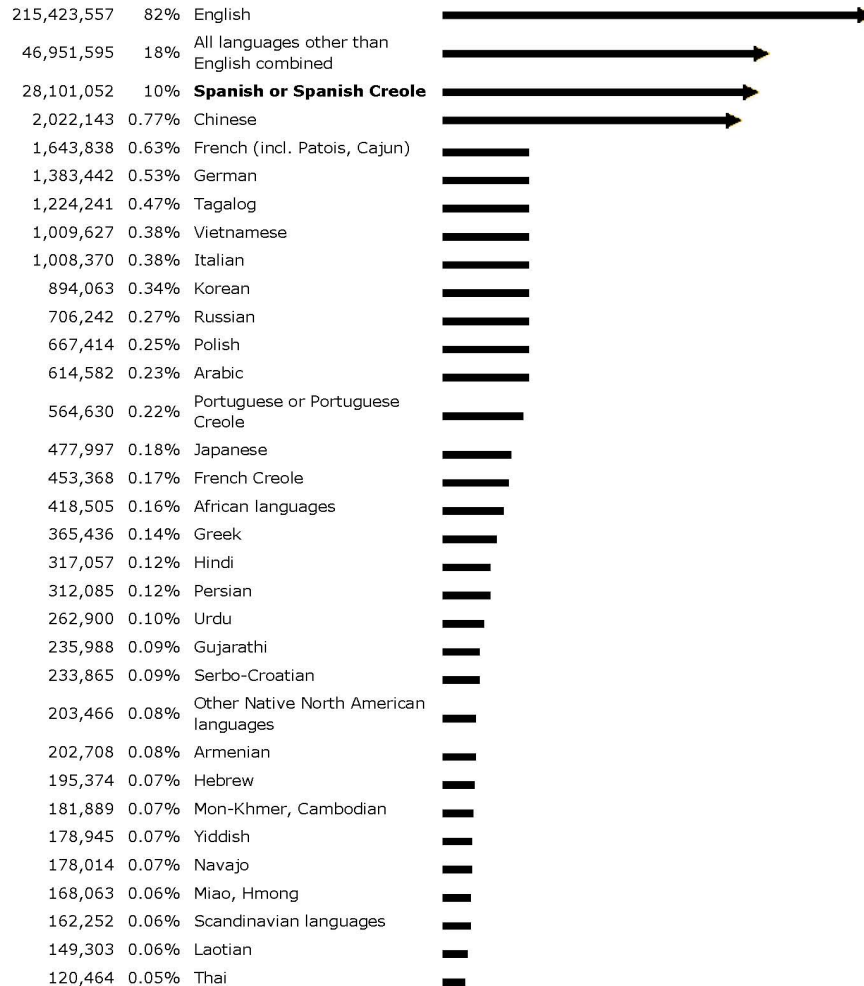
LANGUAGES IN U.S.



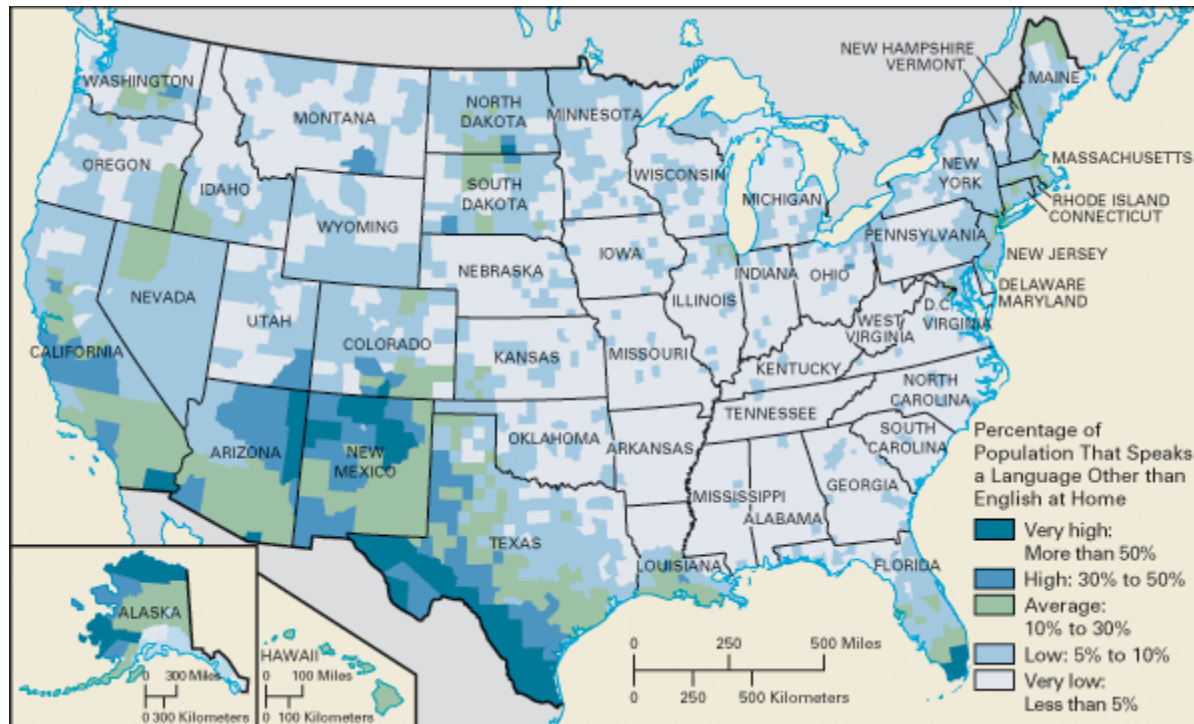
LANGUAGES IN U.S.

Number and percentage of speakers per language in the entire US

Sort: [Rank](#) | [Alphabetically](#)



HOME SPEAKERS OTHER THAN ENGLISH



ENGLISH SPEAKERS- U.S.

- .
-
- 15% of households speak a minority language or live in a household where one is spoken
- 60% of minority speakers are native born
- 82% who speak a minority language speaks English well
- 97% speak some English
- 90% 5-17 years old speak only English
- 89% 18+ speak only English
-

U.S SPEAKERS

- Speakers other than English at home increased by 47% in 1990s. 38% in 1980s
- Speakers of minority languages who also speak English “very well” increased comparably
- Speaking English “not well” or “not at all” increased 53%
- Speakers from home languages other than English grew 6 times English only speakers in 1990s

U.S. SPEAKERS

- School age children who speak languages other than English increased by 55%
- In 2000 census. 6 in 10 minority speakers were Spanish speaking
- Language other than English in Holland, Mi- 22.5%

Jim Crawford

U.S. Census Guide for the Perplexed

CLUB INFORMATION

Number of Finnish speakers in Holland-
1.00

Number of Holland Pediatric Dentists who speak
Pig Latin-
One limited speaker (LPLS)

LANGUAGES- HOLLAND PUBLIC SCHOOLS

- Albanian- 7
- Arabic - 11
- Bosnian- 1
- Chinese- 16
- Hindi- 2
- Khmer- 61
- Lao – 35
- Malay- 6
- Irani- 1
- Polish- 1
- Pujabi- 5
- Russian- 3
- Spanish- 1083
- Vietnamese- 21

HPS

- Limited English Proficient – 8.79% - 372

HISTORIC LANGUAGE CONFLICT

- Pennsylvania Germans -1753
- Louisianans – 1803
- Californians - 1850
- American Indians – 1880
- Puerto Ricans – 1902
- Hawaiians – 1898
- European Immigrants- 1880s

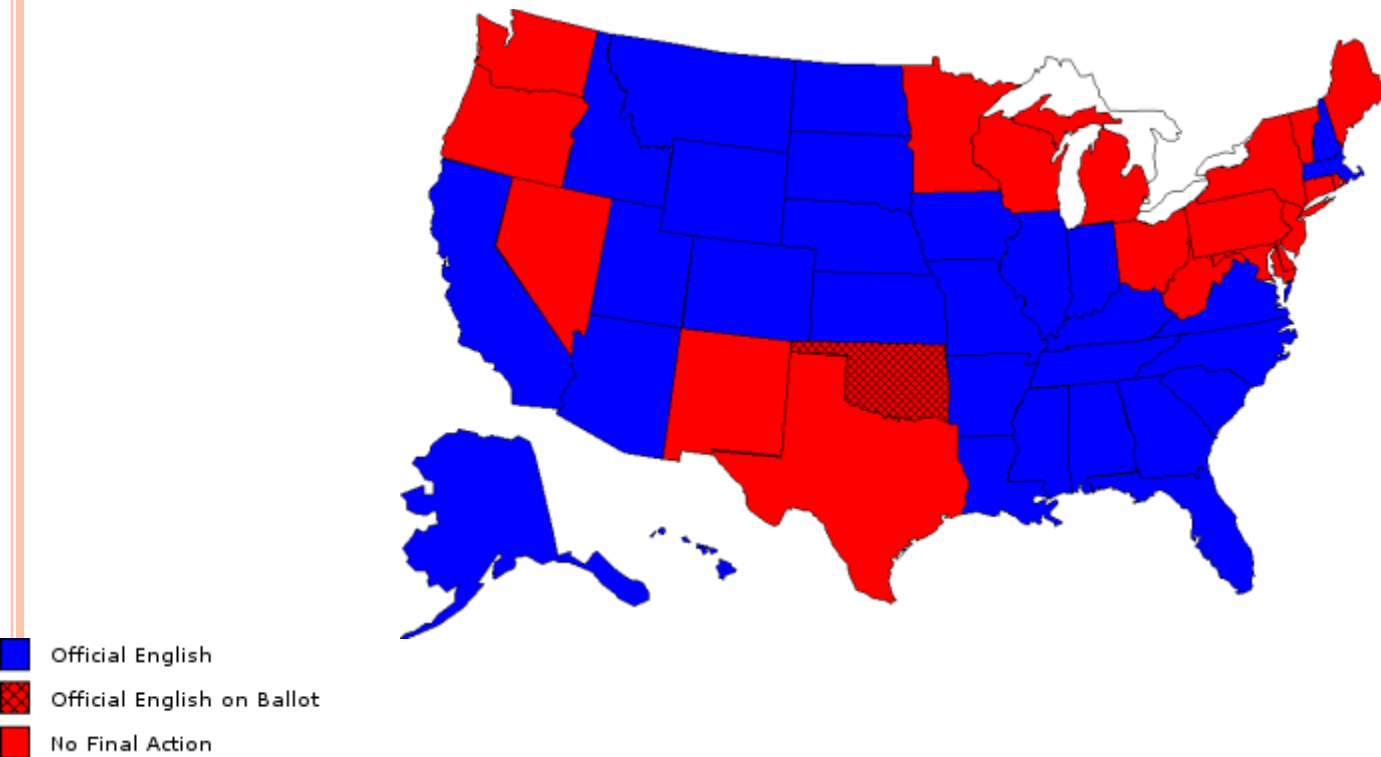
ENGLISH ONLY ASSUMPTIONS

1. English needs protection and preservation because it is threatened
2. Monolingualism is desirable while multilingualism is undesirable in daily public life
3. As far as immigration is concerned, American national identity is conceived in terms of the melting pot metaphor.
4. English is essential to unity and social coherence in the U.S. (and in general, a common language is essential to unity and social coherence in any society)

ENGLISH ONLY ASSUMPTIONS

5. A division exists between American born monolingual English immigrants and bilingual Spanish-speaking Latinos who choose to maintain their languages and cultures
6. Bilingualism is equated with ethnic separatism as far as immigrants are concerned
7. Languages are best learned in a situation that forces one to do so (immersion)-not in bilingual classrooms

States with Official English Laws



Oklahoma voters will decide whether to make English the official language of the state on November 2, 2010

Alabama (1990)
Alaska (1998)
Arizona (2006)
Arkansas (1987)
California (1986)
Colorado (1988)
Florida (1988)
Georgia (1986 & 1996)
Hawaii (1978)
Idaho (2007)
Illinois (1969)
Indiana (1984)
Iowa (2002)
Kansas (2007)
Kentucky (1984)

Louisiana (1812)
Massachusetts (1975)
Mississippi (1987)
Missouri (1998)
Montana (1995)
Nebraska (1920)
New Hampshire (1995)
North Carolina (1987)
North Dakota (1987)
South Carolina (1987)
South Dakota (1995)
Tennessee (1984)
Utah (2000)
Virginia (1981 & 1996)
Wyoming (1996)

Executive Order 13166

President William J. Clinton signed Executive Order 13166 into law on August 11, 2000. With that act, the federal government became officially multilingual, requiring any entity receiving federal monies to provide services in any language.

WHY ENGLISH ONLY

- Immigration patterns
- Demographic and cultural change
- Language Entitlements/legislation

LANGUAGE RIGHTS

- 1964 Civil Rights Act- Title VII
- Voting Rights Act – 1965,1970, 1975, 1992
- Bilingual Education Act – 1968
- *Lau vs. Nichols* – 1974
- Equal Opportunity Act 1974
- 1979 – Martin Luther King vs. Ann Arbor
- 1981 – First proposed Amendment – official language
- 1983 – U.S. English Founded
- 1998- Proposition 227 in California
 - Banned use of languages other than English for instruction
- 2000- Proposition 203 in Arizona
- 2007- HR997 Federal legislation introduced making English the national language.

PROPOSITION 227

- Impose an inflexible, state-mandated curriculum for all LEP children,
- Require an English-only methodology that has no support in scientific research and no quality controls to ensure that students are learning;
- Mainstream" LEP students after just one year of English instruction;
- Suggest to schools that during the year-long "sheltered English immersion programs" they group LEP students together on the basis of a student's English proficiency, regardless of the student's age;
- Deny parental choice by making it practically impossible to obtain a waiver of the English-only rule;
- California legislature is required a two-thirds vote to amend the English-only mandate, making this radical experiment virtually impossible to modify or repeal.

MOTHER TONGUE DEVELOPMENT

- Bilingualism has positive effects on children's linguistic and educational development.
- The level of development of children's mother tongue is a strong predictor of their second language development.
- Mother tongue promotion in the school helps develop not only the mother tongue but also children's abilities in the majority school language.
- Spending instructional time through a minority language in the school does not hurt children's academic development in the majority school language
- Children's mother tongues are fragile and easily lost in the early years of school.
- To reject a child's language in the school is to reject the child.

LOCAL ACTIONS

- Treat languages as an asset- Linguistic capital
- Understand importance and dynamics of providing children a mature command of their first language
- Be aware of trauma children undergo trying to fit into schools and society
- Increase investments in language education
- Encourage multicultural exposure and awareness
 - For all ages!
- Take a systematic approach to minority language needs
- Protect language rights

KEY PERSPECTIVES

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