



ELN101: Intro to Bilingualism

Week 1 Linguistic Diversity in the U.S.

Tomonori Nagano <tnagano@lagcc.cuny.edu>

Education and Language Acquisition Dept.
LaGuardia Community College

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- Complete the pre-semester survey at <https://t-nagano.link/myClassSurvey> (or scan this QR code)

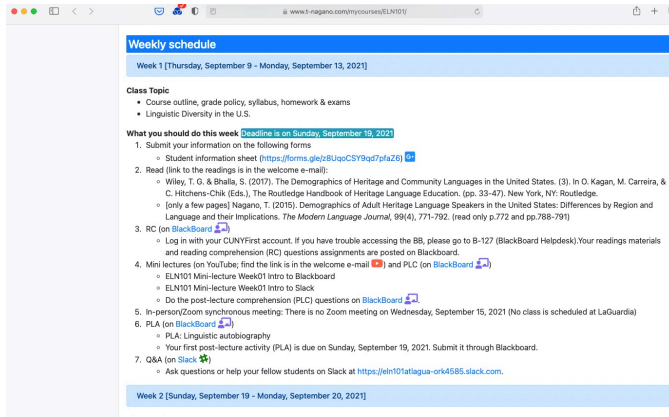


Overview of the class (1)

- In this course, we will examine:
 - Linguistic diversity in the U.S.
 - History of bilingualism in the U.S.
 - Language acquisition process for bilingual speakers
 - Language loss/maintenance
 - Individual and social factors in language loss/maintenance
 - Models of bilingual programs in the U.S.
 - Benefits and disadvantages of bilingualism
 - Politics and legislation concerning bilingual education in the U.S.
- The major requirements of this course are:
 - Readings (and short reflection essays in some weeks)
 - ePortfolio
 - Two research papers / projects
 - Three quizzes

Overview of the class (2)

- Course website (<http://t-nagano.com/>)



The screenshot shows a web browser window with the URL www.t-nagano.com/mycourses/ELN101/. The page has a blue header with the text "Weekly schedule". Below this, a light blue box indicates "Week 1 [Thursday, September 9 - Monday, September 13, 2021]". The "Class Topic" section lists "Course outline, grade policy, syllabus, homework & exams" and "Linguistic Diversity in the U.S.". The "What you should do this week" section has a deadline of "Sunday, September 19, 2021" and lists seven tasks: 1. Submitting information forms; 2. Reading assigned texts; 3. Logging into Blackboard; 4. Watching mini-lectures and completing PLC questions; 5. Attending a Zoom meeting; 6. Completing a linguistic autobiography (PLA); and 7. Asking questions on Slack. A second light blue box at the bottom indicates "Week 2 [Sunday, September 19 - Monday, September 20, 2021]".

Weekly schedule

Week 1 [Thursday, September 9 - Monday, September 13, 2021]

Class Topic

- Course outline, grade policy, syllabus, homework & exams
- Linguistic Diversity in the U.S.

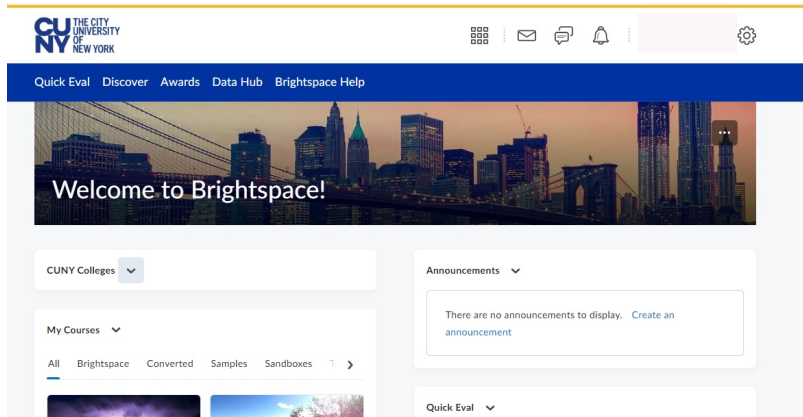
What you should do this week **Deadline is on Sunday, September 19, 2021**

1. Submit your information on the following forms
 - Student information sheet (<https://forms.gle/zBUqoCSY9qd7pfaZ6>)
2. Read (link to the readings is in the welcome e-mail):
 - Wiley, T. G. & Bhalla, S. (2017). The Demographics of Heritage and Community Languages in the United States. (3). In O. Kagan, M. Carreira, & C. Hitchens-Chik (Eds.), *The Routledge Handbook of Heritage Language Education*. (pp. 33-47). New York, NY: Routledge.
 - [only a few pages] Nagano, T. (2015). Demographics of Adult Heritage Language Speakers in the United States: Differences by Region and Language and their Implications. *The Modern Language Journal*, 99(4), 771-792. (read only p.772 and pp.788-791)
3. RC (on [BlackBoard](#))
 - Log in with your CUNYFirst account. If you have trouble accessing the BB, please go to B-127 (BlackBoard Helpdesk). Your readings materials and reading comprehension (RC) questions assignments are posted on Blackboard.
4. Mini lectures (on YouTube; find the link is in the welcome e-mail) and PLC (on [BlackBoard](#))
 - ELN101 Mini-lecture Week01 Intro to Blackboard
 - ELN101 Mini-lecture Week01 Intro to Slack
 - Do the post-lecture comprehension (PLC) questions on [BlackBoard](#).
5. In-person/Zoom synchronous meeting: There is no Zoom meeting on Wednesday, September 15, 2021 (No class is scheduled at LaGuardia)
6. PLA (on [BlackBoard](#))
 - PLA: Linguistic autobiography
 - Your first post-lecture activity (PLA) is due on Sunday, September 19, 2021. Submit it through Blackboard.
7. Q&A (on [Slack](#))
 - Ask questions or help your fellow students on Slack at <https://eln101atiagua-ork4585.slack.com>.

Week 2 [Sunday, September 19 - Monday, September 20, 2021]

Overview of the class (3)

- Basic features of Brightspace (<https://brightspace.cuny.edu>)



What about your language experience? (1)

- Let's talk about our language experience. What language(s) do you speak? How did you learn them?



What about your language experience? (2)

- Find someone whom you haven't spoken to before. Introduce yourself with a short (30–45 sec) story about your language experience.



Question: Bilingualism in the U.S. (1)

Question

- The U.S. has become a monolingual country because of strong pressure to assimilate into the Anglophone (English-speaking) population over the past 30 years.



Question: Bilingualism in the U.S. (2)

- No, because ...
 - The number of adult bilingual speakers grew at a considerably faster rate (27% per decade during 1980-2010) than the average growth of the U.S. population (11% per decade during 1980-2010).
- Yes, because ...
 - The growth rates of adult bilingual speakers differ radically from state to state. In some states, there was even a decline in the number of adult bilingual speakers.
 - Using the term *linguistic graveyard* (Rumbaut2009), Rumbaut noted extremely strong pressure for linguistic assimilation in the United States, which practically extinguishes almost all adult bilingualism within three immigrant generations.

Question: Bilingualism in the U.S. (3)

- Which languages are increasing or decreasing in the U.S?
 - English (on average, the entire U.S. population increases by 10% every decade)
1. Spanish
 2. French
 3. Chinese
 4. Hindi
 5. Tagalog
 6. German
 7. Vietnamese
 8. Korean
 9. Russian
 10. Arabic
 11. Dravidian
 12. Italian
 13. Portuguese
 14. Polish
 15. Japanese

Question: Bilingualism in the U.S. (4)

- Which languages are increasing or decreasing in the U.S?
 - English (on average, the entire U.S. population increases by 10% every decade)
- | | |
|----------------------------------|-------------------------|
| 1. Spanish (38.42%) | 9. Russian (91.27%) |
| 2. French (3.23%) | 10. Arabic (45.05%) |
| 3. Chinese (Mandarin +) (52.96%) | 11. Dravidian (152.83%) |
| 4. Hindi (96.32%) | 12. Italian (-25.87%) |
| 5. Tagalog (34.53%) | 13. Portuguese (18.80%) |
| 6. German (-9.18%) | 14. Polish (-19.59%) |
| 7. Vietnamese (82.96%) | 15. Japanese (2.47%) |
| 8. Korean (47.31%) | |

Question: Bilingualism in the U.S. (5)

- Which states are experiencing increases or decreases in linguistic diversity?



Question: Bilingualism in the U.S. (6)

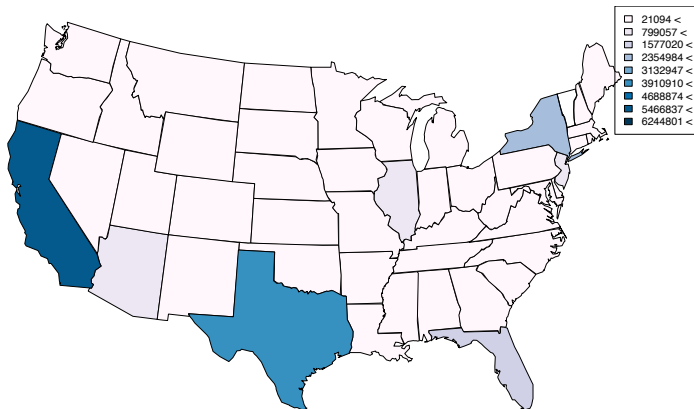
- The numbers of adult bilingual speakers (# BS), their proportion to the state population (% to P), and the average increase per decade between 1980-2010 (% Inc) of selected U.S. states

State	# BS	% to P	% Inc
California	6,244,801	16.72%	32.05%
Texas	4,150,885	16.43%	36.17%
New York	2,559,744	13.20%	10.90%
Florida	2,248,038	11.93%	47.63%
Illinois	1,245,885	9.70%	20.43%
New Jersey	1,148,519	13.05%	22.04%

State	# BS	% to P	% Inc
Vermont	21,094	3.37%	0.75%
West Virginia	22,881	1.23%	-0.45%
Wyoming	23,346	4.14%	6.53%
North Dakota	23,851	3.54%	-24.35%
Montana	26,226	2.65%	0.92%
South Dakota	34,218	4.19%	-4.15%

Question: Bilingualism in the U.S. (7)

Numbers of HL Speakers in the United States (2010)



Question: Bilingualism in the U.S. (8)

- However, our language experiences differ considerably depending on where we live.
- What is the second most frequently spoken language in the U.S.?



Question: Linguistic diversity in the U.S. (1)

Question

- Spanish speakers are by far the fastest growing bilingual community in the United States.



Question: Linguistic diversity in the U.S. (2)

- Yes, because ...
 - Spanish and Chinese remain the two most common groups of adult bilinguals in the United States, and their prevalence has grown rapidly over the last 30 years (from 6.4 million Spanish adult bilingual speakers in 1980 to 17.0 million in 2010, representing 38.42% growth per decade).
- No, because ...
 - Although the absolute numbers are rather small, newer adult bilingual groups speaking Arabic, Hindi, Dravidian languages, Vietnamese, Russian, Amharic/Ethiopian languages, and Tibetan exhibited substantial growth (e.g., Dravidian languages grew from 26,900 speakers in 1980 to 423,649, or 152% per decade).
 - On the state level, there are quite a few exceptions, such as Alaska (Aleut Eskimo is the most common adult bilingual), Hawaii (Filipino/Tagalog and Japanese), Louisiana (French), Maine (French), New Hampshire (French), North Dakota (German), South Dakota (Siouan languages), and Vermont (French).

Question: Linguistic diversity in the U.S. (3)

- The numbers of adult bilingual speakers for each language in 2010 and the average increase per decade

Language	Number	Percent	Increase
Spanish	17,013,399	59.25%	38.42%
French	1,256,193	4.37%	3.23%
Chinese	1,233,957	4.30%	52.96%
Hindi and related	1,185,354	4.13%	96.32%
Filipino, Tagalog	789,915	2.75%	34.53%
German	715,471	2.49%	-9.18%

Question: Immigration and Ethnic Enclaves (1)

Question

- New immigrants (potential bilingual speakers) often settle first in urban, metropolitan areas.



Question: Immigration and Ethnic Enclaves (2)

- No, because ...
 - Spanish adult bilingual speakers are now settling in a much wider range of counties than they did 30 years ago (Gini: 0.828 in 1980 and 0.764 in 2010).
 - Ehrenhalt (2013) uses the term *demographic inversion* to describe this trend of new Hispanic immigrants such that first- and 1.5-generation immigrants directly settle in suburbs rather than in central cities.
- Yes, because ...
 - The Spanish adult bilingual speakers are the only adult bilingual group that exhibited such a pattern.
 - The other adult bilingual groups such as Chinese, Filipino/Tagalog, Vietnamese, Korean, Dravidian, and Portuguese, still maintain the traditional outward migration model and reside in the ethnic enclaves with a high density of adult bilingual speakers.

Question: Immigration and Ethnic Enclaves (3)

- What languages do you anticipate hearing in your neighborhoods?



Question: Immigration and Ethnic Enclaves (4)

- **Long Island City:** Spanish, Chinese, Bengali
- **Astoria:** Spanish, Greek, Arabic
- **Sunnyside:** Spanish, Chinese, Korean
- **Jackson Heights:** Spanish, Bengali, Nepali
- **Flushing:** Chinese, Korean, Spanish
- **Forest Hills:** Russian, Spanish, Chinese
- **Richmond Hill:** Spanish, Punjabi, Bengali
- **Jamaica:** Spanish, Bengali, Haitian Creole
- **Harlem:** Spanish, French, Haitian Creole
- **Midtown:** Spanish, Chinese, Korean
- **Lower Manhattan:** Chinese, Spanish, French
- **Riverdale:** Spanish, Russian, Hebrew
- **Fordham:** Spanish, Bengali, French
- **South Bronx:** Spanish, French, Bengali
- **Williamsburg:** Spanish, Yiddish, Polish
- **Downtown Brooklyn:** Spanish, Chinese, French
- **Park Slope:** Spanish, French, Chinese
- **Coney Island:** Russian, Spanish, Chinese

Linguistic Diversity at LaGuardia Community College (1)

The 15 most frequent languages spoken at LaGuardia (the number of speakers is an estimate based on the sample statistics in 2014)

	Language	Percent	Number
1	English	53.9%	10,896
2	Spanish	20.9%	4,222
3	Chinese	4.3%	871
4	Bengali	3.2%	640
5	Arabic	1.6%	328
6	Korean	1.3%	268
7	Creole	1.2%	239
8	Nepali	1.2%	234
9	Polish	1.2%	233
10	Tagalog	1.0%	209
11	Russian	0.9%	186
12	Urdu	0.9%	182
13	Tibetan	0.9%	177
14	French	0.8%	159
15	Japanese	0.5%	95

Linguistic Diversity at LaGuardia Community College (2)

Familiarity check

- We will play audio recordings of street interviews in different languages.
- Please identify (1) in which language the interviews took place and (2) typological (linguistic) proximity to American English on the scale of 1-10 (1 being the farthest from English and 10 being the closest to English).

1. Practice 1: _____
2. Practice 2: _____
3. Language 3: _____
4. Language 4: _____
5. Language 5: _____
6. Language 6: _____
7. Language 7: _____
8. Language 8: _____
9. Language 9: _____
10. Language 10: _____

Linguistic Diversity at LaGuardia Community College (3)

Table: The 15 most frequent languages spoken at LaGuardia (the number of speakers is an estimate based on the sample statistics in 2014)

	Language	Percent	Number	Lang Family	Subdivision
1	English (P1)	53.9%	10,896	Indo-European	Germanic
2	Spanish (P2)	20.9%	4,222	Indo-European	Italic
3	Chinese (L9)	4.3%	871	Sino-Tibetan	
4	Bengali (L5)	3.2%	640	Indo-European	Indo-Iranian
5	Arabic (L10)	1.6%	328	Semitic	
6	Korean (L7)	1.3%	268	Altaic	
7	(Haitian) Creole	1.2%	239	Creole	
8	Nepali	1.2%	234	Indo-European	Indo-Iranian
9	Polish (L6)	1.2%	233	Indo-European	Slavic
10	Tagalog (L8)	1.0%	209	Austronesian	
11	Russian (L3)	0.9%	186	Indo-European	Slavic
12	Urdu (L4)	0.9%	182	Indo-European	Indo-Iranian
13	Tibetan	0.9%	177	Sino-Tibetan	
14	French	0.8%	159	Indo-European	Italic
15	Japanese	0.5%	95	Altaic	

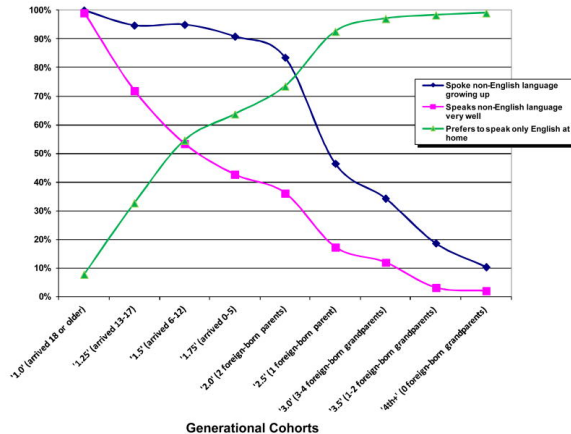
The U.S. as a Linguistic Graveyard (1)

Linguistic Graveyard (three-generation pattern)

- Immigrants' primary language is very likely to become English in the United States with strong Anglicizing pressure, which effectively eradicates all non-English languages within three generations.
- In the 20th century, several world languages were caused to atrophy in the United States.
 - Italian
 - Polish
 - Yiddish
 - German (except in a small community in Pennsylvania)
 - French (except for a few states such as Louisiana and Vermont)
 - Spanish (among the immigrants prior to the 1930's)

The U.S. as a Linguistic Graveyard (2)

Non-English Language Use by Generational Cohort (Rumbaut & Massey, 2013)



Linguistic Diversity in Queens

- Queens/LaGuardia is a microcosm of the new linguistic diversity in the U.S.
- *Colonial heritage languages* (e.g., French, Spanish, German, Polish, Russian etc) co-exist with *immigration heritage languages* (e.g., Spanish, Chinese, Bengali, Hindi, Urdu, Arabic, Korean etc.)
 - *Colonial heritage languages* are quickly disappearing (via the third generation rule) → **language preservation**
 - *Immigration heritage languages* are quickly booming without proper support → **language access**
- Each community has a rather unique pattern of linguistic diversity.

Ink-shedding

1. Summarize one idea you have heard today that sticks out in your memory.
2. Write your reaction (e.g., agreement, criticism, question, your own anecdote, antithesis etc.) to the idea above.
3. Also, write at least one question that you wanted to ask during the class.
4. When you are done, start your PLA (language biography)

Camarota, S. A. (2012). Immigrants in the united states: A profile of america's foreign-born population. Technical report, Center for Immigration Studies, Washington, D.C.

Ehrenhalt, A. (2013). *The Great Inversion and the Future of the American City*. Vintage International, New York, NY.

García, O. (2008). *Bilingual Education in the 21st Century: A Global Perspective*. Wiley-Blackwell, xx. Course: ELN101, Price: \$41.95.

Nagano, T. (2015). Demographics of adult heritage language speakers in the United States: Differences by region and language and their implications. *The Modern Language Journal*, 99(4):771–792.

Rumbaut, R. G. (2009). A language graveyard? the evolution of language competencies, preferences and use among young adult children of immigrants. In Wiley, T. G., Lee, J. S., and Rumberger, R., editors, *The Education of Language Minority Immigrants in the United States*, pages 35–71. Multilingual Matters, Bristol, UK.

This slide deck was created with $\text{\LaTeX}$ and the *beamer* class.