



ELN101: Intro to Bilingualism

Week 2 Linguistic Diversity in New York City

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Monday, September 28, 2026

Announcements & Recap of Week01 (1)

Announcements this week

- E-mail announcements (from tnagano@lagcc.cuny.edu)
- Assignment deadlines are on Sundays
- Grades on Brightspace
- Reading comprehension (RC) questions during class beginning in Week 02
 - open-book (you can look at the readings)
 - work with classmates, but submit your own answer sheet

Announcements & Recap of Week01 (2)

- Language representation in ELN101.0365 (Fall 2026)

Language	Students n	(%)
English	17	100.0%
Spanish	8	44.4%
Bengali	2	11.1%
Chinese: Eastern Min (Fuzhou Dialect)	2	11.1%
Chinese: Mandarin	2	11.1%
Nepali	2	11.1%
Arabic	1	5.6%
Croatian	1	5.6%
French	1	5.6%
Hindi	1	5.6%

Announcements & Recap of Week01 (3)

- Language representation in ELN101.0366 (Fall 2026)

Language	Students n	(%)
English	22	100.0%
Spanish	9	40.9%
Nepali	3	13.6%
Chinese: Mandarin	2	9.1%
Hindi	2	9.1%
Korean	2	9.1%
Arabic	1	4.5%
Burmese	1	4.5%
Chinese: Southern Min (Hokkien and Teochew)	1	4.5%
Chinese: Wu (Shanghainese)	1	4.5%
French	1	4.5%
Fula	1	4.5%
German	1	4.5%
Hawaiian Pidgin	1	4.5%
Japanese	1	4.5%
Mandingo	1	4.5%
Russian	1	4.5%
Soso	1	4.5%
Turkish	1	4.5%

Announcements & Recap of Week01 (4)

- Questions from Week 01



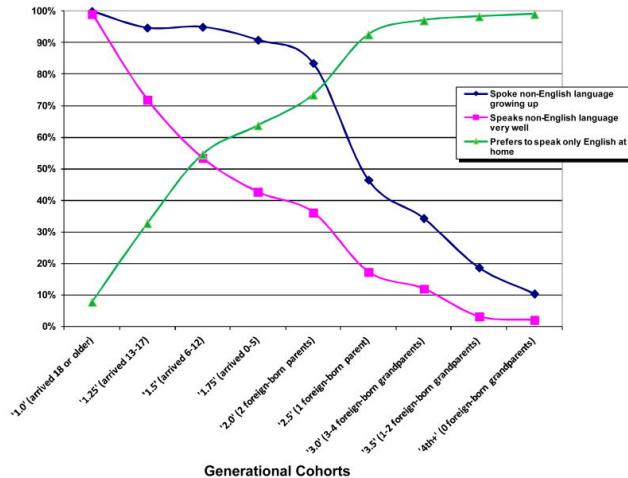
Announcements & Recap of Week01 (5)

Linguistic Graveyard (three-generation rule)

- 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 atrophied 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)

Announcements & Recap of Week01 (6)

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



Announcements & Recap of Week01 (7)

- Discuss your language experience with your peers (2 min per person).



Announcements & Recap of Week01 (8)

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.) coexist with *immigrant 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.

Overview of the lesson (1)

Overview of this week's lesson

- A brief history of immigration in NYC
- The Immigration and Nationality Act of 1965 (Hart-Celler Act)
- Linguistic diversity in New York City
- Melting pot vs. ethnic enclaves

Overview of the lesson (2)

Question

- How many languages are spoken in New York City?
 - 150
 - 300
 - 450
 - 600



Brief history of immigration in New York City (1)

Brief history of immigration in New York City

1. **Before the 19th century:** First _____ and _____ settlers
2. **1830's-1840's:** _____ and _____ mass immigration
3. **1880's:** _____ and _____
4. decline of immigration in the early 20th century
5. The Immigration and Nationality Act of 1965 (Hart-Celler Act)
6. **1970's-:** new immigrants from _____, _____, and _____
7. **2010's-:** new immigrants from _____

Brief history of immigration in New York City (2)

- 1965 is a major turning point of the U.S. bilingual and immigration history

Immigration and Nationality Act (Hart-Celler Act) (1965)

- Replaced the national origins quota system with a system emphasizing family reunification and skilled immigrants.
- Expanded immigration especially from Asia and Latin America (Mexico in particular)
- See short videos on the Hart-Celler Act: https://youtu.be/rb_e88DuULU

Linguistic diversity in New York City (1)

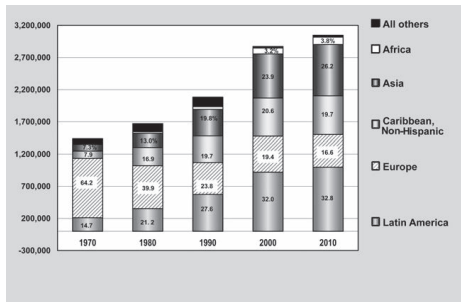


FIGURE 2.1. FOREIGN-BORN BY REGION, NEW YORK CITY, 1970–2010.

Source: U.S. Census Bureau, 1970–2000 Census; 2010 American Community Survey, Public Use Microdata Sample; Population Division, New York City Department of City Planning.

- 1970-2010: Increase of Latin American, Caribbean, and Asian (and decrease of European)

Linguistic diversity in New York City (2)

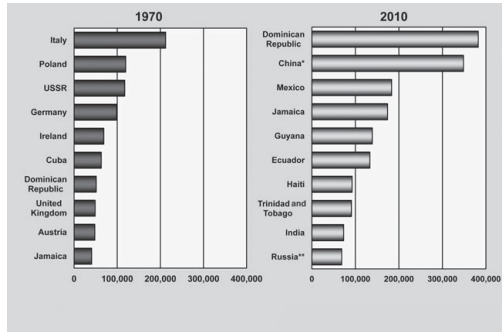
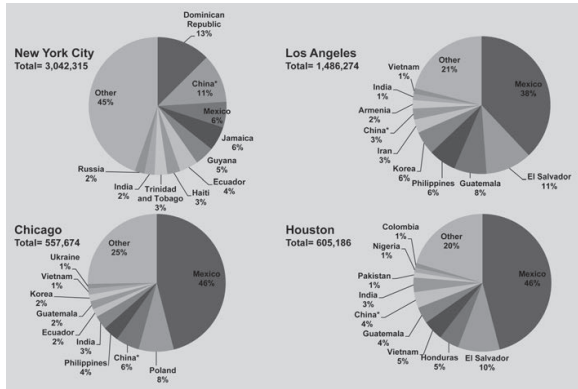


FIGURE 2.2. TOP SOURCES OF NEW YORK CITY'S FOREIGN-BORN, 1970 AND 2010.

- 1970-2010: Increase of Latin American, Caribbean, and Asian (and decrease of European)

Linguistic diversity in New York City (3)



- 1970-2010: Experience of New York City is rather unusual in the past five decades

Linguistic diversity in New York City (4)

Question

- Which languages are officially supported by MTA?



Feeling sick?

If you're well enough, get off at the next stop, since help can reach you faster in a station.

If not, notify the train crew or ask someone to do it for you. Transit staff or police will stay with you until you can be on your way or in the right hands.

Not only will you be helping yourself, you'll help reduce some 10,000 train delays a year.

1

¿Se siente mal?
Si se siente lo suficientemente bien, bájase en la siguiente parada, ya que la ayuda puede llegar a usted más rápido en la estación.
Si no, notifique a la tripulación del tren o pida a alguien que lo haga por usted. El personal de tránsito o la policía se quedarán con usted.

2

感觉难受吗？
如果您还感觉良好，请在下一站下车，因为您在车站可以更快地得到帮助。
否则，请通知列车工作人员或请他人帮您通知列车工作人员。 Transit 工作人员或警察将陪伴您，直至您可以自行离开或上车。

3

아프십니까?
몸을 움직일 수 있다면, 다음 역에서 내리십시오. 경계장에 있으면 더 빨리 도움을 받을 수 있습니다.
몸을 움직일 수 없을 정도라면 열차 승무원에게 직접 알리거나 누군가를 도움을 받아 알려십시오. 열차 열차원이 다시 할

4

Вам стало плохо в вагоне метро?
Если вы можете передвигаться, выйдите из вагона на следующей остановке, так как на станциях вам помогут быстрее.
Если вы не в состоянии двигаться сами, сообщите о своем состоянии кондуктору поезда или проводнику или попросите помощи.

5

Santi w malad?
Si se senti ou pi byen, desann ale nan pranchan estasyon an, kiom ou ka jwenn ed pi vit nan yon estasyon.
Si non, li anpil pou ou mande yon moun pou li pou ou. Anplwaye tren lan pranchan ou ka jwenn ed.

6

Take care.

Linguistic diversity in New York City (5)

- Multiple laws require public agencies to provide language assistance services (translation and interpretation) to people with Limited English Proficiency (LEP).

Linguistic diversity in New York City (6)

Language Access Policies

- **Federal:** Title VI of the Civil Rights Act in 1964
- **Federal:** ~~President Bill Clinton signed Executive Order 13166 "Improving Access to Services for Persons with Limited English Proficiency" in 2000.~~ ← This policy was rescinded by a new Executive Order 14224 signed by President Donald Trump on March 1, 2025
- **State:** New York Governor Andrew Cuomo signed Executive Order 26 "Statewide Language Access Policy" in 2011. An amendment EO 26.1 was signed in 2021.
- **City:** New York City Mayor Michael Bloomberg signed Executive Order 120 "Citywide Policy on Language Access to Ensure the Effective Delivery of City Services" in 2008 (also see Local Law 30 (2017) and 73 (2003))

Linguistic diversity in New York City (7)

New York City's Language Access Policy

- NYC's top 6 are:
 - Spanish, Chinese, Russian, Haitian Creole, Bengali, and Korean
- NYC's "ten designated citywide languages" are:
 - Spanish, Chinese, Russian, Bengali, Haitian Creole, Korean, Arabic, French, Urdu, and Polish
- NYC's languages may also include:
 - French, Hindi, Nepali, Portuguese, Punjabi, Tagalog, and Urdu
- See NYC Department of City Planning's Language Access Policy page:
<https://www.ny.gov/language-access-policy>

Linguistic diversity in New York City (8)

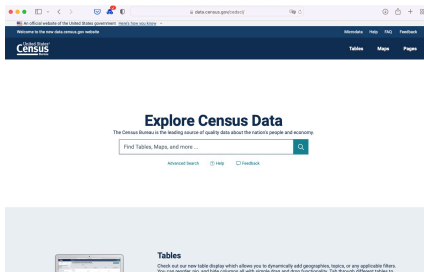
Question

- Is New York City really a melting pot of cultures, ethnicities, and languages?



Linguistic diversity in New York City (9)

- We will do a mini-project to investigate NYC's linguistic diversity. See the post-lecture activity for more info.
 - U.S. Census FactFinder (<https://data.census.gov/cedsci/>)
 - MTA language access mini-project (Week 2 PLA)



What is a language (and a dialect)? (1)

- What is the difference between a *language* and a *dialect*?



What is a language (and a dialect)? (2)

- "A language is a dialect with an army and navy" (Max Weinreich)
- Haugen (1966) pointed out that *language* and *dialect* are ambiguous terms.

Definition of *language*

- Language is used to refer either to a single linguistic norm (usually a prestigious norm) or to a group of related norms.
- Language is almost always associated with some literacy tradition
- Language is equivalent to the standard means of communication

What is a language (and a dialect)? (3)

Definition of *dialect*

- Dialect is often no more than a local non-prestigious (therefore powerless) variety of a real language
- Dialect is a regional variety without any literary tradition (c.f., *un patois*)
- Dialect is equivalent to the sub-standard means of communication

What is a language (and a dialect)? (4)

- *Mutual intelligibility* is often employed to distinguish dialects from languages
 - Dialect: Language x and y have different properties (e.g., different grammar, vocabulary, and sound system), but speakers of x and y can understand each other.
- However, mutual intelligibility is a continuum and is not perfect:

AA ↔ Aa ↔ aa ↔ ab ↔ bb ↔ bB ↔ BB

- Each dialect shares one property (i.e., mutually intelligible) with an adjacent dialect, but AA and BB are completely different languages

What is a language (and a dialect)? (5)

- Swedish, Danish, and Norwegian (Map from Comrie (2003))



What is a language (and a dialect)? (6)

- Urdu and Hindi in Pakistan and India (Map from Comrie (2003))



What is a language (and a dialect)? (7)

- Dialects of Chinese (Map from Comrie (2003))



What is a language (and a dialect)? (8)

- Commonly believed to be two separate languages but with significant similarities
 - Urdu and Hindi in Pakistan and India
 - Serbian and Croatian in Yugoslavia
 - Bokmål and Nynorsk in Norway (and many other Scandinavian languages such as Swedish, Danish, and Norwegian)
- Commonly believed to be one language but with significant differences
 - the literary and colloquial forms of Arabic
 - the local dialects of Rajasthan and Bihar in North India
 - Cantonese and Mandarin in China
- Language/dialects with geographic separation
 - French and Haitian French Creole
 - Portuguese and Brazilian Portuguese
 - Peninsular Spanish and Spanish in South America
 - World Englishes

Ink-shedding

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.

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