



# ELN101: Intro to Bilingualism

## Week 2 Linguistic Diversity in New York City

Tomonori Nagano <[tnagano@lagcc.cuny.edu](mailto:tnagano@lagcc.cuny.edu)>

Education and Language Acquisition Dept.  
LaGuardia Community College

March 16, 2024

## Announcements & Recap of Week01 I

### Announcements this week

- E-mail announcements (from [tnagano@lagcc.cuny.edu](mailto:tnagano@lagcc.cuny.edu))
- Assignments deadline on Sunday
- Grades on Blackboard
- Reading comprehension (RC) questions during class from Week 02
  - open-book (you can look at the readings)
  - work with classmates, but submit your own answer sheet

## Announcements & Recap of Week01 II

### Languages represented in this class

1. Albanian
2. Bahasa (Indonesian)
3. Bengali
4. German
5. English
6. Hindi
7. Hungarian
8. Indonesian
9. Italian
10. Japanese
11. Myanmar (Burmese)
12. Nepali
13. Polish
14. Spanish
15. Thai
16. Tibetan
17. Urdu

## Announcements & Recap of Week01 III

- Questions from Week 01
  1. Will we learn a new language in this class? [FM]
  2. How the two papers will be graded? [AZ]
  3. What is the closest language to English? [EF, SR] ← Scots  
(<https://www.youtube.com/watch?v=jdl4mipSfL8>)
  4. What is "linguistic graveyard"? [RB]
  5. How can we preserve our non-English languages in the household? [KS]
  6. How did you learn English? [BS]
  7. What can we do to preserve minority languages, especially indigenous languages? [ZC]
  8. Will English become an official language in the U.S.? [KA, MR]
  9. What is the chance of speaking Spanish very well among the 2nd generation immigrants?  
[MM]
  10. Why don't you like translation as language access? [SV]

# Announcements & Recap of Week01 IV

**Table 6.**  
**Language Proficiency, Preference, and Use among Young Adult Children of Immigrants:**  
**Change Over Time, from 1992 (at age 14) to 2001-03 (at age 24), by Generational Cohorts, Language, and Location**  
 (CILS Longitudinal Sample)

Language Characteristics (in percents)	Survey Year (N =)	Total (3071)	Generational Cohort*				Language		Location	
			1.5 (373)	1.75 (1096)	2.0 (1276)	2.5 (326)	Spanish (1892)	Asian Languages (494)	South Florida (1605)	Southern California (1466)
<i>English Language Fluency:</i>										
Understands it "very well":	1992	82.7	48.0	81.9	92.3	95.2	86.4	58.0	91.8	74.0
	1995	86.1	58.5	85.7	93.8	95.7	90.3	62.8	94.8	78.2
	2002	91.4	76.8	92.0	94.9	95.4	93.9	79.6	96.0	86.8
Several rows are omitted										
<i>Foreign Language Fluency:</i>										
Understands "very well":	1992	43.9	59.4	46.9	39.8	20.6	53.3	35.2	46.6	36.9
	1995	47.1	61.0	47.9	44.9	20.9	58.8	35.3	49.5	40.2
	2002	62.2	66.2	66.9	63.6	36.2	78.3	40.3	76.4	46.6

Rumbaut (2009)

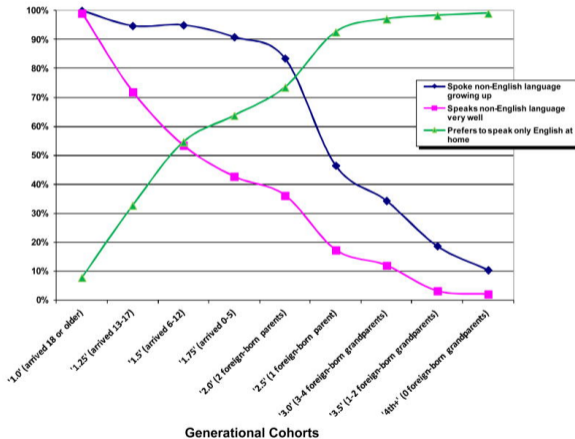
## Announcements & Recap of Week01 V

### 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 were caused to atrophy in the United States.
  - Italian
  - Polish
  - Yiddish
  - German (except 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 VI

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



## Announcements & Recap of Week01 VII

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





## Announcements & Recap of Week01 VIII

### 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.

## Overview of the lesson I

### 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 II

## Question

• How many languages are spoken in New York City?

• 150

• 300

• 450

• 600



## Overview of the lesson III

- According to Endangered Language Alliance, a non-profit organization working on less commonly spoken languages in NYC, it is estimated that about 600 languages are spoken in New York City. See <https://www.elalliance.org/our-work/maps/nyc-map>.



- But the number of languages is always a contested concept since there is no clear definition what counts as a language.
- "A language is a dialect with an army and navy." (Max Weinreich)

# Overview of the lesson IV

- Familiarity check: Language diversity in NYC

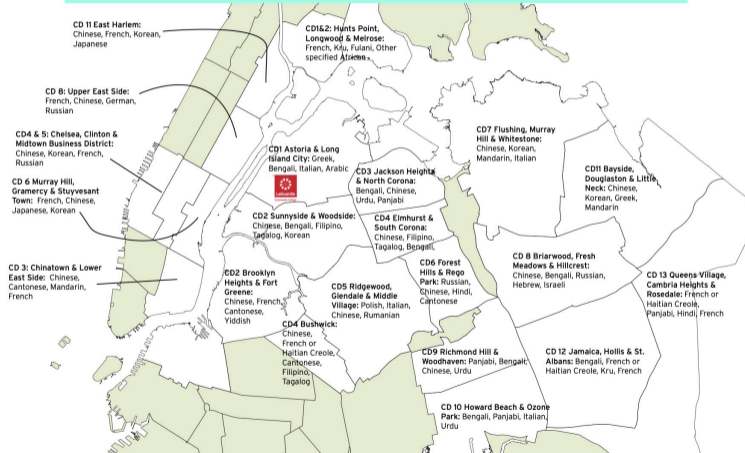
Identify languages spoken in each district (excluding English and Spanish)

The map shows various NYC districts with lines pointing to blank lines for language identification. A red square icon is located in the Astoria & Long Island City district.

District	Blank Lines
CD 11 East Harlem:	_____ _____
CD16:2: Hunts Point, Longwood & Melrose:	_____ _____
CD 8: Upper East Side:	_____ _____
CD 4 & 5: Chelsea, Clinton & Midtown Business District:	_____ _____
CD 1 Astoria & Long Island City:	_____ _____
CD 3 Jackson Heights & North Corona:	_____ _____
CD 7 Flushing, Murray Hill & Whitestone:	_____ _____
CD 11 Bayside, Douglaston & Little Neck:	_____ _____
CD 6 & Murray Hill, Gramercy & Stuyvesant Town:	_____ _____
CD 2 Sunnyside & Woodside:	_____ _____
CD 4 Elmhurst & South Corona:	_____ _____
CD 3: Chinatown & Lower East Side:	_____ _____
CD 2 Brooklyn Heights & Fort Greene:	_____ _____
CD 5 Ridgewood, Glendale & Middle Village:	_____ _____
CD 6 Forest Hills & Rego Park:	_____ _____
CD 8 Briarwood, Fresh Meadows & Hillcrest:	_____ _____
CD 13 Queens Village, Cambria Heights & Rosedale:	_____ _____
CD 4 Bushwick:	_____ _____
CD 9 Richmond Hill & Woodhaven:	_____ _____
CD 12 Jamaica, Hollis & St. Albans:	_____ _____
CD 10 Howard Beach & Ozone Park:	_____ _____

# Overview of the lesson V

## Most frequently spoken languages in NYC community districts (excluding English and Spanish; American Community Survey 2015)



## Brief history of immigration in New York City I

### 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 II

- 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](https://youtu.be/rb_e88DuULU)



## Linguistic diversity in New York City I

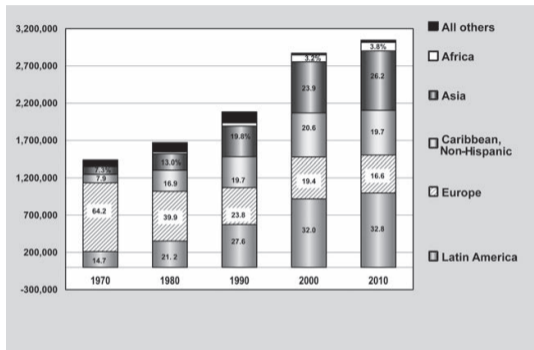


FIGURE 2.1. FOREIGN-BORN BY REGION, NEW YORK CITY, 1970–2010.  
Source: U.S. Census Bureau, 1970–2000 Census; 2010 American Community Survey, Public Use Microdata Sample; Population Division, New York City Department of City Planning.

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

## Linguistic diversity in New York City II

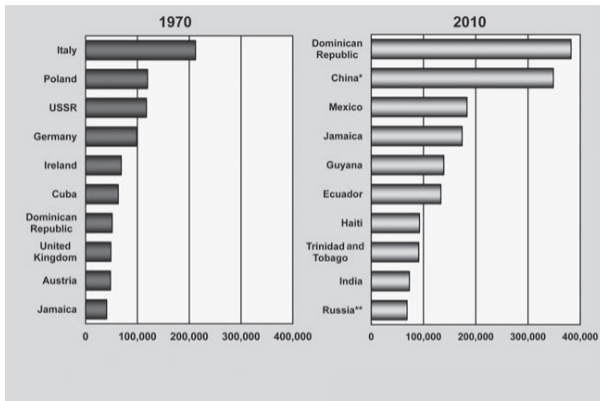
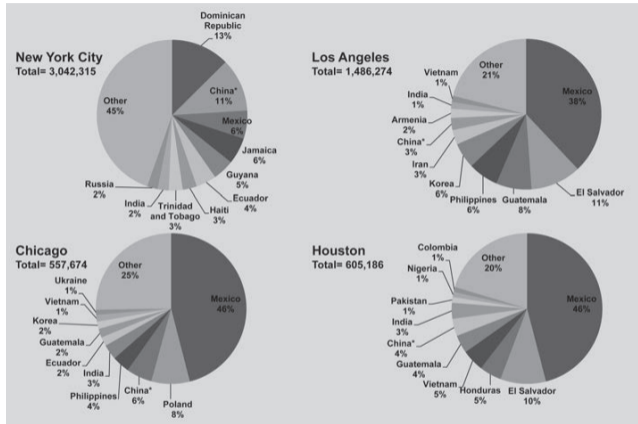


FIGURE 2.2. TOP SOURCES OF NEW YORK CITY'S FOREIGN-BORN, 1970 AND 2010.

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

## Linguistic diversity in New York City III



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

# Linguistic diversity in New York City IV

## 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, bájese en la siguiente parada, ya que la ayuda puede llegar a usted más rápido en la estación.

Si no, notifique a la reproducción del tren o pida a alguien que lo haga por usted. El personal de tránsito o la policía se quedará con usted.

2

### 感觉难受吗?

如果觉得还够撑持，请在下一站下车，因为在车站可以更快地得到帮助。

否则请通知或请别人帮您通知列车乘务员、Transit 工作人员或警察寻求帮助。高素都可以自行离开或寻求帮助。

3

### 아프십니까?

몸을 움직일 수 있다면, 다음 역에서 하차하십시오. 열차장에 있으면 더 빨리 도움을 받을 수 있습니다.

몸을 움직일 수 없을 정도로 아프거나 승무원에게 직접 알리거나 누군가의 도움을 받은 말하십시오. 물이 부족하다 다시 말

4

### Вам стало плохо в вагоне метро?

Если Вы можете передвигаться, выйдите из вагона на следующей остановке, так как на станции к Вам придут на помощь быстрее.

Если Вы не в состоянии двигаться сами, сообщите о Вашем состоянии человеку, находясь на следующей остановке или попросите помощи.

5

Take care.

### Santi w malad?

Si w kondi ou pi byen, desann ale nan parochan estasyon an, kidon ou ka jwenn lid pou l'aplaye pi vit.

Si non, li aplaye nan byen an konn sa ouka mande yon moun pou li l'aplaye. Anplwaye nan Transpò piblik ouka kapab

## Linguistic diversity in New York City V

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

### 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
- **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 VI

### 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 VII

### Question

- Is New York City really a melting pot of culture, ethnicity, and languages?



## Linguistic diversity in New York City VIII

- 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)

An official website of the United States government. Here's how you know -

Welcome to the new data.census.gov website

Microdata Help FAQ Feedback

Tables Maps Pages

### Explore Census Data

The Census Bureau is the leading source of quality data about the nation's people and economy.

Find Tables, Maps, and more ...

Advanced Search Help Feedback

#### Tables

Check out our new table display which allows you to dynamically add geographies, topics, or any applicable filters. You can reorder, pin, and hide columns all with simple drag and drop functionality. Tab through different tables to



## 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.

# Bibliography I

- Labo, A. P. and Salvo, J. J. (2013a). The newest New Yorkers: Characteristics of the city's foreign-born population. Technical report, Department of City Planning, the City of New York, New York, NY.
- Labo, A. P. and Salvo, J. J. (2013b). A portrait of new york's immigrant mélange. In Foner, N., editor, *One Out of Three: Immigrant New York in the Twenty-First Century*, pages 35–63. Columbia University Press, New York, NY.
- 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 presentation slide was created with  $\LaTeX$  and *beamer*  $\LaTeX$  style.