

ENGLISH ONLY POLICY

Information from 2018 Arizona School Board

FACT SHEET

Fall 2020

BY THE NUMBERS

EXTRA INFORMATION

350+

Languages Spoken in US

50

U.S. States

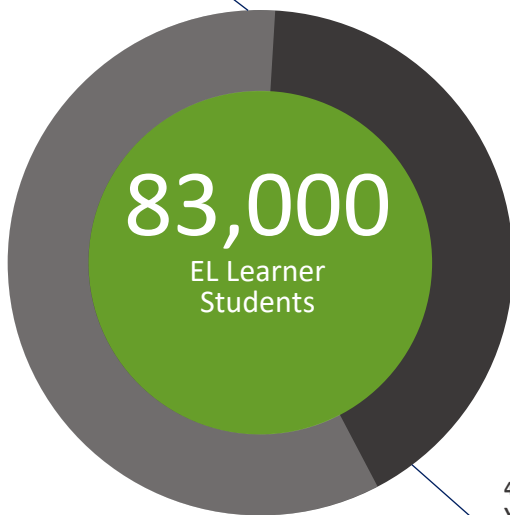
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State with English Only Legislation

3,788

Students at Hamilton High School in 2020

53% Graduate in 4 Years



47% Graduate in 4 Years

52%

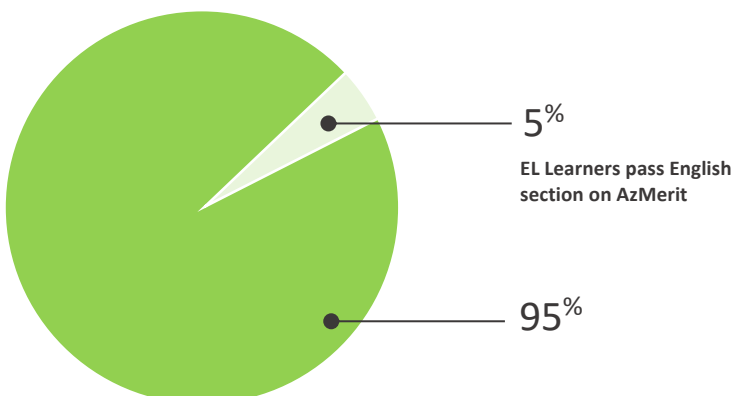
MINORITY STUDENTS
→ 1,969 STUDENTS

48%

NON-HISPANIC WHITE
→ 5,545 STUDENTS

EL Learners fail English section on AzMerit

ACADEMIC PROGRESS



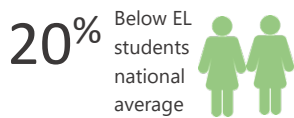
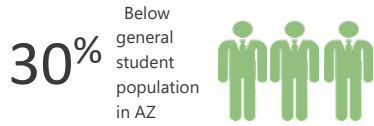
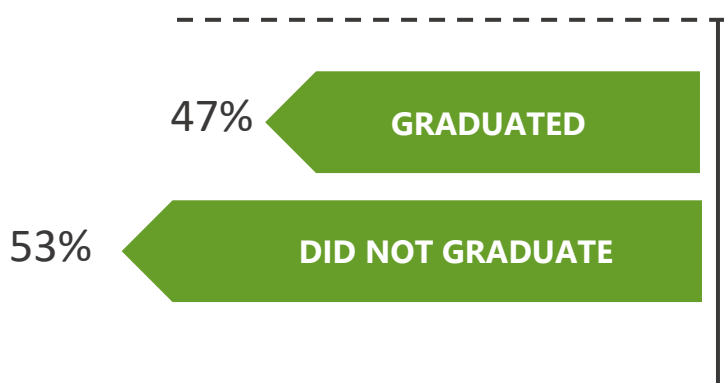
English Only Legislation

In the state of Arizona

FACT SHEET

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83,000 Total EL students in Arizona



Just the Facts: Impact of Bilingual Education

What is bilingual education?

Bilingual education refers to the teaching of academic content in two languages, in a native and second language.

How does it work?

Different programs are created by schools in order to use bilingual education. Schools can use dual language education – students would be taught in one language during half of the day and switch for the other half. These programs are created for individuals that want to learn a second language.



Why is it important?

- Creating dual-language classrooms gives English learning students to **increase their academic skills** in their native language. Bilingual education gives English speakers the opportunity of **learning a second language**.

What are the benefits?

- **Career Benefits:** Bilingualism can create employment options since Bilingual speakers are in high demand. Bilingual education creates the opportunity of gaining a **5-20%** increase of hourly pay.
- **Educational Benefits:** Bilingual individuals are better problem solvers and studies prove that bilingual individuals are **better multitaskers**. Studies show that students learning in dual-language classrooms outperform in English-reading skills.
- **Cultural Benefits:** Children learning from bilingual education helps with meeting other people. Children are able to **understand the views and society** of more than one culture.



FOSTERING MULTILINGUALISM IN K-12 CLASSROOMS

DID YOU KNOW?

While English-Only laws were intended to improve English acquisition, Arizona has one of the lowest graduation rates in the nation for English learners (ELs)- In 2017, only ~40% of ELs graduated within 4 years (Mitchell). AZ EL students also score lower than others on AzMERIT standardized tests.

- Research shows that language programs which incorporate students' native language with English are most effective (Hoffman).
- The hours of language instruction that English learners are required to take cuts into valuable time that they could spend developing their skills in subjects like math, art, science, or simply interacting with their peers (Ibid).
- Studies find that ELs who receive bilingual instruction reach proficiency more quickly, and that they eventually surpass those who learned in monolingual environments (Ibid).
- In an increasingly globalized world, knowledge of multiple languages will be a valuable asset that makes individuals more competitive.

ARIZONA IS THE ONLY STATE WITH AN ENGLISH-ONLY LAW

Other states like California and Massachusetts, which passed English-Only laws in the past, have repealed them and moved towards increasing opportunities for bi/multilingualism in classrooms.

WHAT CAN WE DO?

Lawmakers have already begun to cut down on the time that ELs must spend in English immersion classes.

Keep the momentum and allow students to reach their full potential by investing in and advocating for bi/multilingual education programs.

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Promoting Linguistic Diversity and Maintenance: Tips and Best Practices for the State of Arizona

Arizona has a unique cultural diversity that many states cannot boast. As an area that has been settled by various groups, fought over multiple times throughout history, and now finds itself at the borders of a number of different nations, linguistic diversity and maintenance is an important issue for legislators and decision makers to pay attention to. This means not only supporting Western languages such as English and Spanish, but also the indigenous languages spoken in the state.

To put things into perspective, the Center for Immigration Studies (Zeigler & Camarota, 2019). consulted U.S. Census findings to learn the following:

- As a share of the population, 21.9 percent of U.S. residents speak a foreign language at home – more than double the 11 percent in 1980.
- 28 percent of the total state population in Arizona spoke another language other than English at home in 2018.
- The number of people speaking a language other than English at home in Arizona increased by 16% from 2010 to 2018 and by 268% from 1980 to 2018.
- In Phoenix in 2018, 38 percent of residents speak a language other than English at home.

When looking specifically at schools in Arizona:

- The Arizona Department of Education found that 72,261 preK-12 students (6% of that population) were English Learners (ELs), meaning they were not capable of taking all courses directly in English, during the 2016-2017 school year (2017).
- The top five most commonly spoken languages by English Learners for the 2015-2016 school year in Arizona were Spanish, Arabic, Vietnamese, Navajo, and Somali (U.S. Department of Education, 2017).

In order to support Arizona's large population of non-English speakers, it is important that a combination of attempts to not only promote English-language education but also foreign language education is implemented. One option that has been proven to help both English Learners and native speakers is the Dual-Language Immersion format:

- Dual Language Immersion (DLI) programs have been successfully created in states such as Utah and Delaware. These allow students to take classes in two languages throughout the day for a number of years, resulting in students who have cited high proficiency in the foreign language, increased standardized test scores, cognitive skills, cultural competence, and competitiveness in a global world (Utah DLI, 2017)
- In Utah, over 80 percent of students participating in Dual Language Immersion programs are functioning in their second language by the third grade, (Stephenson, 2020).
- DLI programs have been found to provide, "... improved reading in English, increased English proficiency for English learners, and proficiency in two languages – [that] did not come at the cost of performance in mathematics or science," (Steele et al. 2017)
- In Delaware, \$1.9 million was pledged toward this program with the goal of supporting 10,000 students by 2022, at an average cost of only \$190 additional per student (Stephenson, 2020)
- Developing new language learners starts both with the students and the teachers--teachers need to be available and trained to teach languages, therefore those studying these things in universities and professional programs should be given more resources and financial assistance (American Academy of Arts and Sciences, 2017).

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ONLY ENGLISH?

LANGUAGE REVITALIZATION

examples of successful cases

Information sourced from Wikipedia | www.wikipedia.org

Language revitalization, or language revival, is an attempt to halt or reverse the extinction of a language.

Languages targeted for language revitalization include those whose use and prominence is severely limited.

SUCCESS STORIES

AINU

- Is a language spoken in northern island of Hokkaido, Japan.
- The language was replaced by Japanese as the Ainu were colonized
- At one point, there were only about 10 native speakers left in the world.
- Ainu people were given indigenous rights as of 1997
- Ainu cultural promotion act was passed to promote Ainu language education



BARNGALA

- is one of many Australian indigenous languages.
- A linguist was determined to revive this long-sleeping language.
- Language reclamation workshops began in 2012.
- In 2016, a mobile app featuring a dictionary of over 3000 Barngarla words was released to the public.



FACTORS IN SUCCESSFUL LANGUAGE REVITALIZATION

language revitalization is more likely to be successful if its speakers



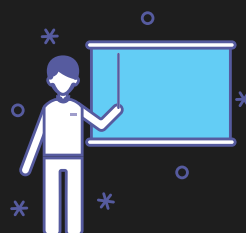
increase the language's prestige within the dominant community

increase their wealth and income;



increase their legitimate power in the eyes of the dominant community

have a strong presence in the education system



can write down the language

can use electronic technology



(Crystal, 2000)

Maria Mason
Professors Sipka and Bernstein
Only English
12 December 2020



Fact Sheet

Why We Need Indigenous Revival Programs

- The vast majority of indigenous languages in North America are considered “endangered.”
 - Of the 60 indigenous languages in Canada, all but 6 are considered endangered by the UN.
- Duncan Campbell Scott said, on tabling a bill for mandatory residential school attendance in 1940: “I want to get rid of the Indian problem. Our objective is to continue until there is not a single Indian in Canada that has not been absorbed into the body politic, and there is no Indian question, and no Indian Department.”
- In 1907, 25% of indigenous children had died from tuberculosis epidemics created by conditions in school-- in some schools, up to 75% had died.
- The last residential school, all of which were designed to eliminate indigenous language and culture, closed in 1996. A total of:
 - 150,000+ children who attended residential schools
 - 139 institutions across the country
- Residential schools constitute, according to the TRC (Truth and Reconciliation of Canada), “cultural genocide”
- Education is funded much less on reservations than off them

Existing Indigenous Language Revival Programs

- 2007 UN Declaration on the Rights of Indigenous People declared: “Indigenous people have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning,” while four countries voted against it: US, Canada, New Zealand, and Australia.
- The indigenous language of Mi’kmaq has seen revitalization due to the recognition of an agreement of self government with Canada
- Many indigenous children who arrived at immersion schools where they learn indigenous languages (specifically Anishinaabemowin) began in kindergarten speaking very little of their native language but test proficiently by 3rd and 4th grade
 - Increases self-esteem, pride, and learning skills
- O’odham Piipaash has various language resources, like O’odham Piipaash language classes, cultural arts classes, social activities, etc.

Sara Rodríguez
11/04/2020
Hul 494
Dr. Bernstein

Fact Sheet for Multilingualism Best Practices

Since AZ language education policy has positioned students' acquisition of English as a foremost priority (e.g. English-only Proposition 203), this factsheet addresses best practices for the teaching of English to speakers of other languages- non-coincidentally, these practices are also those that best promote bilingualism and multilingualism.

- Dual language (or two-way immersion) programs use a 50/50 ratio of two languages of instruction (commonly in Arizona, English and Spanish) to develop students' bilingualism and biliteracy; these programs typically aim to have 50% native speakers of each language (Howard et al., 2007) and are classified as instilling "additive" bilingualism, where a second language is added to a student's knowledge of a first, rather than replacing the first. (Henderson & Palmer, 2015; Ballinger, 2013; Howard, Olague & Rogers, 2003).
- Students enrolled in dual language (two-way immersion) programs rather than other forms of bilingual education (Structured English Immersion, Pull-out English as a Second Language, Transitional Bilingual Education, etc.) Dual Language (or Two-Way Immersion) have the most success in achieving English proficiency. (Thomas & Collier, 2002; Lindholm-Leary, 2001).
- Students in dual language programs also achieve grade-level mathematics proficiency at higher rates than students in other bilingual education programs (Lindholm-Leary, 2012).
- Students who develop strong literacy skills in their first language transfer those skills onto their second language (August & Sanahan, 2006).
- Due to the practices of codeswitching and translanguaging, students in dual language programs develop strong metalinguistic skills, valuable cognitive skills that help students "know what they know" and think about language in abstract. (Henderson & Ingram, 2018)
- Students in dual language programs develop a greater appreciation and a firmer sense of belonging for their home language and culture (Block & Vidaurre, 2019) and see themselves as global citizens with something to offer (Hamman-Ortiz, 2020).
- Studies consistently find that bilingual and multilingual children enjoy more cognitive benefits such as increased attention and impulse inhibition when compared to monolingual children (Baumgart & Billick, 2018).

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