



SPEAKERS OF MULTIPLE LANGUAGES

WHO ARE THEY AND HOW DO WE SERVE THEM?



Speakers

- Moderators: Allen Moye, Aimée C. Quinn – Co-Chairs
- Alex Estabrook, Nashua Public Library
- Kapena Shim, University of Hawai'i at Mānoa Library
- Jane Canfield, Pontificia Universidad Católica
- Deborah Yun Caldwell, University of North Texas



NUGGETS GLEANED FROM THE UCUP WORKING GROUP REPORT

- GPO does not have the authority to compel other agencies to create materials in other languages.
- Some concentrated effort is required to arrive at information and publications in languages other than English on many government websites.
- A need exists for publication of more information in other languages.
- A further need exists for publication at a larger number of levels, especially for children and at an academic level.

From the Speakers...

1. How does your library meet the needs of non-English speakers?
2. What languages do you serve in your library?
3. Do you have any ideas of what services could be provided to assist your non-English speaking communities?



Alex Estabrook

Nashua Public Library

- Public Library in Nashua, New Hampshire
- Federal Depository since 1971
- Demographics: Nashua (2020 US Census)
 - Nashua is 79% white. NH overall is 92%
 - Nashua has one of the more diverse communities in the state.
 - We recognize this fact and try to reflect our community in our collection, programs and services.
- Our most recent Strategic Plan included an emphasis on DEI





- outreach to underserved communities
- World Languages collection (Spanish is the largest part of this collection)
- iPads with translation apps for staff to use with library patrons
- citizenship materials in a well marked area
- language conversation groups
- language learning database
- encouragement of world language material selectors to consider adding materials in other languages to our selection profile



University of Hawai'i at Mānoa Hamilton Library

Kapena Shim
Hawaiian Collection Librarian





Supporting non-English speakers

Hawaiian and Pacific Collections

- Near-comprehensive collections on the subject of Hawai'i and the Pacific
- Most comprehensive collection in the world of Pacific indigenous languages
- Many languages are endangered or semi-endangered from Melanesia, Micronesia, and Polynesia
 - In mid-2010s, colleague Eleanor Kleiber co-led "Making Pacific Languages Discoverable" enhancing catalog records for 11,500 items with the language linguistic code ISO 639-3
- Now, digitizing and increasing awareness of materials published in Hawaiian and more Pacific languages
- Now, adding more place names to catalog to increase discoverability of materials in Hawaiian Collection
 - Still so much more to do!

Official languages of the State

Hawaiian and English

- **In the 1800s** (and before), Hawaiian was the language of the land in the Hawaiian Kingdom
- **In 1893**, Hawaiian Kingdom was forcibly and illegally overthrow by the United States
- **1896**, Hawaiian was banned from public schools
- **1898**, Hawai'i was made an occupied U.S. territory under mass protest and with no formal treaty
 - **In the 1900s**, many generations of Hawaiians began growing up not knowing their mother tongue
 - **In 1959**, Hawai'i becomes the 50th State
- **In 1978**, Hawai'i State Constitution amended, adding Hawaiian and English as the official languages in the State of Hawai'i





I ka 'ōlelo nō ke ola, i ka 'ōlelo nō ka make In language there is life, in language there is death

Revitalizing Hawaiian Language

- In 1986, the law banning Hawaiian language in public schools was reversed
 - In 1986, the Hawaiian language immersion program was established
- In 2016, out of 1,287,075 people in Hawai'i, *18,610 spoke Hawaiian — 1.4%*
 - In 2023, Hawaiian remains listed as *severely endangered* (UNESCO)



He 'ike ana i ka pono

Recognizing what is right – what can we do?

- How can the GPO *be more inclusive* of severely endangered languages like Hawaiian?
- What can be done, given the GPO's kūlana (role) and kuleana (responsibilities), to *support the revitalization efforts* of indigenous languages?
- How can supporting these needs help the GPO in its strategic goals *to keep America Informed?*



More to think about – Language spoken at home 2016-2020

Language spoken at home 1/	Total	Ability to speak English		
		"Very well"	Less than "very well" 2/	Percent less than "very well"
Total	1,331,895	(X)	(X)	(X)
Spoke only English at home	983,934	(X)	(X)	(X)
Spoke a language other than English at home	347,961	195,554	152,407	43.8
Ilocano, Samoan, Hawaiian, or other Austronesian languages	125,108	69,896	55,212	44.1
Tagalog (incl. Filipino)	57,292	31,503	25,789	45.0
Japanese	40,764	22,043	18,721	45.9
Chinese (incl. Mandarin, Cantonese)	31,910	12,366	19,544	61.2
Spanish	29,327	22,628	6,699	22.8
Korean	18,777	7,467	11,310	60.2
Other and unspecified languages	12,526	9,958	2,568	20.5
Vietnamese	9,513	2,919	6,594	69.3
Thai, Lao, or other Tai-Kadai languages	4,066	1,708	2,358	58.0
French (incl. Cajun)	3,827	3,443	384	10.0
German	3,041	2,506	535	17.6
Portuguese	1,596	1,108	488	30.6
Russian	1,191	784	407	34.2
Other Indo-European languages	1,021	866	155	15.2
Italian	918	751	167	18.2
Hindi	639	576	63	9.9

11.4% of Hawai'i's population speaks English less than "very well"

Languages with more than 40% less than "very well" English speakers

Ilocano, Samoan, Hawaiian, or other Austronesian languages 44.1%

Tagalog (incl. Filipino) 45%

Japanese 45.9%

Chinese (incl. Mandarin, Cantonese) 61.2 %

Vietnamese 69.3%

Thai, Lao, or other Tai-Kadai languages 58%

Other languages of Asia 43.6%

Nepali, Marathi, or other indic languages 45.1%



WHAT THE CENSUS BUREAU KNOWS ABOUT SPEAKERS OF MULTIPLE LANGUAGES

- The number of people in the United States who spoke a language other than English at home nearly tripled from 23.1 million (about 1 in 10) in 1980 to 67.8 million (almost 1 in 5) in 2019.
- Chinese, Vietnamese, Tagalog and Arabic speakers were *more* likely to be naturalized U.S. citizens than not U.S. citizens. Spanish speakers were *less* likely to be naturalized U.S. citizens (18%) than not U.S. citizens (28%).
- In 2019, 51% of Tagalog and 54% of Chinese speakers had a bachelor's degree or compared to only 17% of Spanish speakers.

<https://www.census.gov/library/publications/2022/acs/acs-50.html>

<https://www.census.gov/library/stories/2022/12/languages-we-speak-in-united-states.html>

WHAT THE CENSUS BUREAU KNOWS ABOUT SPEAKERS OF MULTIPLE LANGUAGES

Table 1.
Five Most Frequently Spoken Languages Other Than English (LOTE) in U.S. Homes: 2019

Language	Estimate	Percent of LOTE population
Spanish or Spanish Creole	41,757,391	61.6
Chinese	3,494,544	5.2
Tagalog	1,763,585	2.6
Vietnamese	1,570,526	2.3
Arabic	1,260,437	1.9

Source: U.S. Census Bureau, 2019 American Community Survey, 1-year estimates.



EXPERIENCES FROM THE FIELD

- Build personal trust to overcome the mistrust of government information for many speakers of other languages.
- Learn about the cultures in your library's area.
- Learn some Basic words and phrases in other languages.
- Hire staff members who speak other languages or use volunteers.
- Community outreach is vital. Go to fairs, cooking events, nursing homes, car shows, churches, schools. Take brochures of information in other languages. Demonstrate websites which offer information in other languages.

University of North Texas

- Denton, TX

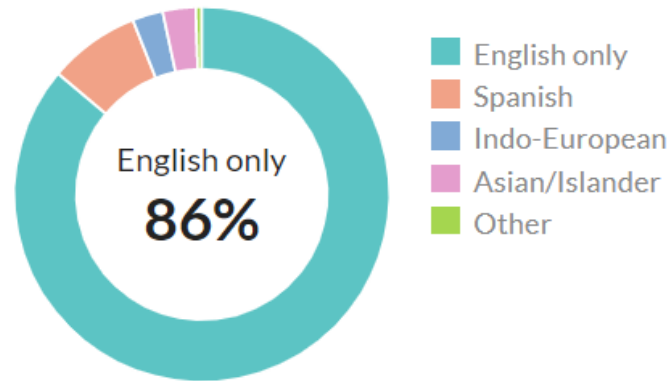
Language

N/A

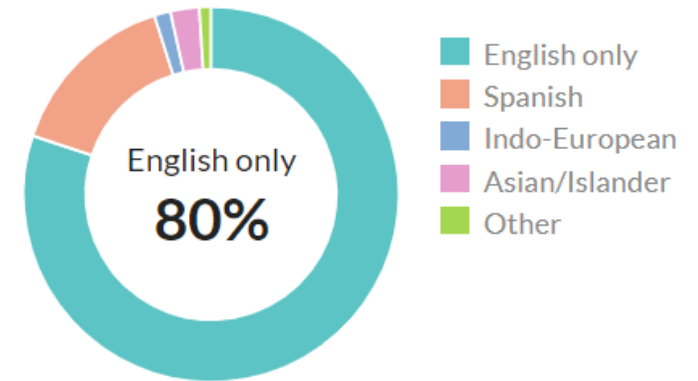
Persons with language other than English spoken at home

* ACS 2021 5-year data

Language at home, children 5-17



Language at home, adults 18+



- HSI: At UNT, 25.7% of the student's population is Latinx, comprising the largest group of diverse students, followed by 14% African-American, followed by 7% Asian-Pacific Islander and 4% Native America.



Immigrant & Non-English Household Perspectives

- Report highlights:
 - “Most Government publications in languages other than English are geared toward the general public. The majority of publications are in Spanish and most are in the areas of **health, education, disasters, and workplace needs. Laws and legal information** are only available in English. There is great need for more publications in languages other than English. Also, there is a need for those publications at different levels, **especially for children** and for those working at an **academic level**.
 - Children often act as translators for adult family members
 - Clearly indicating how feedback can be provided and that it is welcome
 - Website add-ons



Gathering Data From Librarians & Non-Library Workers

- Many librarian workers might not self-describe as “working with govdocs”
 - Survey language
 - Target specific types of material for feedback
- Perspectives of library workers who are members of the communities they serve
- Step outside of FDLs & govdocs language
- Non-library workers



Thank you and Questions

- Alex Estabrook, Reference Librarian, Nashua Public Library (New Hampshire), Alex.Estabrook@nashualibrary.org
- Jane Canfield, Coordinator of Federal Documents, Pontifical Catholic University of Puerto Rico, jcanfield@pucpr.edu
- Deborah Yun Caldwell, Data Services Librarian, University of North Texas Libraries, Deborah.Caldwell@unt.edu
- Kapena Shim; Librarian, Hawaiian Collection; University of Hawai'i at Mānoa Library, kapena@hawaii.edu