

R 11/22/86

UNIVERSITY of PENNSYLVANIA

PHILADELPHIA 19104

Graduate School of Education C1

Dell H. Hymes, Dean

22 January 1986

Professor Francisco Gomes de Matos
Dept. of Romance Languages
The University of Georgia
Athens, Georgia 30602

Dear Professor Gomes de Mateos,

It is good to hear from you. Thank you for sending me information about the proposed Declaration of Individual Linguistic Rights. It may be a slip here, but I seem only to have the xeroxes from the Sociolinguistics Newsletter, and the Language Planning Newsletter, and not a possible separate text of the Declaration itself.

In any case I applaud this effort. Two things do come to mind. On the one hand, it is difficult to interpret 'linguistic equality', the first item listed, insofar as some inequality may be insuperable in a situation. The rights of American Indian language groups in the United States, for example, and the individual members, could never realistically be identical as a whole with those of English users, given the sheer difference in numbers. Perhaps the starting point with the rights of the individual takes care of this in some way. I think one might put first the right to make linguistic choices, as one from which the others might be taken to follow. That would perhaps take care of differences in the choices that in fact were possible in different situations.

There is a difficult and little understood area which probably will become important in the years ahead, an area in which the differences are not between whole languages, as we normally name them, but between styles or modes of use of language. I have in mind the gradually growing body of research on use of language in courtrooms, medical settings, schools, and elsewhere, in which the way in which different people use the same language is found to make a difference. Sometimes this is because of the technical structure given discourse by authorities, such as the law or medicine. In part this might be thought of as a receptive right, a right to understanding, to equality in contexts in which specialists or professionals have the advantage with discourse requirements that are different from those of everyday life. All this is a tricky area, not thoroughly worked out. Some of us here at Penn are taking part in a seminar on the subject this year, Diversity of Language and the structure of power, focussing on the relation between the forms of language used by people and the forms of language

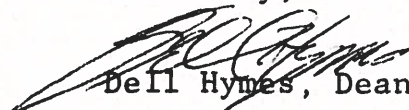
about them (by professionals of all kinds, including scholars).

But there are very clear cases too, aren't there? I recall reading that sometimes Spanish conquistadors read declarations in Spanish to assembled groups of Indians, counting that as binding, although the Indians had no knowledge of the language.

So may be the idea of a right to understanding could be included as a principle.

I appreciate your kind words about our University. If you could let me know your schedule for the spring, perhaps it would be possible to arrange a visit. I could get in touch with our Dept. of Romance Languages to see if something could be jointly sponsored with our program in Educational Linguistics at this School. I know that people here would be interested in the theme of linguistic rights. Sometime in February or March, best of all March, would be much the best for us. We end the semester early, so April is always very hectic, everyone trying to finish up.

Sincerely,



Dell Hynes, Dean

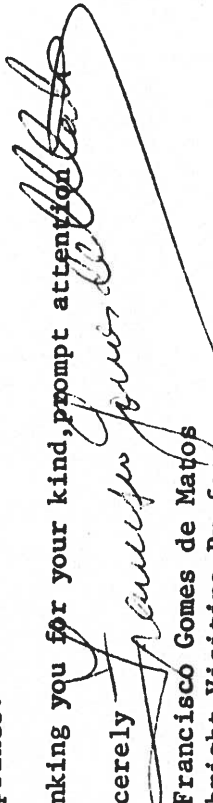
Cc. Dr. Nessa Wolfson, Chair, Language in Education
Dr. Tere Pica
Dr. Nancy Hornberger ✓

THE UNIVERSITY OF GEORGIA
DEPARTMENT OF ROMANCE LANGUAGES
ATHENS, GEORGIA 30602

'domestic' or US travel funds, so I could visit your outstanding University) I have given talks in Texas, California, New Mexico, most of which on The linguistic rights of language learners (native, second, foreign...).

I would appreciate it if you could send me your latest offprints.

Thanking you for your kind, prompt attention

Sincerely

Dr. Francisco Gomes de Matos
Fulbright Visiting Professor
Dept. of Romance Languages
the University of Georgia, Athens, Georgia 30602

PS I'm helping boost the local Brazilian Portuguese Language & Culture Program and doing research (international law aspects of linguistic rights)

THE UNIVERSITY OF GEORGIA
DEPARTMENT OF ROMANCE LANGUAGES
ATHENS, GEORGIA 30602

January 9, 1986

Dr. Dell Hymes
University of Pennsylvania
Philadelphia, Pennsylvania 19104

Dear Dr. Hymes:

You might recall our having corresponded many years ago: I was then the Director of the Center for Applied Linguistics in São Paulo, Brazil. I have been here in Athens, Georgia as a Fulbright Visiting Professor (Dept. of Romance Languages) since September, with a contract through mid-June this year. Given our mutual interests and your inspiring, insightful works in Sociolinguistics and Anthropology, I am sending you a copy of the text of my proposed DECLARATION OF INDIVIDUAL LINGUISTIC RIGHTS, so as to have a brief comment from you on it. Is there anything you would have added to that text? Does my formulation seem to do justice to the crucial aspect of individual linguistic rights? I am enclosing a copy of a brief article done for LP Newsletter. As part of my Fulbright lectureship (I wish I hadn't used up my



Recognizing that the acquisition, learning and uses of one language (or more) is a crucial factor in the cognitive-linguistic development and in the sociocultural, educational, and political self-assertion and self-actualization of individuals, conscious of the need to arouse and foster awareness, both nationally and internationally, that respect to a person's language (acquisition, learning) rights can and should be both preached and practiced,

INDIVIDUAL LINGUISTIC RIGHTS

Brazil's oldest and best-known 'cultural journal', Revista de Cultura Vozes (published by Itora Vozes, Petrópolis, Rio de Janeiro), in its March 1984 issue, features an article by Francisco Gomes de Matos entitled Por uma declaração dos direitos linguísticos individuais (Toward a Declaration of Individual Linguistic Rights). In this essay Gomes de Matos pleads for the formulation of what would constitute a Universal Declaration of Individual Linguistic Rights. After a brief bibliographical survey (sociolinguistics, language planning and international law) he notes that minimal or no attention has been given to an explicit formulation of an individual's language rights. Accordingly, the author presents his own initial listing - an amplification - of individual linguistic rights. Some of the 'rights' listed and briefly discussed are: the right to linguistic equality, the right to language acquisition, the right to learning one's mother tongue, the right to using one's mother tongue, the right to make linguistic choices (options), the right to preserve and maintain one's mother tongue, the right to enrich and enhance (value) one's mother tongue, the right to the acquisition (learning) of a second language, the right to full comprehension and production (as a language user), the right to receiving specialized (clinical) treatment when suffering from a communication disorder.

A very brief plea, in a similar spirit, has been published by the ALSED-UNESCO-FIPLV BULLETIN, edited by the International Association of Modern Language Teachers Societies and published by UNESCO's Division of Education (Paris) in its April 1984 issue. It reads thus:

A plea is made for the drafting and adopting of a "Declaration of the Individual's Language Rights" which might prove useful in the struggle against linguistic prejudice, discrimination, rejection, and other forms of language-based or language-related injustice and oppression which unfortunately manifest themselves on a world-wide basis in such contexts as the home, the school, and the place of work or of play. Special emphasis is placed on the fact that it is not enough merely to depend on or refer to the "Declaration of Human Rights" when the challenging goal is that of not only sensitizing but of changing attitudes and actions towards individuals as human users of languages and of varieties thereof. What is urgently needed for universal dissemination and systematic use is a statement, produced by interdisciplinary humanists engaged in language-centered scientific research or education, that may reflect a serious commitment to the quest for a world characterized by an increasing assurance of a person's full enjoyment of his or her expressive-communicative rights, privileges and responsibilities during lifelong language-using experiences.

A plea is also made for Unesco, together with other international organizations deeply interested in language education and in the preservation and assurance of linguistic dignity and equity, to sponsor the preparation, distribution and activation of such a Declaration.

For additional information contact:

Dr. Francisco Gomes de Matos
Professor of Applied Linguistics
Universidade Federal de Pernambuco
Centro de Artes e Comunicação
50.000 Recife
BRAZIL

Sociolinguistics Newsletter

June, 1985

Sociolinguistics Research Committee
International Sociological Association.

LANGUAGE PLANNING NEWSLETTER

The Linguistic Rights of Language Learners

Francisco Gomes de Matos*

A key concept underlying first or second language acquisition is that of the individual user's linguistic rights. Although the growing literature of sociolinguistics and language planning sometimes mentions such rights, very little explicit attention has been given to a full-length treatment of the problem.

Fenando Peñalosa in his *Introduction to the Sociology of Language* (Rowley, Mass.: Newbury House, 1981) states that among the human rights to be exercised by all individuals are "linguistic rights" (p. 183). Rosaura Sanchez, in her revealing *Chicano Discourse* (Rowley, Mass.: Newbury House, 1983) mentions the protection of cultural and linguistic rights of nations (p. 2). In the Proceedings of the 5th World Congress of Applied Linguistics (Montreal, August 1978), published by Les Presses de l'Université Laval in 1981, the first paper deals with "Pour une politique linguistique mondiale." Its author, the politico-linguist Sélim Abou, makes the cogent point that an ethnolinguistic group has the right to defend and develop its language because language is the symbol of the group's survival and the essential tool for the individuals making up the group (p. 4). Abou also draws attention to the political hypocrisy of enhancing respect for language rights as an integral part of human rights while at the same time exploiting ethnolinguistic differences for purposes of political and economic domination (p. 7). In the encyclopaedic volume *La Norme Linguistique*, edited by Edith Bédard and Jacques Maurais (Gouvernement du Québec, Conseil de la langue française; Paris, Collection l'ordre des mots, Le Robert, 1983), we have not come across explicit references to the individual's linguistic rights, although inferences concerning the latter can be made, as for example, on the basis of Joshua Fishman's statement that "planifier le langage c'est planifier la vie du peuple; cultiver

le langage, le préserver, l'améliorer, c'est également cultiver, protéger et améliorer le peuple" (*Aménagement et norme linguistiques*, p. 386). Conceivably one could speak of the individual's rights to cultivate, maintain, and improve upon his or her uses of the native language (or another language, for that matter).

The literature on language planning is equally frugal in its explicit treatment of individual linguistic rights. As a typical example, Carol Eastman's *Language Planning: An Introduction* (San Francisco: Chandler and Sharp Publishers, 1983) comments on a society's being characterized by primordial ethnicity (in which case) "the people have a right to be and that right is unchallenged" (p. 45). Eastman mentions that "language rights" is one of the entries in the *International Bibliography of Bilingualism*, edited by William F. Mackey (Québec: Les Presses de l'Université Laval, 1972). Another language planner (and political scientist), Brian Weinstein, in his *The Civic Tongue: Political Consequences of Language Choices* (New York: and London: Longmans, 1983), emphasizes the duties that all individuals have toward their nation, since without the latter the expression or manifestation of individual rights would be impossible.

(Continued on page 2)

Language Planning Newsletter and the East-West Center

For the past eleven years, since its inception, the East-West Center has published the *Language Planning Newsletter*, which has grown to a readership of more than 1,400 and is distributed to more than 100 countries. However, the East-West Center will discontinue sponsorship as of this issue. The editor wishes to thank the East-West Center for its support.

The editor is most anxious to identify organizations that might be willing to sponsor the newsletter, which serves an important and unique academic community and helps form a global network. Readers are encouraged to write me (Joan Rubin, P.O. Box 143, Pinole, California 94564, USA) if they have any suggestions for sources of support to continue the *Language Planning Newsletter*.

Joan Rubin
Editor

*Universidade Federal de Pernambuco, Recife, Brazil. The author's address is: Dr. Francisco Gomes de Matos, Rua Setúbal 860B, Apto 604 Boa Viagem 50.000 Recife, Pernambuco, Brazil.

The Linguistic Rights of Language Learners — continued

In the United States, as far as an observer from abroad knows, attention to or concern about "linguistic rights" has been more overtly expressed—in the first instance, rather provocatively—through three documents, namely: (1) the 1974 statement on Students' Rights to Their Own Language (special issue of *College Composition and Communication*, Urbana, Illinois: National Council of Teachers of English); (2) the Cristobel Resolution, signed by the NCTE, ACTFL, MLA, and TESOL, among other organizations, a document that basically recognizes the "rights of all people" to include "the right to maintain their own patterns and varieties of culture, language and dialect and the right to expect public education institutions to recognize the validity of linguistic and cultural diversity" (cf. Robert B. Kaplan's article, "Bilingual-Bicultural Students and Competency Testing" in *The Starter Sheet SLATE* (Support for the learning and teaching of English), February 1984, pp. 1-3); and (3) the Sanibel Statement of Principles for a National Multiple Language Policy, drafted at the 3rd Annual Lee County Leadership Seminar held at Sanibel Island, Florida, September 10-12, 1981, approved and signed by the writers of that document on February 22, 1982. The first resolution in the Sanibel document is that "The United States of America, as a multilingual multicultural society, strive to nurture and advance the human and legal rights of individuals of all languages and cultural backgrounds."

Although ours has been said to be "the age of rights" (cf. James Botkin et al., *No Limits to Learning: Bridging the Human Gap*. A report to the Club of Rome. Oxford: Pergamon Press, 1979, p. 13), there has not yet been a thorough, well-documented, carefully thought-out discussion of the crucial problem of the human being's linguistic rights.

Accordingly, we have made a plea through the UNESCO-FIPLV ALSSED Newsletter of Paris (April 1984) that international organizations pool their efforts and cosponsor a meeting devoted to the drafting of what would become a universal declaration of individual linguistic rights. We have already spelled out some of the features of such a declaration as we conceive of it: firstly, in the Brazilian journal *Revista de Cultura Vozes* (Petrópolis, Rio de Janeiro, March 1984) through an essay entitled, "Por uma declaração dos direitos lingüísticos individuais" (in Portuguese) and secondly through the article, "A importância dos direitos lingüísticos do aprendiz" in issue number 4 of the journal *Interação*, (São Paulo: Centro de Lingüística Aplicada do Instituto de Idiomas Yázigi), July 1984.

The age of "linguistic rights" is an important, top-priority goal all of us should help come true. Through this newsletter a plea is made for discussion, fact-finding, solution-probing of a humanistically and ecologically valid macroproblem. Let's do something about it, shall we?

On an international scale, mention should be made of growing concern about the multifaceted issue of "linguistic rights" in congresses and symposia. Two examples are the 2nd Colloquium on Languages and European Cooperation held in Urbino, Italy, in 1981 (with its proceedings published by CIREFL, Centre d'Information et de Recherche pour l'Enseignement et l'Emploi des Langues, Paris, 1982) and the VII World Congress of Applied Linguistics (AILA) at the University of Brussels, August 5-10, 1984. Significantly, the very first section—among the 36—focuses on the problem of the linguistic consequences of colonialism.

Rights of Language Minorities in the United States

Rights of Language Minorities in the United States: An Introductory Bibliography

Judith N. Levi*

The following is an introductory set of readings on the subject of the legal rights of language minorities in the United States. The term "language minorities" is intended to include limited- and non-English-speaking individuals, bilingual and bidialectal people, and the hearing-impaired and deaf. Although a number of articles from legal journals appear here, the list is in no way intended to be representative of the legal literature on this subject. Rather, it is offered primarily as a survey of current academic writing by linguists and other social scientists, as well as by some nonacademics, all of whom share an interest in the ways in which the law and the legal process in the United States affect the lives of people who are not fluent native speakers of standard English.

*The author is a professor in the Department of Linguistics, Northwestern University, Evanston, Illinois 60201.

The entries were gleaned from academic publications, personal correspondence, related bibliographies, and two computer searches of relevant literature, the first using the data base of Language and Language Behavior Abstracts (LLBA) and the second using the data base of the Educational Resources Information Clearinghouse (ERIC). The ERIC computer search turned up many more items than could be included here, including many unpublished documents that may be difficult to obtain.

Editor—Joan Rubin
Associate Editor—Björn H. Jernudd
Editorial Board
M. H. Abdulaziz
Joshua Fishman
Beril Molde
Monsur Musa
Jiří Neustupný

All other correspondence should be addressed to the editor:

Dr. Joan Rubin
P. O. Box 143
Pinole, CA 94564
USA