

# Minnesota's multilingualism and English learner education\*

## A Historical Perspective

Elaine Tarone  
University of Minnesota



When I first moved from the West Coast to Minnesota in 1979 to teach in the MA ESL program at the University of Minnesota, I had the mistaken impression that Minnesota was pretty monolingual and monocultural – certainly much more so than Seattle, where I had completed a dissertation in the African American community, and was used to having lots of Asian students in my classes. My impression was reinforced by a cartoon by Guindon published in the Star Tribune that Fall for newcomers to Minnesota. His cartoons made it clear, for example, that an ethnic restaurant was a place with spaghetti; a ‘mixed marriage’ was when LCA and ALC Lutherans got married; and an “ethnic” was someone with brown hair and brown eyes. And indeed, when I looked out at my first class I saw an astounding number of blue-eyed blonde people looking back at me. I might have been forgiven for thinking that everyone in Minnesota except the international students at the university were monolingual English speakers ... and always had been. But I would have been wrong. Here is what I’ve learned since about multilingualism and English learner education in Minnesota.

→ 1650  
Dakota, Ojibwe, others



It turns out that lots of indigenous languages were spoken in Minnesota for thousands of years. By 1600 most of the tribes living in MN spoke Dakota. But in 1650 Ojibwe migrated from East & flooded into the north; there was conflict and the Dakota people moved into the southern part. Large areas including West Side of St. Paul reserved for Dakota until Treaty of Traverse des Sioux in 1851. So -- West St Paul was **Dakota-speaking** until 1851.

Image: <http://www.towahkon.org/Dakotahistory.html> Thomas Dahlheimer, History of the Dakota People in the Mille Lacs Area.

## 1600s French voyageurs, explorers



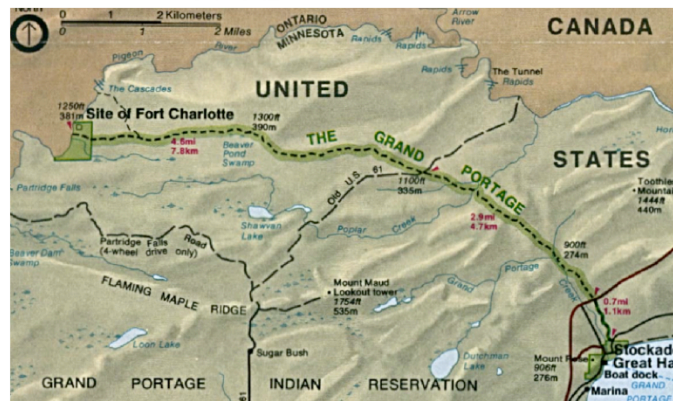
The 1600s also saw the introduction of a European language. French voyageurs were pursuing the fur trade, and **their French language influenced Ojibwe**. So how do you say hello in French? Bonjour. What's one way to say hello in Ojibwe? Boozhoo.

(Another way: Aaniin).

In 1680 French explorers, including Pere Hennepin, were captured by an Indian group who took them to the only natural waterfall on the Mississippi River, a place the Ojibwe called owahmena. The French decided to call the falls Chutes de San Antoine: which later became St Anthony Falls. (Even today the place names of Minnesota often reflect the linguistic history of the state in this way: Dakota names are Waconia, Winona, Wabasha, Kandiyohi, Mankato (misspelling of Mahkota "blue earth"), and of course, the very name of our state, Minnesota. French names include "Lac qui parle", Duluth, and my favorite, "Mille Lacs Lake," .)

Image: <http://s26.photobucket.com/user/partyinchicago/media/glimpsingMN/voyageur1.jpg.html>

# 1700's

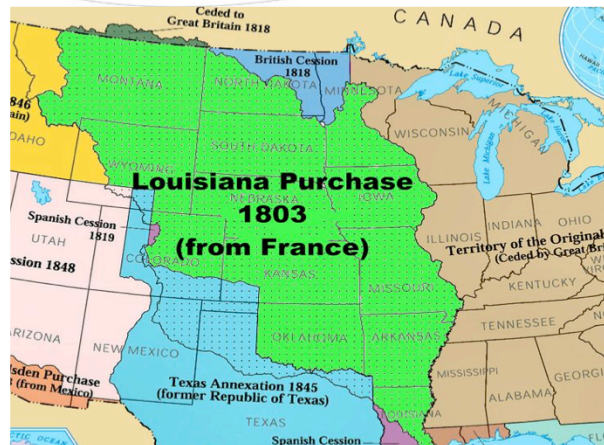


In 1731: A French speaker Pierre de Verendrye was first European to traverse the Grand Portage trail

But in 1763: after French and Indian War, British took over the Grand Portage fur trading route. By 1783, the British Northwest Company - & with it the English language - was well established along the Grand Portage

Image: <http://www.nps.gov/grpo/planyourvisit/maps.htm>

# 1803 Louisiana Purchase



After Louisiana Purchase in 1803, English-speaking Easterners moved in to settle the new territory. As Prof Harold B. Allen's linguistic geography of the Upper Midwest would later show, settlers tended to move and settle directly west from their original East Coast homes, so that Minnesotan English tends to reflect New England dialects while Iowan English reflects the English dialect spoken in Pennsylvania, just south of N.E. Woodard's American Nations confirms that these settlers also brought their cultural values with them: the New Englanders who settled Minnesota valued public education, public libraries, higher education, democracy, the common good; they were also intolerant of those who did not share their values.

Image: [http://www.ducksters.com/history/westward\\_expansion/louisiana\\_purchase.php](http://www.ducksters.com/history/westward_expansion/louisiana_purchase.php)

# 1819 Fort Snelling



In 1819 Fort Snelling was founded by U.S. Govt. to extend US jurisdiction, due to worries about British expansion. Both sides were English-speaking so the power of English spread. Indigenous Indian people were told that the fort would prevent settlers from moving west of the Mississippi River. Squatters, French, English, and Dakota speaking, set up residence all around the fort.

Image: By Henry Peter Bosse [Public domain], via Wikimedia Commons

## English-Dakota schools



- ◆ 1834: Samuel and Gideon Pond's mission school at Lake Calhoun

Near Fort Snelling, mission schools were set up to educate American Indian children living there with their families.

1834: Samuel and Gideon Pond established a mission school for Dakota children on Lake Calhoun, near a Dakota village. The Ponds themselves learned Dakota and devised an alphabet for it, to translate the Bible into Dakota.

Linda Clemmons (2000). 'We find it a difficult work: Educating Dakota children in missionary homes, 1835-1862. *American Indian Quarterly* 24, 4: 570-574.

Thanks to Rachel Juen, Historical Fort Snelling for this information.

## 1837- Camp Coldwater school



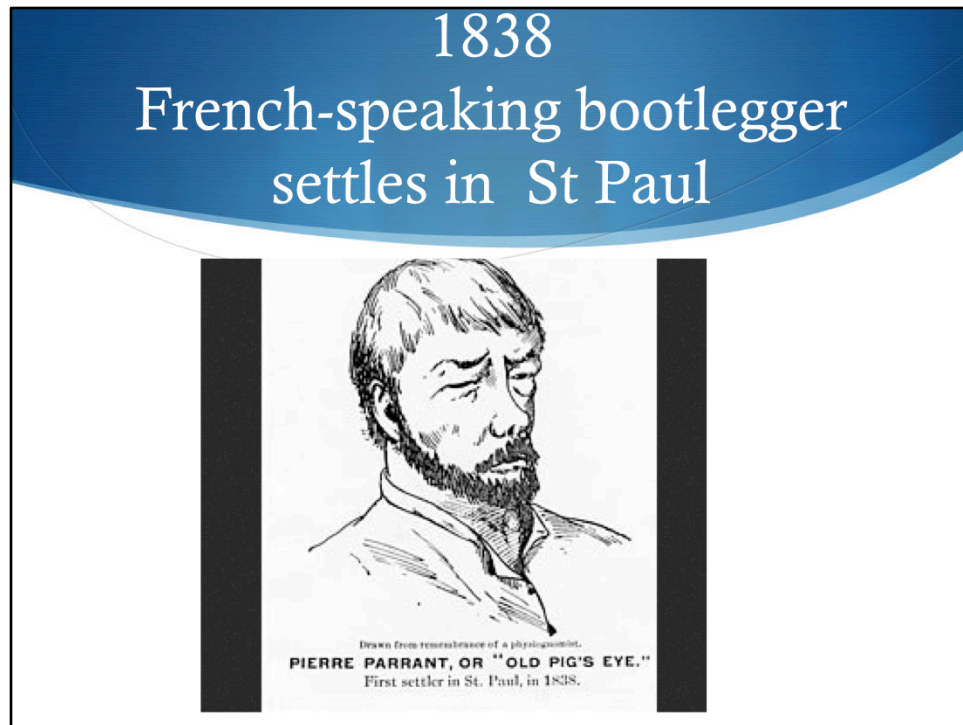
Three years later, an English Canadian, aged 26, Peter Garrioch found himself stranded in Minnesota, having missed the last boat down the Mississippi before ice out. At the suggestion of Martin McLeod, a trader with the American Fur Co., he agreed to teach in Minnesota's first public school at Camp Coldwater (NW of Ft. Snelling, around current VA Hospital). McLeod gave him a contract for 6 months for \$50 and board. His diverse class were of English, French, Swiss, Swede, Cree, Ojibwe, Dakota, and African extraction. Garrioch did not stay.

'Garrioch at St Peter's', *Minnesota History*, Vol. 20, 1939, pp. 122 & 127

<http://www.tc.umn.edu/~white067/>

Thanks to Rachel Juen, Historic Fort Snelling

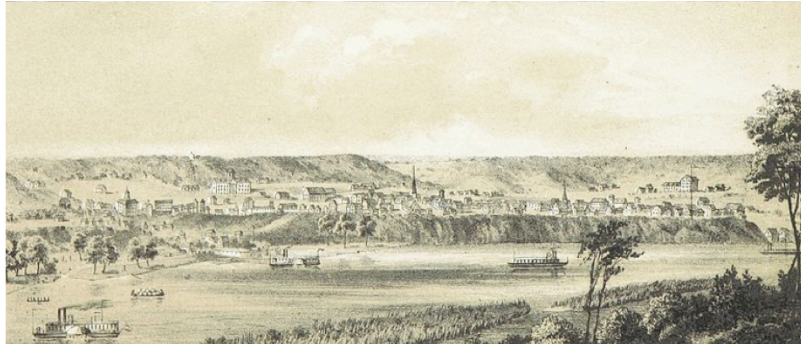




In 1838 Pierre Parrant, a sketchy one-eyed French-speaking fur trader and bootlegger called “Old Pigs Eye” made a claim for a tract of land at Fountain Cave on the east side of the Mississippi River near the current site of downtown St Paul. The spring inside the cave was a great source of water for his whiskey still, and he opened a bar there for Ft Snelling soldiers, French Canadians and Dakota alike. People called his place “L’Oeil de Cochon” (Pig’s Eye). More French Canadians settled there, along with some indigenous people and ‘metis’ (mixed French/native people). W. St Paul was still Dakota-speaking so the predominant languages in St Paul were French and Dakota.

Image: Minnesota Historical Society, Wikimedia Commons

## 1840's Linguistic diversity in St Paul



In the 1840's St. Paul became a more linguistically and culturally diverse river city of immigrants. St Paul's Catholic parish held 3 services in one building: one in French, one in German, and one in English. [click] Swedes settled in "Svenska Dalen" Swede Hollow. Lower St Paul was "Old French Town" with French Canadian, African American, and Dakota inhabitants.

Image: p. 8, John Wesley Bond, Minnesota and its Resources. From Wikimedia Commons.

Image: Minnesota Historical Society [http://www.swedehollow.org/swede\\_hollow\\_history.html](http://www.swedehollow.org/swede_hollow_history.html)

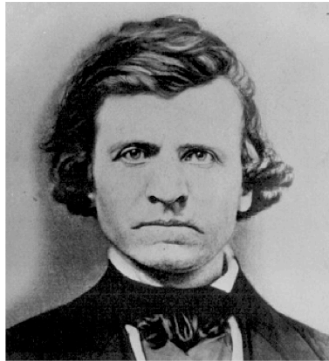
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## 1847 St Paul



In 1847 Harriet Bishop, a 30 year old English-speaker from Vermont, a suffragist and temperance advocate with some reputation for intolerance, defied her parents' advice and traveled west by herself to find adventure, opening a school in St Paul. Her first year she taught in what she later called "a mud-walled log hovel covered with bark and chinked with mud" at St Peter St and Kellogg Boulevard. We have a record of the conditions in which she taught. It was very dark inside, with small paned windows, and rough planks forming benches for the children; there was one chair for the teacher. Her first year in the 'hovel' Harriet taught 7 children, 2 European and the rest meti or Dakota. [click] She spoke only English; her children spoke French and Dakota. Fortunately one meti girl was trilingual, in French, Dakota and English; she acted as a translator. Dakota women and sometimes men would slip in the door and sit and listen to the lessons. That winter temps dipped below zero and on at least one occasion 50 Dakota men just back from an armed skirmish with Ojibwe to the north stood outside shooting their guns in the air, terrifying the children. By 1849 Harriet was holding class for 40 children in a frame building at the bottom of Jackson St. She was obviously teaching English learners – (though of course she, like the Pond brothers and Mr Garrioch before her, was unlicensed) and, though she was joined in 1849 by another woman teacher from the East, she clearly had no supporting prof. association like MinneTESOL.

## 1849 legislation for schools



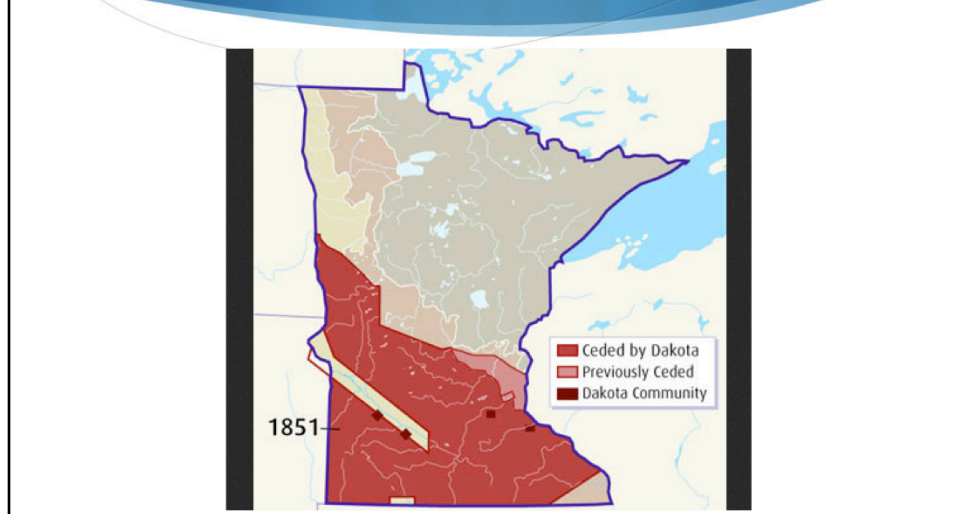
In 1849, when Minnesota became a US territory, Martin McLeod – the man who'd paid Garrioch to teach -- authored state legislation setting up a fund to provide free education to all children in the Minnesota Territory, regardless of race.

Linda Clemmons (2000). 'We find it a difficult work: Educating Dakota children in missionary homes, 1835-1862. *American Indian Quarterly* 24, 4: 570-574.

Thanks to Rachel Juen, Historical Fort Snelling for this information.

Image: <http://www.bloomingtonhistoricalsociety.org/default.asp?id=101>

## 1851 Treaty of Traverse de Sioux



In 1851, in the Treaty of Traverse des Sioux and other treaties, the Dakota ceded large swaths of land to white settlers; so just 2 years after Harriet's school moved into a wood frame building, the Dakota left St Paul. Their settlements would now be restricted to banks of Minnesota River, outstate reservations, which would turn out to provide too few resources to support them. They became dependent on US govt food supplies. The Arrowhead was Ojibwe, and provided more direct sustenance for hunters & gatherers. Speakers of European languages began to move in to West Side St Paul, St Anthony, Mpls.

1855: Four years later, a small Hochunk Winnebago reservation was placed in Long Prairie, as a buffer between Ojibwe and Dakota.

Image: <http://kpkollenborn.blogspot.com/2012/11/if-theyre-hungry-let-them-eat-grass-or.html>

## 1854 towns & communities



Towns and villages sprang up across Minnesota many of them conducting business in different European languages. in 1854 New Ulm was founded by these German-speaking settlers, and soon after, Scandia became a town of Swedish-speakers living near Hay Lake. [click] Also in 1854 this house was built on the west side of the Mississippi River by New Englander John H Stevens; he got special permission from Fort Snelling to build west of the River because his new ferry docked there. Other English speakers moved in, and soon a town was incorporated. The settlers somewhat romantically gave it a hybrid name composed of Dakota 'Minne' (water) and Greek 'apolis' (city). These English-speakers were from New England, New York, & Canada. Later immigrants moved there from Scandinavia, Germany, southern and eastern Europe, settling mostly in Northeast Minneapolis; Italians and others lived in "bohemian flats" by the river.

Images: JohnHStevensHouse1855, Minnesota Historical Society, wikimedia commons

First white settlers New Ulm, MN Historical Society, <http://www.usdakotawar.org/history/multimedia/new-ulm-1860>

# 1854 Hamline University



Also in 1854, a group of English-speaking Methodists founded Hamline University in Red Wing just 100 miles east of German-speaking New Ulm. Women learned French & German but men learned Greek and Latin. They seemed a more relaxed group than those who founded the University of Minnesota a few years later.

Image: <http://www.hamline.edu/about/history.html>

# 1861 University of Minnesota founded



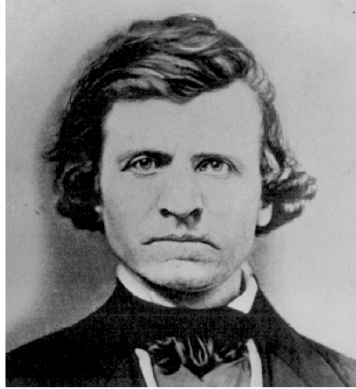
1861 University of Minnesota officially founded by John Pillsbury as an English-medium university. This is the first Board of Regents. In keeping with New England values, other English-speaking colleges and universities were founded in next decades: 1866: Carleton College; 1872: Augsburg College; 1874: Macalester College. Interestingly, St Olaf College, founded in 1875, was bilingual, offering classes in either Norwegian or English. Other colleges were English medium including normal schools that later became state teachers colleges: 1858: Winona; 1868: Mankato; 1869: St Cloud. The beginning of the 20<sup>th</sup> century saw the Catholic Colleges of St Thomas (1903) and St Catherine (1905). With the one exception of St Olaf, higher education in Minnesota was English-medium – befitting its New England roots and values.

Image: James Nord, Sept 21, 2011, The Untouchable U  
<http://www.tcdailyplanet.net/news/2011/09/21/untouchable-u-older-state-university-minnesota-governs-itself>



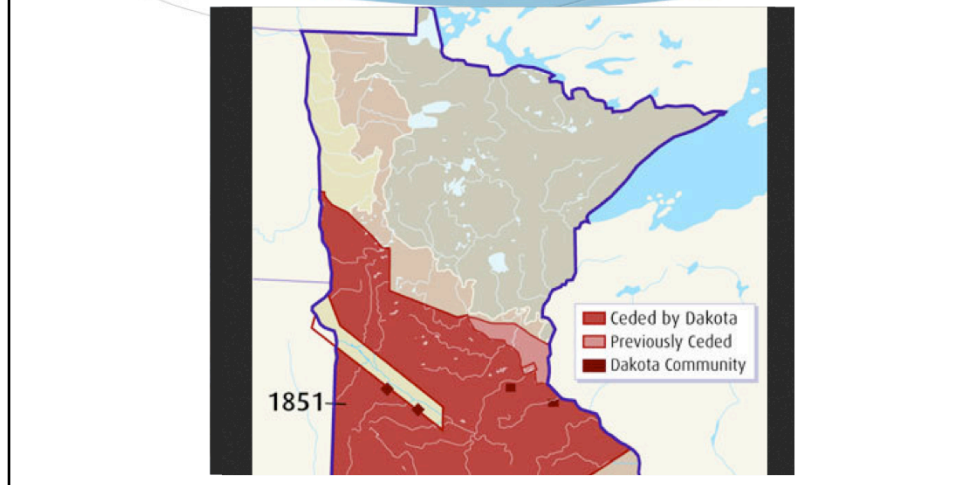
# 1858

## Minnesota statehood



1858: The Minnesota Territory had become a state, ending Martin McLeod's Territorial legislation offering free schools for all children regardless of race. American Indian and African American children in particular began to be educated separately, a sad outcome of intolerance.

## 1862 Dakota War



After numerous treaty violations & defaults on payments for food, Dakota families were hungry. [click] In 1862, a small group of young Dakota-speaking militants attacked Ridgely & New Ulm, killing several German-speaking and English speaking settlers. Atrocities on both sides. [click] 303 Dakota were convicted and condemned to death after speedy token trials, Minnesota Episcopal Bishop Whipple appealed to Lincoln who commuted the sentences of 264 of them, but on Dec. 26, 38 Dakota were hanged in Mankato. It was, and still is, the largest mass execution in U.S. history. Afterwards, Gov. Ramsey ordered Dakota speakers expelled from MN and sent to S. Dakota & Nebraska. A handful of Dakota were left, with larger #s of Ojibwe remaining in the far north.

Images: Dakota conflict sites, University of Minnesota <http://www.tc.umn.edu/~call0031/dakota.html>

Execution of Dakota By J. Thullen (plainsart.org) [Public domain], via Wikimedia Commons

## 1870's & 1880's



After that Immigrants from many nations in Europe, speaking many different languages, continued to pour into Minnesota's land now emptied of original inhabitants. Most new immigrants were unskilled mostly illiterate workers (southern and eastern Europe, & Russia (Kunz 1991), but many literate immigrants found ways to stay in touch with native language newspapers. The *Svenska Amerikanska Posten* (Swedish American Post) for example began publication in 1885 and continued until 1940! It was founded not only to provide news from back home but also on the ways of American culture and politics, and even supported the learning of English (Mpls Star Tribune, Dec. 15, 2014, p. A9). English had become the common language of schooling and government, and immigrants also had to learn English to pursue the American Dream.

Image: Wikimedia Commons

# 1887 Dawes Act



1887 saw passage of the Dawes Act, which promoted the assimilation of American Indians. A key part of that assimilation was linguistic. Beginning in that year, Indian Boarding Schools were established for the remaining Ojibwe speakers in Minnesota. Children were given European names, and forbidden to speak their languages. The teaching method used was simple and brutal: children were separated from their families and punished when they spoke anything but English. There were several Indian boarding schools in Minnesota, including Morris Industrial School for Indians 1887-1909. This is Pipestone Indian School, Pipestone MN founded in 1892. Jim Northrup was an Ojibwe child at Pipestone Indian School before it was closed in 1953, surprisingly recently; he wrote this poem about his experience. [read poem]

## **Ditched**

Jim Northrup

*A first grader, a federal boarding school.*

*Pipestone. Said Aaniin to the first grown up, got an icy blue eyed stare in return  
Got a beating from a second grader, for crying about the stare. Couldn't tell maw or  
dad, both were 300 miles away*

*Couldn't write, didn't know how. Couldn't mail, didn't know how.*

*Runaway, got caught. Got an icy blue eyed stare and a beating. Got another beating*

## 1890's English language expansion



English use spread. During the last decade of the 1800's, most St Paul churches who'd been holding services in languages other than English (German, French, Swedish, Polish) switched to English.

1896 Schools taught English to immigrant families. At the Hay Lake School in Swedish speaking community of Scandia – teacher had kids take books home so their parents could learn English too. Maybe a train the trainer approach?

Image: <http://museumsfmn.com/hay-lake-school-museum-complex.html>

# 1897 Neighborhood House



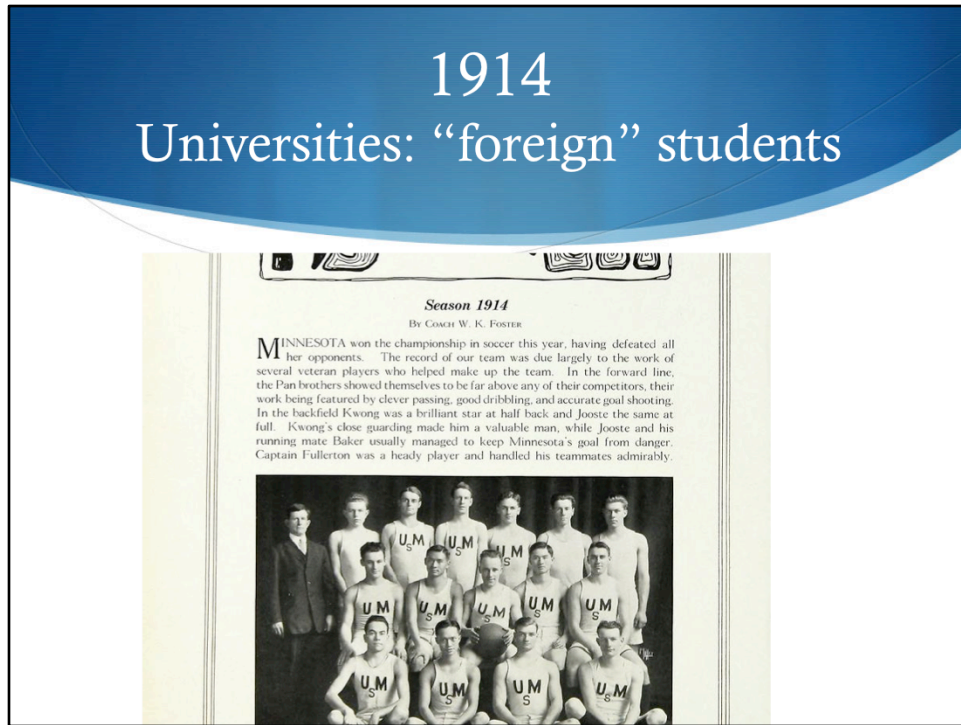
1897: Neighborhood House was founded in St Paul by eastern European Jews, to be a community support resource for social services. The organization provided services such as English, sewing, and cooking classes, and employment referrals (Kunz 1991). Clearly English was used to teach sewing and cooking: Maybe content-based instruction?

Later, French, German, Irish, and Swedish speaking immigrants were replaced at Neighborhood House. by speakers of [Czech](#), [Slovak](#), [Italian](#), [Polish](#), [Spanish](#) and [Hmong](#)

Image: Constance Currie and Neighborhood House, St. Paul Almanac, Mar. 2, 2009  
<http://saintpaulalmanac.org/saint-paul-stories/history/constance-currie-and-neighborhood-house/>

# 1914

## Universities: “foreign” students



As the 20<sup>th</sup> century advanced, at the English-medium universities, more and more “foreign students” were admitted. Here are the first 3 Chinese students admitted to UMN in 1914; they turned out to be stars on the U’s soccer team. Many Chinese foreign students came to UMN until 1949, the year the Peoples Republic of China was formed and stopped most international travel, but they were replaced by students from other countries. Increasing numbers of such foreign students entered MN’s colleges and universities, many of them who clearly needed specialized English language support to benefit from US higher education.

Image: China Center, University of Minnesota

# 1917

## World War I xenophobia



WWI brought a period of anti-German xenophobia among English speakers around the globe. St Paul schools stopped teaching German. The German rathskellar in the basement of the Minnesota State Capitol with its walls containing German sayings was closed.

Image: The Library of Congress, Teaches, Classroom Materials, Presentations and Activities, Immigration  
<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/german8.html>



## Post-WWI immigration



After WWI, immigration to the US resumed. For example, Spanish-speaking immigrants moved to Minnesota, setting up a Hispanic community in West St Paul; this was Our Lady of Guadalupe Church in 1930's. Spanish speakers continued to flock to Minnesota after this period, finding work and new homes throughout south and southwest Minnesota.

Image: Minnesota Historical Society [http://blog.lib.umn.edu/vendi002/pathways\\_to%20minnesota/from-mexico-to-st-paul.html](http://blog.lib.umn.edu/vendi002/pathways_to%20minnesota/from-mexico-to-st-paul.html)

## 1945: post-WWII International education boom



WWII inflicted horrible damage on Europe and Asia. After WWII the US invested in infrastructure, including subsidies for higher education. Fulbright Educational Exchange Program was born In 1945, when Senator J. William Fulbright introduced a bill in the United States Congress that called for the use of surplus war property to fund the 'promotion of international good will through the exchange of students in the fields of education, culture, and science.'

Colleges and universities began seriously recruiting 'foreign students' as part of the effort to rebuild internationally. In 1950 Macalester College's president started flying the UN flag right under the US flag; many future leaders attended. Such international students, already highly educated in their own countries, now needed to learn English at very high levels, and required highly professional instruction in what came to be known as English as a second language. The US govt and colleges invested many resources to develop high quality ESL instruction in higher education.

Image: <http://www.fulbright.org.nz/about/history/>

## 1950's Growing foreign student #s

- ◆ By 1948, 25,000 'foreign' students were enrolled in U.S. colleges and universities
- ◆ 1948 NAFSA was founded: National Association of Foreign Student Advisors NAFSA included section of "English language specialists"
- ◆ Macalester College and the University of Minnesota led way throughout the Fifties and Sixties.
- ◆ Kofi Annan, Macalester '61.

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1948 NAFSA was founded: National Association of Foreign Student Advisors NAFSA included section of "English language specialists" (click)

Macalester College and the University of Minnesota led way throughout the Fifties and Sixties. (click)

Kofi Annan (Macalester Class of '61) later became Secy Gen UN

From: [http://www.nafsa.org/Learn\\_About\\_NAFSA/History/](http://www.nafsa.org/Learn_About_NAFSA/History/)

## 1966 MN leader helped found TESOL



TESOL grew out of NAFSA. 1964 NAFSA met in Mpls; ESL section of NAFSA began discussions to separate; later that year held separate conf in AZ that 700 people attended, far more than expected

1965, UMN Linguistics Prof Harold B Allen announced results of a national survey of ESL teachers

1966 TESOL constitution approved and Harold B. Allen was elected its first president. An expert on Minnesota's English dialects, Prof. Allen was a courtly man who once told me he loved driving through Canada to Vancouver because he could hit 80 mph all the way. 1966 also was a milestone in the professionalization of foreign language ed. In that year, Dale Lange was awarded the first PhD in the UMN's Program in Foreign Language Education, CEHD

Photo credit: 1965 Harold B. Allen. University of Minnesota Digital Archives

1968  
UMN M.A. ESL



1968: Prof. Betty Wallace Robinett was hired to be a professor in the UMN Linguistics Dept to direct both the MA ESL program and the intensive English program, the Minnesota English Center (MEC). She instilled VERY high standards for TESL professionals. For example, 1 semester phonetics, 1 year English grammar, 2 years of FL study were required. Prof Robinett was a role model for her students -- TESOL President in 1973-74, and also editor of the TESOL Quarterly for several years. Graduates of this program fanned out to colleges and universities across the state, establishing new programs there to teach ESL to increasing #s of recruited 'foreign students' – by now, the largest group of non-native speakers of English in the state, all highly literate in their NLs.

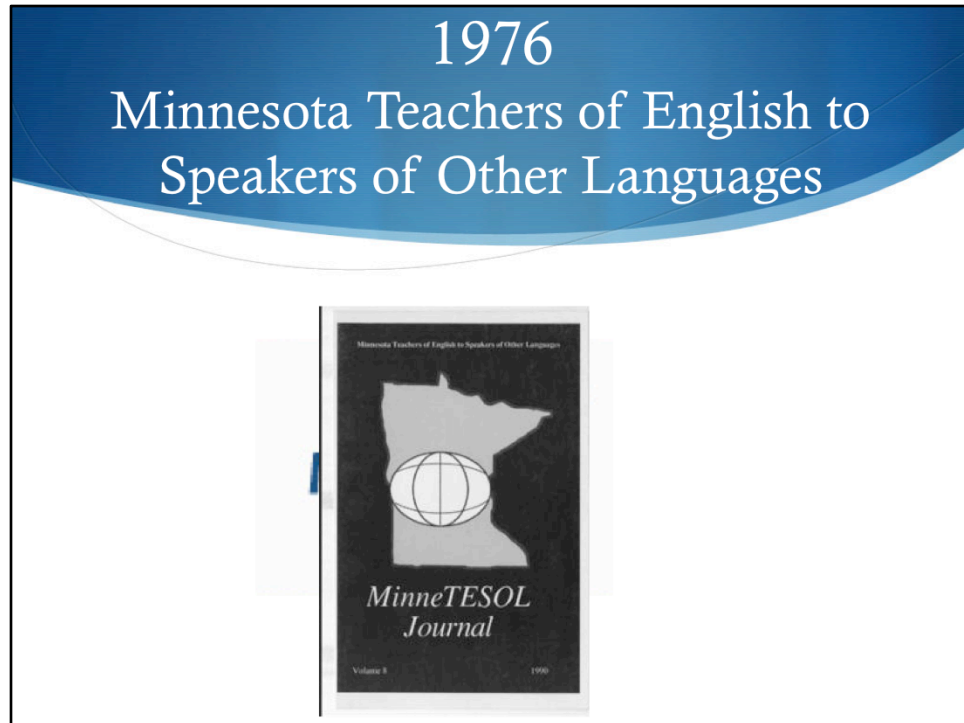
Photo credit: 1971 photo, University of Minnesota Digital Archives

# 1975

## First Hmong immigrants arrive



This situation quickly changed. Beginning in 1975, after the end of Vietnam War, speakers of Vietnamese, Lao, and Hmong begin moving to Twin Cities. The largest group, Hmong speakers, settled primarily in St. Paul. Many were illiterate – new issue to ESL teachers in the area, one that TESL professionals were ill-equipped to handle. [click] MN Literacy Council had been founded in 1971 to teach illiterate native speakers of English, but it expanded to train and organize volunteers to teach these new Hmong speaking immigrants. Saint Paul is currently still home to largest Hmong-American community in US.



Because Prof Robinett was TESOL President 1973-74, a group of her students traveled to Denver to attend the national TESOL conference in 1974. Inspired by the TESOL convention, they returned to MN determined to establish a TESOL affiliate in Minnesota. In October, 1976, Kathleen Jacobson, Joyce Biagini, Deirdre Kramer, Wendy Weimer, JulieAnn Kvalbein and others called for the first *Minnesota TESOL* Affiliate organizing meeting. During its first four years, MinneTESOL met at Macalester College; Jacobson was president its first 2 years [click click] Soon after, in 1981 MinneTESOL Journal first published with Mark Landa – another MA ESL from UMN -- serving as Editor.

Credit: Adele Hansen at <http://minnetesol.org/blog/index.php/news/minnetesol-leadership-and-conference-historical-record/> Image: UMN Digital Conservancy

1979



After the PRC reopened in 1974 and began encouraging tourism, B.J. Robinett and C.J. Liu traveled to China in 1979; there they were greeted, in English!, by many enthusiastic alumni with fond memories of UMN. On her return, Robinett became Associate Vice President. You may recall this was the year I arrived in Minnesota, having been hired to begin in Fall 1979 at UMN as an untenured Assistant Professor. I became ESL director. In the ensuing decades the program separated from the Dept of Linguistics, while retaining a strong applied linguistics curriculum.

Photo credit: China Center, UMN.



# 1982 K-12 ESL Licensure



In 1982, Minnesota's state department of education began requiring K-12 ESL licensure for teachers to meet needs of English learners in public schools, and the Univ of Minnesota opened its ESL licensure program. I recall teaching 'emergency' intensive institutes on ESL methods for prospective teachers, before 'official' courses were approved in the College of Education. In 1984 Hamline University's ESL licensure program began, and in 1985 Univ of Minnesota started a dual licensure program (ESL & FL)

1989: MinneTESOL Resource Center was established at Hamline

IMAGE: Wikimedia Commons, [http://commons.wikimedia.org/wiki/File:FEMA\\_-\\_40044\\_-\\_Beethoven\\_Elementary\\_School\\_Class\\_prepares\\_for\\_emergencies\\_with\\_the\\_STEP\\_program..jpg](http://commons.wikimedia.org/wiki/File:FEMA_-_40044_-_Beethoven_Elementary_School_Class_prepares_for_emergencies_with_the_STEP_program..jpg)

## 1990 Somali immigrants begin to arrive



Immigration continued to diversify Minnesota's public schools. Beginning in 1990, Somali immigrants displaced by civil war settled in Minnesota, most in Cedar-Riverside area of Minneapolis. Many of them were illiterate, just as the earlier wave of Hmong immigrants was.

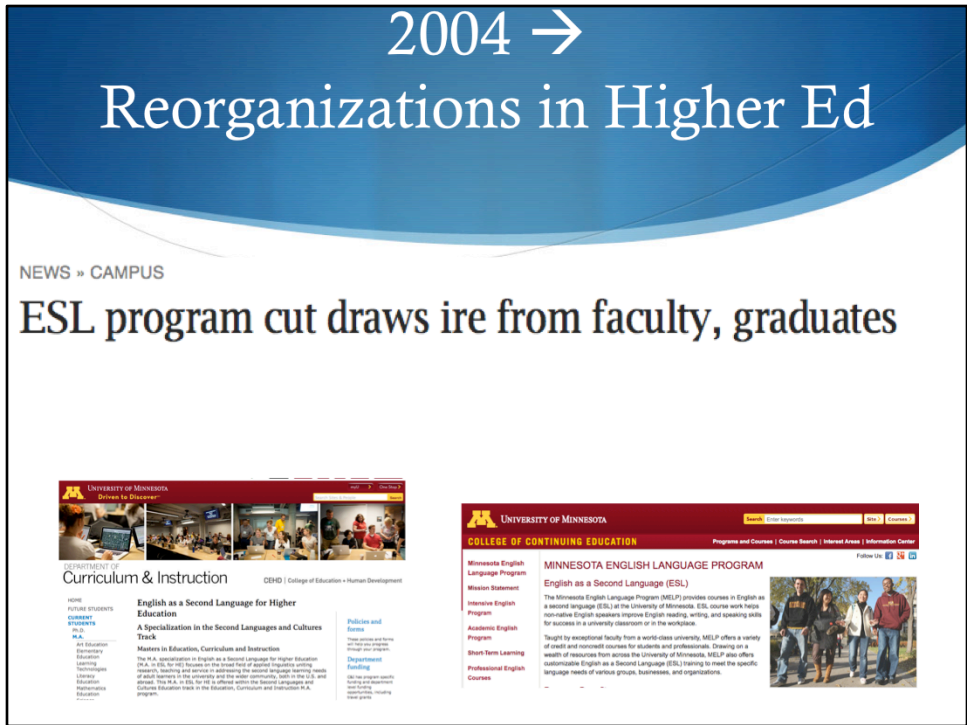
[click] By 2002: largest Somali community in U.S. Today: est. 25,000 Somali-Americans, or 1/3 of all in the U.S.

## 1990's Growth of TESL teacher prep programs



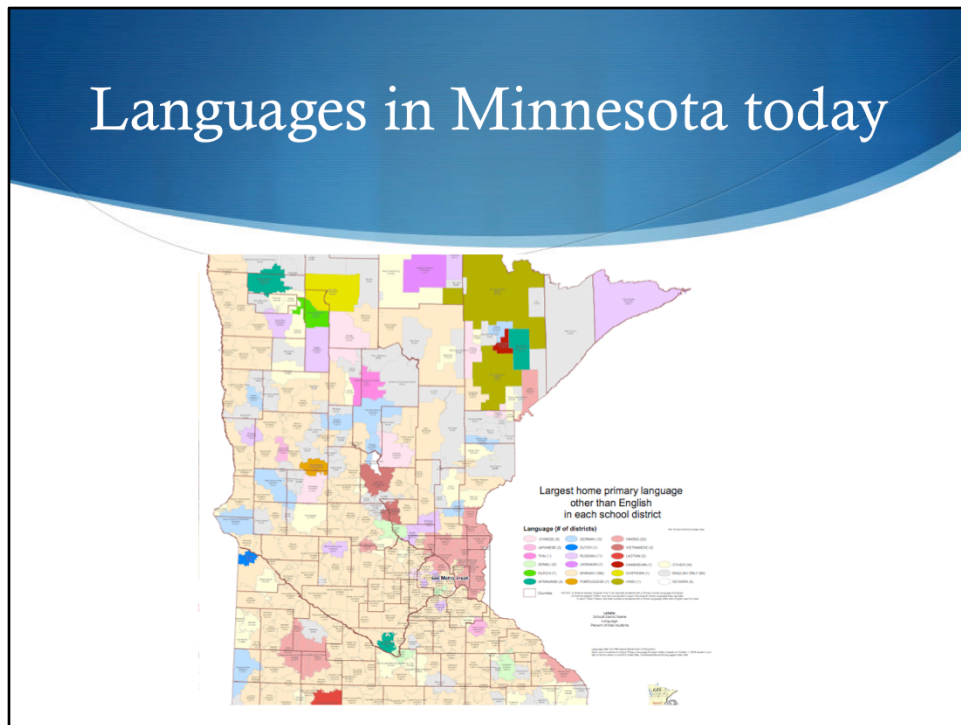
Many TESL teacher education programs were founded in the Nineties. 1991: Hamline University started TEFL Certificate Program (Betsy Parrish, MAESL, UMN) 1993: CARLA opened as USDE Title VI Language Resource Center to promote foreign language learning and teaching; it focused especially on inservice professional development for all language teachers, FL and ESL. LTE conference brought nationally prominent LTEs to MN  
Other colleges and universities opened ESL teacher prep programs: e.g. St Cloud State and Mankato State University. 1995 Hamline added an Adult ESL program and in 2001 an MA ESL program)

Image: CARLA summer institutes



But beginning about 2004, deans and VPs instituted massive reorganizations of ESL programs in Twin Cities colleges and universities. Hamline University’s TESL program structure was reorganized. In 2004, the U of M Liberal Arts Dean Rosenstone closed its intensive ESL program for international students, citing financial constraints. Two years later a new intensive English program for international students, MELP, was opened in a different U of M college, the College of Continuing Education – because the U couldn’t successfully recruit international students without such a program. In 2005, the U of M closed General College, including the Commanding English Program which had supported immigrant students on campus. In 2009 the MinneTESOL resource center at Hamline closed. In 2011 the U of M CLA Dean’s office again took action, closing the MA ESL program, but once again the program re-opened in a different college, the College of Education and Human Dev. as the M.A. in ESL for higher education (see me at the UMN booth about this program!)

## Languages in Minnesota today



These programs were reopened because they were still needed, not just to prepare ESL teachers for international students, but also to meet the English learning needs of an increasingly linguistically diverse citizenship. In 2007 census figures showed almost 10% of Minnesotans had a home language other than English; the top 6 of these were (in order) Spanish, Hmong, Somali, Vietnamese, Russian and Lao. Just 7 years later, in 2014, the fourth largest home language was Karen. But the linguistic diversity of Minnesota's citizens is now not restricted to immigrants' home languages. K-12 language immersion programs for English-speaking students are popping up like mushrooms all over the state. This fall there are 95 immersion programs offering elementary students whose home language is English, opportunities to become bilingual in Spanish, or French, or German, or Chinese, or Korean. [click] And, almost miraculously, Ojibwe and Dakota are again being taught and learned in Minnesota so that young people are bilingual in English and their heritage language. This is the website of the Dakota Language Teacher Apprenticeship Program. So I have learned that Minnesota never has been a monolingual English state. It has been, and is, a multilingual state in which English plays the central role, but where other languages have essential roles to play as well. Image: <http://www.dakotawicohan.com/dakota-language-teacher-apprenticeship-program/>

## Minnesota in the world today



There is a very rich multilingual and ESL history and environment in Minnesota: strong teacher education programs for both ESL and foreign languages, for K-12 and adult learners, and for domestic, international and immigrant students. As people move more and more freely around the globe, as markets internationalize, as our children move not just out of state but out of the country to live, our horizons have expanded exponentially. There is increasing need for English PLUS other languages. Not only has Mogadishu moved to the Mississippi (to quote my colleague Martha Bigelow), but our children are traveling to and living in other countries. One friend my daughter grew up with in St Paul has settled with her husband and kids in Norway where her family speaks both Norwegian and English; another neighbor boy grew up and moved to Singapore where he teaches French. It's not just about Minnesota any more.

Image: "Globe" by The original uploader was Augiasstallputzer at [[:| Wikimedia Commons]] - Own work, based on shoreline data from GSHHS ("crude" level), a public-domain source.. Licensed under Public domain via Wikimedia Commons - <http://commons.wikimedia.org/wiki/File:Globe.svg#mediaviewer/File:Globe.svg>

## Key Principles of English Learner Education in MN Today

1. Multilingualism benefits the ESL classroom. And it is not new; on the contrary it has been common in Minnesota.
2. Everyone– including middle-class English-speaking families --wants their kids to be bilingual ...
3. ... and to be able to use their two languages for academic and professional purposes (not just for social or tourist purposes)

So what can we learn from this history? What principles can we, as language teachers and language teacher educators, take from this brief historical review that might be useful as we educate English learners? [click]

1. The goal of English language education has returned to its origins. Minnesota needs English learners to also learn their home language, to be bilinguals for the 21<sup>st</sup> century's globalized political scene and economy. SLA researchers (Genesee, Bialystok, Swain, Ortega, Cook) agree the human brain is wired to be bilingual; multilingualism is good, not just for the brain but also for the economy, for global learning, for security. Past attempts in Minnesota to turn English learners into English monolinguals did not go so well. A better goal is to make them fully functioning English bilingual speakers. By respecting the English learner's NL, we respect who that learner is. By maintaining high standards for both languages, we open new opportunities for all learners. [click]
2. More and more parents are sending their kids to the 95 language immersion schools across Minnesota, to advantage their kids by making them bilingual: speakers of English PLUS Spanish, or French, or Chinese, or German, or Korean, or Ojibwe. This means English learners are not outliers; they are not the only ones in Minnesota trying to become bilingual to deal with 21<sup>st</sup> century realities. [click]
3. Both FL and ESL programs need to provide ACADEMIC and PROFESSIONAL skills in the first and second language. We are not just teaching 'survival' language for poor immigrants or social language for rich tourists. As teachers, we seek ways to

## The Future



As we look into our crystal balls we see that in the future, increasingly, mastery of English only will not be enough. Increasingly, bilingualism (English AND another language) will become necessary in an increasingly “flat world”. The goal of ESL programs (as well as of immersion programs) will be to produce bilingual and bicultural graduates who have mastered English AND another world language. Future ESL programs will nurture our students’ home languages while teaching them English. The outcome will be an even brighter future for Minnesota.

Image: John William Waterhouse, The Crystal Ball [http://commons.wikimedia.org/wiki/Crystal\\_ball#mediaviewer/File:John\\_William\\_Waterhouse\\_-\\_The\\_Crystal\\_Ball.JPG](http://commons.wikimedia.org/wiki/Crystal_ball#mediaviewer/File:John_William_Waterhouse_-_The_Crystal_Ball.JPG)



# Thank you!

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- ◆ [etarone@umn.edu](mailto:etarone@umn.edu)

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