

2016 AP® ENGLISH LANGUAGE AND COMPOSITION FREE-RESPONSE QUESTIONS

ENGLISH LANGUAGE AND COMPOSITION

SECTION II

Total Time-2 hours, 15 minutes

Question 1

Suggested reading and writing time-55 minutes.

It is suggested that you spend 15 minutes reading the question, analyzing and evaluating the sources, and 40 minutes writing your response.

Note: You may begin writing your response before the reading period is over.

(This question counts for one-third of the total essay section score.)

Over the past several decades, the English language has become increasingly globalized, and it is now seen by many as the dominant language in international finance, science, and politics. Concurrent with the worldwide spread of English is the decline of foreign language learning in English-speaking countries, where monolingualism—the use of a single language—remains the norm.

Carefully read the following six sources, including the introductory information for each source. Then synthesize information from at least three of the sources and incorporate it into a coherent, well-developed essay that argues a clear position on whether monolingual English speakers are at a disadvantage today.

Your argument should be the focus of your essay. Use the sources to develop your argument and explain the reasoning for it. Avoid merely summarizing the sources. Indicate clearly which sources you are drawing from, whether through direct quotation, paraphrase, or summary. You may cite the sources as Source A, Source B, etc., or by using the descriptions in parentheses.

Source A (Berman)

Source B (Thomas)

Source C (Erard)

Source D (Oaks)

Source E (table)

Source F (Cohen)

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Source A

Berman, Russell A. “Foreign Language for Foreign Policy?” *Inside Higher Ed*. Inside Higher Ed, 23 Nov. 2010. Web. 8 May 2013.

The following is excerpted from an article on a Web site devoted to higher education.

These are troubled times for language programs in the United States, which have been battered by irresponsible cutbacks at all levels. Despite the chatter about globalization and multilateralism that has dominated public discourse in recent years, leaders in government and policy circles continue to live in a bubble of their own making, imagining that we can be global while refusing to learn the languages or learn about the cultures of the rest of the world. So it was surely encouraging that Richard Haass, president of the Council on Foreign Relations and a fixture of the foreign policy establishment, agreed to deliver the keynote address at the American Council on the Teaching of Foreign Languages Annual Convention in Boston on November 19.

Haass is a distinguished author, Oberlin- and Oxford-educated, and an influential voice in American debates. The good news is that in his talk, “Language as a Gateway to Global Communities,” Haass expressed strong support for increased foreign language learning opportunities. He recognized the important work that language instructors undertake as well as the crucial connection between language and culture: language learning is not just technical mastery of grammar but rather, in his words, a “gateway” to a thorough understanding of other societies. . . .

Haass claims that in an era of tight budgets, we need convincing arguments to rally support for languages. Of course that’s true, but—and this is the bad news—despite his support for language as a gateway to other cultures, he countenances only a narrowly instrumental defense for foreign language learning, limited to two rationales: national security and global economy. At the risk of schematizing his account too severely, this means: more Arabic for national security and more Mandarin, Hindi, and, en passant, Korean for the economy. It appears that in his view the only compelling arguments for language-learning involve equipping individual Americans to be better vehicles of national interest as defined by Washington. In fact, at a revealing moment in the talk, Haass boiled his own position down to a neat choice: Fallujah or Firenze. We need more Arabic to do better in Fallujah, i.e., so we could have been more effective in the Iraq War (or could be in the next one?), and we need less Italian because Italy (to his mind) is a place that is only about culture.

In this argument, Italian—like other European languages—is a luxury. There was no mention of French as a global language, with its crucial presence in Africa and North America. Haass even seems to regard Spanish as just one more European language, except perhaps that it might be useful to manage instability in Mexico. Such arguments that reduce language learning to foreign policy objectives get too simple too quickly. And they run the risk of destroying the same foreign language learning agenda they claim to defend. Language learning in Haass’s view ultimately becomes just a boot camp for our students to be better soldiers, more efficient in carrying out the projects of the foreign policy establishment. That program stands in stark contrast to a vision of language learning as part of an education of citizens who can think for themselves.

Haass’s account deserves attention: he is influential and thoughtful, and he is by no means alone in reducing the rationale for foreign language learning solely to national foreign policy needs. . . . Yet even on his own instrumental terms, Haass seemed to get it wrong. If language learning were primarily about plugging into large economies more successfully, then we should be offering more Japanese and German (still two very big economies after all), but they barely showed up on his map.

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The much more important issue involves getting beyond instrumental thinking altogether, at least in the educational sphere. Second language acquisition is a key component of education because it builds student ability in language as such. Students who do well in a second language do better in their first language. With the core language skills—abilities to speak and to listen, to read and to write—come higher-order capacities: to interpret and understand, to recognize cultural difference, and, yes, to appreciate traditions, including one’s own. Language learning is not just an instrumental skill, any more than one’s writing ability is merely about learning to type on a keyboard. On the contrary, through language we become better thinkers, and that’s what education is about, at least outside Washington.

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Source B

Thomas, David. "Why Do the English Need to Speak a Foreign Language When Foreigners All Speak English?" *MailOnline* [UK]. Associated Newspapers Ltd, 23 Jan. 2012. Web. 8 May 2013.

The following is excerpted from an online article in a British newspaper.

Department for Education figures show that fewer and fewer of us are learning a foreign language, while more and more foreigners are becoming multi-lingual. This, say distraught commentators, will condemn us pathetic Little Englanders to a life of dismal isolation while our educated, sophisticated, Euro-competitors chat away to foreign customers and steal all our business as a result.

In fact, I think those pupils who don't learn other languages are making an entirely sensible decision. Learning foreign languages is a pleasant form of intellectual self-improvement: a genteel indulgence like learning to embroider or play the violin. A bit of French or Spanish comes in handy on holiday if you're the sort of person who likes to reassure the natives that you're more sophisticated than the rest of the tourist herd. But there's absolutely no need to learn any one particular language unless you've got a specific professional use for it.

Consider the maths. There are roughly 6,900 living languages in the world. Europe alone has 234 languages spoken on a daily basis. So even if I was fluent in all the languages I've ever even begun to tackle, I'd only be able to speak to a minority of my fellow-Europeans in their mother tongues. And that's before I'd so much as set foot in the Middle East, Africa and Asia.

The planet's most common first language is Mandarin Chinese, which has around 850 million speakers. Clearly, anyone seeking to do business in the massive Chinese market would do well to brush up on their Mandarin, although they might need a bit of help with those hundreds of millions of Chinese whose preferred dialect is Cantonese.

The only problem is that Mandarin is not spoken by anyone who is not Chinese, so it's not much use in that equally significant 21st century powerhouse, India. Nor does learning one of the many languages used on the sub-Continent help one communicate with Arab or Turkish or Swahili-speakers.

There is, however, one language that does perform the magic trick of uniting the entire globe. If you ever go, as I have done, to one of the horrendous international junkets which film studios hold to promote their latest blockbusters, you'll encounter a single extraordinary language that, say, the Brazilian, Swedish, Japanese and Italian reporters use both to chat with one another and question the American stars.

This is the language of science, commerce, global politics, aviation, popular music and, above all, the internet. It's the language that 85 per cent of all Europeans learn as their second language; the language that has become the default tongue of the EU; the language that President Sarkozy of France uses with Chancellor Merkel of Germany when plotting how to stitch up the British.

This magical language is English. It unites the whole world in the way no other language can. It's arguably the major reason why our little island has such a disproportionately massive influence on global culture: from Shakespeare to Harry Potter, from James Bond to the Beatles.

All those foreigners who are so admirably learning another language are learning the one we already know. So our school pupils don't need to learn any foreign tongues. They might, of course, do well to become much, much better at speaking, writing, spelling and generally using English correctly. But that's another argument altogether.

Daily Mail.

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Source C

Erard, Michael. "Are We Really Monolingual?"
New York Times. New York Times, 14 Jan. 2012.
Web. 8 May 2013.

The widespread assumption is that few Americans speak more than one language, compared with citizens of other nations — and that we have little interest in learning to speak another. But is this true?

Since 1980, the United States Census Bureau has asked: “Does this person speak a language other than English at home? What is this language? How well does this person speak English?” The bureau reports that as of 2009, about 20 percent of Americans speak a language other than English at home. This figure is often taken to indicate the number of bilingual speakers in the United States.

But a moment’s reflection reveals that the bureau’s question about what you speak at home is not equivalent to asking whether you speak more than one language. I have some proficiency in Spanish and was fluent in Mandarin 20 years ago. But when the American Community Survey (an ongoing survey from the Census Bureau) arrived in my mailbox last month, posing that question, I had to answer no, because we speak only English in my home.

I know I’m not alone. There are countless Americans who speak languages other than English outside their homes: not just those of us who have learned other languages in school or through living abroad, but also employers who have learned enough Spanish to speak to their employees; workers in hospitals, clinics, courts and retail stores who have picked up parts of another language to make their jobs easier; soldiers back from Iraq or Afghanistan with some competency in Arabic, Pashto or Dari; third-generation kids studying their heritage language in informal schools on weekends; spouses and partners picking up the language of a loved one’s family; enthusiasts learning languages with computer software like Rosetta Stone. None of the above are identified as bilingual by the Census Bureau’s question.

Every census in the United States since 1890 (except for one, in 1950) has asked about language characteristics, and its question has always seemed to assume that English is the only language relevant for the aspects of life that take place outside the home. This assumption, though outdated, is somewhat understandable. After all, the bureau’s primary goal in asking this question is not to paint a full and complete portrait of the language proficiencies of Americans but rather to track immigrants’ integration into mainstream American society and to ascertain what services they need, and in what languages. (In October, for instance, the Census Bureau released a list of jurisdictions with large numbers of voters who need voting instructions translated in a language other than English.)

Nonetheless, to better map American language abilities, the census should ask the same question that the European Commission asked in its survey in 2006: Can you have a conversation in a language besides your mother tongue? (The answer, incidentally, dented Europe’s reputation as highly multilingual: only 56 percent of the respondents, who tended to be younger and more educated, said they could.) Until the census question is refined, claims about American monolingualism will almost certainly be overstated.

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Source D

Oaks, Ursula. “Foreign-Language Learning: What the United States Is Missing Out On.”

[Blog.NAFSA.org](http://blog.nafsa.org). NAFSA: Association of International Educators, 20 April 2010. Web. 8 May 2013.

The following is excerpted from a Weblog maintained by NAFSA, a leading professional association based in the United States and dedicated to international education.

It seemed a notably strange coincidence that the day after the *Chronicle of Higher Education*’s fascinating article about foreign-language acquisition and its remarkable contributions to the human mind and to society, *Inside Higher Ed* reported that George Washington University’s arts and sciences faculty had voted by an “overwhelming” margin not only to remove its foreign languages and cultures course requirement, but also to set up the new requirements in such a way that introductory foreign language courses can no longer count toward fulfilling any degree requirement in the college. At the same time, GW’s curricular reform is apparently “designed to promote student learning in areas such as global perspectives and oral communications.”

One wonders how “global perspectives” can happen without foreign language. But Catherine Porter (a former president of the Modern Language Association), writing in the *Chronicle*, puts it rather more bluntly. The lack of foreign-language learning in our society, she states, is “a devastating waste of potential.” Students who learn languages at an early age “consistently display enhanced cognitive abilities relative to their monolingual peers.” This isn’t about being able to impress their parents’ friends by piping up in Chinese at the dinner table—the research is showing that these kids can *think* better. Porter writes: “Demands that the language-learning process makes on the brain . . . make the brain more flexible and incite it to discover new patterns—and thus to create and maintain more circuits.”

But there’s so much more. Porter points out, as many others have, that in diplomatic, military, professional and commercial contexts, being monolingual is a significant handicap. In short, making the United States a more multilingual society would carry with it untold benefits: we would be more effective in global affairs, more comfortable in multicultural environments, and more nimble-minded and productive in daily life.

One of Porter’s most interesting observations, to me, was about how multilingualism enhances “brain fitness.” My own journey in languages is something for which I cannot claim any real foresight or deliberate intention, but by the age of 16, I spoke English, Hungarian, and French fluently. I’ve managed, through travel and personal and family connections, to maintain all three. One thing I know for sure is that when I get on the phone with my mother and talk to her in Hungarian for 20 minutes, or if I have to type out an email to a friend in Paris, afterwards I feel like I’ve had a mental jog on the treadmill: strangely energized, brain-stretched, more ready for any challenge, whether it’s cooking a new dish or drafting an op-ed. And the connective cultural tissue created by deep immersion in another language cannot be overstated. When I went to Hungary during grad school to research my thesis, I figured: no problem, it’s my native tongue. Yes, but I first learned it when I was a toddler, and never since then. The amount of preparation I had to do to be sure I didn’t miss nuance or cultural cues and didn’t draw conclusions based on erroneous translation, was significant, but well worth it. Time and again, I’ve realized how language can transform our interactions with one another. Porter’s article is a wake-up call that neglecting foreign-language learning is hurting our country in more ways than we realize.

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Source E

“Population 5 Years and Older Who Spoke a Language Other Than English at Home by Language Group and English-Speaking Ability: 2007.” Table in “Language Use in the United States: 2007.” *United States Census Bureau*. United States Census Bureau, April 2010. Web. 8 May 2013.

The following is adapted from a table in a report from the 2007 American Community Survey (United States Census Bureau) on language use in the United States.

Population 5 Years and Older Who Spoke a Language Other Than English at Home by Language Group and English-Speaking Ability: 2007

(For information on confidentiality protection, sampling error, nonsampling error, and definitions, see www.census.gov/acs/www/)

Characteristic	Total people	English-speaking ability			
		Very well	Well	Not well	Not at all
NUMBER					
Population 5 years and older	280,950,438	(X)	(X)	(X)	(X)
Spoke only English at home	225,505,953	(X)	(X)	(X)	(X)
Spoke a language other than English at home	55,444,485	30,975,474	10,962,722	9,011,298	4,494,991
Spoke a language other than English at home	55,444,485	30,975,474	10,962,722	9,011,298	4,494,991
Spanish or Spanish Creole	34,547,077	18,179,530	6,322,170	6,344,110	3,701,267
Other Indo-European languages	10,320,730	6,936,808	2,018,148	1,072,025	293,749
Asian and Pacific Island languages	8,316,426	4,274,794	2,176,180	1,412,264	453,188
Other languages	2,260,252	1,584,342	446,224	182,899	46,787

(X) Not applicable.

Note: Margins of error for all estimates can be found in Appendix Table 1 at <www.census.gov/population/www/socdemo/language/appendix.html>. For more information on the ACS, see <www.census.gov/acs/www/>.

Source: U.S. Census Bureau, 2007 American Community Survey.

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Source F

Cohen, Paul. “The Rise and Fall of the American Linguistic Empire.” *Dissent* 59.4 (2012): 20-21. Web. 10 Sept. 2013.

It would ... be a big mistake to overestimate the reach of English. Though it is widely assumed that the planet is becoming more linguistically homogeneous, hard evidence suggests otherwise. Most of the approximately six thousand languages in use today are indeed spoken by relatively small communities, nearly half by populations of less than ten thousand. Although a great many of these idioms are in danger of dying, many new languages and dialects are coming into existence as well. More broadly, there are a number of major world languages other than English, used by large portions of the planet’s inhabitants, in the context of dynamic social, cultural, and economic activities. Fifteen idioms are spoken by at least one hundred million people—including Spanish, Hindi, Arabic, Japanese, Portuguese, and French. At around one billion, there are more than twice as many speakers of Mandarin Chinese as of English. Chinese is almost as equally present on the Internet as English. India, home to the world’s largest film industry, produces movies in a staggering number of languages: in 2010 alone, 1,274 films were produced in a total of twenty-three languages—of these, 215 were shot in Hindi, 202 in Tamil, 181 in Telugu, 143 in Kannada, 116 in Marathi, 110 in Bengali, and 105 in Malayalam (and 117 films were dubbed from one regional language to another). Only seven were produced in English. While the Moroccan government joined the broader trend in English-language higher education when it opened the anglophone Al Akhawayn University in Ifrane in the 1990s, it is also currently breaking ground for a French-language engineering school in partnership with France’s elite École des Mines. Once outside Tokyo, try navigating Japan with only English. In the central Asian republics, Russian will get you a lot further than English, just as French will in most of West Africa. Good luck, by the way, to any well-meaning monolingual American doctor who heads off to treat villagers in Mali, Angola, or Chad.

Though you wouldn’t guess it from current trends in higher education, the United States is itself home to a multilingual society—and is becoming more so with each passing year. Consider that the number of native Spanish-speakers in the United States has doubled since 1990, and is spoken at home today by 37 million people. There is a vast and rapidly growing domestic Spanish-language market: the U.S.-based Spanish-language broadcaster Univision is today the fifth-largest television network by audience in the country. Savvy executives doing business in Miami or California don’t need to be told the value of hiring Spanish-speakers. The day when candidates for national office will need to speak Spanish may not be very far off.

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2016 SCORING GUIDELINES — Version 1.0

Question 1

General Directions: This scoring guide will be useful for most of the essays you read. If it seems inappropriate for a specific paper, ask your Table Leader for assistance. Always show your Table Leader books that seem to have no response or that contain responses that seem unrelated to the question. Do not assign a score of 0 or — without this consultation.

Your score should reflect your judgment of the paper's quality as a whole. Remember that students had only 15 minutes to read the sources and 40 minutes to write; the paper, therefore, is not a finished product and should not be judged by standards appropriate for an out-of-class assignment. Evaluate the paper as a draft, making certain to reward students for what they do well.

All essays, even those scored 8 or 9, may contain occasional lapses in analysis, prose style, or mechanics. Such features should enter into your holistic evaluation of a paper's overall quality. In no case should you give a score higher than a 2 to a paper with errors in grammar and mechanics that persistently interfere with your understanding of meaning.

9 Essays earning a score of 9 meet the criteria for the score of 8 and, in addition, are especially sophisticated in their argument, thorough in development, or impressive in their control of language.

8 Effective

Essays earning a score of 8 **effectively** argue a position on whether monolingual English speakers are at a disadvantage today. They develop their argument by effectively synthesizing* at least three of the sources. The evidence and explanations used are appropriate and convincing. Their prose demonstrates a consistent ability to control a wide range of the elements of effective writing but is not necessarily flawless.

7 Essays earning a score of 7 meet the criteria for the score of 6 but provide more complete explanation, more thorough development, or a more mature prose style.

6 Adequate

Essays earning a score of 6 **adequately** argue a position on whether monolingual English speakers are at a disadvantage today. They develop their argument by adequately synthesizing at least three of the sources. The evidence and explanations used are appropriate and sufficient. The language may contain lapses in diction or syntax, but generally the prose is clear.

5 Essays earning a score of 5 argue a position on whether monolingual English speakers are at a disadvantage today. They develop their argument by synthesizing at least three sources, but how they use and explain sources may be uneven, inconsistent, or limited. The writer's argument is generally clear, and the sources generally develop the writer's position, but the links between the sources and the argument may be strained. The writing may contain lapses in diction or syntax, but it usually conveys the writer's ideas.

4 Inadequate

Essays earning a score of 4 **inadequately** argue a position on whether monolingual English speakers are at a disadvantage today. They develop their argument by synthesizing at least two sources, but the evidence or explanations used may be inappropriate, insufficient, or unconvincing. The sources may dominate the student's attempts at development, the link between the argument and the sources may be

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2016 SCORING GUIDELINES — Version 1.0

weak, or the student may misunderstand, misrepresent, or oversimplify the sources. The prose generally conveys the writer's ideas but may be inconsistent in controlling the elements of effective writing.

3 Essays earning a score of 3 meet the criteria for the score of 4 but demonstrate less success in arguing a position on whether monolingual English speakers are at a disadvantage today. They are less perceptive in their understanding of the sources, or their explanation or examples may be particularly limited or simplistic. The essays may show less maturity in control of writing.

2 Little Success

Essays earning a score of 2 demonstrate **little success** in arguing a position on whether monolingual English speakers are at a disadvantage today. They may merely allude to knowledge gained from reading the sources rather than citing the sources themselves. The student may misread the sources, fail to develop a position, or substitute a simpler task by merely summarizing or categorizing the sources or by merely responding to the prompt tangentially with unrelated, inaccurate, or inappropriate explanation. The prose often demonstrates consistent weaknesses in writing, such as grammatical problems, a lack of development or organization, or a lack of control.

1 Essays earning a score of 1 meet the criteria for the score of 2 but are undeveloped, especially simplistic in their explanation, weak in their control of writing, or do not allude to or cite even one source.

0 Indicates an off-topic response, one that merely repeats the prompt, an entirely crossed-out response, a drawing, or a response in a language other than English.

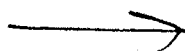
— Indicates an entirely blank response.

* For the purposes of scoring, synthesis means using sources to develop a position and citing them accurately.



It is a well-known idea that the global industries dominating the world's international affairs are becoming increasingly infiltrated by the English language. Whether in finance, science, or politics, English is ~~uniformly spoken everywhere~~ now used more often than not. However, this has led to a sharp decline in learning foreign languages in English speaking countries. This monolingual trend that is plaguing English speaking countries presents a clear disadvantage for those who follow it. Not only do ~~many~~ other languages open us up to new cultures, they are ^{also} proven to widen our intellectual horizons and ~~make us more~~ make us more successful both politically and economically in ~~g~~ terms of global affairs.

Language is too often thought of as a mere practicality when it, in fact, ~~opens us up to~~ provides a "gateway" into understanding other cultures. The United States itself is home to a highly multilingual society, with Spanish speakers doubling since 1990 (~~Source D~~). In smaller sects, almost six thousand languages are being spoken in smaller communities (Source F). This is only in one part of the world though, and abroad even more dialects are being created everyday. With this variety of language comes a variety of distinguishable cultures. As Richard Haass has explained, there is a "crucial connection between language and culture" (Source A). Language is more than just a "technical mastery of grammar"—it is a form of expression which we can use as a "gateway" to ~~understanding~~ fully



Question 1

Write in the box the number of the question you are answering on this page as it is designated in the exam

2 Understanding and appreciating other cultures

Beyond the more social ^{and cultural} aspect of being bilingual,

being so is also proven to broaden our intellectual capabilities.

According to Catherine Porter, a former president of the Modern Language Association, students who master ^{multiple} ~~other~~ languages at a young age "consistently display enhanced cognitive abilities relative to their monolingual peers"

as their brains become more adept to learning new patterns (Source D). Even more evidence of this comes in the fact that students who excel in a second language exhibit

a similar trend in their first language (Source A). The fact that being bilingual gives us a chance to broaden our intelligence and understand things at a greater level is not just an appealing quality, it's an offer that is ^{impossible} ~~hard~~ to refuse.

Education itself, in its purest form, ~~serves~~ ^{about} is about thinking, reflecting and understanding, not merely regurgitating facts.

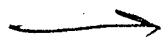
~~As a monolingual speaker myself, I see such limitations.~~

If being a bilingual speaker gives us the ability to think more proficiently and deeply, it is obvious that our ~~monolingual~~ counterparts are at a disadvantage

~~in~~ in their ability to comprehend things in the same way.

Being monolingual ~~is~~ is an obvious disadvantage if we consider the idea of globalization of the world's political and economic affairs. Though English is admittedly a huge presence in the world's affairs, it falls short in several places. As I mentioned

Language is expression, and being a monolingual speaker means being in a place as diverse as New York City, where these cultural boundaries are always present.



Previously, the United States has become an increasingly multilingual society. According to Paul Cohen, in fact, jobs in national offices may even be marked by ^{the} Spanish language in years to come (Source F). Cohen also points out that the pockets of English-speaking places are only portions of larger, not-English-speaking areas, such as Tokyo to the rest of Japan. English can theoretically be used, but knowing the country's native tongue will get you much farther and open you up to cultural cues and other things monolinguality wouldn't have at all (Source F). ~~We would be able to~~ Even ~~do not~~ critics of bilinguality such as David Thomas concede on the idea that learning a country's first language ~~will~~ will help us do better in our business there, such as speaking Mandarin in a Chinese market (Source B). Overall, it's clear that our involvement in the world and our move away from "distant isolation" is propagated by being bilingual. This capitalistic benefit is even more present now with increased globalization as a result of mass media and other methods, thus presenting monolingual English-speakers with a ~~monumental~~ significant disadvantage.

All in all, ~~that~~ though the English language is granted to be ~~is~~ increasingly spread worldwide, this is no excuse for being monolingual. Knowing more than one language ~~brood~~ makes us more culturally involved, ^{more} intellectually capable and puts us at an ~~an~~ advantage in the world's political and economic

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04 Question 1

write in the box the number of the question you are answering on this page as it is designated in the exam.

affairs. It doesn't just hurt the individual to be monolingual, ~~but~~ it affects the world, as we rely on being linguistically homogenous and continue to isolate those who speak other languages. As a result, it is important to devote more time, effort and money to foreign language programs and to leave behind our self-involved idea that English is the only necessary language. It is time for us to immerse ourselves in every part of the world, not just the English-speaking parts, once again.

#

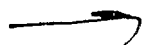
With the existence of over six thousand languages in the world today, does it make sense to ignore all but one? The study of foreign languages in the world and in America today is on the decline, as English rises as one of the most commonly-spoken languages. As monolingualism slowly develops in English-speaking countries, the question of this monolingualism and its pros and cons is met. Though it may be true that many people in English-speaking ~~the~~ countries are monolingual, these people have ignored the many benefits of learning foreign language. Monolingual English speakers are at a disadvantage today because the majority of the world does not speak English, and because learning foreign language has benefits such as learning about culture and promoting better mental well-being.

The majority of people in the world do not speak English, and/or are not monolingual English speakers. It is unclear whether or not this may be the case in America, which is considered a mainly-monolingual English-speaking country. The results of the 2007 census reveal that 55 million people speak a language other than English at home (Source E). Compared to the 225 million who ~~speak~~ speak only English at home, this appears to be an insignificant number, but Michael Erard (Source C) speculates what the cause of this may be. The census poses the question, "Does this person speak a language other than English at home?" The question completely ignores the possibility of proficiency in ~~foreign~~ language outside of the home setting. In fact, Erard

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writes that when a similar survey was conducted in Europe, but rephrased ("can you have a conversation in a language besides your mother tongue?") a majority of respondents were revealed to be multilingual. Though some may argue that there is no need to learn ^{a foreign language} ~~English~~ because everyone in English speaking countries ~~is~~ monolingual, this ~~is~~ is certainly not the case. Those who are monolingual would therefore be put at ^a disadvantage, considering the large number of people in America and other English-speaking countries, since they lack foreign-language abilities when compared to the rest of the population.

Monolingual ^{speakers are} ~~also~~ ^{at a} disadvantage ~~because~~ because of the many benefits which accompany learning foreign languages, such as learning the culture of other countries. Russell Berman (Source A) criticizes ~~Haass'~~ Haass' argument that foreign language should be taught and mastered for the sake of national security and global economy. As he critiques Haass' argument, ~~Berman~~ Berman points out the narrow, limited approach of Haass' thinking to foreign language. The simplicity of this approach completely ignores the window of opportunities to learning which follow the study of foreign language. Ranging from the origins of words, to words which ~~are~~ are unique to specific languages, foreign language carries with it a wealth of information that should not be ignored. To take away foreign language is to take with it the customs, traditions



and importance of other cultures. ^{English speakers} Monolingual ~~speakers~~ would be ^{put at} ~~at~~ a disadvantage ~~to~~ due to the lack of knowledge of other cultures ~~that they have~~. The world is a place of many cultures to enjoy; to not take advantage of this fountain of diversity is a waste.

Another disadvantage ^{for monolingual English speakers} ~~is that~~ is that learning foreign languages comes with the benefit of better mental wellbeing. Russell Berman (Source A) briefly discusses the impact of learning foreign language on the mind and on mental capacity: "We become better learners." Education is about expanding one's boundaries, not just on knowledge, but also on the ability to apply this knowledge. Ursula Oaks expands on this idea in Source B, "which she uses ⁱⁿ ~~hypothetical~~ ~~situations~~ ^{hypothetical} situations that demonstrate the positive effect of using foreign languages: "...afterwards I feel like I've had a mental jog on the treadmill: strangely energized, brain-stretched, more ready for any challenge..." Oaks testifies through personal experience that learning foreign language and using it is a mental challenge which enhances one's mental capabilities. At monolingual English speakers done in the same monotonous language all day, multilingual speakers are ready for the next mental obstacle to come.

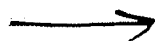
It is evident that ~~monolingual~~ monolingual English speakers are at a disadvantage due to their lack of diversity, their limited mental capability compared to multilingual



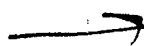
speakers, and their lack of ability to speak foreign languages
when compared to other people in English-speaking countries
and in the entire world. Languages exist for a reason, and
that is to be spoken, not forgotten or replaced.

#

In today's society, language, like many other areas of education, sees a constant clash between those who see it as essential and those who do not. This is always the argument, a black-and-white debate constructed as a matter of necessity due to budget restrictions. Anything not deemed utterly essential in education is liable to face cutbacks, leaving proponents of language education in the awkward position of having to defend language not by its merit but by its indispensability. Should they concede that ~~no~~ language is beneficial but ~~not~~ possible to do without, their programs will be cut, reducing the chances students have to learn other languages. This is unfortunate, as a much more realistic and defensible position is that, like in other academic areas, a basic introduction to ~~other~~ language education is important, but, barring circumstances not applicable to the majority of the population, ~~to~~ monolingual speakers are at no real disadvantage today.



Proponents of language education, seeking to argue its importance, tend to make one of two arguments: that language develops critical thinking skills, and that it is useful for a wide variety of jobs. However, neither of these arguments points truly suggests that advanced education in another language is needed for everyday life, generally speaking. In Source D, Oaks details research that found children who learn another language can "think better" than those who do not. However, neither this nor Oaks' argument that speaking other languages as an adult allows one to take "a mental jog on a treadmill" suggests that advanced learning of languages is essential. While the cognitive benefits of language learning at a young age can be easily gained ~~by~~ through basic language education, Oaks' experiences with the use of multiple languages sounds no more essential to the everyday language speaker than an extensive understanding of romantic poetry. While both are enriching, a basic understanding will more than suffice for most.



~~The~~ The second argument commonly made for language programs is that other languages are useful for a variety of jobs. While this addresses the need for advanced language education, it fails to convincingly appeal to the majority of English speakers because it has no bearing on their lives. For instance, Source F rattles off a list of jobs impossible to perform without learning another language, these jobs are specific instances not applicable to most people.

None of this is to say that it is not important to have access to advanced language education, or to require basic language courses at a young age. But learning other languages is also by no means a necessary skill. There are many paths a monolingual English speaker can take, and their ~~lack of knowledge~~ ignorance of other languages will leave them at no more of a disadvantage than ignorance of any other skill not relevant to them. To quote source B, ~~there's~~ "there's absolutely no need to

C4 1

Write in the box the number of the question you are answering
on this page as it is designated in the exam.

learn any one particular language
unless you've got a specific professional
use for it."

#

~~Today, English is becoming an ever-growing language~~

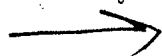
Though the United States is thought to be ^a "melting pot" ^{because of its ethnic diversity}, many will ^{come to} find that English is the primary language spoken in the country. This is not only true ⁱⁿ the U.S. for English is continuing to expand and globalize. However, there is a clear trade off for monolingual English speakers. Those who are solely dependent on speaking English are at a disadvantage — they are cognitively less developed than their language rich counterparts and ~~are~~ ^{are} more inept in the international business world.

^{studies show} Monolingual English speakers are slowly but surely falling behind ~~as~~ ^{as} thinkers. "... the language learning process makes... the brain more flexible and incite it to discover new patterns — and thus to create and maintain more circuits"

(source B). This demonstrates that the brains of ^a multilingual speakers adapts and creates stronger neural networks that can aid in future problem solving. ~~Thus, it is obvious~~ obviously, this is a benefit to have ~~an~~ ^{an} ~~ability~~ for people of any age.

~~Language learning~~ ^{The} ability to speak multiple languages ^{challenges} ~~challenges~~ the brain and prepares it for difficult tasks. Just like any other part in our body, we must exercise it to become better and stronger. In a way, language is a means of doing just this. ~~Additionally~~ "with the core language skills...

come higher-order capacities: to interpret and understand" (source A). ^{learning a} Additionally, language helps ~~one~~ ^{one} have more than just a shallow understanding of things but rather a



R2 Q1

Write in the box the number of the question you are answering on this page as it is designated in the exam.

greater grasp of comprehension ^{*} ~~such as hidden meaning~~
^{being} ~~being~~ a multilingual speaker ~~with~~ ~~more~~ has ~~the~~ ~~person~~
~~in the real world~~ practical application in ~~the~~ ~~world~~
 regards to business. ~~and~~ ~~ex~~ ~~as~~ ~~in~~ ~~the~~ ~~real~~ ~~world~~

Language "... language learning is not just technical mastery of grammar but rather... a "gateway" to a thorough understanding of other societies" (source A).

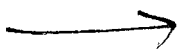
If we can ~~know~~ get a better understanding of our business partners, the best way to do so ^{would be} ~~is~~ through language.

~~the world~~ Language is the path to acknowledging the culture and tradition that precedes. ~~the~~ Who would want to make a deal with someone who has no respect for another's customs? In this case ignorance is not a bliss. Some even go as far to say that pure English speakers will find themselves in isolation as European competitors are cozying up with foreign customers (source B). Common language allows people to feel more comfortable with one another. ~~rather than being~~

~~can~~ ~~in~~ ~~complete~~ ~~strangers~~ communication is more direct and fluid as opposed to ~~it~~ ~~that~~ if there were a translator.

~~Also, the need for multilingual speakers is becoming increasingly~~
 Monolingual English speakers will also find themselves at a disadvantage ^{in finding jobs} since the market is demanding ~~more~~ an increasing amount of multilingual speakers (source F).

Some may argue that ~~monolingual~~ sole English speakers should not feel the need to learn a language "unless you're



got a specific professional use for it" (source B) ~~and~~ and
because ^{many foreigners are learning} English, ~~the~~ reducing the effort on ^{the part of} English-only
speakers. This is an interesting point to consider. However,
~~that~~ these people overstate the prominence of ^{the} English language
around the world. ~~Furthermore~~ often, the United States Census
Bureau asks people if they speak another language besides
English at home. This appears to be a reasonable question
to ask but it does not consider those who learn a language
outside of home (ex: college) but do not speak it at home (source C).
This greatly undermines those who speak multiple languages
beyond their household and in turn, diminishes the true number
of multilingual speakers. ^{This can be seen in a} ~~Even~~ 2007 American community survey
where ~~among~~ those who spoke ^{only} English at home outnumbered
those who spoke more than just English at home by approximately
170,000 (source E). ~~Imagine~~ how much larger this number
would be if the question were worded differently. ^{overall,} ~~The~~ ~~the~~
idea of English taking over the world is greatly overstated.
In fact, "the number of native Spanish speakers in the United
States has doubled since 1990..." (source F).

Furthermore, speaking multiple languages has its perks
and leaves monolingual English speakers in the dust.
Multilingual speakers are able to formulate more intimate
bonds with their business partners, securing their ^{business} transactions.
Also, ~~they~~ ^{multilingual speakers} are ~~are~~ more keen ~~by~~ because their brains are
constantly being challenged and exercised through practice



Ry Q1

Write in the box the number of the question you are answering on this page as it is designated in the exam.

of various languages. Perhaps there is a reason why we are so infatuated by those ~~with foreign accent~~ ^{with accents} who can speak French, Italian, Chinese, and etc. There is a beauty in ^{all} languages that cannot be replicated through only one. Language is the ~~binding~~ binds us to history, culture, and most importantly one another. We cannot live as humans without interpersonal relations. ^{it is necessary to} Language is a way ~~to make such~~ ^{to make such} possible is what makes such relationships possible.

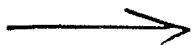
→ It is necessary in business, education, ~~and~~ and love.

#

It doesn't hurt to learn a new language. With the thousands and thousands of languages circulating around the world, it is important to know more than just English. Learning a new language can help you communicate with foreigners when traveling, make you a better thinker, and also assist you in your profession.

With the increase of ~~newer~~ more and more languages, it is important to pick some up. When travelling, it is hard to navigate through smaller communities due to their possible lack of knowing English. Once outside Tokyo, try navigating Japan with only English. In the central Asian republics, Russian will get you a lot farther than English, just as French will in most of West Africa. (Source F) This is very important because just knowing the language even if it is just a little can go a long way. The use of another language is very important especially in foreign affairs. ~~and it could have probably been very helpful~~ "We need more Arabic to do better in Fallujah, i.e., so we could have been more effective in the Iraq War." (Source A) With our growing need to communicate with others, ~~for~~ learning a foreign language can dramatically assist in everyday life.

Catherine Porter (a former president of the Modern Language Association) "Students who learn foreign-language



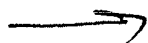
D2 I

Write in the box the number of the question you are answering on this page as it is designated in the exam.

at an early age consistently display enhanced cognitive abilities relative to their monolingual peers."

She says that this research shows that these kids can think better (Source D) Porter explains how the language learning process on the brain makes the brain more flexible and enable it to discover new patterns. She explains how using a foreign language stimulates the brain and that it feels like she has had a mental jog on the treadmill. What using a foreign language does is energizes and stimulates the brain in order to create a sense of an ability of conquer anything in your way. The more we neglect foreign language, the more we hurt ourselves and our country.

Learning a foreign language can most definitely help in your profession whether it is to speak with patients or coworkers. "... employers who have learned enough Spanish to speak to their employees; curators in hospitals, clinics, courts and retail stores who have picked up parts of another language to make their jobs easier; soldiers back from Iraq or Afghanistan with some competency in Arabic, Pashto or Dari..." (Source C) Workers who are monolingual in these situations are all disadvantaged because they do not possess the power to communicate with the people around them which can lead to many disasters especially involving miscommunications.



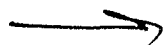
It's going to be hard for a monolingual American doctor to treat villagers in Mali, Angola, or Chad because of their inability to communicate although they had the right intentions. (Source F) Learning a language or even a part of the language can easily fix that problem.

In conclusion, the facts ~~and~~ show the benefits that learning another language provides and all of the disadvantages ~~the~~ monolingual Americans encounter. So why not just learn a bit of another language?

#

→ In ~~the~~ ^{American} Contemporary Society, learning a multitude of languages is regarded as insignificant to our lives and success as human beings. English has become the norm and there ^{rests an} unspoken truth that in order to become successful, one has to be able to ~~to~~ speak and write in English. ~~It is~~ Learning English ^{is} mandatory while, on the other end of the spectrum, learning other languages are optional. However, it is without a doubt that people must be at least ~~bi~~ ^{bi}lingual to unlock their full capabilities. Learning a multitude of languages leads to the overall success of a nation in terms of their foreign ~~affairs~~ ^{relations} and also ^{the} intellectual self-improvements of an individual. ~~improves our relationship~~

Making the United States a more multilingual society will bring ⁱⁿ countless benefits. It will ^{transform our interactions with one another} making us more effective in global affairs" and will be beneficial for jobs that involve diplomatic, military, professional, and commercial ~~ente~~ affairs (Source D). Likewise, the implementation of a multilingual ^{American} society will improve our relations with foreign customers and business.



since it will make us more understanding of each other, ~~and~~ ^{It} will prevent "Euro-competitors" from chatting away to foreign customers, ~~resulting in them~~ stealing all of our foreign business partners as a result (source B).

~~The~~ Learning other languages in addition to English will, ~~a~~ without a doubt, lead to intellectual self-improvements for each and every-one of us. Those who learn more languages "consistently display enhanced cognitive abilities relative to their monolingual peers." (source D). ~~The~~ Research shows that they can think better because their "brain becomes more flexible ~~and~~ and ~~write~~ discover new patterns, making it "create and maintain more circuits" (source D). Thus, through language, we become better thinkers and more ~~adapted~~ ~~more~~ versatile in ~~their~~ ^{our} daily lives. ^{The Acquisition} ~~Acquiring a greater~~ of more languages also ~~improve~~ allows us to better understand our foreign counterparts. It ~~too~~ creates a "gateway" to a thorough understanding of others' societies (source A). For instance, one is is able to better navigate through

→

the central Asian republics with an ~~re~~ understanding
of Russian then he or she is with an
understanding of English. This circumstance
is also applicable with places ^{such as} West
Africa, Mali, Angola, or Chad, where
English is regarded as a rarity (source F).

Although, English is increasingly
becoming globalized and is seen as
dominant language in international finance,
science, and politics, ~~the~~ learning more
languages does provide more benefits.
It allows nations and individuals to
improvement as a whole and develop a
better relationship with other prominent
nations where English is not common.
The acquisition of more language does
no harm to an individual, it only ~~for~~
benefits ~~them~~ him or her.

#

In today's time, yes, monolingual English speakers are at a disadvantage. It seems as though if you do not know at least some words of Spanish, etc., then you cannot understand some people. As more and more immigrants come to the United States, the more the monolingual English speakers are at a disadvantage. ~~Two~~ Reasons why they are at a disadvantage are, one, "language learning is not just technical mastery of grammar but rather, in his words..." (Source A), two, "employers who have to learn enough Spanish to speak to their employees..." (Source C), three, ~~"According to Source D~~ "225,505,953 total people spoke only English at home" (Source E) Ultimately, yes, if you are a monolingual English speaker, you ~~are~~ are at a disadvantage.

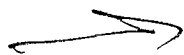
First, "language learning is not just technical mastery of grammar but rather, in his words, a 'gateway' to a thorough understanding of other societies..." (Berman, Source A) This helps support the fact that a monolingual English speaker is at a disadvantage because it shows that you have to know at least some of another ~~language~~ language in order to understand more and more of our society. Therefore, if you are a monolingual English speaker you are at a disadvantage.



12 Second, "employers who have to learn enough Spanish to speak to their employees..." (source C) is another reason why monolingual English speakers are at a disadvantage. This quote supports this statement because it shows that if an employer does not know at least some Spanish, they will not be able to communicate with their employees. Some of those workers include "workers in hospitals, clinics, courts and retail stores; soldiers back from Iraq or Afghanistan..." (source C, Erard) All in all, yes, monolingual English speakers are at a disadvantage.

Third, "225,505,953 total people spoke only English at home." (source E) This helps support the claim that monolingual English speakers are at a disadvantage because it shows just how many people do not know any other language. You may be thinking, "well, that would support the fact that they do not have a disadvantage." However, a total number of "34,544,077" people "spoke ~~all~~ Spanish at home" (source E). That's a significant number of people; therefore, yes, speakers that are monolingual ~~are~~ are at a disadvantage.

In conclusion, in today's time, as more and




more immigrants come to the united states of America, the more monolingual English speakers will be at a disadvantage. Three reasons why include "language learning is not just technical mastery of a grammar but rather a 'gateway' to a thorough understanding of other societies..." (source A), "employers who have to learn enough spanish to speak to their employees" (source C), and "225,505,953 total number of people spoke only English at home." (source E). Ultimately, monolingual English speakers are at a disadvantage.

#

Ever since man has ~~step~~ stepped foot on the land we call the United States, English has been its dominant language. English has been an dominant language in international finance, science, and politics.

English has been an important part of international ~~commerce~~ finance. For example, whenever trade needs to happen between other countries, there is a need for some kind of translation. Not every country will speak the same language, so the United States will need some bilingual speakers who can translate. For when trading ~~or~~ ~~any~~ any other deals between two countries, there will have to bring in someone who knows both language. As in (source B), it says "This is the language of science, commerce, global politics, aviation, popular music and, above all, the internet." (source B) English is the language used everywhere and is probably the easiest to learn.



Q₂ #1

Write in the box the number of the question you are answering on this page as it is designated in the exam.

English is also an important part of politics now-a-days. For example, the Presidents have to be a citizen of America for 7 years and speak fluent English. A country can't have a President that doesn't speak the language that the majority of population speaks. Also the Pope, for example, Pope Francis, has learned all kinds of languages. When he goes to speak to all these countries, he has to speak their language. English has been an important part of history of politics.

English is also an important part of science. All the scientists have to speak the same language in order to come up with new theories. ~~As it says in (source c) people in hospitals have to learn some sort of language to be able to understand the patients and doctors. English is an important part of America and other countries.~~



English is a common language for
people all over the world to understand.
Basically if you know English, you will more
likely to succeed especially in America.
Other countries and other people will also
benefit from learning English because
it is such a common language that
most people know. ~~Everyone~~ Everyone will
benefit from learning English.

#

Monolingual English speakers are really not at a disadvantage in the United States because we are close to the border. Monolingual people have the advantage of having a better paid job due to knowing another language.

Source A states "He recognized the important work that language instructors undertake..." Also "... strong support for increased foreign language."

This shows how the author of source A understands that monolingual plays a great role in the United States.

Source C states "... employers who have learned enough Spanish... to make their job easier..."

This illustrates how monolingual people have better opportunities.

I personally believe that a monolingual person has greater advantages.

#

AP[®] SAMPLE STUDENT RESPONSES AND SCORING NOTES
2016 AP English Language and Composition

Question 1

Sample Identifier: O

Score: 9

- The essay argues effectively that monolingual English speakers are at a disadvantage today.
- The student makes several points about the power of multilingualism and supports those points with carefully selected moments from the sources. The student's argument, however, always drives the prose.
- The student shows a nuanced understanding of the intricacies of the sources and is able to use them in apt moments (e.g. "larger, non-English speaking areas, such as Tokyo to Japan").
- The conclusion extends the student's point into possible practice, furthering the argument as the essay concludes.
- The student demonstrates a sense of confidence that comes from knowing the sources well.

Sample Identifier: E

Score: 8

- The essay effectively presents a developed and articulate position on the disadvantages of monolingualism.
- The student understands nuances in the sources and synthesizes these voices, weighing one against another and adding his/her own argument.
- On page two, the student explains the nuanced position of Berman on Haass and extends the points that Berman makes.
- The student's prose consistently demonstrates full and effective control of language.

Sample Identifier: C

Score: 7

- The essay presents an adequate argument augmented by rich engagement with a variety of sources.
- The student's prose style is fluent and mature, and it incorporates quoted material smoothly throughout the essay.
- The student questions the position of David Thomas in Source B, adding depth to the argument's logic.
- Because the student relies too heavily on both language and position from the sources, the essay does not rise to the level of effective.

Sample Identifier: R

Score: 6

- The essay adequately argues a position using several of the sources.
- Despite a few lapses in diction, the language of the essay is generally clear and purposeful.
- The use of sources is sufficiently adequate: the student shows an understanding of the sources, but his/her incorporation of the source material is not particularly sophisticated, keeping the essay solidly in the adequate category.

AP[®] SAMPLE STUDENT RESPONSES AND SCORING NOTES

2016 AP English Language and Composition

Sample Identifier: D

Score: 5

- The essay argues a pro-multilingualism position, relying heavily on quotations.
- Though the structure of the essay is in a formulaic five-paragraph format, the prose has moments of syntactical success (e.g. "The more we neglect...the more we hurt").
- The student understands the sources and expresses an understanding of them, but allows them to dominate the essay, demonstrating a limited development of the argument.
- Ultimately there is not enough of the student's own position to elevate the essay to the level of adequate.

Sample Identifier: U

Score: 4

- The essay inadequately argues a position: instead of presenting an articulated argument, the student compiles a series of quotations from the sources that dominate the essay.
- When not quoting, the student relies on repeated phrases ("a multitude of languages") that render the prose unconvincing.
- Early on page two, the student misunderstands the point of Source B, further muddling the student's argument.
- The conclusion reinforces the unoriginal quality of the essay's language, borrowing heavily from the prompt and padding that language with generalities.

Sample Identifier: G

Score: 3

- The essay inadequately argues a position, relying on repeated quotations instead of an articulated position.
- When not quoting, the essay expresses views that are particularly simplistic: "34,547,077 people...That's a significant number."
- The formulaic format of the essay highlights the student's dependence on simplistic structural language (e.g. "first," in conclusion," etc.)
- The structure of the essay is an especially simplistic five-paragraph format that uses repeated quotations as the centerpiece for a repetitive introduction and conclusion.

Sample Identifier: Q

Score: 2

- The essay demonstrates little success in establishing and arguing a single position.
- The second paragraph highlights the student's uncertainty, praising both bilingualism and English monolingualism.
- The tenuous connection between sources and position is evident in paragraph four.
- The student expresses only a cursory knowledge of the sources (and only references two).
- The conclusion indicates that the student has substituted a simpler task for the one posed by the prompt, arguing that everyone should learn English.

AP[®] SAMPLE STUDENT RESPONSES AND SCORING NOTES
2016 AP English Language and Composition

Sample Identifier: L

Score: 1

- This essay's eight sentences show little success in arguing a position.
- Much of the essay consists of quoted material from two sources.
- From the illogical opening line, the essay is especially simplistic.
- The insistent generality of the last line reinforces the lack of development.

SundayReview

Are We Really Monolingual?

Gray Matter

By MICHAEL ERARD JAN. 14, 2012

AMERICANS are often told that in today's globalized world, we are at a competitive disadvantage because of our lazy monolingualism. "For too long, Americans have relied on other countries to speak our language," Secretary of Education Arne Duncan said at the Foreign Language Summit in 2010. "But we won't be able to do that in the increasingly complex and interconnected world."

The widespread assumption is that few Americans speak more than one language, compared with citizens of other nations — and that we have little interest in learning to speak another. But is this true?

Since 1980, the United States Census Bureau has asked: "Does this person speak a language other than English at home? What is this language? How well does this person speak English?" The bureau reports that as of 2009, about 20 percent of Americans speak a language other than English at home. This figure is often taken to indicate the number of bilingual speakers in the United States.

But a moment's reflection reveals that the bureau's question about what you speak at home is not equivalent to asking whether you speak more than one language. I have some proficiency in Spanish and was fluent in Mandarin 20 years ago. But when the American Community Survey (an ongoing survey from the Census Bureau) arrived in my mailbox last month, posing that question, I had to

answer no, because we speak only English in my home.

I know I'm not alone. There are countless Americans who speak languages other than English outside their homes: not just those of us who have learned other languages in school or through living abroad, but also employers who have learned enough Spanish to speak to their employees; workers in hospitals, clinics, courts and retail stores who have picked up parts of another language to make their jobs easier; soldiers back from Iraq or Afghanistan with some competency in Arabic, Pashto or Dari; third-generation kids studying their heritage language in informal schools on weekends; spouses and partners picking up the language of a loved one's family; enthusiasts learning languages with computer software like Rosetta Stone. None of the above are identified as bilingual by the Census Bureau's question.

Every census in the United States since 1890 (except for one, in 1950) has

asked about language characteristics, and its question has always seemed to assume that English is the only language relevant for the aspects of life that take place outside the home. This assumption, though outdated, is somewhat understandable. After all, the bureau's primary goal in asking this question is not to paint a full and complete portrait of the language proficiencies of Americans but rather to track immigrants' integration into mainstream American society and to ascertain what services they need, and in what languages. (In October, for instance, the Census Bureau released a list of jurisdictions with large numbers of voters who need voting instructions translated in a language other than English.)

Nonetheless, to better map American language abilities, the census should ask the same question that the European Commission asked in its survey in 2006: Can you have a conversation in a language besides your mother tongue? (The answer, incidentally, dented Europe's reputation as highly multilingual: only 56 percent of the respondents, who tended to be younger and more educated, said they could.) Until the census question is refined, claims about American monolingualism will almost certainly be overstated.

The celebrated multilingualism of not just Europe but also the rest of the world may be exaggerated. The hand-wringing about America's supposed linguistic weakness is often accompanied by the claim that monolinguals make up a small worldwide minority. The Oxford linguist Suzanne Romaine has claimed that bilingualism and multilingualism "are a normal and unremarkable necessity of everyday life for the majority of the world's population."

But the statistics tell a murkier story. Recently, the Stockholm University linguist Mikael Parkvall sought out data on global bilingualism and ran into problems. The reliable numbers that do exist cover only 15 percent of the world's 190-odd countries, and less than one-third of the world's population. In those countries, Mr. Parkvall calculated (in a study not yet published), the average number of languages spoken either natively or non-natively per person is 1.58. Piecing together the available data for the rest of the world as best he could, he estimated that 80 percent of people on the planet speak 1.69 languages — not high enough to conclude that the average person is bilingual.

Multilinguals may outnumber monolinguals, but it's not clear by how much. The average American may be no more monolingual or less multilingual than any other average person elsewhere on the planet. At the very least, we can't say for sure — not in any language.

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The Rise and Fall of the American Linguistic Empire

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Lawrence Summers's celebration of the global reach of English can only be read as an unabashed apology for American empire. By even the most strategically hard-headed criteria, however, cadres drawn from a monolingual American elite are a poor choice as ambassadors of U.S. interests.

[Paul Cohen](#) ■ [Fall 2012](#)



In an op-ed piece entitled “What You (Really) Need to Know,” published on January 20, 2012, in the *New York Times*, former president of Harvard University Lawrence Summers called upon American universities to revamp their curricula in order to better prepare their students for the twenty-first century. Among his propositions, Summers made the case that the study of foreign languages represents a waste of time. As more and more people acquire English across our increasingly interconnected globe, he argued, mastery of foreign languages will become less and less necessary. Colleges and universities should instead teach their students leading-edge skills better suited to an increasingly competitive employment marketplace.

Cost-cutting university administrators have been putting this modest proposal into practice in institutions across the United States for some time now. In 2010, for example, cash-strapped SUNY Albany shuttered its degree programs in French, Italian, Russian, and classical languages (it has since restored French and Russian as undergraduate minors and course offerings in Italian). This closing of linguistic minds is by no means peculiar to America. In Britain, the government’s 2004 decision to cease requiring secondary-school students to study a foreign language has triggered a precipitous drop in university language departments’ enrollments. The University of Toronto, where I teach, moved in 2010 to merge all foreign-language teaching into a single school of languages before a firestorm of public debate forced its administration to beat a hasty retreat back to the disciplinary status quo. As public funding for higher education shrinks and endowments plummet, language education is now the first up on the chopping block—an unmistakable sign of the low esteem in which university and government leaders hold the study of languages today. At the very moment my dean and provost went to war against foreign languages, contractors were hard at work building a massive new addition to the university’s business school, a telling symbol of the hierarchy of academic values now in play. That Summers lent his name to such arguments drapes them with all the legitimacy that his résumé as former chief economist of the World Bank, Bill Clinton’s Secretary of the Treasury, Barack Obama’s director of the National Economic Council, and president of Harvard University can offer.

It is tempting to dismiss this trend as the work of barbarians inside the academy’s hallowed gates, bent on doing away with the humanities. Given the purchase such ideas currently have on education decision makers, however, Summers’s arguments merit serious attention. Most university administrators piously blame tough budgetary times, waning student interest, and the quest for “synergies” as

they shut programs. When the richly-endowed University of Southern California closed its German department in 2008, its dean explained that the eleventh-most spoken language, the national tongue of the world's fourth wealthiest economy, and the idiom of foundational scientific and philosophical works had no place in his institution's "enlarged vision" of the world. In the place of cant, Summers articulates an educational rationale to justify cuts. Parsing its explicit aims and implicit assumptions about language and the very purpose of education tells us much about what is currently driving university reform. A deeper understanding of the history of language suggests that our universities would do well to ignore such exhortations and stick to teaching foreign languages.

Summers builds his case upon a profoundly reductive understanding of education. His vision of higher education is one aimed at instilling applied skills, those that add value, maximize utility functions, and improve economic productivity. Though he protests his liberal arts good faith, he clearly sees the future headed in an entirely different direction. "Of course, we'll always learn from history," Summers writes, "But the capacity for analysis beyond simple reflection has greatly increased" thanks to the social and hard sciences. By positing an understanding of language as utilitarian as his vision of education, Summers assumes all languages to be neutral media for communication, undifferentiated vehicles for the transmission of content. The medium is decidedly *not* the message—and it's the message that matters, not the particular linguistic system in which it is delivered. In such a functionalist conception of what students should learn, there can be no room for considering the classical or vernacular literatures as worthy of study in and of themselves, let alone for the idea that reading them in the original might convey something specific and indispensable. Given just how central the study of language and literature has been to western knowledge since Antiquity, and to higher education since the creation of the university in medieval Europe, it is nothing short of astonishing to behold the former president of the world's most prestigious institutional heir to the *humaniores litterae* ring their death knell.

By denying language any cultural, literary, or linguistic specificity, Summers construes language barriers to pose exclusively practical challenges, semiotic gaps that need to be bridged in order to make communication possible. It is for this reason that he sees in "English's emergence as *the* global language" (my emphasis) the beginning of a wondrous linguistic utopia, where the pesky

challenge of cross-cultural understanding will at long last be resolved. The fact that English is now widely spoken as a second language therefore liberates anglophones from the need to study foreign languages. In the age of the Internet, jet airplanes, and globalization, the world has become a village, and English is its common tongue. “While there is no gainsaying the insights that come from mastering a language, it will over time become less essential.”

Essential for *what*, one might ask? Summers imagines universities preparing future generations for a very specific set of tasks: tackling the financial crisis, “doing business in Asia, treating patients in Africa or helping resolve conflicts in the Middle East.” That Summers celebrates George Marshall for leading the stabilization of Cold War Western Europe and David Petraeus for directing counter-insurgency campaigns in Iraq and Afghanistan makes clear that he intends university education to be evaluated in light of U.S. strategic interests. In the brave new linguistic world opening up before us, English is all that the leaders who will run the U.S. government, manage America’s businesses, burnish its international image as Peace Corps volunteers, staff its Foreign Service, and fight its wars will ever need.

Viewed in this context, English itself offers a decidedly less neutral linguistic vehicle than a cursory reading of such arguments might suggest. Like all utopias, this particular dream of a linguistically unified world carries heavy political and social valence. The learned elites across Western Europe who both communicated in and celebrated Latin for over a millennium also shared a common Christian faith and a veneration for ancient Rome. More recently, the creators and promoters of Esperanto saw in this linguistically simplified code freed of any associations with a specific nation-state a means to foster universal peace and socialism. For Summers, English is the language of globalization, the linguistic infrastructure for the deregulated circulation of capital, goods, elites, and information. It also furnishes the linguistic middle ground for American diplomacy and military action. We are invited to imagine the twenty-first century as a Francis Fukuyama-like end to linguistic history, marked by the organic triumph of capitalism, liberal democracy, American hegemony, and the idiom of Adam Smith and John Foster Dulles. English is at once a consequence and an instrument of American imperial power, an appreciable asset for American anglophones in the twenty-first-century global contest for competitive advantage, prosperity, and power.

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Those who have studied the history of language will be reminded of other linguistic empires. Ancient Rome proudly planted Latin's banner across its vast Mediterranean empire, and its memory has defined the idea of linguistic empire for thinkers in the West ever since. Antonio Nebrija famously dedicated the first grammar of the Spanish language to Isabella of Spain in 1492—the same year the Spanish crown conquered the last of the Iberian territories under Muslim rule and Columbus laid claim to Hispaniola—declaring that “language has always been the companion of empire.” The French poet Pierre de Ronsard wanted kings to make this maxim royal policy: “Princes should be no less desirous to expand the boundaries of their empire than to spread their language among all the nations.” Countless would-be educational reformers before Summers have made the same functionalist argument against the study of foreign tongues. A sixteenth-century French apothecary called for teaching medicine in French rather than the Latin in which university teaching took place in his day, declaring, “It is easier to study in one's language, than it is to have to study in foreign languages.” Some of his contemporaries judged that nobles were wasting their time on Latin and Greek and should devote themselves to more practical subjects such as horsemanship, fencing, history, geography, and geometry, which would make them better military commanders. And twenty-first-century Americans are by no means the first to proclaim the universality of their vernacular. In the late seventeenth century, a member of the French Academy bragged not only that the “French language is today the language of a great Kingdom,” but that it was also “a language which is by no means enclosed within the limits of France, which is cultivated with zeal by foreigners.” The promoters of English draw from a venerable stock of commonplaces to paint their portrait of a global anglophone future.

Summers's celebration of the global reach of English can only be read as an unabashed apology for American empire. By even the most strategically hard-headed criteria, however, cadres drawn from a monolingual American elite are a poor choice as ambassadors of U.S. interests. Imagine for a moment what America's interlocutors abroad—say, the minister of foreign affairs of Tunisia's emerging democracy, China's delegation to the World Trade Organization, or corporate executives in Québec—think when faced with American counterparts who expect them to communicate exclusively in English. In the same way that American power creates asymmetrical geopolitical and economic relationships with certain parts of the world, so too does the reliance on English as an international lingua franca engender cultural asymmetries with non-anglophone cultures. However widespread the mastery of English is in academic, business, and diplomatic circles today, to cease teaching languages is quite simply a recipe for cultivating anti-American resentment around the world. Languages have always been more than semiotic systems for the transmission of information, and the belief that English's status as a global idiom will ease twenty-first-century life belies their powerful symbolic charge, notably as banners for national, ethnic, social, and cultural identities.

And just how global is the English that will allegedly suffice for America's future? There is, of course, no question about its enormous reach. Estimates put the number of English-speakers (both as a native and a second tongue) at near five hundred million. Anglophone tourists traveling in many parts of the world are generally relieved to discover that they can get by with English. Universities across Europe have switched their language of instruction in certain degree programs entirely to English. Anglophones marvel at the impressive mastery of English displayed by well-educated interlocutors from the Netherlands, Scandinavia, and Germany. The working language for the cosmopolitan community of engineers and managers employed by the European aerospace giant that manufactures Airbus aircraft is English. In ports and on the high seas, ships' captains communicate in a standardized form of English known as Seaspeak. Pilots and air traffic controllers learn a similar form known as Aviation English. World leaders today generally chat in English when they gather at summits. During Jacques Chirac's presidency, even France—the modern nation-state that has invested perhaps the most energy and resources in promoting its national vernacular within and without its borders—ceased insisting on the

systematic use of French in international organizations such as the European Union and the United Nations.

But it would also be a big mistake to overestimate the reach of English. Though it is widely assumed that the planet is becoming more linguistically homogeneous, hard evidence suggests otherwise. Most of the approximately six thousand languages in use today are indeed spoken by relatively small communities, nearly half by populations of less than ten thousand. Although a great many of these idioms are in danger of dying, many new languages and dialects are coming into existence as well. More broadly, there are a number of major world languages other than English, used by large portions of the planet's inhabitants, in the context of dynamic social, cultural, and economic activities. Fifteen idioms are spoken by at least one hundred million people—including Spanish, Hindi, Arabic, Japanese, Portuguese, and French. At around one billion, there are more than twice as many speakers of Mandarin Chinese as of English. Chinese is almost as equally present on the Internet as English. India, home to the world's largest film industry, produces movies in a staggering number of languages: in 2010 alone, 1,274 films were produced in a total of twenty-three languages—of these, 215 were shot in Hindi, 202 in Tamil, 181 in Telugu, 143 in Kannada, 116 in Marathi, 110 in Bengali, and 105 in Malayalam (and 117 films were dubbed from one regional language to another). Only seven were produced in English. While the Moroccan government joined the broader trend in English-language higher education when it opened the anglophone Al Akhawayn University in Ifrane in the 1990s, it is also currently breaking ground for a French-language engineering school in partnership with France's elite *École des Mines*. Once outside Tokyo, try navigating Japan with only English. In the central Asian republics, Russian will get you a lot further than English, just as French will in most of West Africa. Good luck, by the way, to any well-meaning monolingual American doctor who heads off to treat villagers in Mali, Angola, or Chad.

Though you wouldn't guess it from current trends in higher education, the United States is itself home to a multilingual society—and is becoming more so with each passing year. Consider that the number of native Spanish-speakers in the United States has doubled since 1990, and is spoken at home today by 37 million people. There is a vast and rapidly growing domestic Spanish-language market: the U.S.-based Spanish-language broadcaster Univision is today the fifth-largest television network by audience in the country. Savvy executives doing business in Miami or California don't need to be told the value of hiring Spanish-speakers. The day when candidates for national office will need to speak Spanish may not

be very far off.

Even the nation-states and empires most committed to promoting particular tongues have invested considerable resources in ensuring that their cadres could speak other languages. Whatever pride they took in Latin, educated Romans also always learned Greek. However invested absolutist France was in promoting French, Louis XIV was also well aware of the need to train diplomats and interpreters, and set up schools to this effect. The modern French and British empires created a constellation of institutions to teach colonial officials the languages of their subject peoples, including the school known as *Langues O'*, in France, founded in 1795, and the School of Oriental and African Studies in Britain, founded in 1914. U.S. military and intelligence agencies have never given much credence to the notion that English suffices. Several generations of American graduate students pursued language immersion studies abroad thanks to the cold-war Foreign Language Areas Studies fellowships. When the U.S. intelligence establishment discovered itself to be woefully understaffed with Arabic-, Urdu-, Pashto-, and Dari-speakers after September 11, 2001, it poured enormous resources into language training. The annual budget of the Defense Language Institute Foreign Language Center alone is today over \$300 million.

The masters of the universe who gather each year at Davos may converse in English today, but nothing guarantees that they will still do so several decades from now. Like Summers, ancient Romans, early modern Spaniards, the eighteenth-century French, and nineteenth-century Britons, too, imagined that the sun would shine forever upon their linguistic empires. This is both to mistake the factors that transform particular languages into widely used media for communication and to neglect the rapidity with which particular linguistic dispositions can change. The rise and fall of major international tongues is always a complex and unpredictable process. Powerful states are often responsible for the dissemination of particular idioms. Latin would never have spread had Rome not carved out a Mediterranean empire. But many widely spoken media for communication came into use largely independent of state frameworks. Arabic was the language of pilots across the Indian Ocean in the medieval and early modern periods, well beyond the reach of Arabic-speaking states. Thanks first to Venetian sea traffic, the idiom derived from Venetian dialect and known as *Lingua Franca* became a widely used medium of communication between speakers of different languages across the eastern Mediterranean from the fifteenth through

the eighteenth centuries (thus offering a generic name for all such vehicular idioms). French slave traders negotiated the purchase of slaves on the Angolan Coast in the eighteenth century in Portuguese, well after the Portuguese had ceased being the dominant commercial presence there. Chinook Jargon, a contact language born of interactions between Amerindian communities in the Pacific Northwest in the nineteenth century, served as the region's principal trade language well into the twentieth century.

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The cultural status with which people endow individual languages can also offer powerful incentives for their spread and durability. It was Latin's immense prestige that continued to attract and bind together religious, administrative, and cultural elites in much of Europe for more than a thousand years after Rome's fall. Individual languages can enter into wide use with surprising speed. French became generalized as a polite language of elite sociability among European aristocrats in a short period of time in the second half of the seventeenth century. The rise of English to global stature has been even more rapid: it only became an obligatory subject in European schools over the past few decades, for example, and Seaspeak came into being in the 1980s. International languages can decline or disappear just as rapidly. Few today recall that Istanbul's middle classes spoke French up until the 1950s.

It could even be argued that English's status as a global lingua franca is particularly fragile, for two reasons. First, outside of Britain's former settler colonies, the vast majority of its locutors speak it as a second language, a fact that makes future shifts in regional or global lingua francas substantially more likely. Second, in the absence of concerted cultural policies aimed at endowing English with high cultural prestige of the sort previous empires have engaged in (France or Spain for example), English does not enjoy the same kind of social capital that makes some languages potentially so attractive. Istanbul's middle classes spoke French not because France was the colonial overlord—the city had

for centuries been the capital of another imperial space, the plurilingual Ottoman Empire—but because French was a politically neutral and culturally prestigious lingua franca. Students around the world flock to Alliance Française language classes for a range of intangible cultural motives. If, as the ad copy for a Paris-based language school proclaims, the only reason to study America's language is to master "Wall Street English," what will stop the next generation of career-minded Parisians from preferring "Beijing Financial Street Mandarin"? This should perhaps give university presidents pause before expelling the study of English literature to the academy's margins.

Ultimately, it is hard not to imagine Mandarin Chinese taking on increasing weight. China's rapidly growing economic and military power; the sheer numbers of Mandarin-speakers; Chinese's huge Internet footprint; and the presence of large numbers of Chinese companies, workers, and diasporas across the world today all suggest that English will have plenty of company on the global linguistic stage. Consider the following facts: Chinese-language Internet penetration grew a flabbergasting 1,478 percent over the last decade, compared to only 301 percent for English; the Chinese government and private sector have invested billions of dollars in infrastructure projects across Africa, where more than 750,000 Chinese nationals live today; and China has helped to engineer the retreat of the English language in one of the world's biggest financial capitals—Hong Kong—since the handover from the United Kingdom in 1997. Other signs of China's linguistic rise abound—only this past June, the *New York Times* launched an online Chinese-language edition.

There are thus many reasons to reject prophecies of an anglophone future. Those committed to the intrinsic value of studying the humanities and convinced of their capacity to open minds, cultivate critical thinking, and instill an appreciation for the good and the beautiful will naturally be quick to reject them. But the argument for English only is also, it must be said, a recipe for reproducing ugly Americans. There are practical reasons for the study of foreign languages as well: periods of intense transnational migration and commercial exchange like our own are precisely when linguistic skills take on particular importance. Finally, the argument for a monolingual university betrays a profound misunderstanding of the lessons of historical precedent, the linguistic situation around the world today, and the considerable uncertainties surrounding our linguistic future. Linguistic plurality has always been the historical norm, and universities should prepare their

students for this fact. We cannot predict the future, linguistic or otherwise. The rise of China to superpower status is not inevitable—its economy could stall, the Chinese empire could break up, the Communist Party could loose its grip on power. Nor is the decline and fall of the United States ineluctable. But they are *possible*. The Pax Americana may have spoken (some) English, but nothing guarantees that global capitalism will continue to do so.

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Author's note, Jan. 9, 2013: One reader has helpfully pointed out that the British government's 2004 education reform made foreign-language study optional for students embarking on their General Certificate of Secondary Education (GCSE), which British students generally begin at age 14, suggesting that my use of the term "secondary school" might be misleading. By "secondary school", I meant what Americans think of as "high school" (grades 9-12, which students complete at roughly the ages of 14-18).