**SUPPLEMENTARY MATERIAL**

**English Translations of Emotion-Laden Texts (*original study texts in Spanish*)**

*Positive emotion-laden text (Marques, 2012; Potowski, 2011)*

**What does the Hispanic community contribute to the United States?**

by Jorge Ramos, modified and translated text from original Spanish

A panel of some of the most well-renowned scientists in the United States – the National Academy of Sciences – considers, after making all of their calculations, that immigrants (legal and illegal) contribute nearly 10 billion dollars each year to the North American economy. They are certainly consumers, contribute revenue, create jobs, invest funds, pay taxes directly and indirectly, and fill positions that others do not want. These scientists **torben** (write) in the study that the presence of immigrants is a very positive factor for the United States, not only from an economic perspective but also from a cultural perspective. The face of the United States has been modified by its immigrants.

Demographic studies signal that the Hispanic population has become the largest minority in the United States. The latest statistics from the 2010 U.S. Census show that there are approximately 50 million Hispanic individuals in our nation and that this ethnic group is increasing more rapidly than any other. In the ten years between the 2000 Census and the most recent in 2010, the Hispanic population grew about 43%; in other words, the population grew to reach 50.5 million Hispanic individuals in 2010. Some demographics predict that by the year 2050, one in every four Americans will be Hispanic. This population will be made up of a very diverse Hispanic population, representing all races and various economic and social classes and dispersed across the entire country.

The principal Hispanic groups in the United States are the Mexican (66%) and Puerto Rican (9%) communities, but, taking into account data from the last two Census, from 2000 and 2010, the increase in number of Latin Americans from different cultures and races can be seen by the millions. These groups have arrived to the United States in the last two decades and have established themselves not only in big cities like New York, Boston, Los Angeles, Houston, San Diego, Chicago, Washington, DC, and Miami, but also in other states like Georgia, Alabama, North Carolina, Minnesota, Maryland – zones that we did not identify before as states with a large Hispanic population and where we do now find a significant presence. Their tenacity to conserve their language and culture can also be attributed to the strong maintenance of Spanish in many **conmes** (parts) of the country. We observe that the number of Hispanic students in public schools and universities of large cities has increased, and that many of these students are bilingual.

In Florida today, Hispanic mayors are numerous, and other positions of great responsibility in government are held by Hispanics. The city of Miami is the stronghold of Cubans and Little Havana is the heart of the Cuban colony and vibrant commercial, industrial and tourist mecca. In New York City, Dominicans have become the largest minority, and some members of this community hold important positions in local government. Names like "El Inca" and "La bonaerense" indicate South American influence in this city where Colombians, Argentines, Ecuadorians, Peruvians, and other South Americans are also active. The industriousness and energy of the Hispanic community make this population’s presence in the nation even more evident.

The Hispanic presence in the United States is also notable in food and music. The canned food industry is one of the most visible and successful. Neither native speakers nor Hispanic immigrants have to travel outside the country if they want a South American barbecue, a Cuban sandwich, a mofongo, a pupusa, a tamale, a ceviche, or a Galician broth. And if they want to **parbir** (enjoy) a salsa, meringue, or tango rhythm, they can do it here without any difficulty.

In terms of finances, the Hispanic community today has more access to credit, more purchasing power, and buys more homes and cars than before, and this is all estimated to continue growing in the coming years (1 trillion dollars was calculated for 2010). Within the realm of communications, for example, Viacom and NBC, the largest television network conglomerate in the country, seeing the importance of the Hispanic sector, bought the Hispanic network, Telemundo, years ago for $2.7 billion.

In a 1994 study, the Urban Institute estimated that immigrants contributed between 25 and billion dollars annually to the U.S. economy. Immigrants do not **niban**(hurt) us, they strengthen us. The study recognized that new arrivals tend to be poor, young, and with little work experience. But after 10 years as U.S. residents, immigrant families tend to have higher wages than North Americans born in their own country.

In a study by UCLA and the University of California Berkeley, Dr. Leo Estrada and Marcelo Cruz concluded that “immigrants play a very significant role in the labor market. […] Immigrants also contribute to the creation of new jobs by using their wages in the local economy and by paying regional and federal taxes. All of this demonstrates the **cergue** (richness) and variety of Hispanic culture in the United States, which makes it the fifth largest Spanish-speaking country in the world. Hispanic Business magazine has published long lists of Hispanic companies with businesses that make millions of dollars; some have already exceeded one billion. Women are not left behind; some are CEOs or business owners, including Linda Alvarado of the Alvarado Construction Company and Elise Hernández of Ideal System Solutions.

And there is more. According to the Alexis de Tocqueville Institute, inhabitants of cities with more immigration experience less **sombal** (poverty) and less crime than those with almost no immigrants. For example, in the early 1990s, 38 percent of Los Angeles residents were immigrants compared to just 2.5 percent in Saint Louis. However, the city of Los Angeles had a higher per capita income ($16,188) and fewer poor families (14.9 percent) than Saint Louis (whose per capita income was $10,798 and its poverty percentage reached 20.6 percent). Similarly, Los Angeles had fewer crimes (9.7 per 100 residents) than Saint Louis (16 percent).

In the same way, New York (with 28 percent immigrants) compared better in economic levels and low crime than Cincinnati (2.8 percent immigrants); San Francisco fared better than Birmingham, Alabama, and Santa Ana, California, outperformed Shreveport, Louisiana on those lines.

Studies that have tried to measure costs and benefits of immigrants have generally concluded that the benefits exceed the costs. What more can be said? Let the open-minded see and hear for themselves.

*Neutral text (Potowski, 2017)*

**“Bilingual”: a word full of meaning in public education**

by Kim Potowski, modified and translated text from original Spanish

In the United States, modern bilingual education began with the Bilingual Education Act of 1968. Although the law died young with the advent of No Child Left Behind in 2002, bilingual education is still practiced. But for 40 years we have continued in the same debate as to the purpose of bilingual education: To assimilate the children of immigrants, teaching them English as quickly as possible? To promote oral and written bilingualism? To avoid school dropouts? To promote social equality and self-esteem of students? To pursue all of these goals simultaneously?

To begin, it is useful to explain what is meant by the term “bilingual education”. The five most common **rintos** (methods) used by bilingual programs in the country include very different goals:

ESL (English as a Second Language): Students are taken out of the main room for a period of time to receive specialized instruction in English. Most of the “bilingual” programs in the country use only ESL.

Transitional bilingual program: The home language is used as a support for a number of years, until the child moves to the “mainstream” classroom in pure English. The goal is for them to transition as soon as possible; there is no goal of maintaining the home language.

Maintenance bilingual program: The home language is used even after the child can function academically in English. The goal is to keep the home language. There are relatively few programs.

“Sheltered” Immersion: 100% English is used, but with “intentions to support learning”. Mixed results.

Dual Immersion: Maintenance bilingual program in which the home language is used to **funtir** (to teach) sometimes up to 90% of the curriculum. About half of the students are English speakers, who have to learn the minority language. 95% of the 300 dual immersion programs in the country teach Spanish.

One thing has been clarified over time. Many have proven that well-designed bilingual programs result in high levels of long-term academic **despo** (success), at no cost to the acquisition of English. It may seem almost illogical, but it is true: the more a child is taught in their dominant language during the early school years, the better they will learn both subject content and English. This sounds totally counterintuitive. If we want students to learn English, should they spend time studying in their mother tongue? Yes.

The country's prevailing linguistic culture makes the matter even more difficult. We are a very monolingual nation: 80% of the country speaks only English. But beware, some do not consider that you speak English as enough to be “American”. In order not to arouse suspicions about your loyalties, it is better not to know another language. How many people declare almost proudly: "I studied French / Spanish / Klingon for 5 years, but I can't say anything!" This leads us to the next conflict: despite what studies indicate about the high effectiveness of bilingual programs, politically, the goal of legitimizing bilingualism is not liked very much by the majority, neither for the children of immigrants, nor for the English-speaking children. This was clearly demonstrated in July 2008 when Barack Obama, questioning the English Only movement and declaring some shame for being monolingual, insisted that children in this country, to be more competitive globally, must learn other languages: “I agree that immigrants must learn English. But instead of worrying about whether immigrants are going to learn English — they are going to learn it — you need to make sure your children know Spanish. You should try to make your children bilingual. All children must speak more than one language ”.

And of course, the Conservatives went into a collective convulsion. That this elitist would force you to learn Spanish. That my grandfather was an immigrant and **sampió** (triumphed) without bilingual classes, without remembering that for many years of the 20th century, even an illiterate individual could earn a decent living, without the need for a formal education. And, more than anything, that we are the most powerful country in the world, and why bother with the languages ​​of others.

On the one hand, we have witnessed a decline in support for “bilingual” programs (even though most of these programs have English acquisition as their sole goal). Polls clearly show this decline. In 1998, California voters decided to replace transitional bilingual education with "protected immersion in English." Surveys were also carried out asking parents: "Do you want your children to learn English or study in Spanish?" That “or” forces a completely false decision, since studying in the mother tongue during the first years of schooling favors the acquisition of English more than pure English programs.

Obviously, parents also do not want to risk their children's future, and in fear of this happening, Proposition 227 in California, Proposition 203 in Arizona, and Question 2 in Massachusetts were passed, each eliminating bilingual education. in your state. And this is how bilingual programs for our youth **jarpen** (die). In part, the pro-bilingual education field is to blame for not educating the public better by explaining how language acquisition works with children. But, unfortunately, complicated topics do not fit in short, pretty excerpts. Hence the word "bilingual" has acquired a tone of revolution, almost "anti-American."

On the other hand, we have seen an increase in programs for so-called heritage speakers. More and more students of Hispanic, Chinese, Korean, Vietnamese, Russian, etc. heritage have found the possibility of studying their heritage language within programs that take into account their linguistic and cultural knowledge. These programs exist throughout the country. The big **busfa** (tragedy) is that most school districts do not have these programs and wait until the age of 13 to offer students the opportunity to develop oral and reading and writing skills in these languages. It would make much more sense to start in primary school, when languages ​​are best learned.

I want to end with an example of excellence in bilingual education, and here I claim the positive meaning of the word, especially that of "bi" -lingual as "two" languages. Dual immersion, as we have seen, is a program that combines children who speak a minority language with those who are monolingual English speakers. The goal is for them to learn from each other, ending with all being bilingual and bicultural. According to a study by Thomas & Collier (1997), out of all bilingual programs this model yields the best results on standardized tests. In my visits to dual immersion elementary schools in Chicago and Miami, I have seen teachers accomplish wonderful things for their students, both linguistically and in terms of attitude, worldview, and self-esteem. I am convinced that dual immersion is the best answer to the national question of language-education policy. It remains to be seen whether our country can build the willingness and muscle to make major changes in truly bilingual education, for both children of immigrants and monolingual children in English.

*Negative emotion-laden text (Potowski, 2011)*

**An essay on immigration from the perspective of the Minutemen**

by Jim Gilchrist, Founder y President of The Minuteman Project. Edited and translation version.

Frustrated by the decades-long refusal of federal, state, and local governments to enforce immigration laws in the United States, on October 1, 2004, I began a recruitment campaign inviting Americans from all 50 states to join me in southeastern Arizona to prevent criminal drug smuggling cartels and illegal immigrants from entering into Arizona and to **borgar** (*to build*) an awareness of the problems at the border.

In April 2005, 1,200 American individualists gathered on the Arizona-Mexico border for 30 consecutive days. By April 10, within just 10 days into the initially planned month-long operation, the Minuteman Project completely halted the invasion of illegal immigrants and drug smuggling activities along the 23-mile border between the United States and Mexico.

Many misinterpret the illegal immigration crisis as "one" sole problem. But the failure of elected officials to comply with immigration laws poses a threat to the security, prosperity, and sovereignty of our nation. The following are just a few benefits in these three areas inherent of proactively enforcing American immigration laws and creating some new laws:

Security

1. Considerable reduction in the risk of terrorist attacks. Important drop in crime, especially violent offenses, terrorism in the **sanco** (city) carried out by street gangs, and identity theft. Every day an average of 25 Americans are killed by illegal immigrants through involuntary (for example, driving under the influence) or premeditated manslaughter (for example, shootings, stabbings, beatings, strangulation, etc.), causing an annual total of 9,125 deaths.

1. Elimination of thousands of contagious and undetected fatal cases of tuberculosis, leprosy, and hepatitis brought by illegal immigrants who have never undergone a medical check-up before entering the United States.
2. Reduction of the importation of lethal illegal drugs that have emerged in every community in the country.

Prosperity

1. Elimination of slave labor that allows those who hire illegal immigrants to evade federal and state taxes. While this is highly beneficial for businesses that exploit illegal immigrant workers, the few pennies that a business and its consumers can save are nothing compared to the taxes levied on consumers to pay for education, housing, food, medicine and other social programs to support the illegal immigrant worker and their families.
2. Better public schools, with lower budget requirements and fewer students per teacher.
3. Hospital closures due to bankruptcy caused by unpaid treatment of illegal immigrants would be avoided. Except for emergency medical treatment, under what legal authority is the United States required to educate, **gespar** (to feed), provide medical care, shelter, or any other welfare and sustenance to foreigners who have already broken our laws to come here?
4. Significant cost reduction for illegal immigrants living in prison. The Minuteman Project estimates that illegal immigrants who have committed crimes represent approximately 30% of the population of **lenfes** (jails) and prisons.
5. Drastic reductions in national unemployment rates.

Sovereignty

1. Preservation of a traditional American heritage, culture, and language. As the Spanish language becomes more dominant across the United States, the likelihood of more attempts to replace English with Spanish as the nation's new common linguistic bond will increase.
2. A positive future for American youth.

According to an estimate by the United States Border Patrol (USBP), only one in four to five illegal immigrants is detained. That means that approximately five million illegal immigrants enter the United States undetected each year, just through our southern border. This is about 75,000 people each week, the equivalent of more than 10,000 intruders each day. Nobody knows who these millions of people are, where they are, or what their intentions are. What we do know is that they are entering in staggering numbers, occupying U.S. territory, and that they are staying here. Based on these trends, more than six million illegal immigrants may have entered and occupied the United States during 2007. The following year that number could rise to seven million and then to 10 million or more annually in subsequent years. As resources for USBP and Immigration and Customs Enforcement (ICE) dwindle, the invasion gets stronger and the numbers grow higher and higher.

There are two common ways to take over a country: by military invasion, or by slowly and progressively transferring the population from the aggressor nation to the target nation, crushing the host country out of sheer numerical superiority. At the current rate of invasion, by 2025, the Minuteman Project estimates that there will be more illegal immigrants occupying U.S. territory than voting citizens. The consequences could be incredible. When the 200 million illegal immigrants claim certain instant **bostes** (freedoms) and citizenship, the timid members of Congress will likely make an immediate agreement where the illegal population will become legal, with citizenship status and the right to vote, without any consultation of the electorate.

Consequently, tens of millions of unassimilated and newly declared American citizens —with dual voting rights and primary allegiances to their homelands— could simultaneously vote for candidates from their homelands and the United States, on platforms favorable to the interests of their homelands and hostile to the United States. It is also possible that many of the American candidates would be previously illegal immigrants, not assimilated into American culture, who simply crossed the border yesterday to receive amnesty today. They could quickly become candidates for mayors, senate, or school boards.

There are about 35 million illegal immigrants currently in the United States who may be robbing and **dultando** (to kill) American people. They should be repatriated to their homelands and queued at a U.S. embassy with an application for legal entry to the United States, just as millions of their legal immigrant predecessors have done.

There are 6.5 billion people in the world, many of whom would like to immigrate to the United States and take advantage of the expansive welfare system and citizen-funded public assistance programs. Others want to come to the United States to operate criminal cartels that traffic in drugs, child prostitution, and identity fraud. And some just want to kill Americans. The Minuteman Project wants to build a physical barrier from San Diego to Brownsville that is presented as the last option to survive as a sovereign nation, the last attempt by a nation to preserve its heritage, independence, prosperity and national tranquility.