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### Business and Plurilingualism: the Advantage of a Foreign Language

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J. N. Andrews Honors Program

Andrews University

HONS 497

Honors Thesis

Business and Plurilingualism: The Advantage of a Foreign Language in the Business Environment

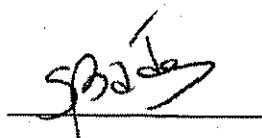
Anabelis E. Martinez

April 06, 2018

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Department: International Languages and Global Studies

## **Abstract**

Nowadays, global economy has implications that suggest the need for an adaptation to operate efficiently in this new environment. Is bilingualism a skill that professionals should be acquiring? To investigate this aspect, I am researching how many online job postings come out over the course of a week asking for language proficiency across three different business specialties (Accounting, Management and Marketing). My project will answer the following questions: How often do job openings require bilingualism within the sample? Which states have a higher demand for bilingual candidates? And which languages are the most sought after?

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## **Introduction**

Communication is the basis of all business transactions. Being able to portray your ideas effectively can make a contract work in a completely different manner. Recently, we have seen an increase in the need for employees to speak more than one language to facilitate communication between enterprises. Most of this is occurring outside of the United States. For example, in a recent career fair in Costa Rica's major newspaper *La Nacion* explained a significant amount of businesses were looking to hire professionals who were fluent in English, Portuguese or other languages (Chinchilla). English has become such a global language that it is almost expected every foreigner will speak it, especially because countries are making the mastery of English as a second language mandatory, like it happened in Costa Rica twenty years ago. But why is it then that employers are still looking for other languages if everyone could just communicate using English as their lingua franca? The answer is that it makes business transactions go smoother. The same newspapers also published an article in July 2017 explaining the importance of English and how the country had not done a good job at teaching it despite it being mandatory for all twelve years of schooling (Marin). The author was very determined to get the point across that language skills are becoming essential and that high school graduates need to be better prepared

Even if your employee is not able to communicate fluently in the language – although fluency is expected sometimes—it will make all the difference to your business partner that they are trying. Being able to know cultural cues, social greetings and how to introduce yourself can make up for an incredible first impression.

Although the United States has a long-standing history of self-proclaiming themselves as a “nation of immigrants” it has shown to be less than welcoming to the linguistic diversity which is

so much more pronounced in other countries that have not historically been immigrant-receiving nations. Today, it is impossible to live and work in many parts of the US without encountering languages other than English on a daily basis (Callahan, 3). Languages other than English are growing across the US. The US Census Bureau's recent mapping of languages in the US underlines this perception. Nearly 60 million people, more than one in five Americans speak a language other than English at home. Of those, 62% speak Spanish, while another 15% speak several Asian languages, the most commonly spoken being Chinese. The Census Bureau estimates the growth of languages other than English in the future, although it anticipates the growth to be slower than in the past few years (Ryan, 2013).

After researching on bilingual issues in business deals I started noticing a distinct lack of research in the area that interested me—the advantages of knowing a different language in the business environment. Even under the banner of International Business, I had a hard time finding research projects done in the US that pertained to my specific topic. I was lucky enough to stumble upon a research done by Northern Illinois University that was different but similar enough to give me some guidance in the areas I wanted to focus on.

NIU's Center for Governmental Studies research project focused on determining the current and future need for bilingual employees in the northern Illinois area. What they found was that while most of business acknowledged that having bilingual employees was important, they did not think it was essential right now. On the other hand, when asked what they thought would happen in 5 years, half of the organizations said the skill “will be important when hiring a recent college graduate for an open position in their organization...”. They also split their research outcomes by comparing the results between For-Profit and Non-For-Profit organizations and found that NFP organizations “(54.2%) are more likely than businesses (41.4%) to believe that in

five years from now” hiring bilingual employees who can communicate effectively in a second language will be important.

It’s clear that we are having an entire generation who is not sure what the future will have in store for them once they get their undergraduate or even graduate degree. This project will give BBA students information that may help them to be better prepared. We have seen a trend in the past few years where people have started to notice the importance of languages more and more when it comes to finding a job (Lee).

Annalyn Kurtz wrote an article for CNN Money in 2013 explaining how the hottest job skill was “fluency in a foreign language”. Part of her article explained how this is specially shown with translators and interpreters, but also, she explains how businesses like Amazon and Apple are looking for multilingual employees to work for the customer service part of the industry. Kurtz also explains how specially for government jobs like CIA or FBI these are skills that have become very important lately. We may not all be able to become high ranking translators or interpreters, but this article is showing a part of the industry that has not been explored. What would happen if some position did not need a translator because the person occupying it was already fluent in that language? It would make the employee very marketable.

### **Hypothesis**

What I am hoping to demonstrate with my project is how acquiring a language skill can make you a very marketable person, decreasing the uncertainty of a life of unemployment.

This research will answer the question: does bilingualism increase proficiency for our business majors and decrease the risk of unemployment. Our hypothesis is “acquiring a second

language increases proficiency and decreases the risk of unemployment”. To answer this question, I adopted the following methodology.

## **Methods**

The focus of this project is to investigate if bilingualism is a skill we should be acquiring, to do this I will research how many job postings ask for language proficiency across different areas. The study will answer the following questions: How often does the characteristic of bilingualism appear within the sample? Which states have a higher demand for bilingual candidates? Which languages are the most sought after? and Which major demands more bilingual candidates? To answer these questions, I will be collecting data from an online job posting website, **Indeed.com**. After deciding to make the project an exploratory study to determine the viability of further research later on, we decided after looking at the job posting fluctuations that one week would be a good measure to give us enough data to determine if there is a chance of further exploring the market of bilingualism.

Step one will be collecting the data. I will be collecting the data according to the different specialties in a Bachelor of Business Administration. The objective will be to search for jobs that fall under the banner of Accounting/Finance, Management, and Marketing. I will be collecting the number of jobs posted per day that fall under each of these, while at the same time collecting how many of them require the applicant to be bilingual.

Step two would be, at the end of the week I will compile all my data and I will perform different frequency tests to report whether or not bilingualism is demanded by employers.

1. The *first* frequency test will measure how often does the character of bilingualism appear within the sample, all majors combined.



2. The *second* test will report which states require a higher percent of bilingual employees according to the data.
3. The *third* test will allow to identify which language is in higher demand—regardless of the state.
4. The *fourth* test will show which languages are in higher demand— this time per state.
5. Finally, I will use the information given by test three and four to develop a comparative analysis between the different majors to determine which major has a higher demand for bilingual candidates.

## Results

We can note that in *figure 1* for all 3 specialties combined – management (3%), accounting (2%) and marketing (4%) –out of the entire sample only 3% of the employers were requesting their applicants to be bilingual. While 3% seems like an insignificant number, it holds value. This shows us that there is a market out there for bilingual employees—no matter how small it may be, 5,527 jobs mean five thousand people that have an advantage within these jobs if they speak a different language. <sup>1</sup>

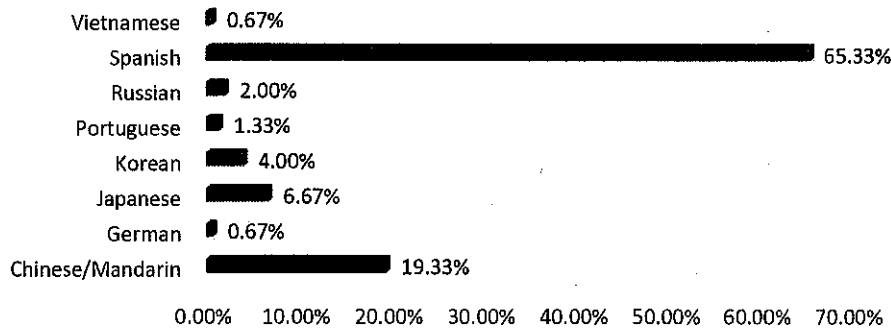
*Figure A*

<i>Area</i>	<i>Total</i>	<i>Bilingual</i>	<i>Percentage</i>
<b><i>Accounting</i></b>	9,152	138	2%
<b><i>Management</i></b>	195,132	5,241	3%
<b><i>Mktg Coordinator</i></b>	3,894	148	4%
<b><i>Total Average</i></b>	208,178	5,527	3%

<sup>1</sup> Refer to appendix A for more data.

After analyzing *figure 2 and 3* we can identify that the languages that appeared with a higher frequency are Spanish (65.3%) and Chinese/Mandarin (19.3%). Both languages show up in higher demand in California, Illinois, Florida and Texas for Spanish and Arizona for Chinese/Mandarin.<sup>2</sup>

*Figure 2*

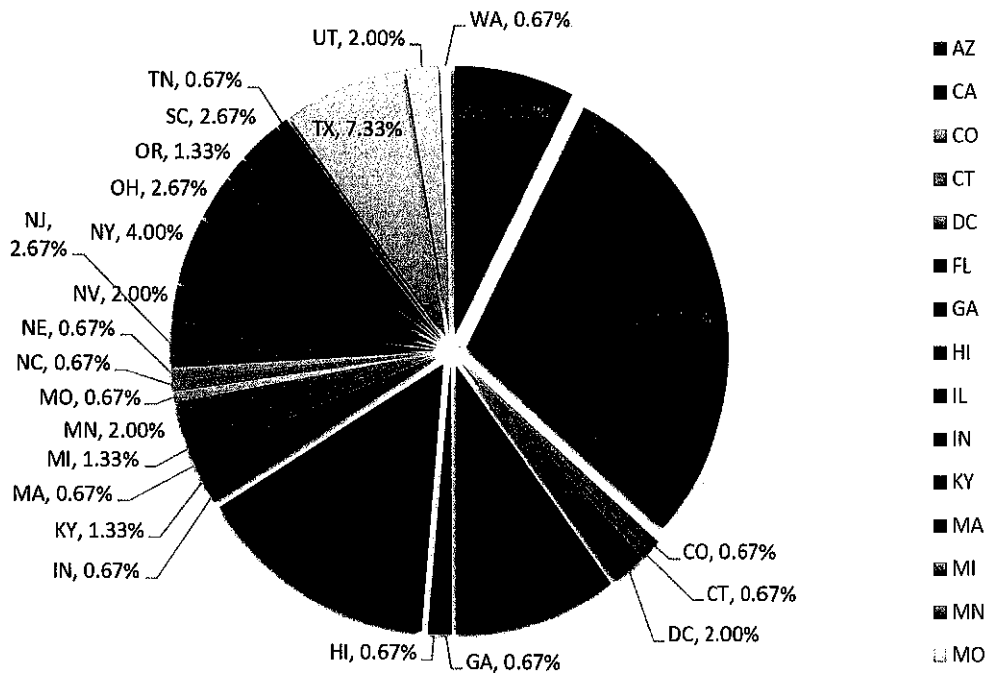


When looking at *figure 3* we can see that the states which showed a higher need for bilingual employees were California (29.3%), Illinois (14.7%), Florida (10%), Arizona (7.3%) and Texas (7.3%). The three states with the highest numbers are states known for having either a very diverse demographic or they house several big conglomerates which would benefit from having employees with multiple skills.<sup>3</sup>

<sup>2</sup> Refer to appendix B and C for more data.

<sup>3</sup> Refer to appendix D for more data.

Figure 3



Finally, after comparing all 3 areas, Management has the highest need for bilingual employees with a staggering 5,541 jobs posted which equals 3% of the subtotal, but within their own subtotal Marketing shows a higher percentage demand at 4%.

After looking at all these results we can see that there is a market for bilinguals within the US. Specially in states like California and Illinois which are known for being highly diverse, it would mean an advantage for students to acquire these skills. Spanish and Mandarin according the US Census Bureau are already dominating the language market within the US, but even after looking at this the job opportunities are not measuring up to the capacity. This anomaly may be part of the reason why within US soil companies have not had the need to increase their bilingual employment (Marin).

Moreover, the US has a tumultuous history of punishing employees for using their native language within the workplace, despite this being the very reason they were hired (Callahan, 6). Despite the laws and perception of bilinguals changing over time, this is one of the ever-present issues whenever legal justice has to be carried out.

## **Discussion**

When looking at previous research done on this topic the most notable one is the one performed by Northern Illinois University. We can note that this study was done only in the Northern Illinois area, and their study was based on actually surveying the companies directly. My project relates to their study by continuing with the same theme of analyzing the need for bilingual employees in the market. My research differs from that of NIU by collecting data from an online job database, rather than the employer directly.

Looking at the data from a different angle enables us to see how the online market is nationwide. An interesting correlation from NIU study and mine is that my study ranked Illinois as part of the top 5 states that wanted employees with bilingual skills at 14.7%. When looking at the geographical location of what encompasses the Northern Illinois area, one of their biggest cities is Chicago.

Some of the strengths that can be found within the study are there was very little research done on the topic at a country level, but this can also be considered a weakness depending on the point of view you take. This study can also be presented to students on campus to encourage them to diversify and learn other languages as a mean of enhancing their resume. On the other hand, some of the weaknesses identified throughout the study were how seasonal demands can influence numbers, how maybe the numbers would have changed had the study been performed

at the beginning of summer when students are graduating and employers are looking to hire. May/June would change the market. Another factor could be the reliability of the study after only using one website and performing the study for one week. All of these are factors can affect the study as a whole depending on how they are viewed.

Finally, some next steps that could be followed to expand on this research could be focusing on one of the top 5 states that showed a high level of results and further analyze what is the true language necessity in this area and what is their language diversity distribution. Another angle that could be taken to expand this study would be to add more weeks to the data collection and or more online job posting websites. This would allow for a more comprehensive accurate rendition of the market and would move the research from an exploratory study to a more in-depth research. Lastly, it would be interesting to compare what are the differences within the industry between the states that showed the most and the least results.

## **Conclusion**

I decided to perform this study on the advantages of plurilingualism because I believe that this is an unappreciated sector that can have the potential for growth. After gathering the data, the results showed that while there was a market out there for those who spoke more than one language, the quantities were not as outstanding as I expected them to be. Even then, the results showed that such a market existed, and so far, it has not been exploited to its full potential. I think this is a skill that future generations should acquire, specially those wanting to go into the international market. While my results seem to show that employers do not consider these skills a necessity, it could help those with a certain skillset avoid unemployment. It would be interesting to further explore the market focusing more on the states which showed the most positive results and the most negative results to understand what causes this difference.

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**Appendix**

**Appendix A – Job percentage distribution by day and week**

Area	Date	Total	Bilingual	%
Accounting	22-Jan	1,497	50	0.03
	23-Jan	2,015	28	0.01
	24-Jan	1,782	11	0.01
	25-Jan	1,922	26	0.01
	26-Jan	1,936	23	0.01
		9,152	138	0.02
Management	22-Jan	34,201	1,845	0.05
	23-Jan	42,225	839	0.02
	24-Jan	35,958	845	0.02
	25-Jan	39,003	826	0.02
	26-Jan	43,745	886	0.02
		195,132	5,241	0.03
Mktg Coordinator	22-Jan	729	59	0.08
	23-Jan	859	24	0.03
	24-Jan	776	21	0.03
	25-Jan	792	29	0.04
	26-Jan	738	15	0.02
		3,894	148	0.04
Total		208,178	5,527	0.03

**Appendix B - Job distribution by language throughout the 5-day study**

	Language			
	Frequency	Percent	Valid Percent	Cumulative Percent
Chinese/Mandarin	29	19.3	19.3	19.3
Vietnamese	1	0.7	0.7	20.0
Valid Spanish	98	65.3	65.3	85.3
Japanese	10	6.7	6.7	92.0
Portuguese	2	1.3	1.3	93.3

German	1	0.7	0.7	94.0
Korean	6	4.0	4.0	98.0
Russian	3	2.0	2.0	100.0
Total	150	100.0	100.0	

**Appendix C - Job distribution by area and language required**

**Language \* Area Crosstabulation**

		Area			Total
		Accounting	Management	Marketing	
Chinese/Mandarin	Count	12	5	12	29
	% within Language	41.4%	17.2%	41.4%	100.0%
	% within Area	24.0%	10.0%	24.0%	19.3%
Vietnamese	Count	1	0	0	1
	% within Language	100.0%	0.0%	0.0%	100.0%
	% within Area	2.0%	0.0%	0.0%	0.7%
Spanish	Count	29	40	29	98
	% within Language	29.6%	40.8%	29.6%	100.0%
	% within Area	58.0%	80.0%	58.0%	65.3%
Japanese	Count	4	1	5	10
	% within Language	40.0%	10.0%	50.0%	100.0%
	% within Area	8.0%	2.0%	10.0%	6.7%
Portuguese	Count	2	0	0	2
	% within Language	100.0%	0.0%	0.0%	100.0%
	% within Area	4.0%	0.0%	0.0%	1.3%
German	Count	1	0	0	1
	% within Language	100.0%	0.0%	0.0%	100.0%
	% within Area	2.0%	0.0%	0.0%	0.7%
Korean	Count	1	1	4	6

	% within Language	16.7%	16.7%	66.7%	100.0%
	% within Area	2.0%	2.0%	8.0%	4.0%
	Count	0	3	0	3
Russian	% within Language	0.0%	100.0%	0.0%	100.0%
	% within Area	0.0%	6.0%	0.0%	2.0%
	Count	50	50	50	150
Total	% within Language	33.3%	33.3%	33.3%	100.0%
	% within Area	100.0%	100.0%	100.0%	100.0%

**Appendix D – Job Distribution by state and language**

**State \* Language Crosstabulation**

		Language							Total	
		Chinese/Mandarin	Vietnamese	Spanish	Japanese	Portuguese	German	Korean		Russian
State	Count	5	0	15	0	2	0	0	0	22
	% within State	22.7%	0.0%	68.2%	0.0%	9.1%	0.0%	0.0%	0.0%	100.0%
	% within Language	17.2%	0.0%	15.3%	0.0%	100.0%	0.0%	0.0%	0.0%	14.7%
NY	Count	4	0	1	1	0	0	0	0	6
	% within State	66.7%	0.0%	16.7%	16.7%	0.0%	0.0%	0.0%	0.0%	100.0%
	% within Language	13.8%	0.0%	1.0%	10.0%	0.0%	0.0%	0.0%	0.0%	4.0%
Count		7	1	20	7	0	0	6	3	44

C A	% within State	15.9%	2.3%	45.5 %	15.9%	0.0%	0.0%	13.6 %	6.8%	100.0 %
	% within Langua ge	24.1%	100.0%	20.4 %	70.0%	0.0%	0.0%	100.0 %	100.0 %	29.3 %
D C	Count	0	0	3	0	0	0	0	0	3
	% within State	0.0%	0.0%	100.0 %	0.0%	0.0%	0.0%	0.0%	0.0%	100.0 %
MI	% within Langua ge	0.0%	0.0%	3.1%	0.0%	0.0%	0.0%	0.0%	0.0%	2.0%
	Count	1	0	1	0	0	0	0	0	2
FL	% within State	50.0%	0.0%	50.0 %	0.0%	0.0%	0.0%	0.0%	0.0%	100.0 %
	% within Langua ge	3.4%	0.0%	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.3%
O H	Count	0	0	15	0	0	0	0	0	15
	% within State	0.0%	0.0%	100.0 %	0.0%	0.0%	0.0%	0.0%	0.0%	100.0 %
O H	% within Langua ge	0.0%	0.0%	15.3 %	0.0%	0.0%	0.0%	0.0%	0.0%	10.0 %
	Count	0	0	3	1	0	0	0	0	4
O H	% within State	0.0%	0.0%	75.0 %	25.0%	0.0%	0.0%	0.0%	0.0%	100.0 %

	% within Language	0.0%	0.0%	3.1%	10.0%	0.0%	0.0%	0.0%	0.0%	2.7%
NJ	Count	0	0	4	0	0	0	0	0	4
	% within State	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	% within Language	0.0%	0.0%	4.1%	0.0%	0.0%	0.0%	0.0%	0.0%	2.7%
SC	Count	0	0	4	0	0	0	0	0	4
	% within State	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	% within Language	0.0%	0.0%	4.1%	0.0%	0.0%	0.0%	0.0%	0.0%	2.7%
KY	Count	0	0	2	0	0	0	0	0	2
	% within State	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	% within Language	0.0%	0.0%	2.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.3%
TN	Count	1	0	0	0	0	0	0	0	1
	% within State	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	% within Language	3.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%
	Count	0	0	0	0	0	1	0	0	1

N C	% within State	0.0%	0.0%	0.0%	0.0%	0.0%	100.0 %	0.0%	0.0%	100.0 %
	% within Langua ge	0.0%	0.0%	0.0%	0.0%	0.0%	100.0 %	0.0%	0.0%	0.7%
T X	Count	0	0	11	0	0	0	0	0	11
	% within State	0.0%	0.0%	100.0 %	0.0%	0.0%	0.0%	0.0%	0.0%	100.0 %
	% within Langua ge	0.0%	0.0%	11.2 %	0.0%	0.0%	0.0%	0.0%	0.0%	7.3%
IN	Count	0	0	1	0	0	0	0	0	1
	% within State	0.0%	0.0%	100.0 %	0.0%	0.0%	0.0%	0.0%	0.0%	100.0 %
	% within Langua ge	0.0%	0.0%	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%
M A	Count	1	0	0	0	0	0	0	0	1
	% within State	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0 %
	% within Langua ge	3.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%
HI	Count	0	0	0	1	0	0	0	0	1
	% within State	0.0%	0.0%	0.0%	100.0 %	0.0%	0.0%	0.0%	0.0%	100.0 %

	% within Language	0.0%	0.0%	0.0%	10.0%	0.0%	0.0%	0.0%	0.0%	0.7%
C O	Count	0	0	1	0	0	0	0	0	1
	% within State	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	% within Language	0.0%	0.0%	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%
N E	Count	0	0	1	0	0	0	0	0	1
	% within State	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	% within Language	0.0%	0.0%	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%
N V	Count	0	0	3	0	0	0	0	0	3
	% within State	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	% within Language	0.0%	0.0%	3.1%	0.0%	0.0%	0.0%	0.0%	0.0%	2.0%
M N	Count	0	0	3	0	0	0	0	0	3
	% within State	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	% within Language	0.0%	0.0%	3.1%	0.0%	0.0%	0.0%	0.0%	0.0%	2.0%
	Count	0	0	3	0	0	0	0	0	3

U T	% within State	0.0%	0.0%	100.0 %	0.0%	0.0%	0.0%	0.0%	0.0%	100.0 %
	% within Langua ge	0.0%	0.0%	3.1%	0.0%	0.0%	0.0%	0.0%	0.0%	2.0%
O R	Count	0	0	2	0	0	0	0	0	2
	% within State	0.0%	0.0%	100.0 %	0.0%	0.0%	0.0%	0.0%	0.0%	100.0 %
G A	% within Langua ge	0.0%	0.0%	2.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.3%
	Count	0	0	1	0	0	0	0	0	1
M O	% within State	0.0%	0.0%	100.0 %	0.0%	0.0%	0.0%	0.0%	0.0%	100.0 %
	% within Langua ge	0.0%	0.0%	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%
A Z	Count	0	0	1	0	0	0	0	0	1
	% within State	0.0%	0.0%	100.0 %	0.0%	0.0%	0.0%	0.0%	0.0%	100.0 %
A Z	% within Langua ge	0.0%	0.0%	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%
	Count	10	0	1	0	0	0	0	0	11
A Z	% within State	90.9%	0.0%	9.1%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0 %
	% within Langua ge									



	% within Language	34.5%	0.0%	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	7.3%
W A	Count	0	0	1	0	0	0	0	0	1
	% within State	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	% within Language	0.0%	0.0%	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%
CT	Count	0	0	1	0	0	0	0	0	1
	% within State	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	% within Language	0.0%	0.0%	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%
Total	Count	29	1	98	10	2	1	6	3	150
	% within State	19.3%	0.7%	65.3%	6.7%	1.3%	0.7%	4.0%	2.0%	100.0%
	% within Language	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%