

Language ideologies in Danish Higher Education: Exploring student perspectives

Janus Mortensen and Anne Fabricius

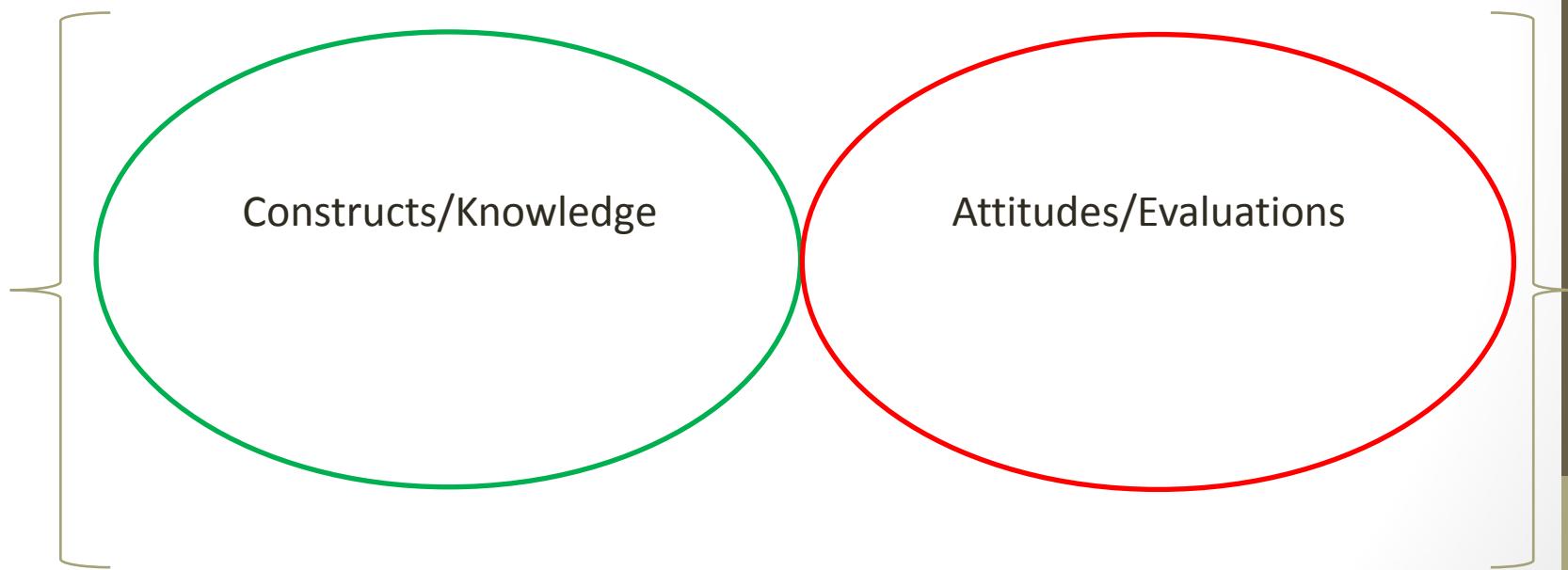
Nitobe Symposium, Reykjavik

July 2013

Structure of the discussion

- Language Ideologies, constructs and attitudes
- Transient Multilingual Communities and their challenges
- Methods and Data
- Ideologies new and old

Language Ideologies



The ‘construct’ resource

- An ideological postulate about language variation and social meaning
- emerges historically, circulates in society
- an isolatable (and relational) unit at the linguistic form/social meaning interface
- above the level of the individual linguistic sign
- located firmly within language ideology
- emergent in interaction
- can crystallize in metalinguistic talk ... and stylization

(Fabricius and Mortensen fc)

An example (Fabricius and Mortensen fc)

- “RP is posh and Southern”

38 INT: hmm

39 F07: erm (0.4) Northerners I've heard saying that Southerners are

40 posh and [ooh I had] to speak all posh and Southern today and

41 INT: [mhm]



(Fabricius and Mortensen fc: excerpt
p 17)

Transient Multilingual Communities

- Typical of late modernity's global elite
- Ad hoc groups of people, short duration
- Formed for a specific purpose eg a semester class
- Multilingual members have potentially widely different linguistic and cultural backgrounds and norms
- Such groups abound at internationalised universities...

A theoretical challenge to mainstream sociolinguistics

- Much sociolinguistics presupposes stable communities
- "Predicated on a set of shared norms" (Labov 1968:251)
- "Language is the property of the community" as theoretical tenet in these cases
- Speakers share norms of usage and of evaluation (RP is posh...)

But in transient multilingual settings?

- Data: sociolinguistic interviews conducted by first author
- Methods: qualitative and interactional sociolinguistic analysis of ‘construct resource’ segments
- One key question “does accent matter?” as a way into discussion of language practices and norms

Data example 1: non-local student

*INT: um do you do you think it it mat- uhm •
it matters what sort of English •
that people speak here at university •
does it matter what sort of accent they have or
(2.5) •

*IN4: not at all •
(0.3) •

*INT: 「I think um」
[not at all no] •

*IN4: I'm (.) now it's more difficult for me •
to understand the real English (.) •

*INT: mm •

*IN4: than um (0.7) •
mm whatever (0.2) •
I mean I can understand (0.4) •
German accent (0.7) •
French accent (.) •
but when it comes the (.) •
real English from mean the States or the um (.)
unite- um or the um (0.3) •
Great Britain then it's like whuu (0.2) •
then I have problems •

Data example 2: non-local student

- *IN3: [um] because when you have British or •
native English speaking (0.3) [er] •
[mmm] •
- *INT:
- *IN3: you know that they know (.) the language very well
[so you] try to like (0.5) •
- *INT: [mmm]
- *IN3: get up to their standards •
- *INT: al[right yeah] •
- *IN3: [but you know that] you cannot really •
- *INT: mm mm •
- *IN3: er but when you have (0.6) •
so then it's kinda like focus on language (0.3) •
- *IN3: whilst then when you speak with people you know •
who was not (.) native English [then you] just •
- *INT: [mmm]
- *IN3: talk normal •

Data example 3: the troubled 'mixed' group

*IN4: xxx it was also about the language •
*INT: 「mm」 •
*IN4: 「I'm」 not sure they mention it (0.2) but we did (1.0)
*INT: you 「mentioned」 •
*IN4: 「we were」 of course I asked •
*INT: okay ≈ •
*IN4: ≈ if it was about (0.4) •
*INT: okay •
*IN4: the erm (2.0) •
because you always have this feeling that (0.7) •
sometimes I didn't understand the jokes or (0.2) •
「hmpf」「I」 don't know things like this •
*INT: 「mm」「mm」 •
*IN4: they know more English than us and that's xxx •
I 「mean」 (0.2) •
*INT: 「mm」
*IN4: that's how it is •

Data example 4: Danish student on proficiency

- *IN1: hvis især men men øh- •
det er måske ikke så meget med accent på HIB •
der er det mere med •
hvordan hvor god du er til det •
(0.3) •
- *INT: o'kay! •
- *IN1: hvis du ikke er så god •
(0.8) •
- *IN1: øh til at formulere dig og sådan så så kan du hurtigt sådan s-
(0.2) s- så mister jeg i hvert fald fokus •
- *INT: ja •
- *IN1: synes jeg så er det ikke så interessant (0.4) •

Data example 5: another Danish student (lecture setting)

- *IN2: øhm så det har jeg været enormt øh (0.3) •
positivt overrasket 「over」 •
- *INT: ljaJ •
- *INT: der havde du xxx været en lille smule •
「bekymret for hvad der ville xxx」 •
- *IN2: ljej havde været en lille smule bekymret for at •
at det blev sådan noget •
and then øh (0.4) then we have to øhm (0.2) •
ja sådan noget •
- *INT: den slags •
- *IN2: hvor man tænker politikerne der skal øh tale engelsk ikke såeh
- *INT: ja •
- *IN2: så har man lidt den man ≈ •
- *INT: ≈ okay ≈ •
- *IN2: ≈ frygtede •
- *INT: ja •

Data example 6: non-locales in group work

*IN4: you are (.) you am er (0.5) •
empatize (0.2) •

*INT: mm •

*IN4: with the other because you know that you have problems •
with the language the other has problems with the language •

*INT: mm •

*IN4: so he (.) ha- doesn't understand you then you try •
to explain and it's not a problem (0.4) •
but the Danish know more English than all the international
(.) students ≈ •

*INT: ≈ mm ≈ •

*IN4: ≈ usually •

*INT: mm •
(0.9) •

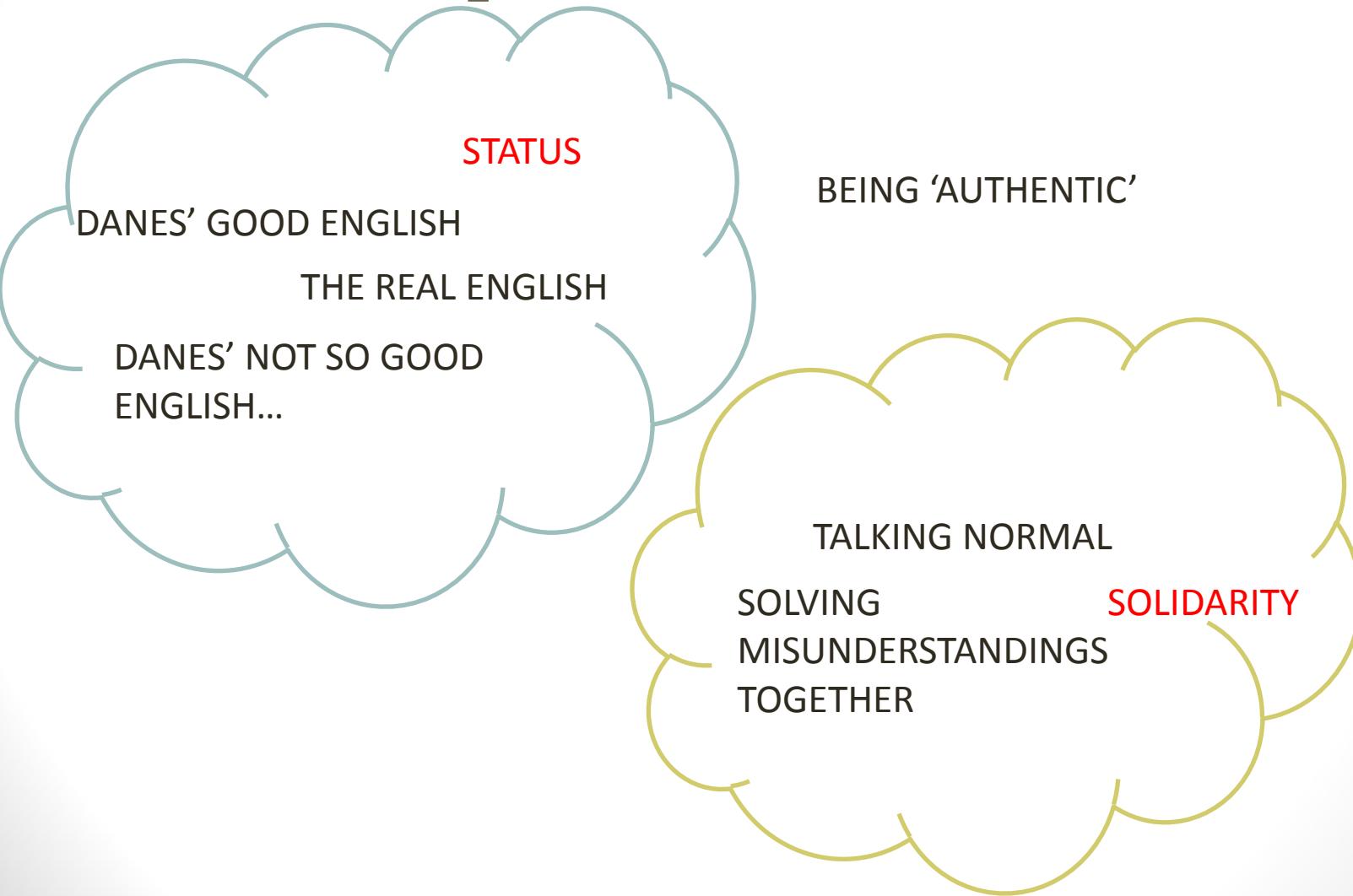
Data example 7: authenticity troubles

- *IN1: Lder varJ en fyr af vores (0.4) •
 fra vores hus som nu er droppet ud som havde den (0.6) •
 den værste (0.4) britiske accent •
- *INT: okay •
 (0.2) •
- *IN1: og så var jeg sådan jamen hvorfor har du det har du boet der har du
 rejst der sådan nej det havde han havde faktisk aldrig været der •
 (0.3) og så tænkte jeg okay er det bare fra tv eller sådan •
- *INT: ja •
- *IN1: så synes jeg bare det er øv at man prøver at påtager sig noget •
- *INT: okay 「ja」 •
- *IN1: LøhJ sådan som slet ikke har nogen relation til en •
 (0.4) •
- *INT: ja •
 (1.6) •

Data example 8: solidarity troubles

- *IN1: og (.) det tror jeg måske var lidt sådan svært •
så der vænnede jeg mig faktisk til eller indså at (0.6) •
du er nødt til at skrue lidt ned •
- *INT: mm •
(1.0) •
- *IN1: hvilket faktisk er lidt vanvittigt fordi det kan man jo ikke •
du kan jo ikke skrue ned for øh for dit sprog (0.2) •
altså 「det er jo」 egentlig vanvittigt 「så」 ≈ •
- *INT: [nej nej] [ja]
- *WOM: ≈ men det tror jeg faktisk lidt jeg indså at jeg var nødt til
og så (.) fik jeg sådan en underlig accent efter det (0.6) •
- *INT: okay ((laughing)) •
- *WOM: så udviklede min accent sig 「den」 blev sådan lidt •
- *INT: [ja] •
(0.6) •
- *WOM: latterlig •

Beginnings of an ideological cloudscape...



What have we learned

- A language-attitudinal story of Status and Solidarity is recognisable here
- But these are also remade somewhat anew in the specific setting of this transient multilingual community
- Contingencies of lectures (STATUS issues?) and group work (SOLIDARITY issues?) are potentially different
- The actual processes behind the formation of these norms is a promising further research area...

Excerpt numbers from Mortensen and Fabricius (forthcoming)

- excerpt 1: lines 93-104 (interviewee 1)- data example 4 here
- excerpt 3: lines 109-123 (interviewee 4)- data example 3 here
- excerpt 4b: lines 59-72 (interviewee 2)- data example 5 here
- excerpt 5: lines 93-108 (interviewee 3)- data example 2 here
- excerpt 6: lines 15-36 (interviewee 4)- data example 1 here
- excerpt 7: lines 164-177 (interviewee 4)- data example 6 here
- excerpt 8: lines 322-338 (interviewee 1)- data example 8 here
- excerpt 9: lines 171-187 (interviewee 1)- data example 7 here

References

- Agha, Asif. 2003. "The social life of cultural value." *Language & Communication* 23 (34): 231-273.
- Andersen, Hanne Leth and Jens Christian Jacobsen. eds. 2012. *Uddannelseskvalitet i en globaliseret verden*. Frederiksberg: Samfundslitteratur.
- Caffi, Claudia. 2006. "Pragmatic presupposition." In *Encyclopedia of Language & Linguistics*. Vol. 10, ed. Keith Brown, 17-25. Amsterdam: Elsevier.
- Coupland, Nikolas. 2007. *Style: Language variation and identity*. Cambridge: Cambridge University Press.
- de Molade, Julie, Anne Fabricius, Spencer Hazel, and Janus Mortensen. 2012. "The CALPIU storehouse." Paper presented at CALPIU'12: Higher education across borders: Transcultural interaction and linguistic diversity, conference organized by the CALPIU Research Center, April 1-4, Roskilde.
- Du Bois, John W. 2007. The stance triangle. In *Stancetaking in Discourse: Subjectivity, evaluation, interaction*, ed. Robert Englebretson, 139-182. Amsterdam: John Benjamins.
- Eckert, Penelope. 2008. "Variation and the indexical field." *Journal of Sociolinguistics* 12 (4): 453-476.
- Fabricius, Anne and Janus Mortensen. 2011. "Received Pronunciation i bevægelse." *Danske Talesprog* 11: 117-140.
- Fabricius, Anne and Janus Mortensen. 2013, in press. "Language ideology and the notion of construct resources: A case study of modern RP." In *Language (de)standardisation in Late Modern Europe: Experimental Studies*, eds. Tore Kristiansen and Stefan Grondelaers. Oslo: Novus Press.
- Garrett, Peter. 2010. *Attitudes to Language*. Cambridge: Cambridge University Press.
- Gregersen, Frans, Olle Josephson, Ari Páll Kristinsson, and Jan-Ola Östman, eds. 2012. Domænetab og parallelsproglighed på nordiske universiteter. Special issue of *Nordand: Nordisk tidskrift for andespråkforskning* 7:2.

References

- Haberland, Hartmut and Karen Risager. 2008. "Two pilot studies of multilingual competence in international programmes at Roskilde University." In *Higher Education in the Global Village: Cultural and linguistic practices in the international university*, eds. Hartmut Haberland, Janus Mortensen, Anne Fabricius et al., 41-65. Department of Culture and Identity: Roskilde University.
- Harder, Peter, ed. 2009. English in Denmark: Language policy, internationalization and university teaching. *Angles on the English Speaking World* 9. Copenhagen: Museum Tusculanum Press.
- Hazel, Spencer. 2012. Interactional competence in the institutional setting of the international university. PhD thesis. Department of Culture and Identity: Roskilde University.
- Hazel, Spencer and Janus Mortensen. 2013, in press. "Kitchen talk: Exploring linguistic practices in liminal institutional interactions in a multilingual university setting." In *Language Alternation, Language Choice, and Language Encounter in International Education*, eds. Hartmut Haberland, Dorte Lønsmann, and Bent Preisler, chapter 1. Dordrecht: Springer.
- Hultgren, Anna Kristina. 2013. *Parallelsproglighed på danske universiteter: En statusrapport 2013*. Københavns Universitet: Center for Internationalisering og Parallelsproglighed.
- Kroskrity, Paul V. 2004. "Language ideologies." In *A Companion to Linguistic Anthropology*, ed. Alessandro Duranti, 496-517. Oxford: Blackwell.
- Labov, William. 1968. "The reflections of social processes in linguistic structures." In *Readings in the sociology of language*, ed. Joshua Fishman, 240-251. The Hague: Mouton.
- Mortensen, Janus. 2010. Epistemic stance marking in the use of English as a lingua franca. PhD thesis. Department of Culture and Identity: Roskilde University.
- Mortensen, Janus. 2013a. "Notes on the use of English as a lingua franca as an object of study." *Journal of English as a Lingua Franca* 2 (1): 25-46.

References

- Mortensen, Janus. 2013b. "CALPIU's storehouse: Lagring, analyse og deling af audiovisuelle data." Paper presented at Nordiska perspektiv på korpusforskning, seminar organised by The Society of Swedish Literature in Finland. 12 April, Helsinki.
- Mortensen, Janus. fc. "Language policy from below: Language choice in student project groups in a multilingual university setting." Submitted to special issue of Journal of Multilingual and Multicultural Development, edited by Peter Garrett, Josep Maria Cots and Enric Llurda..
- Mortensen, Janus and Hartmut Haberland. 2012. "English – the new Latin of academia? Danish universities as a case." International Journal of the Sociology of Language 216: 175-197.
- Mortensen, Janus, Hartmut Haberland, and Anne Fabricius. 2012. "Uddannelse on the move - transnational studentermobilitet og uddannelseskvalitet." In Uddannelseskvalitet i en globaliseret verden, eds. Hanne Leth Andersen and Jens Christian Jacobsen, 191-205. Frederiksberg: Samfundslitteratur.
- Phillipson, Robert and Tove Skutnabb-Kangas. 1999. "Englishisation: One dimension of globalisation." In English in a changing world, eds. David Graddol and Ulrike H. Meinhof. AILA Review 13: 19-36.
- Preisler, Bent. 2009. "Complementary Languages: The national language and English as working languages in European universities." In English in Denmark: Language policy, internationalization and university teaching. Angles on the English Speaking World 9, ed. Peter Harder, 10-28. Copenhagen: Museum Tusculanum Press.
- Preisler, Bent, Ida Klitgård, and Anne H. Fabricius. 2011. Language and learning in the international university: from English uniformity to diversity and hybridity. Bristol: Multilingual Matters.
- Reid, Scott 2012. "Social psychological approaches to intergroup communication." In The Handbook of Intergroup Communication, ed. Howard Giles, 19-30. New York: Routledge.
- Risager, Karen. 2012. "Language hierarchies at the international university." International Journal of the Sociology of Language 216: 111-130.
- Svane, Brynja and Dan Ch. Christensen. 1987. Betænkning om humanistisk international basisuddannelse. Roskilde: Roskilde University.
- Söderlundh, Hedda. 2010. Internationella universitet – lokala språkval. Om bruket av talad svenska i engelskspråkiga kursmiljöer. Skrifter utgivna vid Institutionen för nordiska språk vid Uppsala Universitet 83. Uppsala: Uppsala Universitet.
- Söderlundh, Hedda. 2012. "Global policies and local norms: sociolinguistic awareness and language choice at an international university." International Journal of the Sociology of Language 216: 87-109.
- Woolard, Kathryn A. and Barbara Schieffelin. 1994. "Language Ideology." Annual Review of Anthropology 23: 55-82.

Language ideologies in Danish Higher Education: Exploring student perspectives

Janus Mortensen and Anne Fabricius

Nitobe Symposium, Reykjavik

July 2013