Englishisation at a bilingual university:

Curriculum internationalisation, plurilingual praxis & intercultural academic identities?

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2021 ECSPM
ONLINE SYMPOSIUM

MULTILINGUALISM IN HIGHER EDUCATION IN EUROPE

28-29 June 2021

Universitat de Lleida
Departament d'Anglès i Lingüística

GLOCIC (PID2019-104333GB-I00)
-
ASSEMID (FFI2016-76383-P)

CLA cercle de lingüística aplicada

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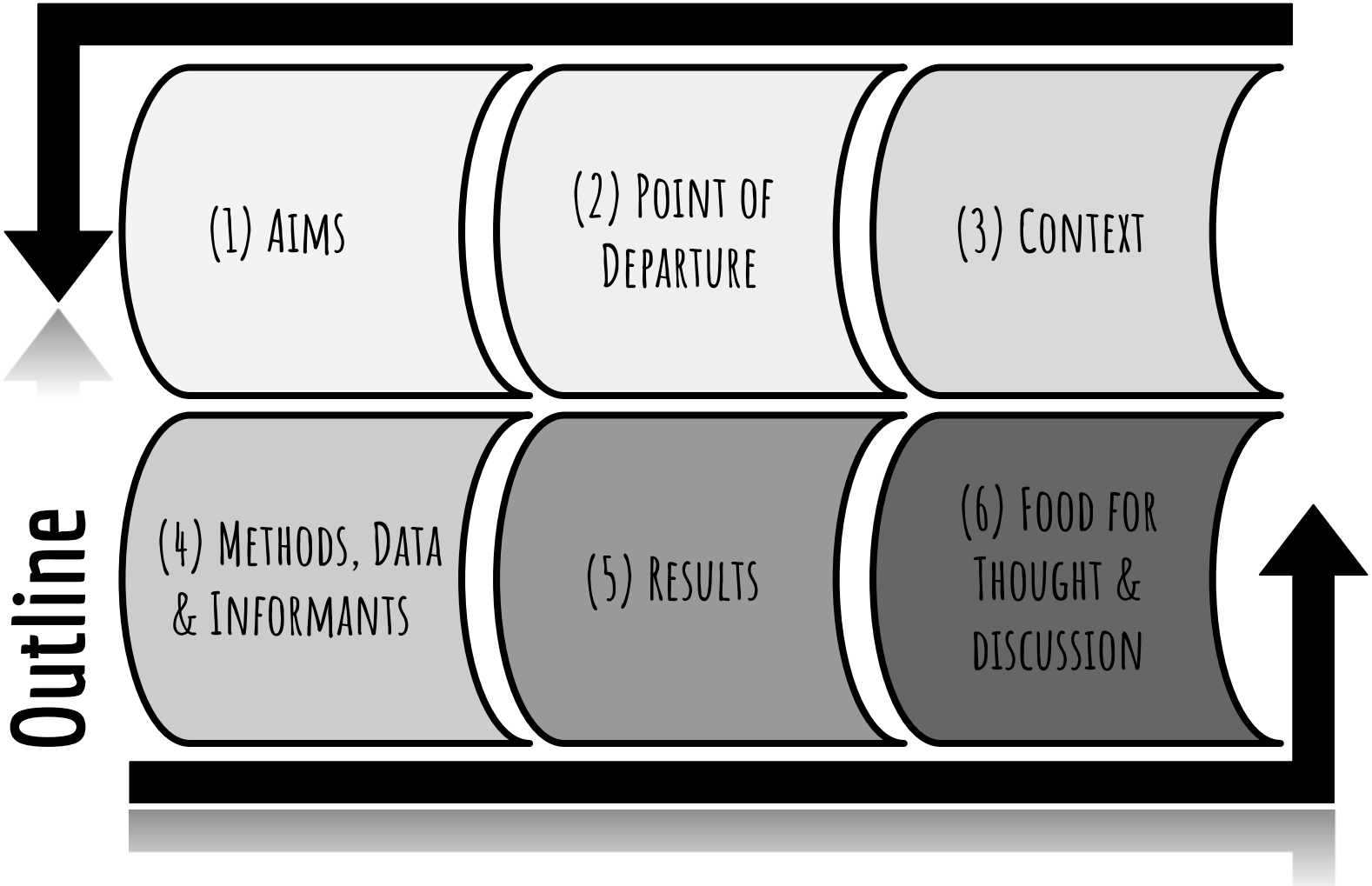
Outline


(1) Aims
(2) Point of Departure
(3) Context
(4) Methods, Data & Informants
(5) Results
(6) Food for Thought & discussion

1. Aims: A critical ethnographic look at LPP

★ A **political economic sociolinguistics** lens to 'Multilingualisation'
- Curriculum Internationalisation (IoC)
- Englishisation policies

★ Focus: Power & inequality in HE
- Universities, socially-stratifying spaces for controlling educational access, 'academic knowledge' & pedagogical praxis
- LPP, sociopolitical action responding to private market needs

(Block et al. 2012, Codó 2018, Duchêne 2016, Flubacher et al. 2018, Martín Rojo & Del Percio, 2019, Pérez-Milans 2015, Sabaté-Dalmau 2019, 2020a)

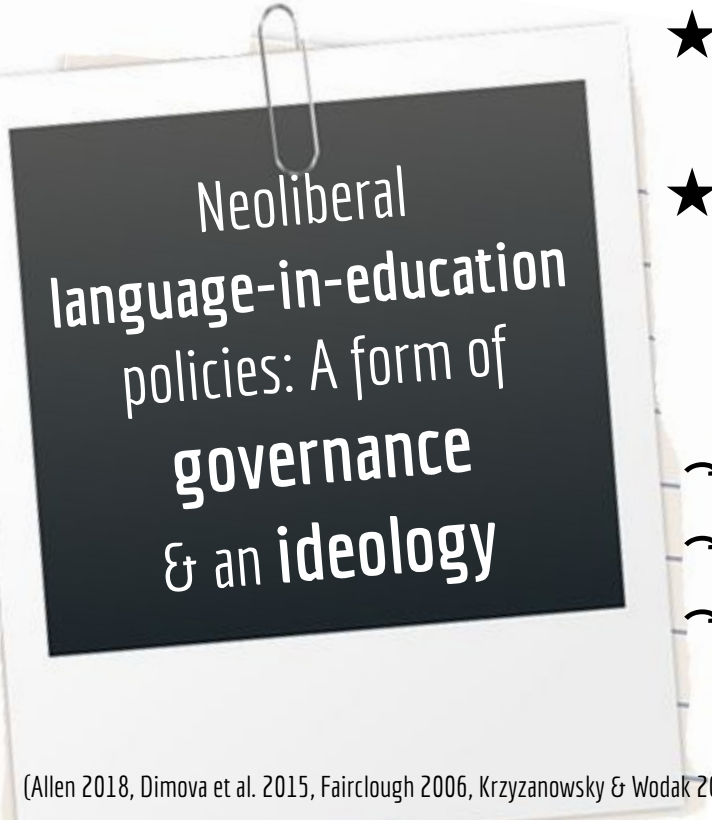
1. Aims: A critical ethnographic look at LPP

★ Social actors' practices & orientations towards LPP

To what extent have **'multilingual' language policing** been endorsed by EHEA universities? How, when, and with what consequences & effects for social agents?

(Codó 2018, Martín Rojo 2019, Sabaté-Dalmau, 2016, 2019, 2020a, 2020b)

2. Point of departure (theoretical underpinnings)



- ★ HE, a **profit-making** system (managerialism, accountability, entrepreneurialism)
- ★ *Multilingualisation*, based on economic views that **mercantilise** 'productive' **languages** (employability 'vehicles', convertible 'skills')

- ↷ English, a 'resource-rationalization' for linguistic diversity
- ↷ Englishisation, 'leadership', 'innovation' & 'neutrality'
- ↷ EMI, a 'strategy of expansion'; a niche of distinction.

(Allen 2018, Dimova et al. 2015, Fairclough 2006, Krzyzanowsky & Wodak 2011, Llurda 2009, Martín Rojo & Del Percio 2019, Urciuoli 2010, Zimmermann & Flubacher 2017)

2. Point of departure (theoretical underpinnings)

Reinforcing hegemonic:

- ★ Reductionist 'English-plus-local-language(s)': Preclusion of balanced, realistic language ecologies
- ★ English 'supremacy': Dismissal of minority/local languages
- ★ Barrier for **'global competence'** development:
  - No **plurilingualism**: Integration of non-standard repertoires, beyond 'nativespeakerism'
  - No **interculturality**: Critical metalinguistic awareness & ethics of respect (engagement) towards 'the other'

(EC 2009, Fairclough 1992, Giroux 2020, Hu et al. 2014, Leask 2009, Piller & Cho 2013, Piller 2016, Sabaté-Dalmau 2016, Spolsky 2019)

3. Context: The 'margins'

Catalonia, bilingual (majority/minority language), illustrative of non-English-speaking Southern regions

- ★ '*Europeïtzació*' with 'trilingual' policies via a third FL certification, 'a first-order strategic choice' (2002)
- ★ Percentage of EMI, 'low' (10%); implementation with scarce support, under-planned, un-systematised

UdL: Internationalisation (POI 2017), 'local-languages-plus-English' (POM 2013)

- EMI lecturers: C1-level, as 'merit' for promotion, extra remuneration & tenure access
- Students: B2-level, as a requirement to obtain a BA 'title' (graduation)

(Consell de Govern UdL 2018, Cots et al. 2014, Dafouz 2018, DOGC 9/5/2018, Garrett et al. 2012, GDLP 2017, Linn 2016, Mancho-Barés & Arnó-Macià 2017, Mas-Colell 2002, Sabaté-Dalmau 2020b)

4. Methods, data & informants

Macro/micro ethnographic work

- ★ Supra/state/regional **LPP** documents
- ★ **Interviews** (academic trajectories in biographic **narrative**)
- ★ Audiologs (**self-reflexive diaries**)
- ★ Video-**recorded interactions** (class, lab)
- ★ Students' production/learning outcomes
- ★ **Visuals** (PowerPoints, exams)

9 lecturers, 235 students, Agriculture, Engineering & Arts, UAB-UdL, 2012/13-2016/19 (SA, EU projects, 'Excellence' credentials)

'GUINEA PIGS'
PIONEERING THE IMPLEMENTATION OF MULTILINGUALISATION (EMI)

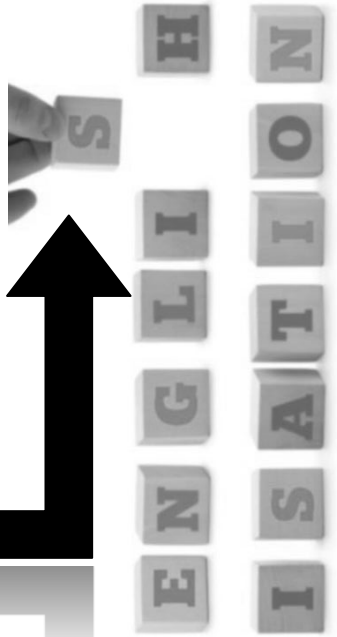
(Block & Khan 2020, Codó 2018, Dafouz 2018, Lasagabaster et al. 2013, Spolsky 2019)

5. Results: Dialoguing oppositional views & navigating ambivalence

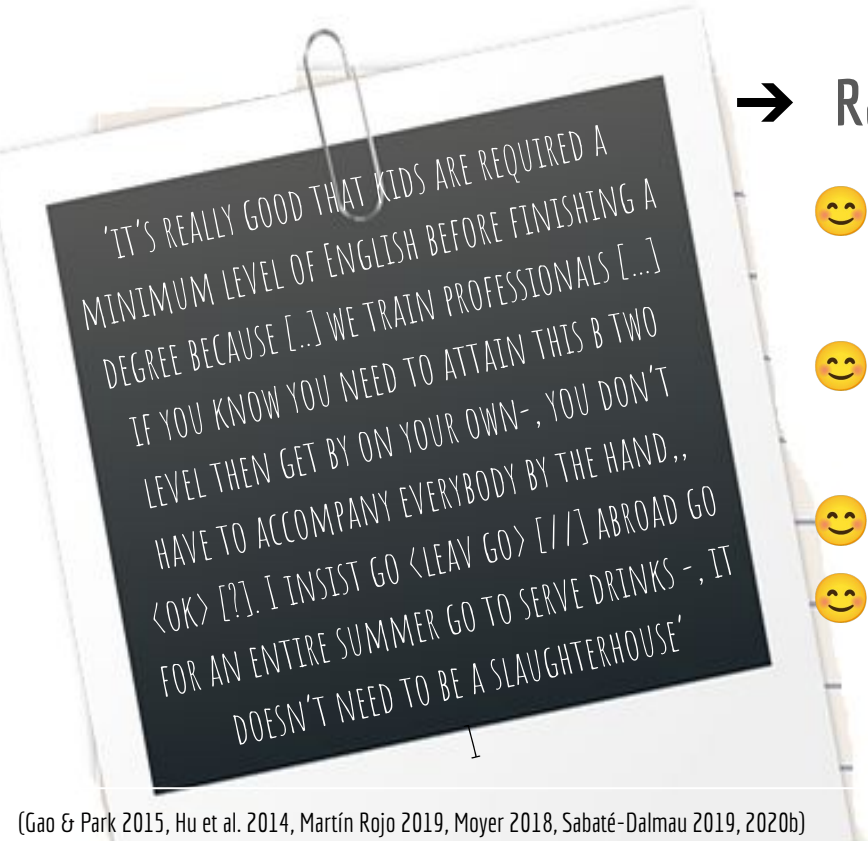
(1) To EMI or not to EMI?

(2) Efficient English-speaking identities?

(3) English-only classroom practices?



5. Results: Lecturers' perspectives (1)



➔ **Raquel**. Department's office. 16/02/2017.

- 😊 Englishisation, a 'must': Students, transnational workers-to-be in need of know-how in English
- 😊 English: Self-investment 'skill'/employability 'currency'
- 😊 Culture of 'effort', 'self-responsibilisation'
- 😊 International mobility via a nativespeakerism mindset (involving deskilling)

(Gao & Park 2015, Hu et al. 2014, Martín Rojo 2019, Moyer 2018, Sabaté-Dalmau 2019, 2020b)

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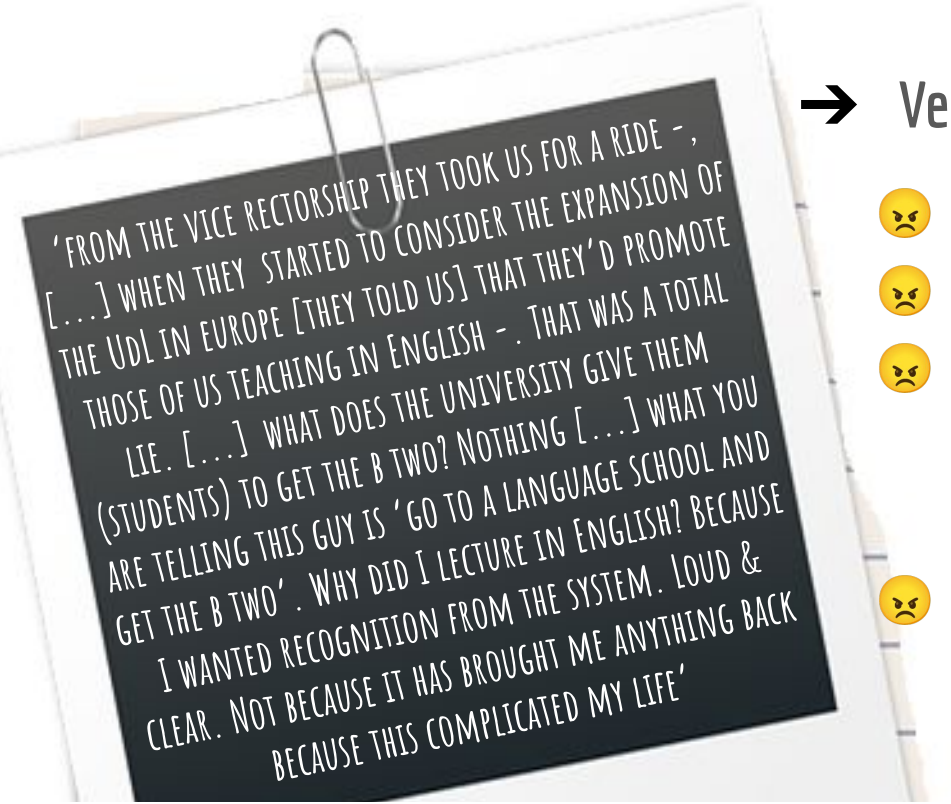
5. Results: Lecturers' perspectives (2)



➔ Vero. Department's office. 9/03/2017.

- 😠 Englishisation, a 'lie' (unsupported)
- 😠 English, socially-stratifying credentialism
- 😠 Students, unattended (non-engagement with the culture of 'self-made' linguistic entrepreneurship)
- 😠 Lecturers' mobility (SA) & investment in nativespeakerism, a non-rewarded 'complexity'

(Pujolar 2019, Sabaté-Dalmau 2019, 2020b)

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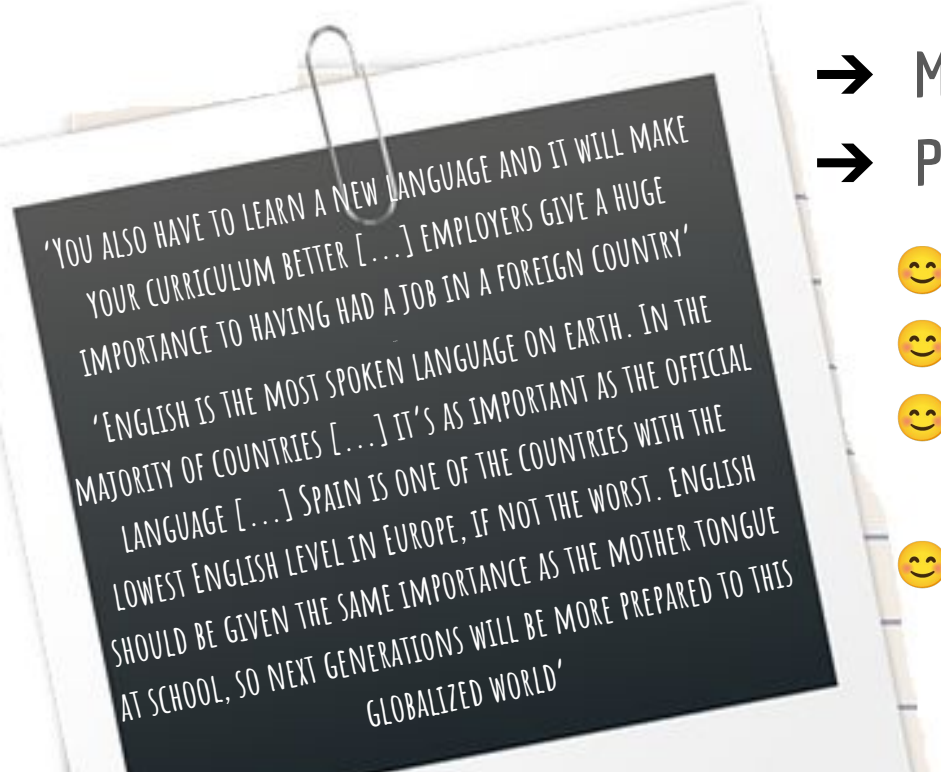
5. Results: Students' perspectives (1)



- ➔ Mariona. BA in Catalan/English. 2012.
- ➔ Paula. BA in Catalan/English. 2012.

- 😊 Englishisation, *the* 'must' (unproblematised)
- 😊 English, *the* global commodity
- 😊 Students, transnational workers-to-be (credentialism; economicism)
- 😊 Internationalisation/mobility (SA) with a nativespeakerism mindset (a dogma)

(Gao & Park 2015, Hu et al. 2014, Pennycook 1994, Sabaté-Dalmau 2016)

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5. Results: Students' perspectives (2)

(Sabaté-Dalmau 2016)

- **Oriol**. BA in Catalan/English. 2012.
- **Laura**. BA in English/French. 2012.
- **Judit**. BA in English/French. 2012.

- 😠 Englishisation, an 'impoverishment'/'threat'
- 😠 English, a socially-stratifying political tool
- 😠 Culture of 'counter-hegemony' & minority-language protection
- 😠 Investment in (L1) nativespeakerism

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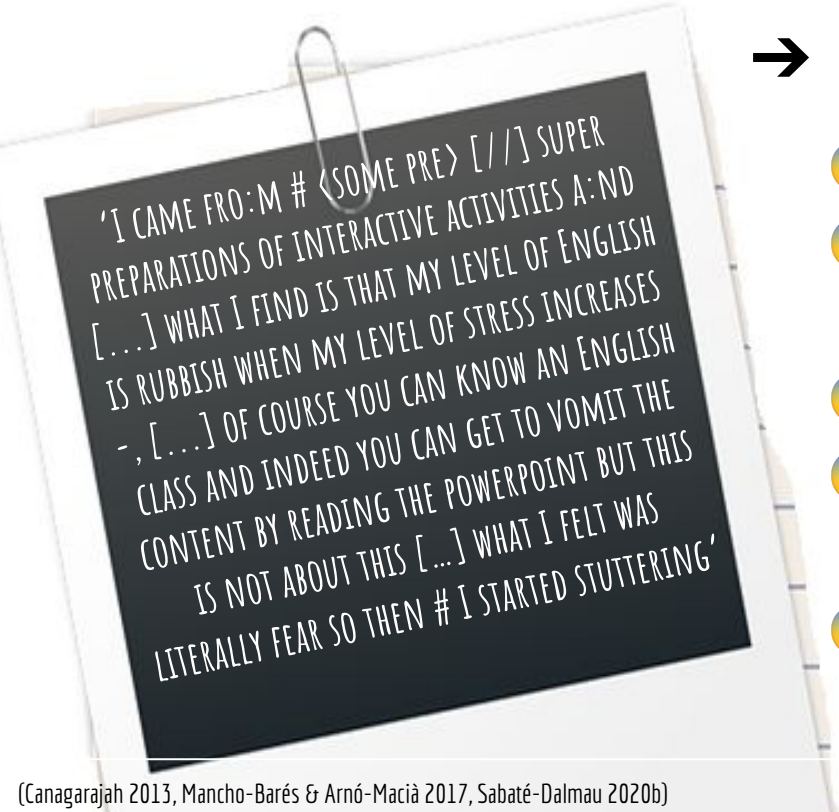
5. Results: Lecturers' identities (1)

(2) Efficient English-speaking identities?



➔ Vero. Department's office. 9/3/2017.

- 😨 Highly efficient content transmitter
- 😨 'Englishised', credentialised, but non-'English teacher' lecturer (**self-delegitimation**)
- 😨 Culture of 'effort' & 'self-responsibilisation'
- 😨 '**Failure**', along the (nativespeakerist) 'success-failure' axis
- 😨 Physical embodiment of language emotions (**linguistic insecurity**)

(Canagarajah 2013, Mancho-Barés & Arnó-Macià 2017, Sabaté-Dalmau 2020b)

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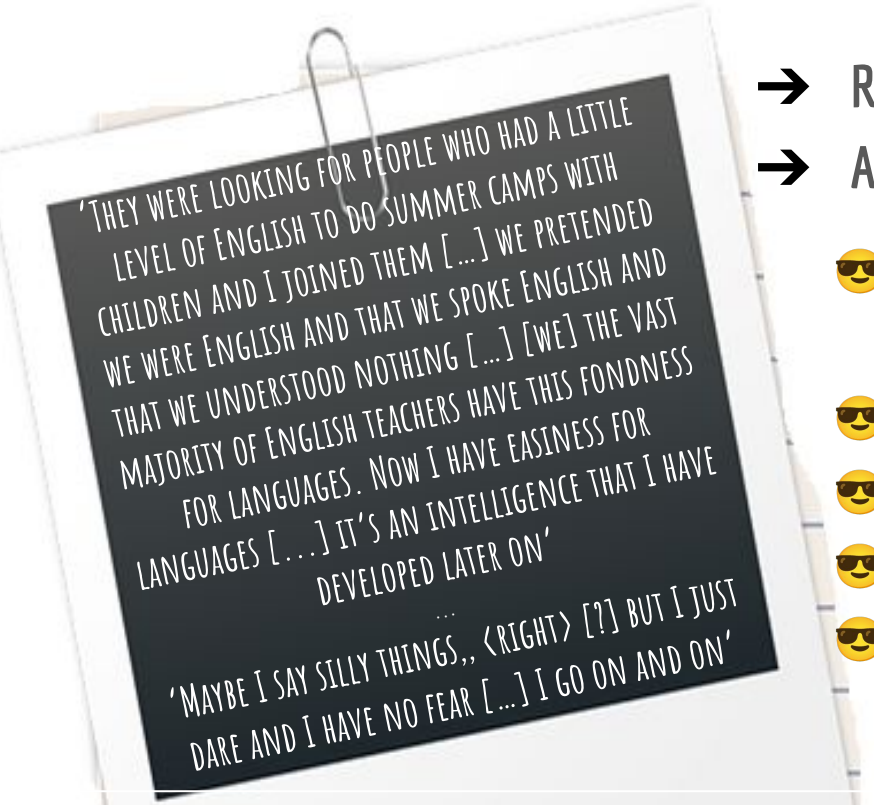
5. Results: Lecturers' identities (2)

(2) Efficient English-speaking identities?



➔ Raquel. Department's office. 16/2/2017.

➔ Anna. Department's office. 5/10/2017.

- 😎 Efficient content *and* 'Englishised' 'English teacher' lecturers (self-valorisation/branding)
- 😎 'Success', along the 'success-failure' axis
- 😎 Language 'pride' (linguistic assertiveness)
- 😎 Culture of linguistic 'innateness' (a 'given')
- 😎 Some plurilingualism ('Catalan English'), fluidity, non-nativeness

(Canagarajah 2013, Codó 2018, Mancho-Barés & Arnó-Macià 2017, Martín Rojo 2019, Sabaté-Dalmau 2020b)

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5. Results: Students' identities (1)

(2) Efficient English-speaking identities?

(Sabaté-Dalmau 2020b)

- ➔ **Paula**. Biotech. Questionnaire (20/11/17).
- ➔ **Laura & Judit**. Biotech. Audiologs (28/11/17).
- ➔ **Anna**. Department's office (5/10/2017).
  - ↖ English, a pragmatic tool (no interculturality)
  - ↖ *This* Englishisation is 'not enough':
    - ↖ Already efficient 'Englishised' selves
    - ↖ Non-fully-fledged lecturerhood
    - ↖ EMI praxis, 'a theater' among non-natives ('easy', 'too easy')

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5. Results: Students' identities (2)

(2) Efficient English-speaking identities?

(Sabaté-Dalmau 2019)

- ➔ **Sílvia**. BA in English/Catalan. Interview (9/10/13).
- ➔ **Oriol**. BA in English/Catalan. Interview (9/10/13).

🙌 Plurilingual English & interculturality at play

🙌 Cosmopolitan self-made global citizens

- 😎 Pride (linguistic assertiveness)
- 😎 Culture of linguistic 'innateness' (a 'given')

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5. Results: Frontstage English-only (1)

★ **English-only** in class [Teacher/student on-task, procedure related interactions: 'giving instructions']

In theory…

★ Endorsement of **Englishisation** directives [Course programme]

(Sabaté-Dalmau 2020b, Söderlundh 2012)

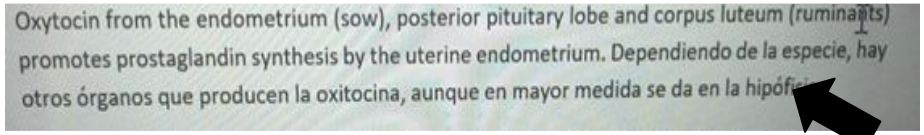
5. Results: Practices ≠ Policies (1)

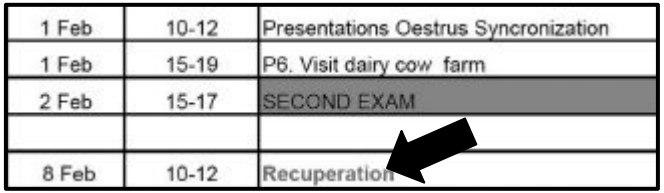
In practice…

★ **Frontstage** plurilingual practices [Lecturers' Powerpoints, content explanations]

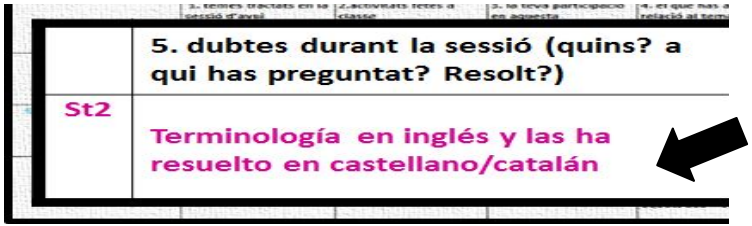
★ **Legitimate use of** local languages (Catalan/Spanish) [Final exams, on-task]

★ 'Non-authenticated' **transliguistic Englishes** (global competence) [notes, off-task]

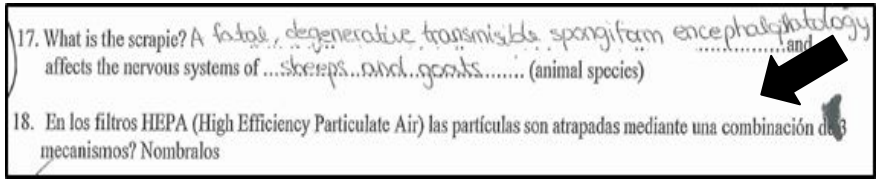

Oxytocin from the endometrium (sow), posterior pituitary lobe and corpus luteum (ruminants) promotes prostaglandin synthesis by the uterine endometrium. Dependiendo de la especie, hay otros órganos que producen la oxitocina, aunque en mayor medida se da en la hipófi



1 Feb	10-12	Presentations Oestrus Syncronization
1 Feb	15-19	P6. Visit dairy cow farm
2 Feb	15-17	SECOND EXAM
8 Feb	10-12	Recuperation



	5. dubtes durant la sessió (quins? a qui has preguntat? Resolt?)
St2	Terminología en inglés y las ha resuelto en castellano/catalán


17. What is the scrapie? A fatal, degenerative transmisible spongiform encephalopathology ..... and affects the nervous systems of ...sheeps..and..goats..... (animal species)

18. En los filtros HEPA (High Efficiency Particulate Air) las partículas son atrapadas mediante una combinación de 3 mecanismos? Nombralos

(3) English-only classroom practices?

5. Results: Practices ≠ Policies (2)

BACK		**ANNA. 28/11/17; Day # 2 Ovine-caprine**
1	ANN:	after um ah one um a new question “to lamb” to lamb (3”) or
2	ANN:	or lambing ‹is for ewes› [›] (4”) eh “parir una oveja”.
3	*ST1:	‹*què diu què vol dir* [?]› [‹] ‹*pastar*› [?].
4	*ST2:	‹*no ho sé*› [›].
5	*ST1:	+^ ah parir una oveja.

★ Lecturer: ‘Display question’ in English & ‘side translation’ in Spanish

★ St1/St2: Backstage tandem (peer-to-peer) clarification in Catalan

(3) English-only classroom practices?

5. Results: Practices ≠ Policies (3)

BACK		**ANNA. 28/11/17; Day # 2 Ovine-caprine.** Break
1 2	*ST3:	Una cosa # en ad libitum ‹comen todo lo que quieran o de todo lo que quieran› [?].
3	ANN:	+^no porque tú les das todo hecho.
4	*ST3:	vale.

★ ST3: 'Question posing' in Spanish 'from below' (*de facto* multiligual 'top-down' policies)

★ Anna: 'Supplementary' disciplinary knowledge ('repetition of explanation') and 'question solving' in Spanish ('let-it-pass' strategies, made normal)

(Firth 1996, Hazel & Mortensen 2013, Moore et al. 2013, Söderlundh 2013, Sabaté-Dalmau 2020b))

6. Concluding thoughts (1)

Neoliberal **language-in-education** policies, a gatekeeping mechanism of **social stratification** & exclusion

Multilingualisation does not lead to a de-ethnocentric model of knowledge generation/access & precludes real curriculum internationalisation abroad & at home

Nativespeakerism rules HE; plurilingualism & interculturality, non-systematised; an integral plan for action in de facto multilingual societies is required

6. Concluding thoughts (2)

Zoom on the experiences of university agents (voices) as individual multilingual actors (case-study approaches)

Focus on Citizenship sociolinguistics to open the debate to civil society (democratisation of multilingual LPP)

Action on funding, study/work conditions & training, putting inequality at the centre (politicisation of EHEA)

Moltes gràcies...!

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Moltes gràcies...!

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