Englishisation at a bilingual university:
Curriculum internationalisation, plurilingual praxis & intercultural academic identities?

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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

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?

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.

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’

3. Context: The ‘margins’

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

★ 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)

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)


‘GUINEA PIGS’
Pioneering the implementation of Multilingualisation (EMI)

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)

(IT’S REALLY GOOD THAT KIDS ARE REQUIRED A MINIMUM LEVEL OF ENGLISH BEFORE FINISHING A DEGREE BECAUSE [...] WE TRAIN PROFESSIONALS [...] IF YOU KNOW YOU NEED TO ATTAIN THIS LEVEL THEN GET BY ON YOUR OWN-, YOU DON’T HAVE TO ACCOMPANY EVERYBODY BY THE HAND., <ok> [?] I INSIST GO <LEAV GO> [//] ABROAD GO FOR AN ENTIRE SUMMER GO TO SERVE DRINKS -, IT DOESN’T NEED TO BE A SLAUGHTERHOUSE’

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)
5. Results: Students’ perspectives (1)

→ Mariona. 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)

‘You also have to learn a new language and it will make your curriculum better [...] employers give a huge importance to having had a job in a foreign country’

‘English is the most spoken language on earth. In the majority of countries [...] it’s as important as the official language [...] Spain is one of the countries with the lowest English level in Europe, if not the worst. English should be given the same importance as the mother tongue at school, so next generations will be more prepared to this globalized world’

5. Results: *Students’ perspectives (2)*

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

*:Claiming that English needs to be officialized is baffling […] Experts have gone as far as to claim that the expansion of English is a case of ‘linguistic imperialism’ […] By approaching the debate from a fundamentalist, narrow-minded perspective, conservative Americans are missing the whole picture’.

*:Englishisation, an ‘impoverishment’/‘threat’

*:English, a socially-stratifying political tool

*:Culture of ‘counter-hegemony’ & minority-language protection

*:Investment in (L1) nativespeakerism

(Sabaté-Dalmau 2016)
5. Results: Lecturers’ identities (1)


🤔 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)

(2) Efficient English-speaking identities?

‘I came from some preparations of interactive activities and what I find is that my level of English is rubbish when my level of stress increases, and of course you can know an English class and indeed you can get to vomit the content by reading the powerpoint but this is not about this […] what I felt was literally fear so then # I started stuttering’
5. Results: Lecturers’ identities (2)

➔ 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

(2) Efficient English-speaking identities?

(31x333)5. Results: Lecturers’ identities (2)

‘They were looking for people who had a little level of English to do summer camps with children and I joined them […] we pretended we were English and that we spoke English and that we understood nothing […] we pretended we were English and that we understood nothing […] The vast majority of English teachers have this fondness for languages. Now I have easiness for languages […] it’s an intelligence that I have developed later on.’

‘Maybe I say silly things, […] but I just dare and I have no fear […] I go on and on’

(31x333)Efficient content and ‘Englishised’ ‘English teacher’ lecturers (self-valorisation/branding)

(31x333)‘Success’, along the ‘success-failure’ axis

(31x333)Language ‘pride’ (linguistic assertiveness)

(31x333)Culture of linguistic ‘innateness’ (a ‘given’)

(31x333)Some plurilingualism (‘Catalan English’), fluidity, non-nativeness

5. Results: Students’ identities (1)

- **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’)

(2) Efficient English-speaking identities?
5. Results: **Students’ identities (2)**

- **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’)
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]

Goals of the subject

- To develop a solid scientific understanding of the principles of reproduction in domestic animals.
- To help you to become fluent in the language of the subject.
  - Vocabulary
  - Reading
  - Listening
  - Speaking

(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’ translinguistic Engishes (global competence) [notes, off-task]
5. Results: Practices ≠ Policies (2)

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<thead>
<tr>
<th>BACK</th>
<th>ANNA. 28/11/17; Day # 2 Ovine-caprine</th>
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<tbody>
<tr>
<td>1</td>
<td>ANN: after um ah one um a new question “to lamb” to lamb (3’’) or</td>
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<td>2</td>
<td>ANN: or lambing &lt;is for ewes&gt; [x] (4’’) eh “parir una oveja”.</td>
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<tr>
<td>3</td>
<td>*ST1: &lt;qué diu què vol dir [?] &gt; [k] &lt;pastar&gt; [?].</td>
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<tr>
<td>4</td>
<td>*ST2: &lt;no ho sé&gt; [i].</td>
</tr>
<tr>
<td>5</td>
<td>*ST1: + ah parir una oveja.</td>
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★ Lecturer: ‘Display question’ in English & ‘side translation’ in Spanish
★ St1/St2: Backstage tandem (peer-to-peer) clarification in Catalan
5. Results: Practices ≠ Policies (3)

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<tr>
<th>BACK</th>
<th>ANNA. 28/11/17; Day # 2 Ovine-caprine. Break</th>
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<tbody>
<tr>
<td>1</td>
<td>*ST3: Una cosa # en ad libitum &lt;comen todo lo que quieran o de todo lo que quieran&gt; [?].</td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>ANN: +~no porque tú les das todo hecho.</td>
</tr>
<tr>
<td>4</td>
<td>*ST3: vale.</td>
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★ ST3: ‘Question posing’ in Spanish ‘from below’ (*de facto* multilingual ‘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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The data was collected with informed consent and was anonymised, following university ethics and confidentiality protocols.
Moltes gràcies...!

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