

OF ETHICS AND MULTILINGUALISM IN INTERNATIONALISING UNIVERSITY LIFE

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Aims

The studies discussed here aim to look at how social and linguistic difference is represented, voiced, and responded to on the ground in internationalising university life in Sweden.

The overall concern is with the potentialities for more ethical and multilingual becoming that the representations, voicings, and responses to linguistic difference engaged with point towards.

“INTERNATIONAL”

“NATIONAL”



ENGLISH SWEDISH

Language policies,
language debates,
scholarship, etc.

Xiang
Shona
Tamil Hakka
Czech Polish
Zhuang
Deccan
Hokkien
Nepali
Taochew
Malagasy
Greek Kazakh
Cebuano Malayalam
Yoruba
Marwari
Japanese
Hiligaynon
Thai
Korean
Kurdish
Amharic
Chinese
Sundanese
Marathi
Shanghaiese
Ilocano
Romanian
Somali
Sinhalese
Jin
Madurese
Northern
Akan
Haitian
Arabic
Kannada
Portuguese
Chittagonian
Assamese
Gan
Malay
Eastern
Serbo-Croatian
Turkmen
Dhundhari
Konkani
Malaysian
Sylheti
Ukrainian
Maithili
Balochi
Fuzhounese
Cantonese
Haryanvi
Telugu
Ilonggo
Burmese
Sindhi
Tagalog
Quechua
Hmong
Magahi
Oromo
Uyghur
Odia
Chewa
Uzbek
Xhosa

Turkmen
Odia
Mossi
Creole
Taochew
Dutch
Tagalog
Marathi
Persian
Zhuang
Hokkien
Burmese
Kirundi
Romanian
Konkani
Amharic
Igbo
Cebuano
Malagasy
Gujarati
Arabic
Northern
Chittagonian
Malaysian
Ilocano
Russian
French
Mandarin
English
Swedish
Finnish
Spanish
Bengali
Punjabi
Sami
Serbo-Croatian
Hiligaynon
Shanghaiese
Assamese
Balochi
Madurese
Chinese
Kurdish
Kannada
Sylheti
Quechua
Awadhi
Uyghur

A multilingual approach that looks towards **the complex of resources, such as concrete language varieties, registers, genres, accents and modalities, and the ways in which they are used** in particular communicative settings and spheres of life, by a variety of actors.

Multilingualism

Ethics

‘the putting into question
of my spontaneity by the
presence of the Other’

*On appelle cette mise en
question de ma
spontanéité par la
présence d’Autrui,
éthique*

(Levinas, *Tel* 13/TI 43)

The ethical relation – and ethics here is **simply and entirely the event of this relation** – is one in which I am related to the face of the Other (*le visage d'autrui*), where '*autrui*' refers to the other human being, whom I cannot comprehend.

The Ethical Event

STUDY 1.1 **The problematising international employee**

Brian: There are certain committees within my department where I have not been able to participate. I have volunteered to participate in them, and have been told, just flat out, that I can't.

Because I don't understand Swedish, and you have to understand Swedish for these meetings, which has seemed, I don't think that this is entirely fair. You know, if we are trying to promote ourselves as an international department, with international employees, I don't think you can limit these committees which are part of the administration of the department, to just Swedish speaking employees.

STUDY 1.2

Internationalisation is not simply about 'english-isation'.

Susan: An 'honorary Swede'

Wanda (PhD): [Susan] was born in the US but she is a Swede now. She speaks fluent English and Swedish

Brian (A. Prof): [Susan] is a Swede now

Susan (Prof): I don't quite agree. I don't feel 100% Swedish, but I don't feel 100% American either. [...] I can metamorphose into something different to fit in

STUDY 1.3

Problematic international employees

Brian: Chinese is there. This is a bit of an issue, because I feel like, erm, the Chinese are obviously the most comfortable speaking Chinese. They tend to eat lunch together and socialise together and I feel like they're almost, they become a little bit segregated from... This is perhaps something we need to work on, in the department as a whole. As integrating them more and...

STUDY 1.4 **Potentiality with international employees**

Wanda (an L1 Malay speaker): We communicate mostly in Mandarin, but when we write, we write in English. Like, we might WhatsApp in English and then we will write a paper together in English. But other than that, we mostly use Mandarin [...]

STUDY 2.1 **Of course, the guest should not be excluded**

Charley: I was in a [departmental] meeting with a couple of people who were talking about research and we were bilingual at the meeting. [...] [**Leo**] said that it doesn't matter if there's one person or 50 persons that don't speak Swedish. If you don't write it in English, that person's excluded and that is bad enough. And I thought, he's right. Of course, he's right. And we should have thought about this from the beginning. [...] so, when I had emails to send to the department, I started to write first in Swedish and then in English.

STUDY 2.2

To welcome the other in their own first language

Alex: I didn't know if he understood, or, like that, but it was really hard to understand because his Spanish was so fast. [...] So, after I'd tried a lot, I felt that we really needed to call in [**Kim**]. So yeah, I told [**Kim**] and [the head of the department] that. And then, actually, we did this operation. We were proud of it actually. It was a big thing for us. [The head of department] was like, 'Oh, it's good, [**Alex**], because you don't, you know, you're not afraid to handle these things and with other staff'.

STUDY 2.3

A need for negotiation

Niki: For example, [**Yona**] is rather good in Swedish. So, I know that and people told me you can write to [him/her] in Swedish. [He/she] understands everything, but [he/she] answers me in English, because, I don't know, maybe [he/she] is not so good in writing Swedish. And [he/she] is not comfortable with that. So, I have to talk with the person and sort of make a deal.

STUDY 3.1.1

The sake of knowledge

1. Emily (Social Sciences Teacher): Does anyone else want to say anything? (1) You can just sort of say, what are you hoping for. Do you want to work at [related institution]. What are your, sort of, goals.

(7 minutes during which 3 students speak about the different jobs they are thinking about doing)

2. Frank: Mine is simple. Just for the sake of knowledge.

3. Classmate: @

4. Emily: For the sake of knowledge. <spoken quickly and seriously>

5. Frank: Yeah.

6. Emily: Right?

7. Frank: It's like (0.5) my family is pushing me to (0.5) go to school and me, myself, I don't know what=I'm just learning.

STUDY 3.1.2

The sake of knowledge

8. Emily: Hmm,

9. Frank: I did [closely related undergraduate degree course]. I'm also a musician, but everyone in my family is going to school.

10. Several in class: @

11. Frank: And now my brother has completed his PhD, I go to school. They are pushing me.

12. Most of class: @@@@

13. Emily: Well, I hope you will only [0.5] er [0.5] enhance your life as an artist [1] and you know...

14. Whole class: @@@

STUDY 3.1.3

The sake of knowledge

1. **Hans:** If you're here for the sake of knowledge. I don't think we wrote those guides just for the sake of knowledge. Perhaps a little bit too.
2. **Most of class:** [@@]
3. **Hans:** But it's a very good thing if you're here for the sake of knowledge. I think that education should also be for the sake of knowledge and not only being instrumental for getting a good job. So? if that is your intrinsic motivation then I can only applaud that.
4. **Rachel:** @ Let's do it? *<summons the class looking around at everyone>*
5. **Most of class:** *<applause given for 3 or 4 seconds>*

STUDY 3.1.4

The sake of knowledge

1. **Emily:** Okay. Next? (4)
2. **Rachel:** I am also here for the sake of knowledge, but I am going to use the knowledge as well? @ *<smiles while looking towards Frank, who smiles back>* As a tool. I have got an internship.
3. **Hans:** Yes, that's crucial.
4. **Fiona:** I want knowledge, but to be more aware of the work as I am doing it. *<serious tone, looking directly at Emily>*
5. **Hans:** Yes? Very good. *<Hans sits back down, giving up the floor to Emily>*

STUDY 3.2.1

Coming in to the classroom

1. **Ada:** Sir?
2. **Frank:** My name is FRANK.
3. **Ada** mm, [hmm?
4. **Frank:** [ZZZZ YYYYY.]
5. **Ada:** Aa [haa,
6. **Frank:** [From] WWWWW.
7. **Ada:** OK. And please share.
8. **Frank:** My surname this surname means XXXX. YYYYY means XXXX.

STUDY 3.2.2

Coming in to the classroom

9. Ada: £Mmmhmmm? £ @

10. Frank: [And

11. Ada: [@@] <a soft and playful laugh>

12. Frank: [In WWW. our 'hello' goes with– (@) £Yeah it goes£ with the response. Not just hello, agoo, So if I say hello::, If I say 'agoo:', you say 'amee::' (0.5) Agoo::! (0.5)

13. Teacher and several others: Amee::!

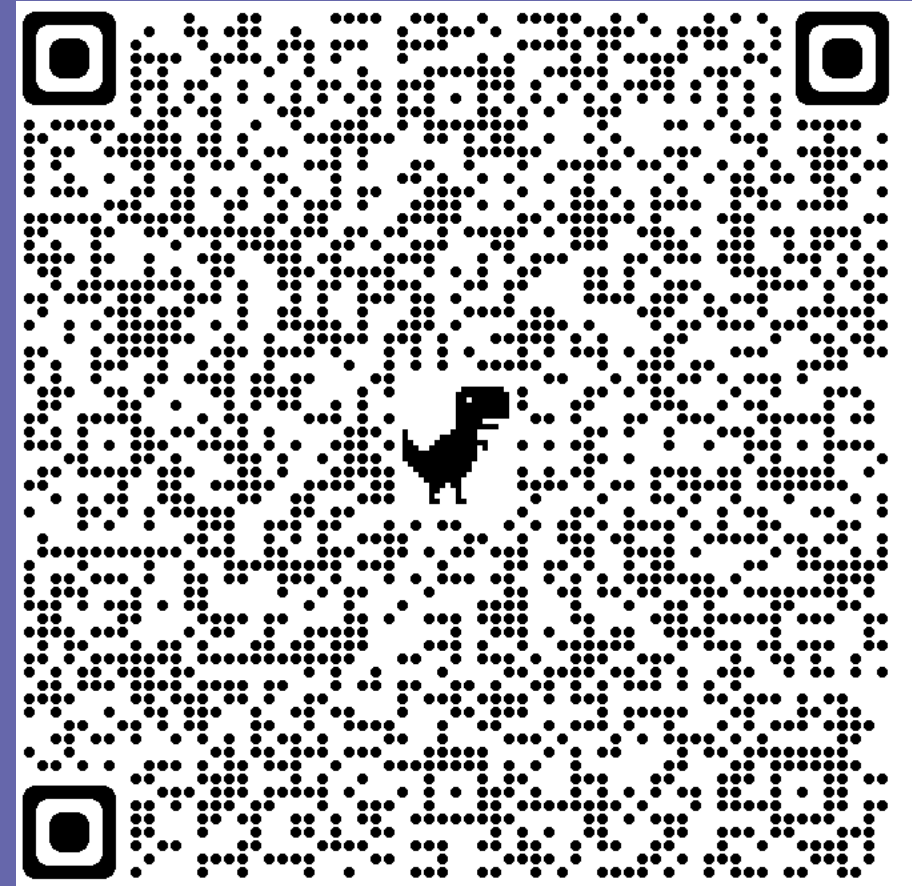
14. Frank: That's how it [goes!

15. Whole class: [@@@@@@@@@]

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Find the thesis here!