LANGUAGE IDEOLOGIES IN AN ANGLOPHONE UNIVERSITY AND STUDENTS' EXPERIENCES OF INTERNATIONALIZATION

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How in the context of internationalization do students perceive and experience linguistic and cultural diversity at a mid-sized Canadian university?

Internationalization:

Universities' response to globalization by incorporating "an international, intercultural or global dimension into the purpose, function or delivery of post secondary education"

(Knight, 2003)

Internationalization

- English language plays a major role in internationalization

- In institutions where English is the Dominant Language (EDL), the role of language in discussions of internationalization is often "overlooked, assumed, or not considered at all"

(Byrd Clark et al, 2012)

The Study

- A qualitative-dominant Mixed Methods study

- Informed by Institutional Ethnography;
  A Canadian mid-sized university;
  Data: students, faculty, staff, administrators;
  Surveys, Interviews, Document Analysis

Dorothy Smith Institutional Ethnography

The institutional ethnographic project is one of exploring the ruling relations from within the everyday of experience.

(Smith, 2011)

What is observable directly, what can be told from within people's experience is organized by relations that are not observable or experienceable as such. They extend beyond the local into the extra- or trans-local.

The Data

1/3 of a total of 92 students interviewed addressed language matters

Theoretical Framework Language Ideologies

- Common sense assumptions implicit in social conventions;

- Ideological power takes shape in language;

- Which meanings or norms are legitimate, correct, or appropriate.

(Fairclough, 2001)

Theoretical Framework Language Ideologies

- Language ideologies mediate social identity.
  (Wortham, 2001)

- Chomskian conception of language:
  - monolingual speaker-hearer;
  - homogeneous speech community;
  - idealized native speaker.

  (Byrd Clark et al, 2012)

Raciolinguistic Ideology Flores & Rosa (2015)

- Racialized bodies are ascribed with linguistic deficiencies that are unrelated to linguistic practices

- Listening subjects / speaking subjects

- Standard English / Academic Language - Racialized ideological perspectives

International Students' Experiences Ryan & Viete (2009)

- International students' discourse knowledge seen as deficient

- Expected to conform to implicit academic norms

- Confusion between proficiency in English and ability to think and know

- What is the role of the listener?

- Power relations create unequal patterns of participation

Transcultural Universities Baker (2016)

- 41% increase in international student enrolment over the last decade has been in Anglophone settings

- Institutions fail to recognize diverse linguistic practices

- Different languages = different cultures

- Universities as national institutions with correspondent national language and culture

- Transcultural universities: reflects cultural and linguistic complexities

Themes

RACIOLINGUISTIC IDEOLOGY AND VOICE

LANGUAGE AND CULTURE

STANDARD LANGUAGE IDEOLOGY

CHALLENGING LANGUAGE IDEOLOGIES

Raciolinguistic Ideology and Voice

" (...) **they didn't understand me.** Because he couldn't answer my question; **my question may be too Asian based. Maybe he was too North-America focused.** (...) **I didn't ask the whole class to listen to me; but at least the prof.** He didn't listen to me. **I think if my English is better he'd feel more comfortable when listening to me.** This is part of the language. and another part is the cultural difference. Our focus and their focus. I don't think SFU is internationalized in the real sense. **– Megan** "

Language and Culture

"(...) **my English is not good enough.** There's a **process time** when I listen to them, I need some time to understand them, because I listen in English, I process in Korean, so there's some process time, **but the discussion moves quite fast, so when I wanted to say something they moved to the next theme** or next one, so it was **very hard for me to get in the conversation.** (...) In Korea we think that modesty is very important, we don't usually show ourselves a lot, but here its OK for people to speak out their opinion. But **in Korea we don't speak our opinion quite directly. – Ji-woon**"

Standard Language Ideology

" I had one class that was entirely group work, we picked our own groups, and a lot of people try to go into that class with a group of friends that they knew ahead of time, because there's been **a lot of horror stories** around that one class because **you get someone like me, that only speaks English,** and if they don't know anybody in the class **get stuck into a group of people that don't speak English.** That's kind of the big horror story for the class, so the people try to go into it as a group. I signed up for a group we had, one person gets stuck in with us, I think she is an international student, and to be completely honest **it was a handicap.** It really was, because **she wasn't' able to communicate** with the rest of the team effectively. I think it's very much a language barrier. **– Alex** "

Standard Language Ideology

" Sometimes it is very challenging. The work they provide. **For us, since English is our first language, we are able to get it right.** But for **them,** since its not their first language, some of them just moved to Canada (I don't know the history of my groupmates), **so it's challenging. – Tpool**

Standard Language Ideology

" I'm Asian myself, but this is an English speaking country and this is a popular learning institution. I do think **we need to respect the English culture as one of the primary language.** (...) I heard lots of people, specially international students saying they have struggles in relation to English, talking and understanding English, and for me, well since you're on campus, make use of the environment, **force yourself to do it and speak English.** And you're speaking your mother language with your peers from the same background. I don't understand why people are doing this, I don't think there's a right or wrong, just what you want to learn or get from this environment. (...) Coming from a culture that's different from Canada we bring lots of experience here. And while Canada calls itself multicultural country, I do see **as international student, we do have other skills or experience that we can actually contribute to local students. But that's not being valued.** – Sharalyn "

Challenging Language Ideologies

" I think it's **unfair that the school is not more lenient on international students.** Some of them have a **different way of writing and expressing themselves,** but that doesn't mean they're not expressing themselves in a way **that makes sense to them.** I think **we need to listen to what these students have to teach us** in the way that they know how to express themselves because **it's not like there is only one way to write a paper.** I can see the mistakes they make based on what I have learned about what is the right way to write a paper, and I correct their papers, but I get sad sometimes because **I am changing something that they are expressing in a really nice way.** It feels like for all the rhetoric at SFU about being a place for international students, they don't do much to appreciate them. **– Ian** "

Challenging Language Ideologies: Globalization or "Unification"?

> Actually it is really **ironic — people say like we should globalize, right, but we still use only one language, actually English,** right. But I feel like maybe **globalization means like we have to respect every single culture so it means that we should respect every single language** or like food or other things but just, yeah, like **in Canada or United States we just use English.** Yeah, even though **I'm sitting here, yeah, I have to use English,** right, but it is not — it is really ironic — I feel like there is too difficult ways about it but globalization? **Maybe unification,** I think (...). **– Jenny**

Preliminary Findings

1. Students understand their linguistic repertoires and are, at the same time, understood by others in relation to dominant "standard language" ideology;

2. Students whose English is not their first language see themselves as the ones who should adapt to the academic environment;

3. Some domestic students believe that communicating with international students is challenging;

4. Questioning standard language ideology is limited.

Implications

- The use of English cannot be considered an indicator of internationalization in EDL countries;

- Language is an aspect of internationalization of higher education that cannot be taken for granted;

- Complexity of language issues in university settings must be addressed in depth.

- Listening attentively to international and domestic students' voices

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