The Multilingual University of a bilingual speech community in Southern Europe

How might EMI affect language attitudes?
Some views from a stakeholder’s perspective

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Contents

• Introduction
• Sociolinguistic & socio-political situation of Valencia
• Views on language policies in a Multilingual University
• Views on language attitudes in a Multilingual University
• Conclusion

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INTRODUCTION

The Multilingual University
English as a Lingua Franca (House, 2004)
CLIL in Tertiary Education (Smit, 2012)
Multilingualism with English (Jessner, 2008)
Diglossia with English (Blackledge and Creese, 2010; Earls, 2015:13)

• Bilingual speech communities – when English is L3?
• EMEMUS (Smit and Dafouz, 2012) - How does EMI affect L1 and L2s?
• More tensions in bilingual uni. (Cots et al. 2012)
• Need to reconcile conflicting interests in EMEMUS (Dafouz & Smit, 2014)
INTRODUCTION

The Multilingual University involves cultural and linguistic diversity. **Communicative competence** of its members is a key issue.

**Language attitudes** and the sociocultural norms that they relate to are a fundamental part of **communicative competence** (Hymes, 1990)
INTRODUCTION

Language attitudes are defined by Garrett (2010) as “complex constructs including three main components, namely, cognition, behavior and affect”.

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INTRODUCTION

Language attitudes as integrated within a larger social, political, economic and historical context (Pavlenko and Blackledge, 2004; Cenoz, 2010).

Context

• Sociolinguistic
• Socio-political

INTRODUCTION

- The complexity and dynamism attributed to language attitudes needs to be considered not only through the interactions with the context but also through internal interactions among the cognitive, behavioral and affective subcomponents (Mihaljevic-Djigunovic, 2009:199).

Policies

Cognitive

Behavioural

Attitudes

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INTRODUCTION

CONTEXT

POLICIES

ATTITUDES
SOCIOLINGUISTIC & SOCIO-POLITICAL SITUATION IN VALENCIA

Figure 1. The Valencian Community. Source: Viquipèdia & http://www.ezylon.com.
SOCIOLINGUISTIC & SOCIO-POLITICAL SITUATION IN VALENCIA

- It is located in the Eastern Coast of Spain
- Over 5,000,000 inhabitants
- Bilingual speech community
  - 2 official languages
    - Spanish (majority)
    - Catalan (minority)

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
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<tr>
<td>Listening/Reading</td>
<td>84.78</td>
<td>80.91</td>
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<tr>
<td>Speaking</td>
<td>51.18</td>
<td>42.07</td>
</tr>
<tr>
<td>Writing</td>
<td>31.77</td>
<td>7.02</td>
</tr>
</tbody>
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1939-1979

SI ERES ESPAÑOL, HABLA ESPAÑOL

SUBIRA AL
1980-2000s

GOAL: PROMOTION OF BILINGUALISM

✓ Acknowledgement of academic and research work on Catalan studies. Unity of the Catalan language shared Catalonia, Valencian Community, Balearic islands with over 8 million speakers.
✓ Promotion of the presence of Catalan in mass media: TV & radio
  ❖ CATALONIA’S TV, VALENCIAN TV, RADIO STATIONS
✓ Educational laws are reformed to incorporate minority languages.
  ❖ CATALAN-BASED & SPANISH-BASED SCHOOLS

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1980-2000s

- Creation of UNIVERSITAT JAUME I in 1991
2001-2010

Statutes 1995
Article 7 La llengua oficial de la Universitat Jaume I és la llengua pròpia (...) 

Statutes 2003
Article 7 La llengua oficial de la Universitat Jaume I son les llengües oficals de la Comunitat Valenciana (...) 

Statutes 2010
Article 7 La llengua pròpia de la Universitat Jaume I és el valencià. Són llengües oficals de la Universitat Jaume I les que reconeix com a tals l’Estatut d’Autonomia de la Comunitat Valenciana.

Contested administrative procedures

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Access to Catalan TV Channel (TV3) from the Valencian Community is NOT possible since 2011,

The only TV Channel including Catalan language, that is the Valencian autonomous public TV (Canal 9) is SHUT DOWN now as agreed by the Autonomous Government in 2013,

In 2012, the New Decree for **Plurilingual Education** ABOLISHES previous immersion bilingual programs (PEV and PIL) to incorporate instruction through Spanish, Catalan & English in all schools.
UNIVERSITAT JAUME I

- Plan for Promoting Multilingualism (PPM I & II)
  - Increase the presence and knowledge of English
  - Balance involving 3 languages: Spanish, Catalan & English
  - Catalan for those belonging to &/or living in VAC
  - Tolerance

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LANGUAGE POLICIES

- Reports on EMI, CMI and SMI
- Reports on languages known
- Campaign on the need to know languages
- Pre-requisite for recruitment (teaching assistants)
- Guide for multilingual teaching: language security = telling ss languages of instruction in a given course
- Catalan (C1) and English (B2) courses
- Courses for (would-be) CLIL (English & Catalan) teachers in primary & secondary education (240h).
- Tests – Certificates
Figure 1. Percentage of Spanish, Catalan & English Medium Instruction. Source: Report by Área de Promoció Lingüística. Servei de Llengües i terminologia UJI.
LANGUAGE POLICIES

CMI

- CERTIFICATES for CLIL teachers in primary and secondary education
- MA COURSES
  - EDUCATION
- BA COURSES
  - EDUCATION, HUMANITIES

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LANGUAGE POLICIES

EMI

- CERTIFICATES for CLIL teachers in primary and secondary education
- MA COURSES
  - APPLIED LINGUISTICS, HUMANITIES, ECONOMICS, EDUCATION
- BA COURSES
  - ENGLISH STUDIES, FINANCE & ACCOUNTING, 12 ECTS all BAs (TFG)

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Practices within educational institutions influence attitudes towards multilingualism in society (Cenoz and Gorter, 2010)

Students show positive attitudes only towards languages at the top of the cultural hierarchy, I.E. lingua franca = English, but not towards bottom (regional, national languages) (Earls, 2015)
Published DATA

Participants
• UJI Students
• BA Psychology – Education
• 200 participants
• Mean age: 20.05

Method
Questionnaire (Huguet & Lasagabaster, 2006)
Source: Safont-Jordà (2006)
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2010

Source: Portolés (2011)

LANGUAGE ATTITUDES

Unpublished DATA

2015

• Interviews to 15 former and present students
• Interviews to 10 lecturers
Former students

**BA Humanities – History 1991-1996**

Started using Catalan after UJI, wrote it and even promoted the publication of Students’ Gazette in that language. Around 50% of their classes were CMI. Knowledge of English intermediate and attitudes towards the language were highly positive.

Lecturers

**BA Humanities**

Students’ language skills is getting worse (last 10-15 years).

In the past, they would write in Spanish & Catalan without big issues. Now, this is a main problem.

We do not believe in EMI. The way it is being introduced. It will not work. Students cannot follow the classes.

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Students & Lecturers’ views

Present students

BA Education 2014-2017

Their greatest obstacle is English and EMI (1 course).
The only way of learning the language is going to England.
“Our problem is Catalan-based instruction. This is the reason why we now have issues with Spanish”.
“Too many languages in school is a problem. Children need security, and so do we. Everything should be in Spanish”.

Lecturers

“Theyir English proficiency level is A1 after 10 years of learning it in School???”
“They cannot follow EMI, but still we do our best”.
“New generations show difficulties with reading and writing academic language”.
“Students see CLIL as an imposition as well as Catalan knowledge”.
“Many of our colleagues teach them in Spanish. These lecturers have no knowledge or interest for English”.

Students’ & Lecturers’ views

Present students
BA Psychology – Law 2013-2016
“Our L1 is Catalan and we attended a Catalan-based school. Now, we have forgotten how to write it properly. Our classes are SMI. We feel more confident in Spanish”. “EMI is a panto. We are not here to learn languages”

BA Psychology – Law
“We should go international. You do not publish in Catalan”. “We include English because it may imply an extra lab group, but they are not really taught in that language”. “Here (at UJI), they need to know about Law/Psychology, not about languages...”.

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Students’ & Lecturers’ views

Present students
BA Industrial & Chemical Engineering 2014-2017
“Catalan is useless. We’ve forgotten everything from school. Catalan-based programs should be eliminated and more Maths and important subjects are needed".
“English is relevant but we will not learn it here. EMI is a waste of time: vocabulary lists and some video”.

Lecturers
BA Industrial & Chemical Engineering 2014-2017
“We are supposed to train future engineers. We should focus on expertise here”.
“Our courses are more complex and difficult than those in Humanities or Law. Hence languages should not be included”.
“There should be an exemption for Catalan in our Degrees”.
“We have no interest in learning or using Catalan”.
“English is necessary but may be learnt in England”.

- Students and lecturers’ views in each BA seem to be in line.
- Becoming/being multilingual (Block, 2015)
- Practices in each BA (more or less favourable to EMI) might affect language attitudes.
- More controversy in Faculty where EMI not widespread (Doiz, Lasagabaster & Sierra, 2011)

**Practices** seem to illustrate the **sociopolitical context** outside and within the Multilingual University. (Lasagabaster, 2015)

- Interest for English
- Catalan value is symbolic
- Spanish is the main language used for communication and teaching
- English proficiency level is not high enough (A2) for EMI
- Educational system not successful in promoting multilingualism.
Views and opinions on EMI, CMI, Catalan and English courses.

A small representation of students and lecturers

Yet, it coincides with a generalised view, and it would also explain the situation and struggle to promote multilingualism at uni level.
CONCLUSION

Sociolinguistic and sociopolitical context also affects attitudes and their development as dynamic construct.


EMI is not the problem (House, 2004). There’s a need for proposals from a multilingual perspective – collaborative academic writing (Preece, 2010).

The Multilingual University cannot ignore its immediate sociolinguistic context nor take for granted L3 acquisition processes and factors involved.

INFORMED LINGUISTIC POLICIES

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INFORMED LINGUISTIC POLICIES

In word & deed

Moltes gràcies!!

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