

The use of Norwegian in higher education as the institutions go international...

6th Terminology Summit, 11 and 12 October 2012

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12.10.2012





“Universities go international to retain competitive edge”

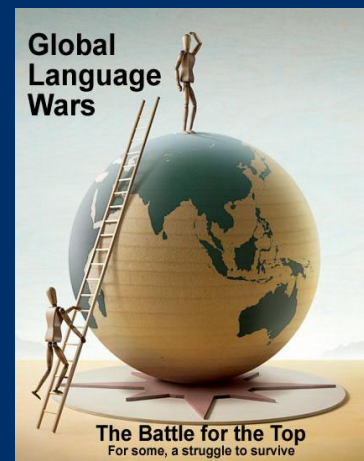
“German Universities Go International”

“EU universities go international”

“Spanish universities go international”

Outline of presentation

- The language situation in Norwegian higher education
 - Report no. 35 (2007-2008) to the Storting on national language policies (*Mål og mening*)
 - Report no 14 (2008-2009) to the Storting on internationalisation of education (*Internasjonalisering av utdanning*)
- Establishing language policies in higher education
 - NHH as a case study
- Concluding remarks: Challenges ahead of us



Report no 14 (2008-2009) to the Storting on internationalisation of education

Internationalisation a strategic goal:

“internationalisation of higher education will promote quality in teaching, professional development and institution building...”

“Internasjonalisering av utdanning gir viktige bidrag til arbeidslivet i form av **bedre språkferdigheter**, internasjonal orientering og flerkulturell kompetanse ... Gjennom å sette en standard og legge an et bredere perspektiv vil internasjonalisering av utdanning virke **kvalitetsfremmende på undervisning, fagutvikling og institusjonsbygging** ...” (p. 6-7)

Report no. 35 (2007-2008) to the Storting on national language policies (*Mål og mening*)

Prior to Report no. 35

- **Norsk i hundre!** (2005; Language Council of Norway)
- **Language policy platform for higher education** (2006; Norwegian Association of Higher Education Institutions (UHR))

Follow-up to Report no. 35

- amendment to the *Norwegian Act relating to universities and university colleges* states the following:

§ 1-7. *Responsibility for the maintenance and further development of Norwegian specialised language*

Universities and university colleges have the responsibility to maintain and further develop Norwegian specialised language (LSP) (my translation)

Local policies at institutional level

- major higher education institutions have established local policies
 - general in nature
 - in line with the UHR policies
 - focus on **domain loss** and **parallel language use**

(http://www.uhr.no/ressurser/temasider/sprakpolitisk_plattform)

“NHH has a **national responsibility** to uphold and develop Norwegian as a professional language **within the areas of economics and business administration**. The NHH Norwegian-English term base shall continue to be developed and expanded to become a national term base for economics and business administration.”

(From the NHH language guidelines, <http://www.nhh.no/en/about-nhh/language-guidelines-for-nhh.aspx>)

Local language policies on teaching level and language use (cf. UHR recommendations)

Progression

bachelor



master



phd

Language

mother tongue



English



Text book language in NHH's bachelor programme

Term	Textbook language in the bachelor programme (red = English)			
1	Intro. til øk.-adm. analyse/ Intro.kurs i etikk	Matematikk for økonomer	Kostnads- og inntektsanalyse	Data-behandling for økonomer
2	Introduksjon til mikroøkonomi	Statistikk for økonomer	Bedriftsøkonomiske beslutninger	Valgfritt allment fag
3	Videregående mikroøkonomi	Markedsføring	Bedriftsøkonomi Finansregnskap	Valgfritt allment fag
4	Anvendt metode	Psykologi og ledelse	Investering og finans	Valgfritt allment fag
5	Internasjonal handel og økonomisk vekst	Organisasjons-teori	Valgfritt øk.-adm. fag	Valgfritt allment fag
6	Makroøkonomi	Strategisk ledelse	Økonomisystemer og styring	Valgfritt øk.-adm. fag

- **bachelor programme**
 - out of 20 obligatory course + economic-administrative elective courses 11 have English textbooks
- **master programmes**
 - 8 programmes; 3 in English with English textbooks
 - only a few 'Norwegian' courses have Norwegian textbooks
- **phd. programme**
 - all courses in English with English literature



Language attitudes favour English

“It simply does not work for a top business school to pretend that foreign competition should not affect the school’s curriculum and the language in which it is taught. A former colleague in the U.S. used to say that Norwegian is a luxury language that can be used for friends and family, but which has little relevance to a top-level academic environment” (blogg.nhh.no/focus)

- positive attitudes towards English in society in general and higher education in particular (Kristiansen & Vikør 2006, Nordic study; Jensen et al 2009, Danish study)

NHH establishes a new centre for taxation – with no parallel Norwegian title, nor web presentation...

Styrker skatteforskning med nytt senter

I dag blir NHHs nye skatteforskningssenter *Norwegian Center for Taxation* høytidelig åpnet av finansminister Sigbjørn Johnsen. Forskere skal jobbe med skatteunndragelse, beskatning og offentlig økonomi.



19.09.2012 - Sigrid Folkestad

I dag, onsdag 19. september, åpner finansminister Sigbjørn Johnsen skatteforskningssenteret «Norwegian Center for Taxation» (NoCeT) ved NHH. Senteret blir etablert i regi av NHH og SNF med professor Guttorm Schjelderup som senterleder.



Language attitudes favour English

- students believe that it does not matter which language is being used in teaching, whether it is the mother tongue or English – the learning outcome is the same (Airey 2009, Swedish study)
- studies demonstrate, however, some important differences, such as
 - the students ask and answer fewer questions
 - students who take notes have difficulties following the lecturer/the lecture (Airey 2009)
- lecturers express the same attitudes as the students, and believe their own English competence is solid (Jensen et al 2009, Danish study)



Concluding remarks: One practical challenge...

to develop new Norwegian terms which are widely accepted among the subject specialist, and to make new terms easily available to everyone...

"å utvikle nye norske termar som får brei aksept i dei respektive fagmiljøa, og å gjere og nye termar tilgjengelige på ein slik måte at dei også eksisterande blir tekne i bruk i alle aktuelle samanhengar" ... Elektroniske termbankar er suverene som medium for å utvikla, lagra og spreia terminologi.

(Mål og meining, p. 104)

The toughest challenge though is the 'indirect language policies', i.e. that...

- success in going international will lead to
 - more exchange students on campus demanding interesting courses
 - more non-native speakers among faculty
 - increased pressure to change to English
 - in teaching
 - in administrative communication
 - in social settings

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