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2018/2019 semestr letni

POLITYKA JĘZYKOWA W KRAJACH SKANDYNAWSKICH

Czternasty wykład
03.06.2019

DZISIAJ: „NO LANGUAGE IS AN ISLAND”

- ❖ Jak farerski przeżył do dziś? Jak się rozwinął?
- ❖ Angielski w „domenie” nauki w krajach skandynawskich
- ❖ Promocja języków

DUŃSKI I FARERSKI W 17 WIEKU

JENS LAURITZSØN WOLFF *NORRIGIA ILLUSTRATA* (1651)

Øerne ere 17 / som efter deris Størelse har mange eller faae Kircker / deris Præster prædicker dansk / hvilcket Indbyggerne forstaar ligesaa vel som de Norske / de læse udi Danske Bøger / hvorudi og Ungdommen undervises / men / naar de ville / tale de imellem sig selv et Sprog / som ingen kand forstaa / uden de som har omgaaet med dem nogen Tid.

“There are 17 islands / which according to their size have many or few churches / their priests preach Danish / which the inhabitants understand just as well as the Norwegians / they read from Danish books / from which the young are also taught / but / when they want to / they speak amongst themselves a language / which no-one can understand / apart from those who have spent some time with them” [cited from Mitchinson 2012)

SYTUACJA W 17 – 19 W = DIGLOSSIA

„Diglossia is a relatively stable language situation in which in addition to the primary dialect of the language, which may include a standard or regional standard, there is a very divergent, highly codified, often grammatically more complex, super-posed variety, the vehicle for a large and respected body of literature, heir of an earlier period or another speech community, which is learned largely by formal education and is used for most written purposes, but is not used in any sector of the community for ordinary conversation.” (Ferguson 1959)

«When different varieties or languages co-occur throughout a speech community, each with a distinct range of social functions in complementary distribution, we have a situation of diglossia.»
(Hamers & Blanc 2000)

„Yet, in spite of the fact that Danish occupied all official domains outside the home, it never threatened to replace Faroese as the home language.” (Holm 2014)

„For centuries, however, Danish was the Faroese written language. Until only a few decades ago it would have been unthinkable to write even a love letter in anything but Danish” (Mitchinson 2012)

- ❖ Do 19 w około 5000 mówców
- ❖ Duże zróżnicowanie dialektalne
- ❖ Silna tradycja pieśni i baśni ludowych (do 19/20 w)

WZMOCNIENIE JĘZYKA FARERSKIEGO POZA DOMU W 19 I 20 W

- ❖ Pisemność -> standaryzacja ortografii od lat 1840 -> nowe domeny
- ❖ V.U. Hammershaimb (1819-1909): ortografia trochę w stylu Nynorsk
- ❖ Pierwsza gazeta (*Dimmalætting*) 1878
- ❖ Pierwszy słownik Farerski-duński 1928; pierwszy słownik monol. 1998
- ❖ Pierwsza stacja radiowa 1957 („When in 1957 the Faroese radio was introduced, every household received a radio set.” Leonard 2011)
- ❖ Pierwsza telewizja 1984
- ❖ Uniwersytet 1965
- ❖ Tłumaczenie Biblii 1961

ORTOGRAFIA HAMMERSHAIMBA

„Hammershaimb combined the oldest traits of the various dialects, irrespective of the number of speakers, and created a writing system which was based on etymological principles. With only a few modern modifications, this is the system still used at present.” (Holm 2014)

„Hammershaimb rooted the orthography in the past, giving the language an [historical perspective](#) and also the sense that the Faroese belonged to an ancient linguistic tradition whose maintenance was desirable.”

„The ideology was to create a norm that was [maximally different from Danish](#) (but also the Faroese dialects which are often quite distinct from the written norm) in order that one could counter the Danish accusations that Faroese was merely a dialect.” (Leonhard 2011)

- ❖ Tradycyjne nazwe ludzi typu islandzkiego (patronymy), a od 1928 oficjalne typ duńskiego (nazwiska), dopiero od 1992 akceptacja patronymów

„it seems that quite a number of people actually changed what were at the time their surnames following the introduction of this legislation. Once again, this looks like a subtle shift to what could be called an insular Scandinavian identity. Personal names are highly salient identity markers and the Icelandic naming system is so distinctive and also so un-Danish” (Leonard 2011)

PLANOWANIE SŁOWNICTWA

„Faroese language planners adopted an interventionist policy in order to maintain and define distinct forms of their language and to meet new communicative demands. This process of revitalising and cultivating Faroese has had a dual aim: firstly, **to spread the use of Faroese into domains where Danish had previously reigned supreme**; secondly, to focus on how to resist the omnipresent influence of Danish while simultaneously engaging in terminology development in order satisfy new demands. [...] it is up to the users of Faroese whether they accept new terminology or not. Many new coinages have been accepted by the people, whereas others have only served as butts of jokes.” (Holm 2014)

TERMINOLOGIA „OD DOŁU” (BOTTOM UP)

Popularna audycja radiowa *Orðabókin*, „ran for 25 years and it discussed language use, neologisms and in particular Faroese etymologies. At times, this was bordering on language planning as a very bottom-up, collective effort.”

„Through the radio there was initially an attempt at forming a spoken standard, but this was publicly dropped and it was announced that the policy was that everybody on the radio should be able to speak in his or her own dialect.”

(Leonard 2011)

DANISH OUT, ENGLISH IN?

„In conclusion, the revitalisation of Faroese would appear to be a model of success which language planners should aim to reproduce and recreate elsewhere. Regrettably, the ingredients of language planning success are very complex, culture-specific and do not seem to lend themselves to broad reapplication.”

„Faroese has simply gradually moved into the high variety domains, squeezing Danish out.” (Leonard 2011)

Report (2001), “Udredning om sprogpoltiske initiative og domænetab i færøsk”: „conclude that in relation to English there can be talk of domain loss, whereas in relation to Danish there has been loss of domain in some areas, but gain in others.” (Mortensen 2015)

Thøgersen (2010)

Table 1. The Nordic language communities ranked according to Lund’s (1986) ‘language consciousness’


Most linguistically conscious	
	The Faeroes
	Norway
	Swedish-Finland
	Finland
	Sweden
	Denmark
Least linguistically conscious	

Table 2. Two questions from MIN’s representative surveys of the Nordic language communities (Kristiansen and Vikør 2006); n = 5932, p < .001

	‘Far too many English words are being used in [language] these days’	‘New words should be created to substitute for the English words entering into the language’
Most purist		
	Norway	The Faeroes
	Iceland	Iceland
	Sweden	Norway
	Finland	Swe-Finland
	Swe-Finland	Finland
	The Faeroes	Sweden
	Denmark	Denmark
Least purist		

JĘZYK ANGIELSKI W DOMENIE „NAUKA”

Czy to w ogóle jest domena?

Gdzie angielski jest używany?

Jakie są (mogą być) konsekwencje?

Umiejdzynarodowienie, na przykład:

- publikacje naukowe
- współpraca naukowców
- mobilność studentów

Hultgren, Anna Kristina. 2018. “The Englishization of Nordic Universities: What Do Scientists Think?”

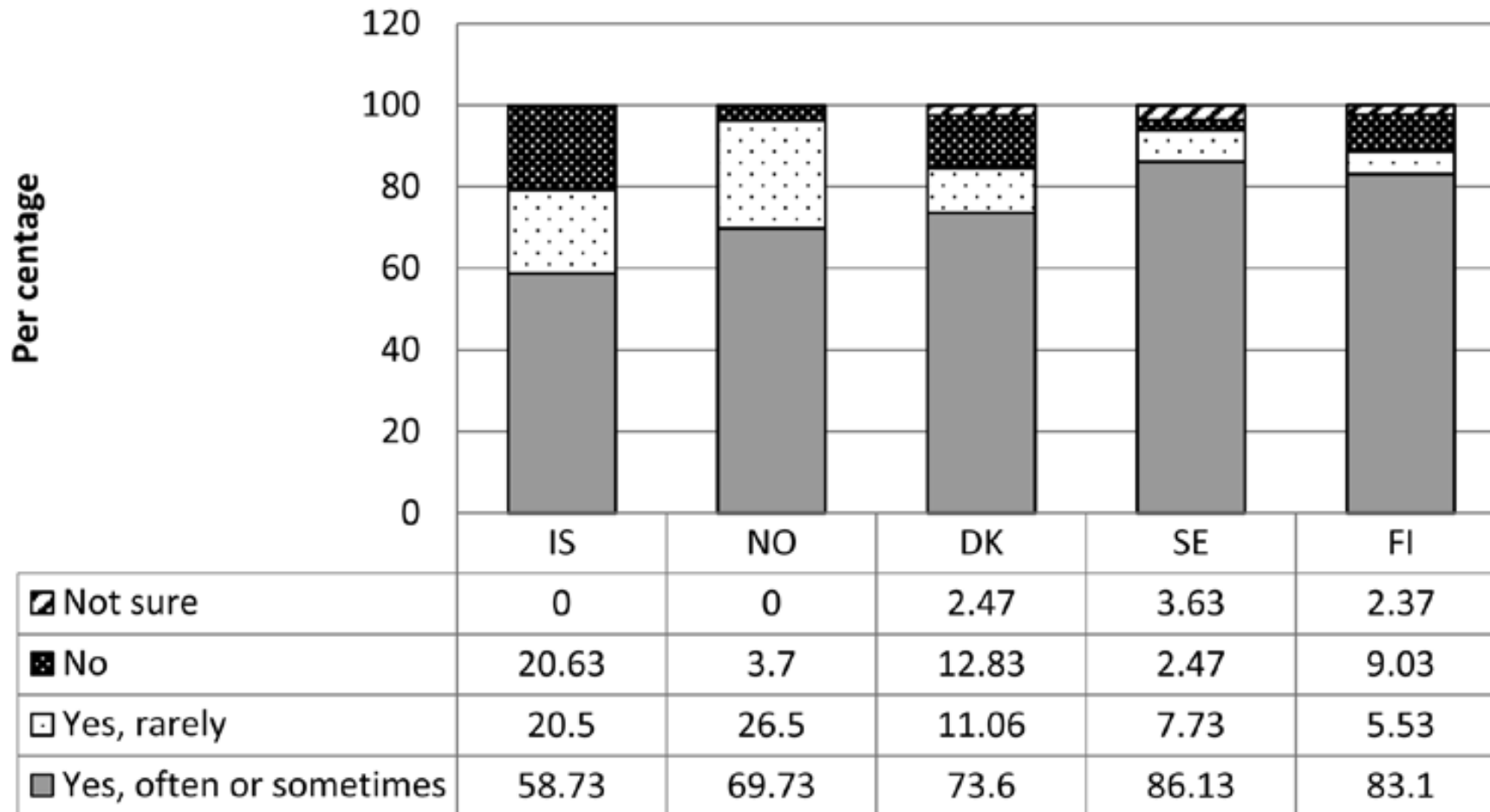
European Journal of Language Policy 10 (1): 77–94.

At undergraduate level some 10–25% of programmes are taught in English at Nordic universities and at graduate level, the proportion varies between the countries from 20–40%.

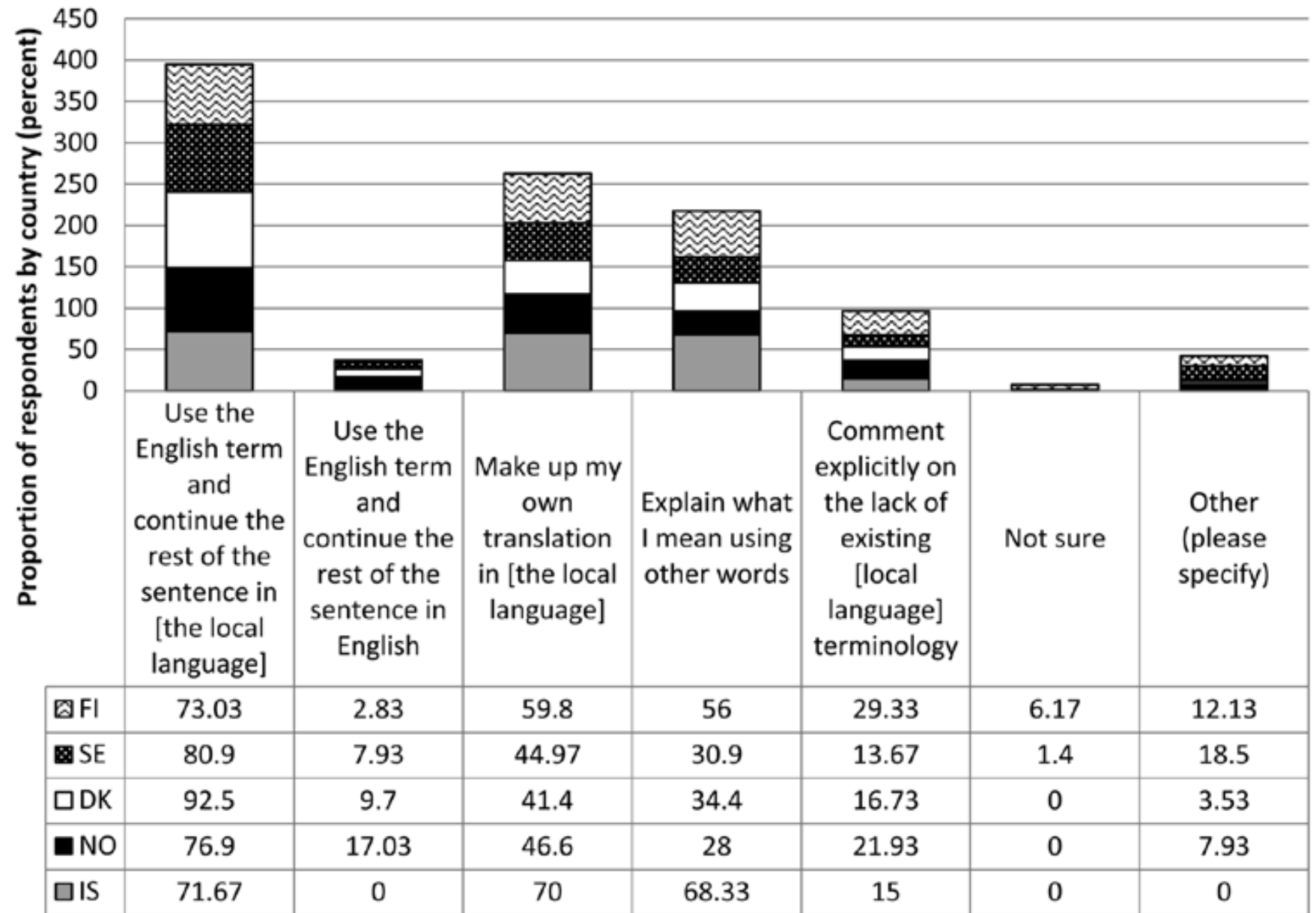
The proportion of academic articles which are published in English at Nordic universities is between 70 to 95%; for doctoral dissertations, the range is 80–90%.

This article reports on the findings from a questionnaire of over 200 physicists, chemists and computer scientists working at universities in Iceland, Norway, Denmark, Sweden and Finland.

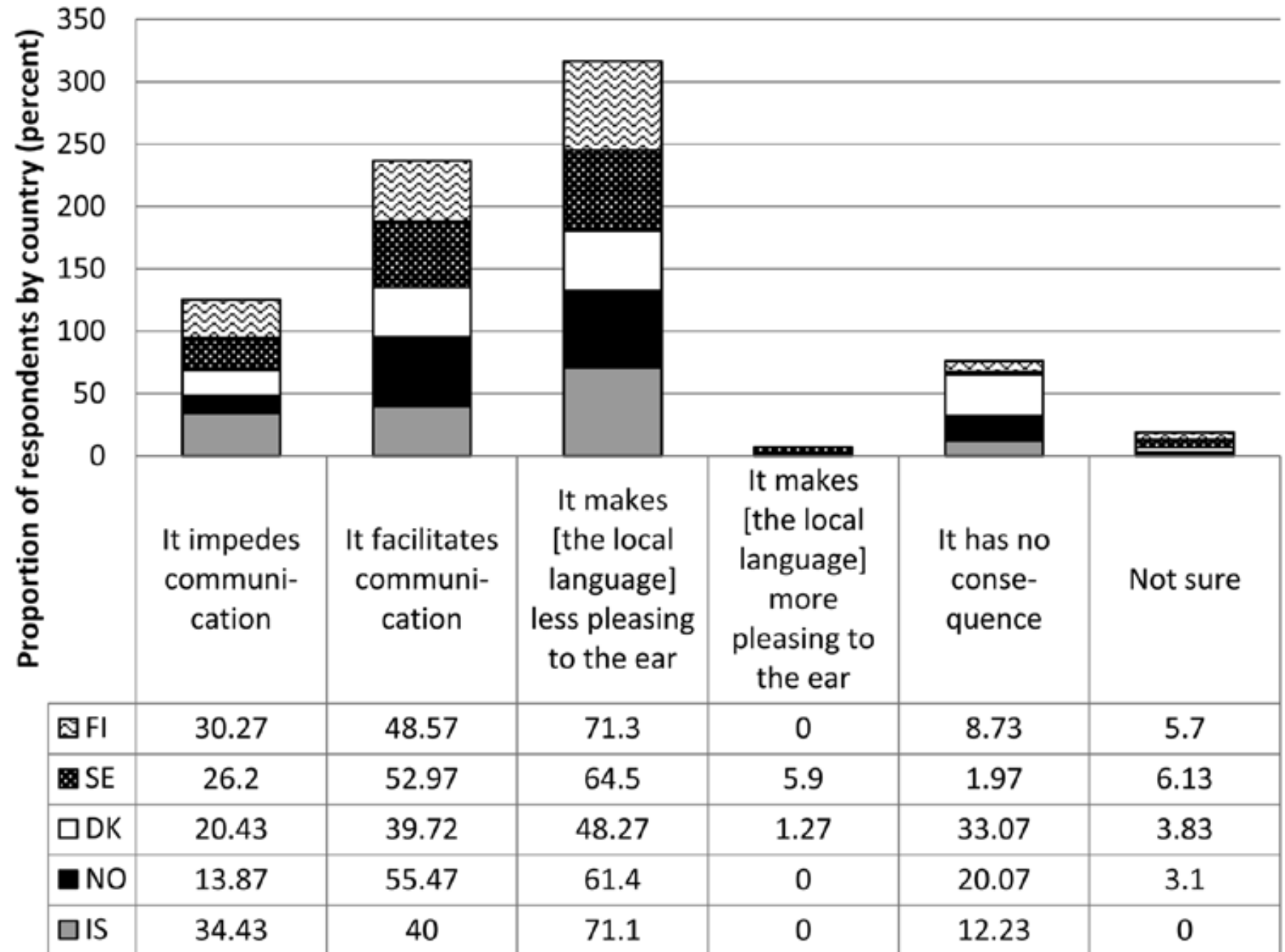
“DO YOU FIND THAT THE [LOCAL] LANGUAGE LACKS ESTABLISHED EQUIVALENTS OF ENGLISH SCIENTIFIC TERMINOLOGY?”



STRATEGIES REPORTED WHEN LOCAL LANGUAGE TERMINOLOGY IS MISSING



WHAT ARE THE CONSEQUENCES OF USING ENGLISH TERMS WHEN SPEAKING YOUR LANGUAGE?



PRZEPIS DO WSPÓŁŻYCIA Z JĘZYKIEM ANGIELSKIM

The parallel use of languages

The parallel use of language refers to the concurrent use of several languages within one or more areas. None of the languages abolishes or replaces the other; they are used in parallel.



A consistent policy to promote the parallel use of languages requires:

- *that* it be possible to use both the languages of the Nordic countries essential to society and English as **languages of science**
- *that* the **presentation of scientific results** in the languages of the Nordic countries essential to society be rewarded
- *that* **instruction in scientific technical language**, especially in written form, be given in both English and the languages of the Nordic countries essential to society
- *that* universities, colleges, and other scientific institutions can develop long-range **strategies** for the choice of language, the parallel use of languages, language instruction, and translation grants within their fields
- *that* Nordic **terminology** bodies can continue to coordinate terminology in new fields
- *that* business and labor-market organizations be urged to develop strategies for the parallel use of language

Table 1 Language legislation and university language regulation in the Nordic countries: a summary

	Language legislation	Languages in higher education legislation	Language policies in institutional level
Denmark	None	No mention	Not formally required but mostly implemented
Finland	Constitution (1919/1999) and Language Act (1924/2004)	Yes: language of universities defined; however, universities free to choose language of tuition	Required by Council of State, mostly implemented
Iceland	Language Act (2011)	No explicit mention, but reference to “strengthening the infrastructure of Icelandic society”	Not required, mostly implemented
Norway	No specific language act, but legislative steering of usage of languages	Responsibility of HEIs “to maintain and develop Norwegian terminology”	Not required, partly implemented
Sweden	Language Act (2009)	No mention	Required, partly implemented

(Saarinen & Taalas 2017)

LANGUAGE POLICY DOCUMENTS OF SWEDISH UNIVERSITIES (BJÖRKMAN 2015)

Universities included in the study	Year of production of the LP documents	Length of the LP documents (in words)	Language(s) in which the LP documents are available
Gothenburg University	2006	2043	Swedish and English
Royal Institute of Art	2007	362	English
Lund University, Faculty of Engineering	2008	1579	Swedish and English
Umeå University	2008 (revised in 2012)	2715	Swedish and English
Swedish University of Agricultural Sciences	2010	873	Swedish and English
Malmö University	2010	1007	Swedish and English
Royal Institute of Technology	2011	2732	Swedish and English
Stockholm University	2011	2653	Swedish
Karlstad University	2013	1865	Swedish

after studying the discourse around the keywords carefully, four themes were identified concerning the use of English in Swedish universities:

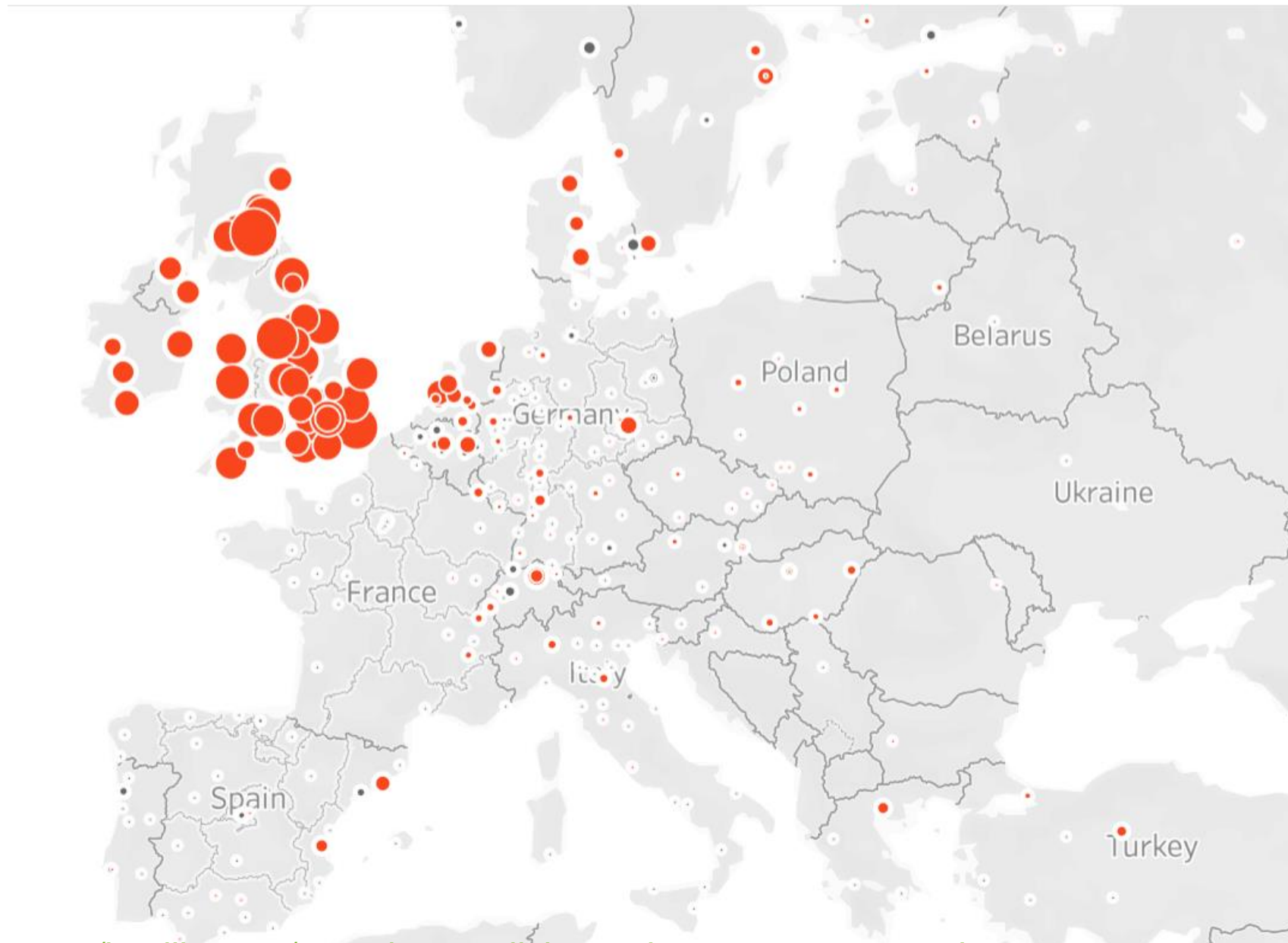
Theme 1: English is important. It opens doors, and being competent in it is necessary. (78 instances)

Theme 2: English is used but it should co-exist with other languages/Parallel language use/Multilingualism. (84 instances)


Theme 3: English poses a threat to the local language and other languages/multilingualism. AND/OR The use of English to such a large extent is problematic for various reasons. (8 instances)

Theme 4: The type of English used should be clear and plain. (6 instances)

**PROGRAMY
STUDIÓW PO
ANGIELSKU
(CZERWONY:
STUDIA I
STOPNIA)**



<https://www.studyportals.com/intelligence/mapping-english-taught-programmes-at-the-top-1000-universities-2/>



“Sweden offers the third highest number of English-medium programs, after the Netherlands and Germany Swedish higher education has been one of the most internationalized in continental Europe with over 800 English-taught programs in 2014, following the Netherlands with 1,078, and Germany with 1,030 programs offered in English.”

„In 2009, there were around 36,000 international students in Sweden half of whom came from outside Europe. This number decreased to 22,000 in 2010, and 14,700 in 2011”

(Björkman 2015)

PO CO?

<https://www.thelocal.dk/20180823/denmark-to-make-cuts-to-english-language-university-programmes>

„An analysis by Ahler’s ministry found that 42 percent of new graduates from English-language programmes leave Denmark within two years of completing their studies. Around one-third is employed in Denmark after two years.”

PROMOCJA JĘZYKA — JAK I PO CO?

<https://www.faroeislandstranslate.com/#!/>

<https://www.youtube.com/watch?v=m64WfHTWZps>

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