



An Accredited Institution of the University of Westminster (UK)

Language Policy at WIUT

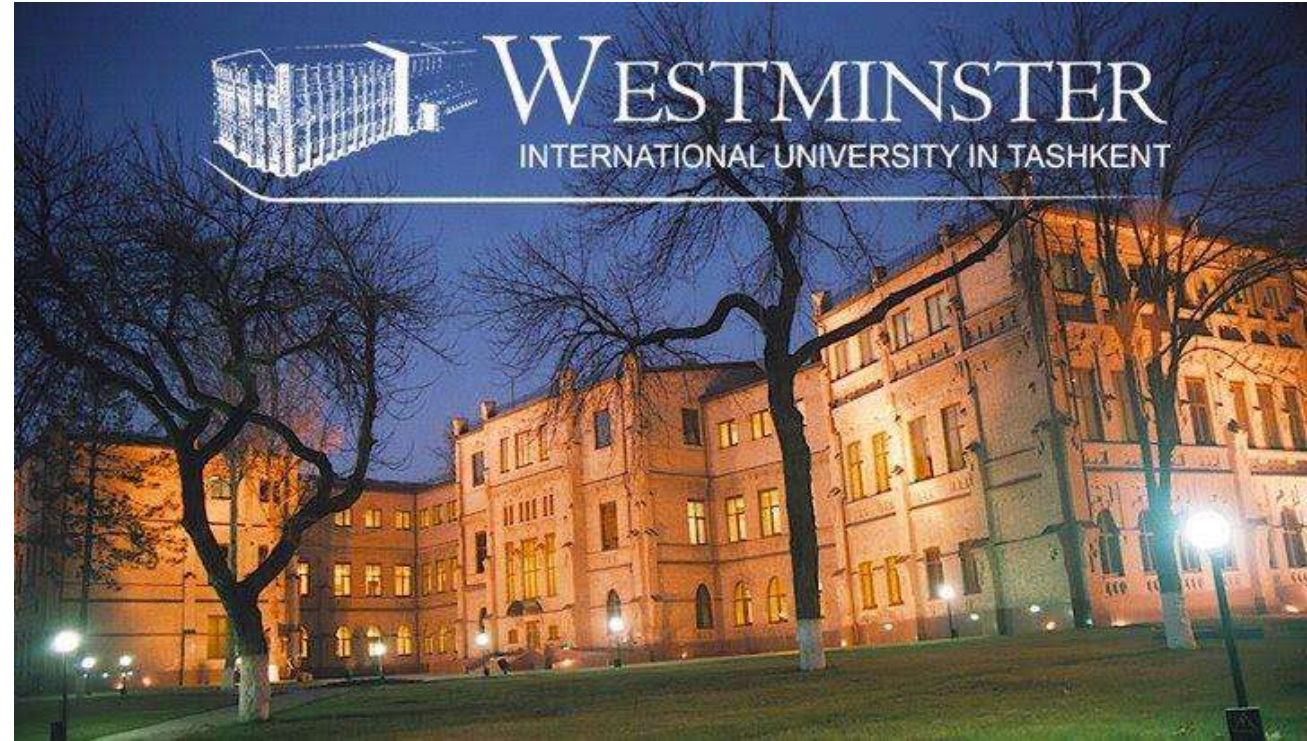
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Background

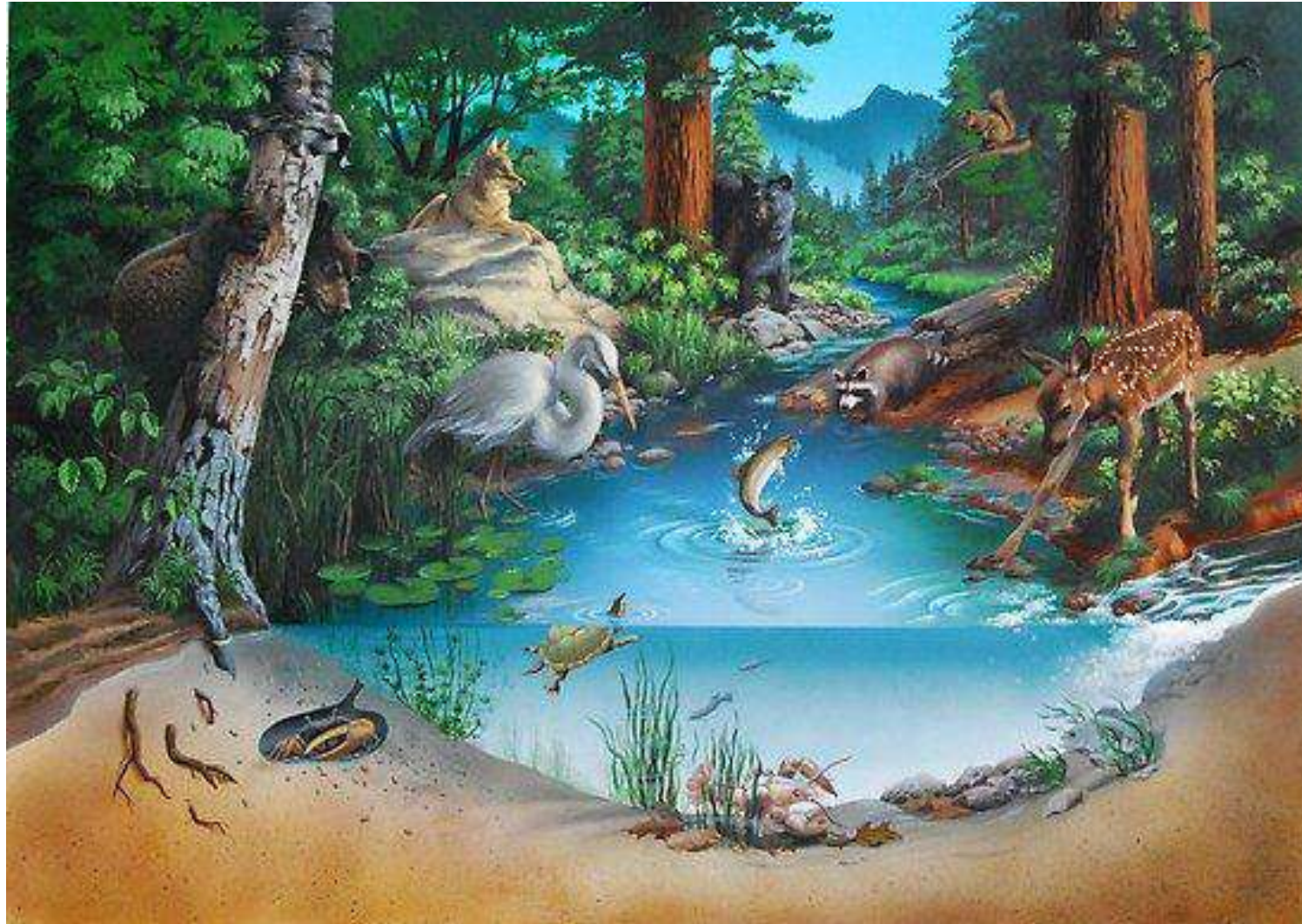
Accredited in January 2002

- 163 teachers
- 3178 students
- 2107 graduates

English is the medium of instruction



Language Ecology



- Language 'repertoire'(Busch, 2012)
- 'Language is Power' (Weiß and Schwietring, 2015)
- Language and Social Class (Labov, 1966)
- Language attitudes (Cooper and Fishman, 1974)

What is the lived-reality of English for staff and students at WIUT?

“...actual practice [and hidden realities] should inform language policy → a coherent language policy for which all stakeholders have been consulted”. (Kirkpatrick 2017: 7)

- Which languages are used at/ beyond WIUT, by whom and in what contexts?
- What language support do staff and students receive and what more would they like?
- How well do people believe they speak / write / read / understand English, and are their skills (believed to be) sufficient for their needs?
- How well do they perceive others use English?
- How much English do they think should be used vis-à-vis other languages?
- Which variety of English do they prefer, and are they interested in other languages?

Questionnaire

N = 1114 (1164)

Students = 935 (80.5%)

Teaching staff = 73 (10.4%)

Administrative staff = 58 (5%)

Facility maintenance staff = 48 (4.1%)

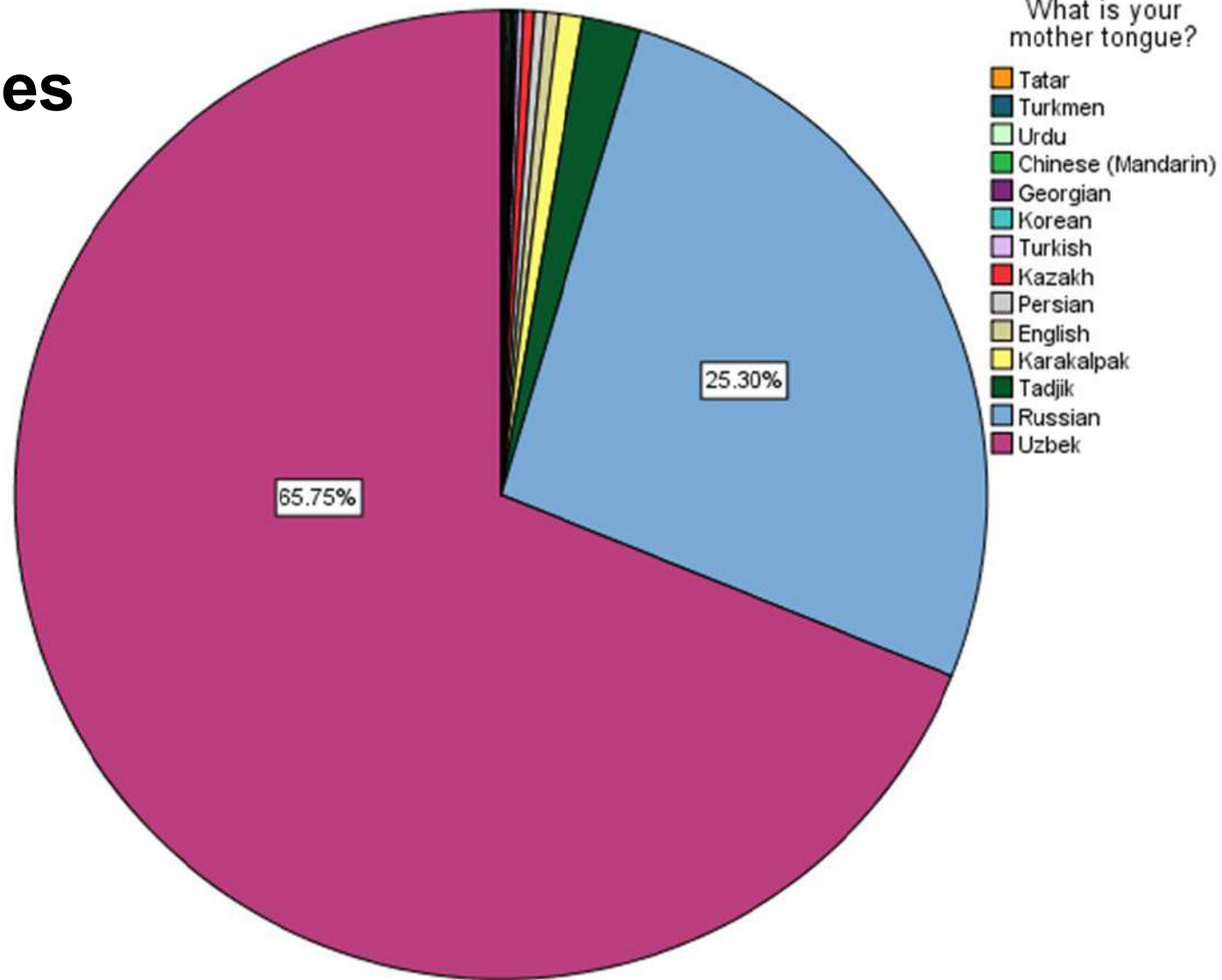
Interview

Students = 27

Teaching staff = 16

Questionnaire Results

First Languages



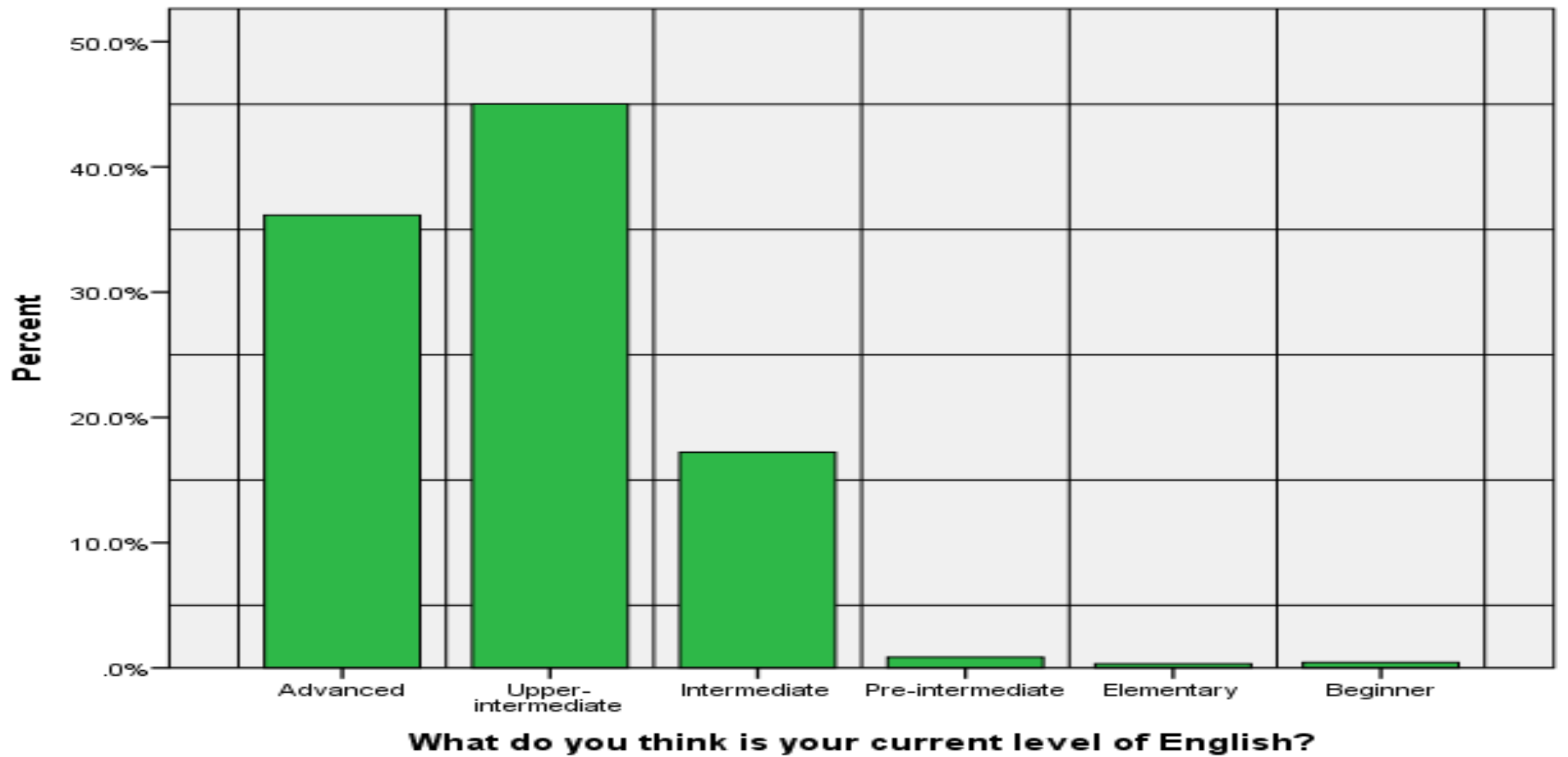
Languages used at WIUT

	English	Uzbek	Russian
Students	95.4%	70.6%	82%
Teaching staff	95.9%	61.6%	82.2%
Administrative staff	67.2%	89.7%	96.6%
Maintenance staff	18.8%	62.5%	97.9%

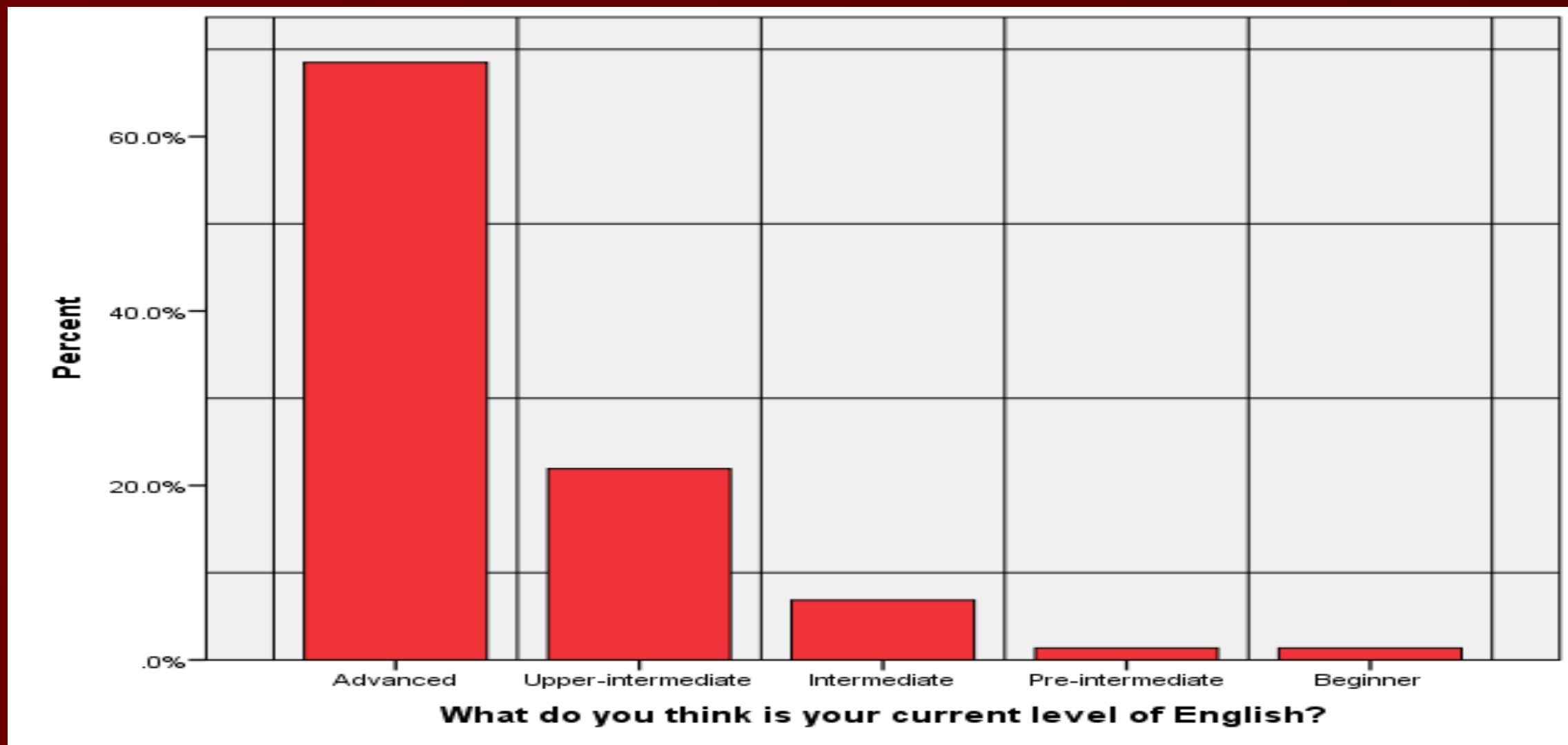
All communication in English

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	Prefer not to answer
Students	1.7%	9%	24%	21.5%	42.1%	1.3%	0.4%
Teachers	0%	11%	21.9%	2.4%	39.7%	0%	0%
Admin. staff	1.7%	20.7%	31%	12.1%	25.9%	5.2%	3.4%
Maint- ce staff	10.4%	29.2%	27.1%	16.7%	6.3%	8.3%	0%

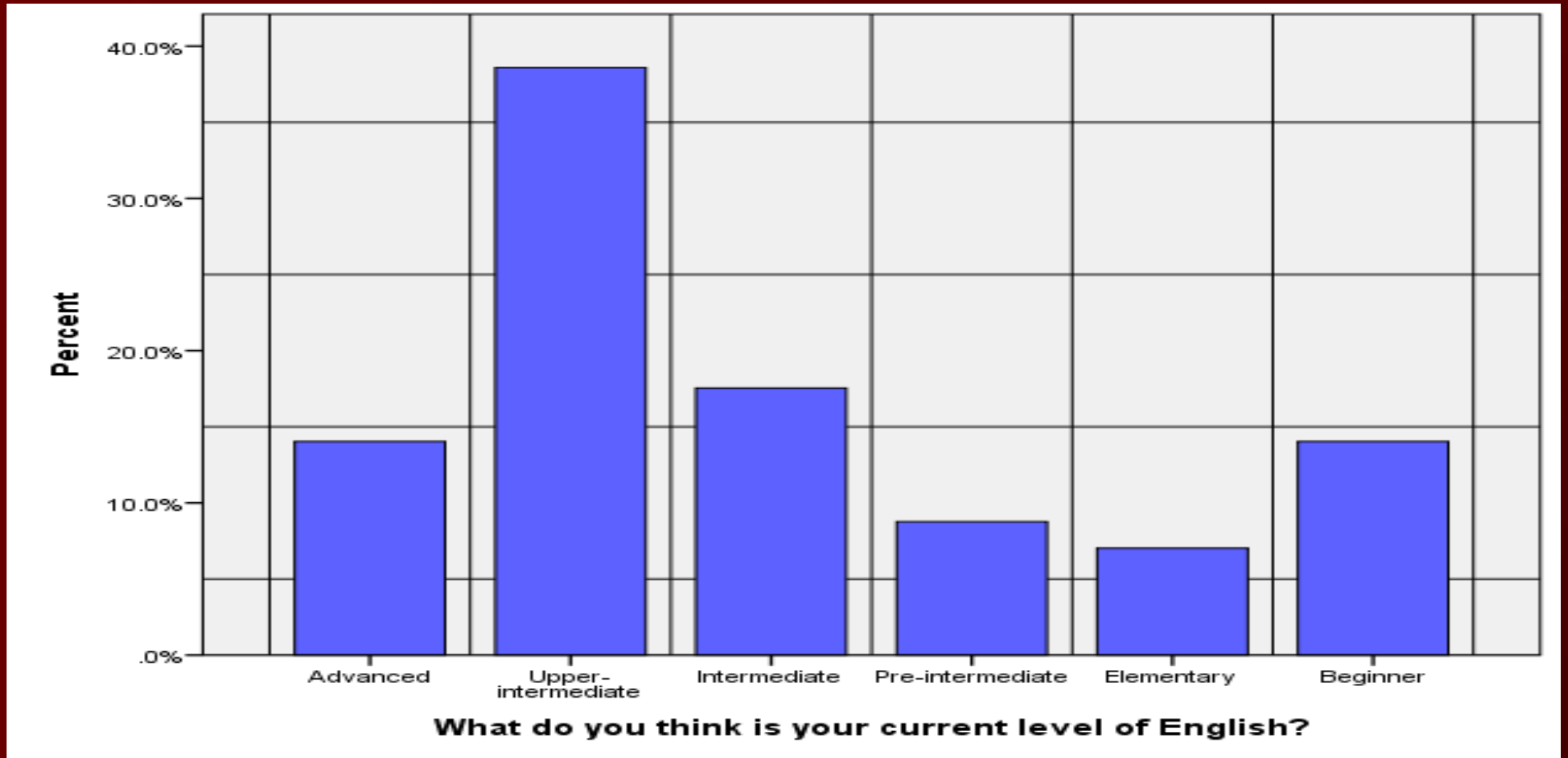
Students



Teaching Staff



Administrative Staff



Linguistic Diversity

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	Prefer not to answer
Students	5.7%	11.6%	29.9%	27.5%	19.7	3.7%	1.9%
Teachers	2.7%	8.2%	26.0%	39.7%	20.5%	1.4%	1.4%
Admin. staff	3.4%	10.3%	20.7%	36.2%	25.9%	0%	3.4%
Maint- ce staff	0%	18.8%	22.9%	31.3%	4.2%	4.2%	18.8%

Language Policy will...

	Students	Teachers	Admin. staff	Main-ce staff
Encourage everyone at university to use English	57.4%	67.1%	36.2%	27.1%
Establish an atmosphere for equal use of all languages	29.2%	27.4%	36.2%	43.8%
Resolve doubts about the use of English at university	26.1%	37%	36.2%	12.5%
Increase language proficiency	56.9%	58.9%	60.3%	36.9%



Interview Results

Students	Teachers and Administrative staff
<p>English use associations: “boasting”, “showing off”, “nerdy” and “weird”</p> <p>English language proficiency level drop down</p> <p>Negative opinion about the teachers’ use of English</p> <p>Pro-English</p> <p>“Punishment” and “control”</p>	<p>English use associations: “natural ” and “easy”</p> <p>Teachers’ language use VS Students’ language use</p> <p>Teachers’ use of English beliefs</p> <p>Embracing Linguistic Diversity</p> <p>Language Policy= language Police</p>

1. English-medium institution (language policy supports institutional strategy)
2. Repertoire of languages a valuable resource (NB dominance of Russian)
3. Institution has a practical responsibility for delivering and resourcing skills development, also in other languages
4. Tolerance of diversity and levels of competence

Tentative Outcomes

- A Language Policy is a necessity.
- A top-down policy is not an option.



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