

30 years of language policing and still staggering in the dark

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Meaning and discourse



Identity is Meaning Making

Identity is reified through
discourse production (Macro;
Meso; Micro)

Identity is ultimately
categorization

Discourse models

‘informal theories of mind’ (Gee 1999:14)
partly idiosyncratic and partly shared through
cultural transmission, that people use to
understand the world around them.

Discourse models are outlived in sociocultural
spaces and constitute the parameters that
people use to categorise themselves and
others to certain identities rather than other.

Categorisation



“You are who you are partly through what you are doing and what you are doing is partly recognized for what it is by who is doing it and by others” (Gee 1999:14).

Routines



People construct 'others' within the routines that they apply to themselves. Following a routine is therefore being part of the group. All the noses point toward the same direction.

Once a routine does not apply then the difference is either neglected, criticised or seen as exception to the rule. (see Turner 1982 but also Rampton 1998).

Moral responsibility 1



'Normal' way of behaving therefore is seen as 'normal' because it falls within a routine.

Deviations are instead seen as products that are worth focusing on and that can be sanctioned because they do not fall within the order of things.

Moral responsibility 2



A community of practice exists because the learning experience is a negotiation of meaning with other members (see Lave & Wenger 1991).

The production and reproduction of knowledge is therefore a routine activity whose deviations are sanctioned (see Levinson et al. 1996)

Sedentary categorizations of language users

- ▶ To speak the right language is to have the right voice
- ▶ to have the right voice means to map the right form of a language onto the right function of a language
- ▶ Language use and ideas about language use are index of someone's identity.

What to look at:

- ▶ (D)iscourses about language and identity
- ▶ (d)iscourses about language and identity
- ▶ Ideologies
- ▶ Power relations

The classroom: Form 8a

10

Gender, names and home languages of the pupils following Form 8a home language survey

Boys	Girls	Home language(s)
Khalid		Dutch and Arabic
Sofian	Samira; Lemnja; Siham	Dutch and Berber
	Rhonda	Dutch and Papiamentu
Roble		Dutch and Somali
Cemal	Özlem	Dutch and Turkish
Walid; Zakariya	Hajar; Affifa	Dutch, Arabic and Berber
	Lejla	Dutch, Bosnian and Croatian
Joshwa		Dutch, Papiamentu and English
Osman	Meryem	Dutch, Turkish and Arabic
	Micheline	Dutch, Papiamentu, English and Spanish

The class teacher: Miss Sanne

Her general discourse model

Referring to St Joseph's pupils:

'if parents have not followed absolutely any study'

'there is a huge difference with children whose parents have not had any education or that are very often not at home'

Referring to the classroom of a friend of hers:

'Dutch families. There are only Dut(...) there are only Dutch families there at those school'

'and here, there are just, I have no single Dutch child here in my class'

Referring to the vocabulary of her children:

'the children of the Du(...) Dutch children they already have it'

'the Dutch children they just know them [words MS] from home'

Prototypical identity: Mohammed

He came to the Netherlands at the age of eight

He already mastered Somali

His father speaks Dutch with 'twisted sentences'

His mother's Dutch is also poor

Because of his parents Mohammed does not learn
Dutch properly

Lejla

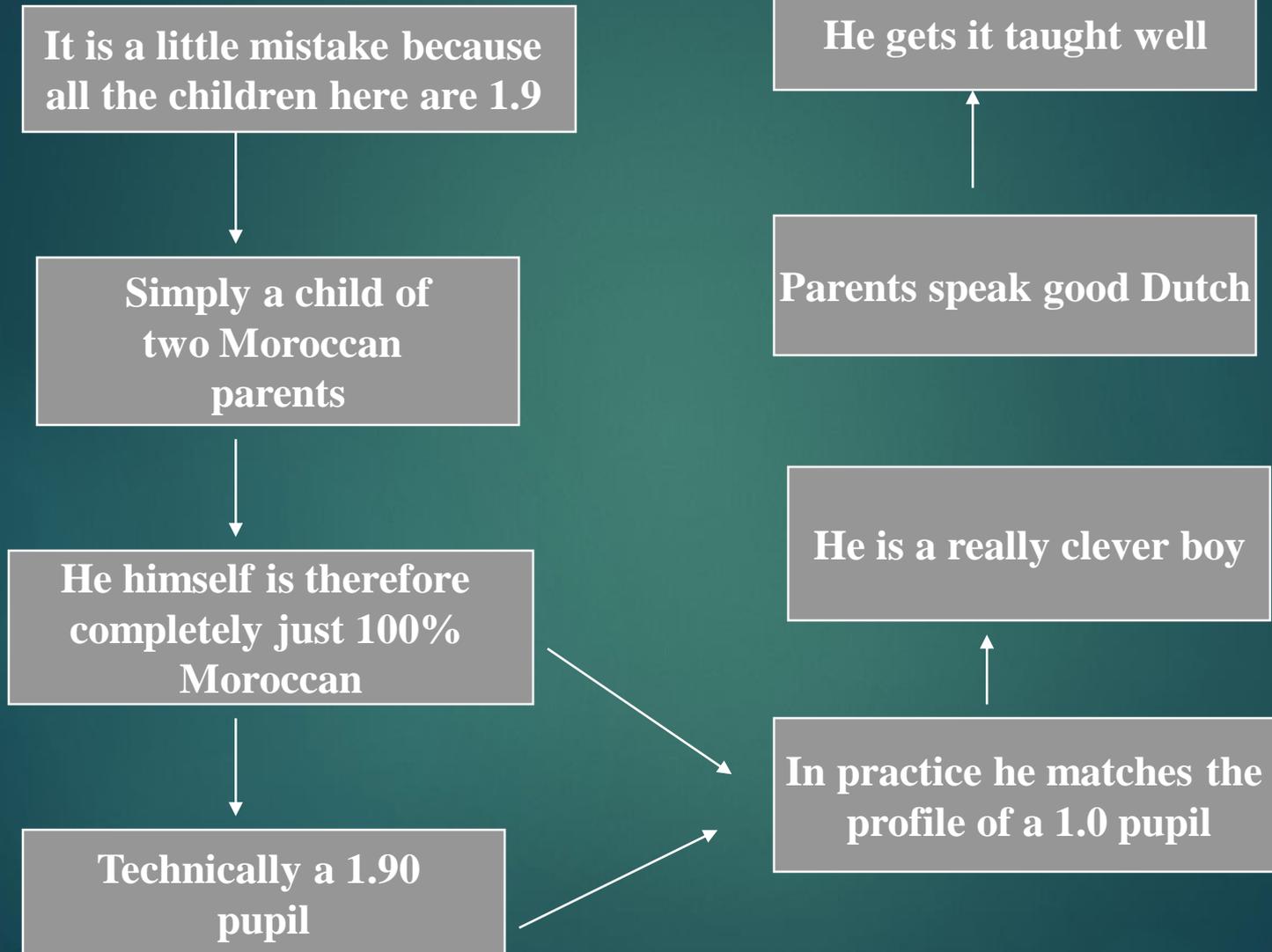
She came to the Netherlands at the age of three;

Her parents speak to her just Dutch

The teacher holds a monolingual lens through which she looks at Lejla's language repertoire

Valid

15



Micheline

16



Erosion of the 'texture of practice'

Mohammed → Prototype

Lejla → Monolingual lens
Lejla → Multilingual reality

Walid → Technically
Walid → In practice

Micheline → Antillean
Micheline → It is in her character

Sociolinguistics of Mobility

- ▶ From a sociolinguistics of spread
 - ▶ Static, synchronic, fixed, systematic, groups, places (Labov, Fishman, Spolsky and others)
 - ▶ Looking at language to understand and explain a society that doesn't really exist
- ▶ To a sociolinguistics of mobility (globalization)
 - ▶ From distribution to mobility
 - ▶ Stochastic (unscripted, unplanned, unpredictable), dynamic, chaotic (but not without order or structure)
 - ▶ Online representation

Complexity



- ▶ From mobility to complexity
 - ▶ Non-linear, relatively unpredictable effects
 - ▶ Defying standard images of 'languages', 'groups', 'competences' (rule, not exception)
 - ▶ Challenging flat descriptions and interpretations
 - ▶ Unfinished character of sociolinguistic environments
- ▶ Two examples from the Netherlands
 - ▶ Old group of new speakers: old and new Chinese
 - ▶ New group of new speakers: asylum seekers

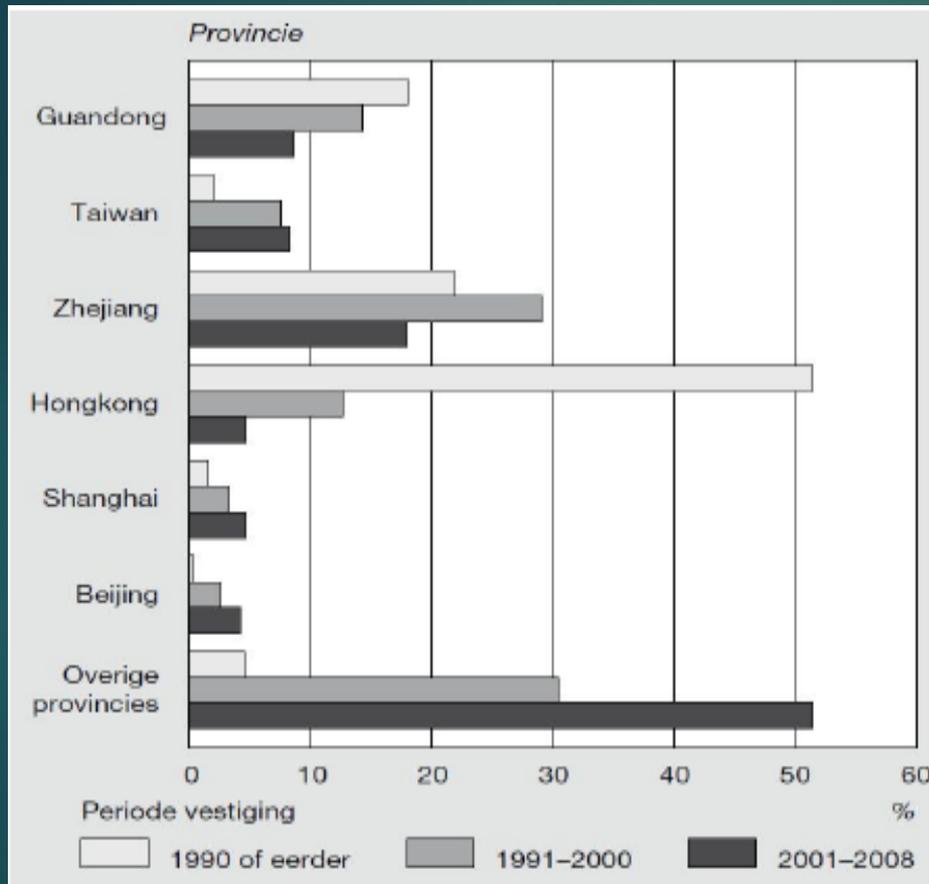
Hundred years of Chinese in the Netherlands (2011)



Research 2010-2014 (Jinling Li)

- *Investigating discourses of inheritance and identities in four multilingual European settings (HERA) in Birmingham, Tilburg, Copenhagen, Stockholm*
- Tilburg Study: Ethnographic fieldwork in/around Chinese school in Eindhoven offline and online
 - ▶ Chinese youths as new speakers
 - ▶ of Chinese, Dutch and English
 - ▶ dealing with diasporic Chineseness

Chinese in the Netherlands



- Demographics of Chinese community: dramatic diversification
- Pre-1990
 - 70% HK + GD
 - >90% HK + GD + ZJ
 - Cantonese as Lingua Franca
- 2000s
 - <15% HK + GD
 - <33% HK + GD + ZJ
 - >50% other provinces
 - Putonghua

Chinese School Eindhoven, Grade 12

- ▶ complementary school since 1978
- ▶ 300 students in 2012
- ▶ Saturday morning
- ▶ Heterogeneous classes
- ▶ Site of identity work

Table 1: Grade 12 class of Eindhoven Chinese school (October 2010)

role, name	sex	age	place of birth	(parents') home town	home language
students					
Tao	M	17	Beijing	Beijing	Mandarin
Ming	M	18	Fuzhou	Fuzhou (FJ) & Zhejiang prov.	Fuzhounese & Mandarin
Xin	F	20	Netherlands	Hong Kong	Dutch
Mei	F	17	Netherlands	Hong Kong	Dutch
Qiang	M	18	Netherlands	Hong Kong	Dutch
Dan	M	19	Netherlands	Fujian	Fujianese
Hong	F	17	Netherlands	Wenzhou (ZJ)	Wenzhounese
Yuan	F	17	Netherlands	Wenzhou (ZJ)	Wenzhounese
teacher					
Ms Sun	F	50s	Fujian	Beijing	Mandarin

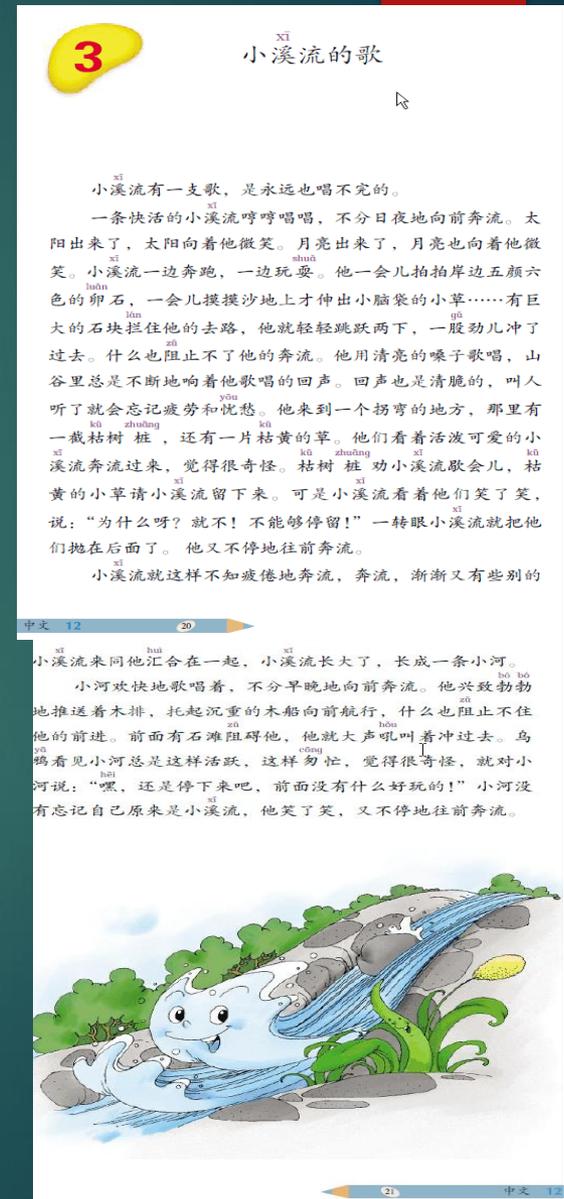
Ethnographic Vignette 1

Chinese Classroom: Being Dutch in Chinese



Teacher-student classroom interaction on Chinese values

- Teacher-led discussion around text
The song of the little brook
- National fairy tale from China's Great Leap Forward Campaign (1959)
- Metaphor for socialist revolution and socialist construction in China
- Praises hard work, achievement, value of collectivity



Ms Sun 嗯，这个一篇文章，大家有什么感受？听了。涛涛，你有什么感受？

Eh, Such a text, what do you think of it? Taotao, how do you feel about this text?

Tao 我没有没什么感受。I don't have any feeling about this text.

Ms Sun 没感受？没有 *gevoel*？为什么？它这篇文章讲什么意思？

No feeling? No *feeling*? Why? Such a text, what does it tell us?

Hong 没意思。Nothing.

Ms Sun 没意思啊？他用，就用，就把东西写成人啊，拟人化，对吧？拟人，然后写小溪流呢，他非常努力，是吧！从不休息，从不停留，直奔大海。其实写得，其实写得，跟人的一生差不多，是吧？你自从你生下来到你死，经历地就跟他经历地差不多。懂吗？

Nothing? He personifies things, personification, right?

He personifies the brook, the brook works very hard, never takes a rest, running straight to the sea. In fact, it is just like the life of people. From the moment you were born until you die, the experience of our life is just like the brook, do you understand?

[...]

Ms Sun : 所以说你不够努力你就会被淘汰， 是不是？

So if you do not work hard, you will be eliminated, right ?

Tao : 所以, 所以我就觉得, 他把这些比如说不够努力就被淘汰了吧, 我觉得这个写得, 呃, 不是特别好。因为每个人应该自己决定自己想做什么, 不是每个人都要, [MS Sun: 这条路] 冲到, 往上冲, 每个人都要赢, 因为最后, 最后大多数人是要输的, 就个别赢, 如果每个人都想, 很多人都要赢, 就有人不幸福了。这样输得他们就会不幸福, 是不是? 而输的又怎么?

So, so I think if you do not make great efforts you will be eliminated, I think this is not very well written. Because every individual should decide what he wants, not everyone wants to, wants to [Ms Sun...] rush to the top, to win, because most of the people will fail, only a few can come to the top, then the people who fail will be very unhappy, is it? So if you fail, let it be.

[...]

Tao 有的人努力也输啊! 中国人要勤劳, 太过分了。

For some people, even if they try hard, they will also lose!

Chinese ought to work hard. That's too much.

Ms Sun 我觉得荷兰太让人不努力了。

I think that the Netherlands absolutely makes people lazy, makes people make no efforts.

Tao 荷兰人比中国人efficient。 中国人是没办法。

Dutch people are more efficient than Chinese. Chinese have no choice.

Ms Sun 中国人在全世界都很努力。

Chinese all over the world work hard.

Tao 我的想法是荷兰人的想法

My way of thinking is Dutch

Teacher-student classroom interaction on Chinese

1	Mr. Zhou	你们造句也行把荷兰文的意思说出来也行，“本质”。	You can make sentences or say the meaning in Dutch: “property” [běn zhí]. [with rising tone]
2	Tongton g	本质 [běn zhí]? 某某东西的本质 [běn zhí] eigenschap van ()?	Property? Something's property? Property of ()?
3	Mr. Zhou	eigenschap。	Property.
4	Tongton g	不是本质 [běn zhì] 吗?	Should it not be běn zhì? [with falling tone]
5	Mr. Zhou	((looks at the book again)) 本质啊，应该读第四声啊，对不起。	Běn zhì ah, should be pronounced with the fourth tone ah, sorry.
6	Mr. Zhou	下一个，“比较” [bǐ jiǎo]。	The next one, “comparing”.
7	Tongton g	比较 [bǐ jiǎo]? 比较 [bǐ jiào] 嘛?	Bǐ jiǎo? Should it not be bǐ jiào?
8	Class	((all students correcting pronunciation))	
9	Mr. Zhou	((nods in agreement, repeats the	

Conclusion: New Speakers of New Chinese

- ▶ The classroom is a polycentric environment
- ▶ The Chinese school provides the language (Putonghua) and the values from the PRC
- ▶ Students only take the language (as a commodity) and at the same time challenge the teacher's authority regarding language and values
- ▶ School becomes a site of conflict, contestation and negotiation over Chineseness from a Dutch perspective
- ▶ Students are competent Dutch new speakers of Chinese

Example 2

Online platforms: Being Chinese in Dutch

- ▶ Online platforms
 - ▶ Peer-to-peer interaction
 - ▶ Language and identity construction
- ▶ www.jonc.nl
 - ▶ web portal *Jongeren Organisatie Nederlandse Chinezen*
 - ▶ “Connecting Asians”, “Online portal voor Nederlandse Aziaten” (age 18-35)
 - ▶ Main language: Dutch
 - ▶ Chinese young people...grown up and educated in the Netherlands...already greatly integrated in Dutch society...accent is not on integration any more...JONC makes them aware of their Chinese heritage

Home



RECENTE BEZOEKERS

4 ingelogd, 27 gast(en)

Vandaag: 351 bezoekers

Activiteitenagenda (2)



Kerstdiner 2011 (1)
16 dec 2011, 20:00



JONC zoekt jou met spoed! (1)
01 jan 2012, 23:59

Recente reacties op de activiteitenagenda

-  **Kerstdiner 2011 (1)**
Vandaag, 10:07
-  **Shizo Karaoke Contest (2)**
20 nov, 18:59
-  **Workshop inspelen op kansen in China en H**
06 nov, 15:43
-  **Indoor Climbing met JONC (10)**
01 nov, 23:44
-  **China op de Kaap zoekt! (1)**
03 okt, 12:48
-  **JONC zoekt jou met spoed! (1)**
25 sep, 00:47
-  **Bunnik Asian Party op 7 januari 2011 (11)**
23 sep, 18:49
-  **Human Asian Party Chinese New Year 2011**
23 sep, 18:49
-  **Asian Escape op 12 juli 2011 (5)**

advertentie



POLL

Vakantie 2010: waar ben je geweest of ga je nog naar toe?



How often have you been in China and do you speak the language well?

JONC.nl
connecting asians

Home Nieuws Agenda Asian Party Blogs Chat Foto's Forum Hotspots Lifestyle Members Video's Over

Forum » Vakantie » Hoe vaak ben jij in China geweest en spreek je de taal goed?

Hoe vaak ben jij in China geweest en spreek je de taal goed?

Pagina 1/1

Faraway Gepost op 06-Aug-2007 07:53

Nou dan begin ik maar. Ik ben pas 1x geweest. Mjn Mandarijns en WenZhoues zijn niet super geveldig maar ik versta wel alles + dat ik nog genoeg tijd heb voordat ik voor me zelf woon.

Ik twijfel of ik volgend jaar terug ga naar China om bij mn oom in Beijing te zijn (Olympic Games) of dat we naar Malaysia gaan, wantzien mn vader in Malaysia is geboren (opa en oma waren wel Chinese). Dus het word 2e keer China of 1e keer Malaysia voor mij. Nu Julie. ☺

Pooky Gepost op 06-Aug-2007 10:50

Ik ben 3 keer naar China geweest (Beijing, Shanghai en Shenzhen). Alledrie de keren vanuit HongKong toen ik daar op vakantie was, gemiddeld om het jaar. Al zijn er ook jaren geweest dat ik er meer dan 1 keer naartoe ben geweest.

En vanuit Beijing en Shanghai ook uitstapjes gemaakt naar plaatsen waar ik de naam niet meer van weet, dus ja; het waren van die georganiseerde reizen vanuit HK.

Ik zou graag nog de Chinese Muur willen zien/bezoeken, daar is het nog niet van gekomen. Maar wie weet, volgend jaar ben ik van plan weer eens richting HK te gaan. ☺

En met mijn Kantonees kan ik mij vooralsnog prima redden in het dagelijks (vakantie)leven. Mijn Mandarijns is eh... ehh... ☹ Ik kan nog net het verschil horen tussen Mandarijns en welke andere andere Aziatische taal dan ook, maar daar houd het ook op... ☺☺

---- Laast aangepast door Pooky op 06-Aug-2007 15:51. In totaal 2 keer bewerkt ----

Eek Gepost op 06-Aug-2007 12:49

Ben wel vaker na China geweest (o.a. Beijing, Shenzhen, Zhuhai) ook allemaal via HK. Maleisie maar 1 keer geweest

dennis Gepost op 06-Aug-2007 14:52

Ben al 5 x naar China en Hong Kong geweest maar mijn Kantonees sucks big time en hakka (van origine) is ook shit. Mjn mandarijns is non existent maar toch blijft het altijd leuk om daar heen te gaan. Het beste zou zijn om een drakenbootwedstrijd te varen met onze team in Hong Kong.

BORNINHK1971 Gepost op 06-Aug-2007 21:48

Ik ben nog nooit eerder in China geweest als ik HK en Macau niet meereken. Mjn kennis van het Mandarijns is niet zo best alhoewel ik wel Mandarijns lessen gehad heb. Is er iemand toevallig wel eens in Shenyang geweest?

Jason Gepost op 07-Aug-2007 01:01

Ben vanaf mijn 15e 4x naar China geweest. HK <-> Shenzhen vooral, waar mijn familie woont, Guangzhou 2 weken, Shanghai (5 weken), Beijing (1 week).

HK en Shenzhen ken ik aardig. En Shanghai na 5 weken ook. Zeker omdat we daar zelfstandig ben gegaan, heb ik mooi de gelegenheid om de stad te verkennen.

Kantonees is goed, omdat ik veel te netjes te beschaafd praat zodat ze gelijk horen dat je uit buitenland komt. Mandarijn is okay. Kan alles verstaan en me vrij goed me verstaanbaar maken en Chinees lezen, wat geen overbodige luxe is als je op reis gaat naar China. Ik heb het geluk dat ik een geldig Chinees reisdocument heb, waardoor ik daarmee zonder veel poespas tickets etc kan kopen.

Olympische Spelen is zeker de moeite waard. Dat wil je eigenlijk niet missen.

China is zo groot, genoeg plekken om nog te gaan: Hainan Dao, Gui Lin, Xi An en op termijn; Tibet met de trein....

Eek Gepost op 07-Aug-2007 13:31

Ik gelukkig ook zonder poespas doorreizen naar China. Maar niet dat ik dat gedaan heb, ben al 7 jaar niet naar Mainland China geweest.

En taal: Kantonees gaat prima bij mij, vloeiend spreken en verstaan... Lezen is ook wel ok goed. Mandarijns kan ik wel verstaan (mits niet super snel) spreken is nog wel wat brak bij mij (te onzeker qua toonhoogtes).

En alle andere dialecten ken ik niet... Kan bij Wenzhoues wel hier en daar wat mee pikken denk ik (1% ☺) en de oh zo erge "Wai Thou" kan ik ook wel 75% mee pikken

Pooky Gepost op 07-Aug-2007 15:57

Jason schreef:

Kantonees is goed, omdat ik veel te netjes te beschaafd praat zodat ze gelijk horen dat je uit buitenland komt. Mandarijn is okay. Kan alles verstaan en me vrij goed me verstaanbaar maken en Chinees lezen, wat geen overbodige luxe is als je op reis gaat naar China. Ik heb het geluk dat ik een geldig Chinees reisdocument heb, waardoor ik daarmee zonder veel poespas tickets etc kan kopen.

LOL ☺... Ik schijn Kantonees te spreken met een ondefinieerbaar accent, waardoor de meeste sales people in de eerste instantie denken dat ik uit 'Tai Lok' kom. Als ik duidelijk maak dat ik geen Mandarijns kan verstaan, proberen zij hun 2e (of 3e) optie op mij uit; Vietnamees of Japans... ☺☺

Chinees lezen kan ik ook niet, nooit geleerd. Desondanks heb ik totaal geen problemen met douane, visums en meer van dat soort ongein, dankzij mijn reisdocumenten. ☺

Boer Gepost op 07-Aug-2007 23:02

Het aantal keren dat ik in HK ben geweest is letterlijk niet op één hand te tellen. Ik geloof een keer of 8 á 9. Mijn kantonees is belabberd, zelfs het Engels van Jackie Chan is beter dan mijn Chinees. Ik kan het daarentegen wel goed verstaan. In HK praat ik vaak in het Engels met de verkopers, al is dat meestal alleen maar om hun te irriteren. Meestal zeggen ze "Nee Koon Mat Lang Yeh?" terug, wat dat betekent laat ik aan Julie over ☺

Jen Gepost op 07-Aug-2007 23:48

Ben 8-9 keer in HK geweest en paar keer in China (Shanghai, HangZhou, Sozhou, Shenzhen en Dong Guan). Spreek geen Mandarijn, ben meer Cantonees en Hakka opgevoed.

Trouwens is er iemand weleens in Gui Lin (Kwai Lam volgens mij in het Cantonees) geweest? Bekend om de bijzondere bergen? Dat lijkt me echt heel mooi.

KIWI Gepost op 08-Aug-2007 08:37

Ik ben nu zo'n 8-9 keer in HK geweest en een paar keer dan net de oude grens tussen HK/China overgegaan. Bij elkaar stuk of 3-4 keer paar dagen in Shenzhen geweest. Voornamelijk spreek ik Kantonees (zaterdagsschool gevolgd in Amsterdam) en klein beetje Mandarijn (maar met mijn niveau ga ik het echt niet redden).

Ik wil nog wel een keer van Shanghai naar Beijing (of net andersom) effleggen, maar dan wil ik wel eerst nog wat Mandarijn bijspijkeren. Mijn eerste keuze voor reizen in Azië is nog steeds Japan (tijdens cherry blossom periode) en opnieuw Korea opzoeken, maar dan wat langer dan 5 dagen.

How often are you in China and do you speak the

Print 5/3 •

Faraway

Gepost op 06-Aug-2007 07:53

QUOTE

Well then I will start. I have been only 1x. My Mandarin and WenZhounese are not super great but I do understand everything + that I have enough time before I will live on my own.

I'm doubting if I go back to China next year to be with my uncle in Beijing (Olympic Games) or if we'll go to Malaysia, since my father was born in

Pooky



Gepost op 06-Aug-2007 13:51

QUOTE

I have been to China 3 times (Beijing, Shanghai and Shenzhen). All three time from HongKong when I was there on vacation, on average every other year. Though there were years that I have been there more than once.

And from Beijing and Shanghai, also made excursions to places of which I don't know the name anymore, so yes; it were those organised trips from HK.

I would still like to see/visit the Chinese Wall, that hasn't happened yet. But who knows I'm planning to go in the direction of HK again next year.

And with my Cantonese I can manage just fine so far in daily (vacation) life. My Mandarin is uh... uh... uhh... I can only just hear the difference between Mandarin and whichever other Asian language, but that's it...

---- Laast aangepast door Pooky op 06-Aug-2007 15:51, in totaal 2 keer bewerkt ----

...do you speak the language well?

Name	Travel	Chinese language repertoire
Faraway	1x	Mandarin and Wenzhounese ("not super great")
Pooky	3x*, annual	Cantonese ("with indefinable accent")
Eek	often*	Cantonese ("fluent"); Mandarin ("brackish"); Wenzhounese ("1%"), Weitouhua ("75%")
dennis	5x	Cantonese ("suck big time"); Hakka ("also shit")
BORNINHK71	never*	Mandarin ("not so good", "classes")
Jason	4x	Cantonese ("good", "too polite"); Mandarin ("okay"), can read Chinese
Boer	8-9x	Cantonese ("rotten"); "even Jackie Chan's English is better than my Chinese"
Jen	8-9x	"no Mandarin, raised more Cantonese and Hakka"
KiWi	8-9x	Cantonese ("mainly"), Mandarin ("little bit")

Conclusion: New speakers of Old Chinese

▶ Chinese

- ▶ Diversity of Chinese languages/dialects: which Chinese?
- ▶ Cantonese, Mandarin, Wenzhounese, Weitouhua, Hakka
- ▶ Reported tension between actual and ideal Chinese proficiency

▶ Dutch

- ▶ Fluent, largely accentless, „native“ Dutch
- ▶ Minor disfluencies and markers of Chineseness

▶ Old roots vs new routes (heritage tourism)

Conclusions for the Chinese case study

- ❖ Chinese youth are New (native) Speakers of Dutch
 - ❖ Also Dutch identity and values
 - ❖ Older Chinese less so
- ❖ Chinese youth are New Speakers of New Chinese (Putonghua)
 - ❖ Not following Chinese values
 - ❖ Older Chinese less so (Cantonese)
- ❖ Chinese youth are not really speakers of Old Chinese (heritage language)
 - ❖ Older Chinese more so
- ❖ Chinese youth are becoming more and more international
 - ❖ Language and identity
 - ❖ Chinese language and culture as heritage
- ❖ Identities are not categorical, but situated, performed and negotiated from moment to moment, space to space
 - ❖ Classroom: seeking voice in opposition with the teachers
 - ❖ Online forum: seeking voice in e-coming together and sharing experiences of China travel & knowing Chinese
 - ❖ International perspective: English language and identity

On the other hand....



- ▶ Vertovec (2007) makes us aware of the fact that, the figure of the migrant cannot be reduced to a member of an already settled migrant community.
- ▶ **Rather migrants are:**
new, small and scattered, multiple-origin, transnationally connected, socio-economically differentiated and legally stratified

Living in a heavily languagised world: the case of Filomon

- ▶ <https://www.youtube.com/channel/UCB4Nf3-1Dk8HxKbvAp-4E5w>