

A necessary evil?

The use of English curricular texts in theology and natural science

Øyvind Kleiven



A Thesis presented to the Department of Literature, Area Studies and European Languages The University of Oslo in partial fulfilment of the requirements for the Masters Degree Spring term 2009

UNIVERSITY OF OSLO

May 15 2009

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List of abbreviations

AST2110: A second-year course in astronomy, taught at the Faculty of Physics, University of Oslo

BUC: Bodø University College

INF3100: A bachelor-level computing course, taught at the Department of Informatics, University of Oslo

JAP1120: A first-year Japanese language course, taught at the Faculty of Humanities, University of Oslo

KJM1011: A bachelor-level chemistry course, taught at the Chemistry Faculty, University of Oslo

KJM1030: A bachelor-level chemistry course, taught at the Chemistry Faculty, University of Oslo

KRIS2101: A bachelor-level theology course, taught at the Faculty of Theology, University of Oslo

KRIS2145: A bachelor level theology course, taught at the Faculty of Theology, University of Oslo

NAOL : *Nordic attitudes on language*, a joint Nordic survey on attitudes towards language in the Nordic countries, initiated by the Nordic Language Council. Edited by Kristiansen, Tore and Vikør, Lars.

NatSc : referring to the three natural science courses in discussion of additional comments, ch. 2.50

NIFU STEP: Norwegian Institute for Studies in Innovation, Research and Education

NTNU: The Norwegian University of Science and Technology

TEOL3001: A bachelor-level theology course, taught at the Faculty of Theology, University of Oslo

Theo: referring to the three theology courses in discussion of additional comments, ch. 2.50

UiO : University in Oslo

VUC: Vestfold University College

List of tables and figures

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Foreword

A project like this not only takes time, but also requires the kind and helpful assistance from many others, and this project received just that. I wish to thank my supervisor for this project, Professor Stig Johansson, for his invaluable input and guidance along the way.

I am also in great debt to all the study consultants and lecturers at the University of Oslo who made this study possible in the first place, both by giving me access to students' opinions as well as, in the case of lecturers, their own opinions. Many of them went far beyond professional courtesy in being both helpful and encouraging.

Finally, I have to thank Annette Linda Vestlund for her patience.

1. Introduction

1.1 Background and research questions

The use of English worldwide is on the increase, and this is true not only in general, but also in the academic world, a field in which internationalism has always been significant as well as necessary. Due to historical reasons, "internationalism" has for the last fifty years been synonymous with English.

The availability of on-line sources, as well as the use of these, has instituted a significant change in the academic world. But on-line sources are still not the largest contributor to academic multilingualism; the use of foreign text books, and particularly text books written in English, is an important reason for this multilingualism. The impact of English on Norwegian is a concern to many who fear that English may indeed pose a threat to the native language of Norway. A more specific concern is the detrimental effect this may have on the development Norwegian terminology. On the other side of the debate are those who insist that language development is a natural result of internationalism. These are the ones who see the influence of English, and hence the development of Norwegian that this leads to, as simply a sign that Norwegian is a "living language", as opposed to a dead language which is no longer evolving, of which Latin springs to mind as an obvious example.

The object of this paper is not to determine which of these two groups are more correct about the effects of widespread use of English in Norway. The questions that this study deals with in relation to this multilingualism are: What are the attitudes of Norwegian students on curricula written in English as opposed to Norwegian, and how do these affect their studies? How do students' attitudes to this compare to those of lecturers who teach courses with English curricular texts?

1.2 Why study this?

In the first chapter of his book *Statistikk og dataanalyse*, professor Fred Wenstøp mentions that statistical work is often undertaken as a way to check the validity of assumptions that are based on observations¹. The reason I mention this is because it is also true in this case: the reason I chose this topic for a thesis is that, among the many students I know who are studying different subjects and courses, I have found that quite a few of them are prone to complain about the amount of English texts on their curricula. A similar complaint, usually from the same people, has been that whenever they seek out extra-curricular literature on a given subject, chances are that those texts are written in English as well.

Having heard numerous complaints about this, I have reached an assumption that many students are extra burdened by having to read English texts. But are they really burdened by this, and to what extent? I am not quite sure why their complaints have struck a chord with me, other than that I consider myself fairly fluent in the English language, as regards reading, writing as well as talking. I find myself having an outsider's perspective on this particular group of students; the ones that complain that while lectures are obviously held in Norwegian, the corresponding curriculum is more often than not made up of, if not always predominantly English texts, then at least of significant amounts. Additionally, as a student of the English language, I may be more willing to accept English as the *lingua franca* of the academic world than other students are, which may go some way to explain why I find their opinions on this interesting.

I have chosen to take a closer look at how attitudes on English as *lingua academica* are spread across a few select student groups, contrasted with what their lecturers have had to say about the subject. The reason I have chosen to interview the lecturers as well as is that I can only assume that the English texts are used for a reason.

¹ Wenstøp, Fred, 1997. *Statistikk og dataanalyse*, p. 1

Regarding the academic merit of using English texts instead of Norwegian ones, the lecturers are better equipped to assess this matter, as they are presumably more knowledgeable in the fields in topic, and they are also responsible for choosing what texts are included in the various curricula. In addition, lecturers may be more willing to accept English as what Ajimer and Melchers refer to as "a language for communication in the sciences"², and hence less worried about using English texts.

While students' reasons for approving or disapproving of English may have less to do with its usefulness as the *lingua franca* of academics and more to do with convenience, their opinion is still interesting, if for no other reason than that they are the users of these English texts. Hence, their experience of using these should be taken into account when discussing the use of English texts as opposed to Norwegian ones. As we shall see, their opinions vary, as does the situation in the different university courses in the survey.

According to Hatlevik and Norgård, a stable percentage of English texts are used in higher education in Norway³, and there is no indication of this changing any time soon. Compared to what amounts to extensive research on English in Norwegian lower education (Hellekjær 1992, 1996, 1998, Lehmann 1999 and others), relatively little research has been done on English in higher education. However, the work done by Hellekjær & Westergaard (2003) suggests that in the Nordic countries, insufficient language proficiency among students is "...a mounting problem"⁴. As will be seen later, the concern about poor foreign language skills is shared by several of the informants presented in chapter 4.

² Ajimer, Karin og Gunnel Melchers, 2004. *The influence of English on the languages in the Nordic countries*, p. 1, article in *Nordic Journal of English Studies*, No. 2, Vol. 3, Oslo: Unipub Forlag

³ Hatlevik, Ida Katrine Riksaasen & Jorunn Dahl Norgård, 2001. *Myter og fakta om språk - Pensumlitteratur på grunnnivå i høyere utdanning*, p. 79-80

⁴ Hellekjær, Glenn Ole & Westergaard, M. R., 2003. An exploratory survey of content learning through English at Nordic universities. In C. van Leeuwen & R. Wilkinson (Eds.), *Multilingual Approaches in University Education* (pp. 65-80). Maastricht: Universiteit Maastricht, quoted in Hellekjær, Glenn Ole, 2005,

This lack of proficiency among students, both in lower and higher education, is not only a problem in relation to studies, but can also amount to work-related problems later on. A recent survey undertaken by the EU says that many private companies, including Norwegian companies, are losing multi-million Euro contracts due to insufficient foreign language proficiency (Orben et al, 2007). Johanne Ostad, head of the Norwegian Centre for Foreign Languages in Education says that “many people do not realise how important language really is” (Dagens Næringsliv 03.13.2007, my translation). She also notes that there is a discrepancy between expectations and reality: while basic skills in English may be adequate for travelling abroad, they are not nearly sufficient for professional use.

Although the questions posed in this work are only a few of many questions that need to be asked regarding the use of English in Norway, it is imperative that possible consequences of using English curricula, as well as the attitudes towards it, are investigated, both from the students' point of view and from that of lecturers. What are possible positive and negative implications of using English instead of Norwegian texts, and how do these implications compare to the goals set out in the language policy of educational institutions? Do the practical problems involved in using English curricula suggest that it should be avoided in favour of Norwegian texts if possible, or are there possible advantages of making Norwegians students read English texts?

This study does not aim to answer these questions in full; a much larger study would be necessary. The object of this study is rather to suggest topics for further investigation. Some of the findings will no doubt be relevant to other disciplines besides the chemistry and theology courses included in this study, and the opinions expressed by students and lecturers are more than likely shared by many others. Still, a limited study such as this one does not allow for generalizations about opinions on

the use of English at the University of Oslo in general. The findings are merely intended to show the opinions among the specific groups included in the study. Consequently, discussions of opinions in the natural science and theology courses, and the differences between them, merely point to the opinions of those groups included in the study, and not at opinions held by all students and lecturers in those disciplines. However, to offer additional insight, comparisons are made between the findings in this study and other studies

There is an additional side to the use of English in Norway, both pertaining to higher education and to English use in Norwegian society as a whole. An important part of the current trend of globalization is the increasing use of English world-wide, a result of a strong Anglo-American cultural influence. This increasing use has implications for native languages, Norwegian among them. These possible implications are also included as part of the main discussion, as they are part of the same discussion and since opinions of this may well be a significant factor in student's overall views on the use of English in Norway.

1.3 Previous work

Apart from Kristiansen (2006), there has to my knowledge been no previous work done which deals with the specific questions that I aim to address in this paper, but there are several examples of work on similar points. One of these is a joint Nordic effort entitled *Nordic Attitudes on Language* (my translation, the original title is "Nordiske språkhaldningar") from 2006 which was initiated by the Nordic Language Council. This very comprehensive study deals with the population at large, but also focuses on differences such as age and educational level, making some of its findings suitable for comparison in this survey.

Another such survey is a doctoral thesis by Glenn Ole Hellekjær entitled *The Acid Test: Does Upper Secondary EFL Instruction Effectively Prepare Norwegian Students for the Reading of English Textbooks at Colleges and Universities* (2005).

Like *Nordic Attitudes on Language*, Hellekjær's work does not address the differences of opinion on the use of English between students and lecturers, but it does look at language abilities among Norwegian students. Hellekjær's findings are highly relevant to this paper.

A third survey which is relevant to the topic at hand is *Norwegian, English and Bilingualism in Higher Education* (my translation, the original Norwegian title is "Norsk, engelsk og tospråklighet i høyere utdanning – En pilotstudie om bruk av engelsk i fem fagtilbud ved fire læresteder), a pilot study from 2005 by Synnøve Skjersli Brandt and Vera Schwach for NIFU STEP (Norwegian Institute for Studies in Innovation, Research and Education). Of relevance to this study is the way they look at what motivates the choices between Norwegian and English, and what the attitudes are towards this bilingualism among the teachers and lecturers who make those choices. These aspects of *Norwegian, English and Bilingualism in Higher Education* are highly relevant to my discussion of the attitudes among the lecturers who were interviewed for this study.

A report by Ida Katrine Riksaasen Hatlevik and Jorunn Dahl Norgård from 2001 called *Myths and Facts about Language* (my translation, the Norwegian title is "Myter og fakta om språk) includes discussions on the amounts of foreign language texts used in higher education in Norway, and how these have changed over time. Their information on how these amounts vary across different disciplines are especially relevant to this study.

1.4 Aim and scope of the survey

The self-assessment test, presented to the student sample groups through an on-line survey, consisted of 19 questions. The first three are questions on age, native language and gender, then follows a series of questions on how the students assess their abilities in written and spoken Norwegian and English. Questions 12-18 are on how much of the students' curricula are in English, and how this affects their studies.

Finally, question 19 is an open question, urging the respondent to fill in any additional comments he/she may have on the subject. I did not expect a high answer rate on this last question, but it proved to be perhaps the most interesting, as it triggered numerous and varied responses that gave valuable insight.

The survey questions are presented in appendix I, along with the responses to these questions.

The goal of the survey was to find out what the positive and negative effects of using English curricular texts are, according to student sample groups as well as their lecturers/teachers.

The number of questions in the survey questionnaire was deliberately kept low, in order to insure a decent return rate. 147 students chose to take part in the main survey. Out of the 147 returned questionnaires, one was discarded because of obvious misunderstandings made by the respondent. The survey results from a single respondent from a computer science course were also discarded because it was the only answer from that group. With a total of 145 respondents from which to draw information, the material is obviously limited, though adequate for this purpose, considering how a paper like this must be kept fairly limited in scope. These limitations mean that I will avoid generalizing about students' opinions on the basis of the survey material. The scope of the questionnaire and the number of respondents only warrants preliminary conclusions about the specific student groups who took part in it. Some changes in ambition occurred in the process of gathering the survey data. The decision to narrow the scope of the survey was taken after it became clear that the number of students taking part in the survey would be much lower than I had initially hoped for. A decision to not discuss all points of the survey, and to keep discussion on some points very brief, was made for the same reason. Analysing replies to these questions would have required a significantly higher number of respondents. As will be explained in greater detail in 2.3, inquiries about survey participation were in some cases turned down, and in many cases ignored. As will be explained in chapter 2, not all survey questions will be discussed in detail; some

answers contains more interesting and relevant information than others, and to keep discussions on some survey questions are kept short because of

1.5 Plan of the thesis

The outline of this thesis follows the outline of the investigations carried out in preparation for writing it. The students' opinions were investigated through a survey, while the opinions of the lecturers were collected by means of interviews. The first step consisted of carrying out a small pilot test, with the aim of testing the adequacy of the questionnaire. The pilot survey and main survey are presented in chapter 2, with discussions on central points.

The second part of the investigation was to investigate the opinions of the students' lecturers. This was carried out through interviewing the lecturers, asking them questions which corresponded to the ones their students had already replied to in the questionnaire. The findings are presented and discussed in chapter 3. What follows in chapter 4 is a discussion of the results found in the main survey and in the interviews, and the findings are compared and contrasted. They are also compared with findings in other studies.

Finally, the conclusions are included in chapter 5.

References and appendices are included in chapter 6 and 7.

2. The survey

2.1 Method

Because of the limited scope of this paper, I chose to limit my investigation to bachelor-level courses. This distinction is not absolute in the sense that only students of a certain age answered the survey, as quite a few older students take these courses later on, either as a result of changing interests or because they take the courses later in life. Instead, the survey merely aims at assessing the opinions of those students who chose to take part in the survey.

The questionnaire used was in Norwegian, and the 19 items fall into three categories. It was designed to be filled in quickly in order to ensure a high rate of return. To make the questionnaire suitable for this purpose, it was kept short. The questionnaire was also kept simple, and this meant relying on mostly closed, multiple-choice items and Likert scales. The survey was answered on-line, through the NettSkjema survey engine supplied by the University of Oslo. The survey was distributed and processed electronically, it is anonymous, and respondents are not easily identifiable as a result of the gathered information. In addition, since the material contains no sensitive information, such as questions on ethnic background or sexual orientation, the survey does not fall under the purview of *Personopplysningsloven* of 2001.

All statistical analysis were done with SPSS software, version 15.

The variables in the survey were as follows:

1. Age (open)
2. Native language (open)
3. Gender (a choice of two answers)
4. The respondents' ability to write Norwegian (a choice of five answers)

5. The respondents' ability to read Norwegian (a choice of five answers)
6. The respondents' ability to talk in Norwegian (a choice of five answers)
7. The respondents' ability to comprehend spoken Norwegian (a choice of five answers)
8. The respondents' ability to write English (a choice of five answers)
9. The respondents' ability to read English (a choice of five answers)
10. The respondents' ability to talk in English (a choice of five answers)
11. The respondents' ability to comprehend spoken English (a choice of five answers)
12. The percentage of English texts on curricula for the course (a choice of six answers)
13. The respondents' opinion of this percentage (a choice of five answers)
14. The extent to which the respondents' understanding of the curriculum is influenced by texts being written in English (a choice of five answers)
15. A choice of statements reflecting the respondents' reading of English curriculum texts (a choice of five answers)
16. How fast the respondent reads curriculum texts in English compared to texts in Norwegian (a choice of five answers)
17. What solution the respondent chooses when facing a problem in understanding a curricular text written in English (a choice of five possible answers)
18. Whether or not the respondent receives adequate help to comprehend English curriculum texts (a choice of five answers)
19. Any additional responses regarding the use of English text on curricula (open)

2.2 The pilot survey

A small pilot survey was undertaken through the kind assistance of the delightful Miyuki Tsuruta Pedersen and a handful of her helpful students of Japanese. The aim of the pilot study was to test the adequacy of the questionnaire and to establish whether or not respondents faced any problems when answering it. Potential problems in survey design are questions that are potentially ambiguous, leading or

unclear. By assessing these students' responses and then discussing it with them afterwards, it became clear that none of them had any problems answering, and accordingly, no changes were made.

The students gladly accepted the challenge, and found the questionnaire to be straight-forward and easy to understand. Though the responses given by this group of students were as insightful and interesting as those given in the main survey, they are not included as part of the main survey analysis. There are two reasons for this. Firstly, the circumstances for distributing the pilot survey were different from those in the main survey. While respondents in the main survey received an invitation by email and were kindly encouraged by their lecturers to take part in the survey, the respondents in the pilot received email invitations after being asked to take part in it. The pilot respondents then supplied me with their email addresses, while email addresses for the main survey were given out by faculty staff. The second reason why I chose not to include the pilot as part of the main survey was that the linguistic situation in JAP1120 was very different from the courses in the main survey. Though all courses in this study employ English texts to some extent, the use of English to learn a foreign as done in JAP1120 adds a separate dimension. This is interesting, but less relevant to the main topic. I also think that to examine this aspect would require adding different questions to the survey. Since the aim of the pilot test was to assess the questionnaire, and not the answers given in response to it, I will only do a very limited presentation of the results, as well as briefly discuss the implications of the pilot test.

Table 1. *Age distribution in the pilot survey (JAP1120):*

Age groups (x)	19	20	21	22	23	24	25	26	27	28
Frequency (f)	2	5	1	1	1	0	0	0	0	1
Relative frequency (f/N)	.182	.455	.91	.91	.91	0	0	0	0	.91

Only 11 eleven respondents took part in the pilot. I considered performing an additional test, but found it to be unnecessary after considering the positive feedback from the JAP1120 respondents.

Table 2. *Gender distribution in the pilot survey (JAP1120):*

Gender (x)	Female	Male
Frequency (f)	3	8
Relative frequency (f/N)	.273	.727

The uneven distribution of male and female respondents were also taken into consideration when deciding whether or not to perform a second pilot test, but performing an additional pilot test to rectify this would do nothing to change the potentially uneven gender distribution in the main survey. On the question of how much of their text curricula is in English, the respondents in the pilot survey are not in agreement, and understandably so. A considerable amount of their *Genki* textbooks contain text examples in Japanese, as it is after all a text book on learning Japanese. Nevertheless, these students of Japanese language have answered as best they can.

Table 3. *Amount of English text in JAP1120 textbooks*

Amount, in percentages	Number of respondents	Relative frequency
0%	0	0
25% or less	0	0
Between 26 and 50%	2	.182
Between 51 and 75%	1	.091
Between 76 and 99 %	3	.273
100%	5	.455

The wide range in responses to this question can be a result of several things. First of all, the JAP1120 curriculum contains no Norwegian text, so the distinction in percentages is, in this case, between English and Japanese text. Second, to assess the difference in distribution between Japanese and English text on their curriculum is

hard, as their text books contain both. It is probably also safe to say that not all students have not paid much attention to this question when reading. After all, why should they? A third possibility is one that will be mentioned later in relation to the KJM1011 students; the question is about curricular texts only, while some respondents may still easily include handouts when thinking about this question. As will be seen later, the distinction between curricular texts and handouts is sometimes blurred; in some cases both students and lecturers confuse the two, and handouts are in other cases seen as part of the curriculum.

As I took the JAP1120 course myself a few years back, I believe the correct answer is in the proximity of 50 percent. Interestingly, more than half of the respondents have put the percentage of English text at a much higher number, and almost half of the respondents have put the number at 100 percent. This suggests the explanation that the students see the English texts in their *Genki* textbook as the actual text, while they view the Japanese text examples as illustrations, or at least as something very separate from their English counterpart. This is understandable, as the respondents are, at this level, newcomers to the Japanese language.

The students' responses to the pilot survey sets it apart from the other surveys, for two reasons:

- 1: More than half of the respondents actually wrote additional comments.
- 2: The students in this group were using English text books which also contained numerous texts in Japanese. As mentioned in relation to Table 3, this fact sets their curriculum apart from those of the other respondent groups.

A quite high percentage of students chose to answer the questionnaire (see table 4, p.18). This fact, as well as the fact that a high percentage of those who responded also wrote additional comments in the final question, indicated that the survey was well suited for its purpose. The high percentage of Japanese text in the course curriculum sets it apart from those of the courses in the main survey, but this is of no concern

here since the main objective of performing the pilot study was to assess not the answers provided by respondents, but the performance of the survey itself.

2.3 The respondents in the main survey

The respondents were asked to participate in the survey by email, and the survey itself was done by using NettSkjema, a survey tool available on the web pages of the University of Oslo (UiO). A choice was made early on to narrow down the focus to bachelor students, mostly because a focus on one limited group was believed to be enough for this type of assignment. A comparative study between bachelor and master students could probably reveal interesting aspects of how students do or do not experience an improvement in their ability to work with English curricular texts, but it is beyond the scope of this small survey.

The main survey respondents' email addresses were supplied by lecturers who proved willing to let their bachelor students take part of the survey. After sending out courteous emails to all departments of the University of Oslo, only a handful proved willing to cooperate, but those who did proved to be very helpful in enabling the project to go forward. In addition to the students of Japanese language in the pilot study, seven groups of students took part in the survey, which finally produced a material consisting of answers from 147 respondents. The answer rate within each group proved to be acceptable in all eight cases except for one group, INF3100, which was not included in the analysis because only one person responded. A larger group of respondents from a larger number of groups would have been desirable, but given the difficulty in finding more groups who could take part in the survey, this proved to be difficult. There were several reasons for this.

Most of the lecturers who were contacted proved unwilling to cooperate, for various reasons. Many simply stated that they did not have the time to take part in this, others said that such a survey would interfere with internet activity that was already planned for the course, such as course assessment surveys. Their fear was that supplying their

students with an additional survey in addition to the course assessment might mean that fewer students would take the time to answer the course assessment, or even none at all. In view of how difficult it can be to make people answer surveys, their fear was understandable, though regrettable all the same. This potential problem could well have been compounded by the fact that the NettSkjema website used for this survey is also regularly used for course assessment surveys, though I did not initially inform the lecturers on how the internet survey would be administered.

Many others had strong reservations about giving out students' email addresses at all, a concern which is regrettable in the context of this survey, but is otherwise both understandable and commendable. Sadly, the majority of the lecturers did not respond to repeated requests, but I would not be surprised to find that my request was one of too many similar requests. The problem of competing with other research projects asking for similar favours from lecturers was a scenario I had been warned of beforehand. Another possible explanation for the lack of response is that the survey deals with what could be seen as a sensitive issue. The use of English vs Norwegian has been, and still is, the subject of much debate, not just regarding its use in academia but in Norwegian society in general.

This possible explanation is nothing but speculation on my part, but in disciplines where the use of predominantly English texts is seen by some as a problem, lecturers can not be expected to want to draw attention to the issue, though perhaps they should. Given the limited number of groups who took part in the survey, the survey is to be regarded as an exploratory survey. The analysis is in no way meant to shed light on attitudes held at UiO in general, nor is it able to. It simply illustrates attitudes, as well as differences among these attitudes, found in those groups who were part of the survey.

The sizes of the respondent group vary greatly, but so do the populations they are culled from. As will be shown, the answer rate within each population group is satisfactory. A potential problem in any survey is the question of *who* chooses to answer; people with strong opinions are often more prone to express them than is the

case for others. One can assume that this could still be true when answering the survey is made easy by email distribution, but on the other hand, the question of who answers a survey would likely be relevant regardless of the method chosen for distributing it.

In fact, the relative ease with which the respondents could answer the survey was one of the reasons I chose to use NettSkjema in the first place. It is arguably less burdensome to answer an online survey than it is to fill out a survey on paper, and even less so when compared to being interviewed in person. Using an online form such as Nettskjema means the respondent is free to answer it in his own time. Using NettSkjema also had the advantage of being trustworthy, in the sense that it is used to distribute review surveys of university courses to students, which meant that many of them were likely already familiar with the format. This fact is probably also at least part of the reason for the relatively high answer rate.

Even though the students were invited by means of an email which stated the surveys' purpose in no uncertain terms, one respondent (who was excluded from the analysis for this reason) gave answers which indicated that he or she thought the survey was the actual course assessment survey. The reason I excluded this person was the answer given in response to the last survey question, which asks the respondent to fill in any additional thoughts and comments on the use of English curricular texts. The answer had no relationship to the question; it was a scathing review of the quality of the lectures and the course in general.

2.4 Samples and results: statistical analysis

2.4.1 Groups

The respondent groups chosen to be included in the main study were comprised of students from the following courses, all taught at the University in Oslo:

1. AST2110. A second-year astronomy course.

2. KJM1011 A first-year chemistry course.
3. KJM1030. A first-year chemistry course.
4. KRIS2101. A second-year theology course.
5. KRIS2145. A second-year theology course.
6. TEOL3001. A third-year theology course.

Attempts were made to include three computer science courses, but as only one student from those courses replied (INF3100), this was impossible. The Faculty of Humanities also expressed an interest in letting students take part in the survey, but faculty staff insisted the survey would have to be distributed in a way that did not require giving out students' email addresses. This reservation is understandable, but in the end I decided against distributing the survey in different ways to different student groups.

JAP1120, though included in table 4, is not included in the main survey. This selection conveniently consists of three natural science courses and three theology courses, a selection which makes for easy comparisons between two disciplines. Table 4 (below) shows the number of respondents from each group (frequency), as well as the total number of students within each group and the answer rate in each group. The answer rates vary between 19.5 and 52.5 percent. This variation in answer rates is considerable, but acceptable for the purposes of this study. An interesting tendency is found in the difference in answer rates between the three theology courses (TEOL3001, KRIS2101 and KRIS2145) and the three natural science courses (AST2110, KJM1011 and KJM1030).

Table 4: Number of respondents and answer rates

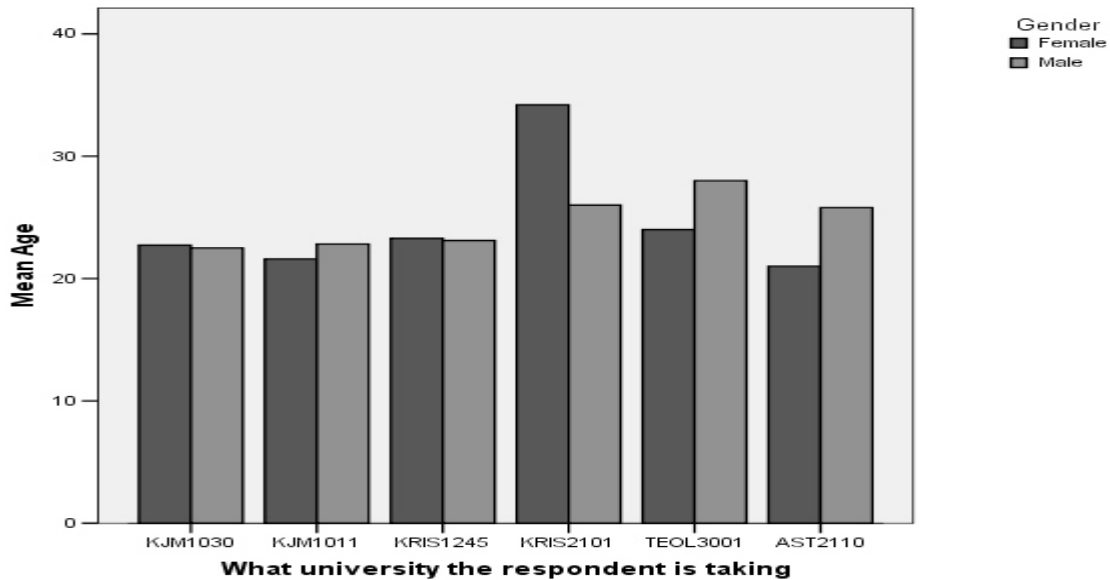
Groups	Total number of students	Respondents	Answer rate
1: JAP1120	23	11	47.8 percent
2: TEOL3001	19	5	26.3 percent
3: KRI2101	34	7	20.5 percent
4: KRIS2145	82	16	19.5 percent
5: AST2110	14	6	42.8 percent

6: KJM1011	194	90	46.4 percent
7: KJM1030	40	21	52.5 percent

The variation is surprisingly stable between the two groups, in spite of the fact that the survey was administered in identical fashion to all respondents. There is a negative correlation in the way the theology lecturers were far more cooperative than most natural science lecturers were, both in participating themselves and making their students available as respondents, the theology student respondents ended up answering the survey at a fairly low rate (all three groups range between 19.5 and 26.3), rates all consistently lower than those produced by the three natural science respondent groups (all three groups range between 42.8 and 52.5 percent). The low return rate could be a result of NatSc having a more positive attitude towards using English. Such an attitude might mean that NatSc students are more inclined to take part in a survey on this topic. The differences in return rates as seen above are obviously not sufficient to confirm this suspicion, but such a difference in attitude between NatSc and Theo are suggested in the replies to several other variables. More on this later in this chapter.

2.4.2 Age and gender

Figure 5: Gender and age frequencies within each university course



The gender and age frequencies within each respondent group is laid out in figure 5 above. As seen in this bar chart, we find the greatest variation in mean age between the genders among the respondents from the three last university courses. These variations can be due to the fact that these three groups consist of few respondents, making these groups more vulnerable to outliers⁵ and skewedness. In light of this, I will not treat the difference in age and gender distribution in the KRIS2101, TEOL3001 and AST2110 respondent groups as a significant factor in my analysis, though I will take a closer look at differences across different age groups when looking at all respondents as a whole.

A separate variable for identifying age groups has been added, dividing respondents into a set of five age groups. The dispersion between these groups can be seen in table 6 on page 28.

⁵ Kinnear, Paul R. & Colin D. Gray, 2006. *SPSS 14 Made Simple*, p. 97.

Table 6: Age groups

<i>Age group</i>	<i>Frequency</i>	<i>Percent</i>
19-20	40	27.6
21-23	62	42.8
24-27	26	17.9
28-31	9	6.2
32-40	8	5.5
Total	145	100

A little over two thirds of the respondents belong in the first category. This is not surprising, since the university courses in question are all bachelor-level courses, which means we can safely presume that these courses are taken by predominantly young students. Also, the slight age difference between the courses as seen in figure 5 reflects the fact that the three last courses are 2000- and 3000-level courses which are taken later in a bachelor programme than the first four courses are. Also, a look at the raw data explains the high mean age of female respondents from KRIS2101 in figure 5: three of the seven respondents in KRIS2101 are forty years old, which sets this group apart from the others age-wise. However, these age groups enable us to look into possible differences in opinions between respondents of different ages. The uneven distribution of respondents, both between respondent groups as well as between male and female respondents within groups, also suggests the use of non-parametric statistics⁶. Also, much of the material gathered is measured in nominal and ordinal scales, which further necessitates the use of non-parametric techniques⁷.

⁶ Siegel, Sidney & N. John Castellan Jr., 1988. *Nonparametric Statistics for the Social Sciences*, 2nd edition, pp. 33-36

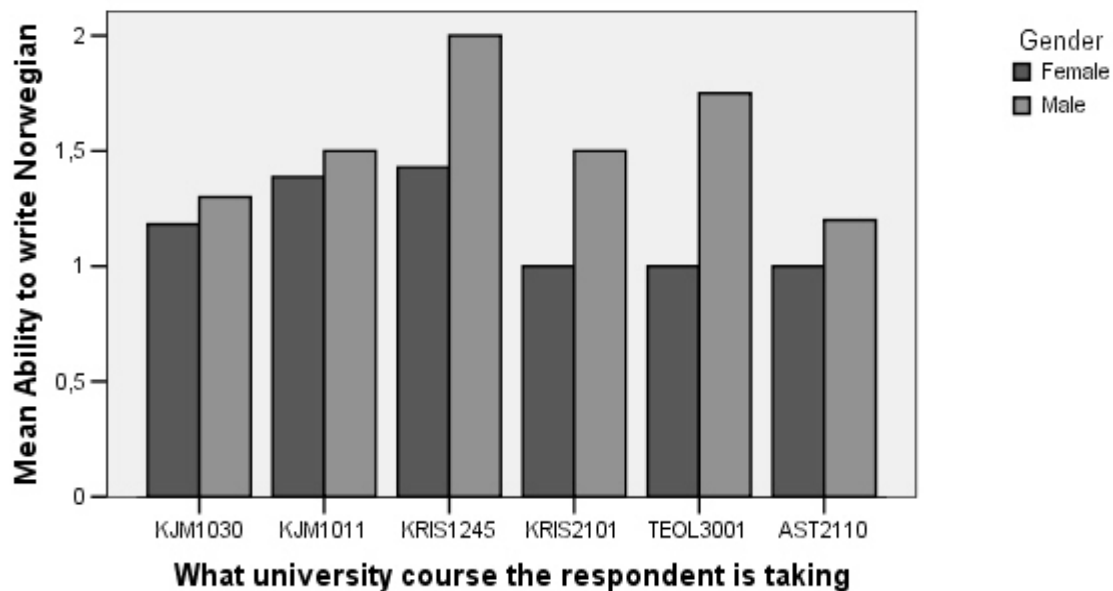
⁷ Siegel & Castellan Jr., pp. 23-28

2.4.3 Language proficiency

Norwegian

Figure 7 shows the mean output of variable 6 from the survey data. The possible answers to this, as well as to the next 3 variables, are 1 – very good, 2 – good, 3 – neither good nor bad, 4 – poor and 5 – very poor. This does not in itself tell us that female respondents have a higher level of proficiency when it comes to writing Norwegian, but it shows us that their own assessment of their abilities is higher than what is the case for male respondents.

Figure 7: Respondent's self-assessment of their ability to write Norwegian



When respondents of each group are split along gender lines the way they are in Table 7, the overall differences between the different respondent groups become less clear. To establish if there is a significant difference between the groups when it comes to the respondents' self-assessment of their ability to write in Norwegian, a Kruskal-Wallis test⁸ has been performed. The mean ranks for KJM1030 through AST2110 displayed in figure 7 (below) show what appears to be a significant variance, but the test statistics in table 8 tell a different story. With a significance level

⁸ Siegel & Castellan Jr., pp. 206-216

way above 0,05, we can conclude that there is no statistically significant difference in the response to variable 6 across the different respondent groups.

Table 8: Kruskal-Wallis test, variable 6 ranks

<i>Category</i>	<i>Frequency</i>	<i>Mean Rank</i>
KJM1030	21	63.79
KJM1011	90	74.57
KRIS1245	16	87.88
KRIS2101	7	59.57
TEOL3001	5	68.80
AST2110	6	61.17
Total	145	

Chi-Square 6.570

df 5

Asymp. Sig. .255

To determine whether the gender differences seen in table 7 are significant, a Mann-Whitney U Test⁹ has been performed on each respondent group.

Table 9: Mann-Whitney U test, variable 6.

Group	Z	Asymp. Sig.	Exact Sig.
1: KJM1030	-,206	,837	,918
2: KJM1011	-,355	,723	
3: KRIS2145	-,978	,328	,408
4: KRIS2101	-1,581	,114	,381
5: TEOL3001	-,500	,617	,800
6: AST2110	-,447	,655	1,000

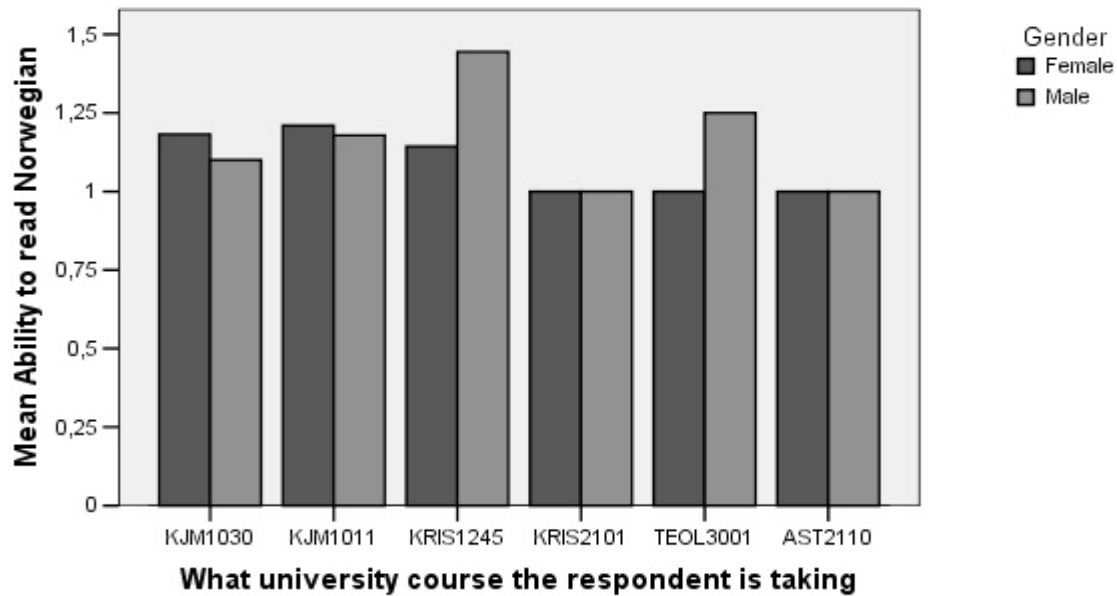
Even though KJM1011 is lacking the *Exact Sig.* output, we can conclude that there is no statistically significant difference in how male and female respondents assess their own ability to write in Norwegian; all significance values are far too high. However, the fact that the difference has not been found to be statistically significant does not

⁹ Siegel & Castellan Jr., 1988, pp. 128-137

mean that the difference should be ignored completely; the difference is clear enough in table 7, but seeing how all mean values are between 1 and 2, the differences are very small. Still, when comparing the findings in Table 7 with the answer rates within each group as displayed in Table 4, it becomes clear that, out of the last six respondent groups, the largest variance between the two genders can be found in the groups with the lowest answer rate. The fact that a low answer rate makes for a higher vulnerability to outliers and skewedness could go some way to explain the actual difference. A case in point is KRIS1245; while the difference across genders looks more than significant when looking at Figure 7, the fact remains that if one compares this with the numbers in Table 4, KRIS1245 is the group with the lowest answer rate, and also consists of few respondents. That is not to say that the difference is not there, but the limited data does not warrant such a conclusion.

The conclusion must be that though the difference in Table 7 looks intriguing, the limited scope of this survey does not warrant drawing conclusions about age and/or gender differences when it comes to these specific questions; it is my belief that a significantly more comprehensive study would be necessary. The limited yet visible differences found in Table 7 suggests that looking closer at the differences in students' self-assessment of their own linguistic abilities could be worthwhile.

Figure 10: Respondents' ability to read Norwegian, mean scores variable 7



When respondents were asked to assess their own ability to read Norwegian, the possible answers were the same as for variable 6 and variables 8 and 9: 1 – very good, 2 – good, 3 – neither good nor bad, 4 – poor and 5 – very poor. We can see that the differences, both between respondent groups and between the two genders within each group, are smaller than they were in the previous variable (Table 7). To determine if there are significant differences between the 6 respondent groups, a Kruskal-Wallis test has been performed.

Table 11: Kruskal-Wallis test, variable 7 ranks

Category	Frequency	Mean Rank
KJM1030	21	71.14
KJM1011	90	73.23
KRIS1245	16	83.19
KRIS2101	7	61.00
TEOL3001	5	75.20
AST2110	6	61.00
Total	145	

Chi-square 4.953

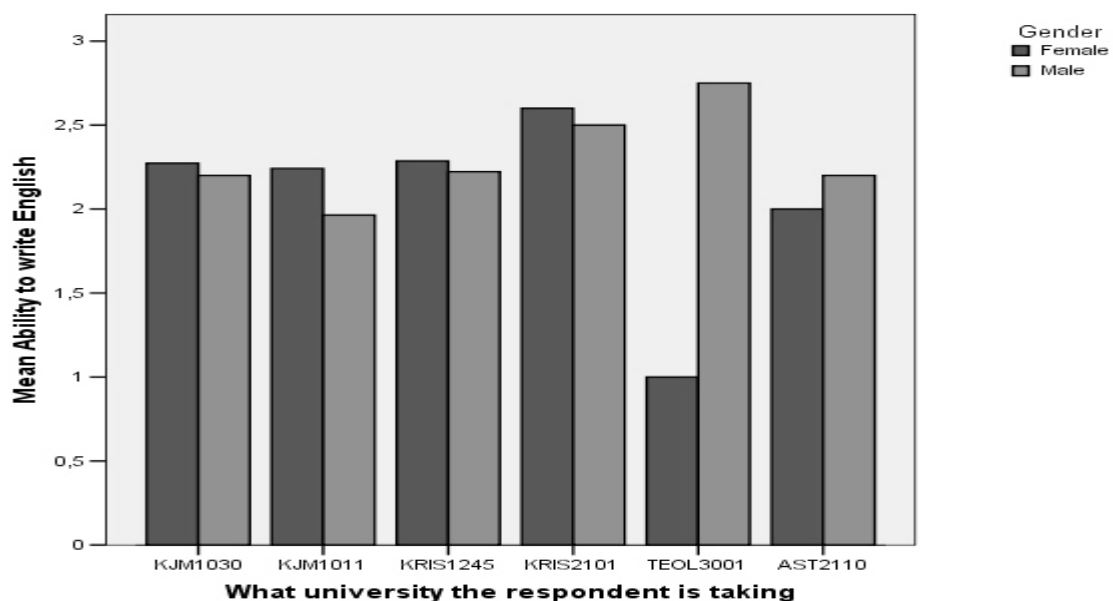
df 5

Asymp. Sig .422

Both the mean ranks in table 10 and the significance level in table 11 (above, presented as *Asymp. Sig*) tells us that the difference is even smaller than we found to be the case with variable 6. I have chosen not to discuss the next two variables in the survey, which are respondents' self-assessment of their ability to talk and comprehend spoken Norwegian. The reason for this is that the differences found in these are even smaller than the ones found in the previous two. When considering these four variables together, my conclusion is that the differences are small, and the differences in how students assess their proficiency in spoken Norwegian can not be considered as a factor in my analysis.

English

Figure 12: Respondents' ability to write English



The differences in figure 12, showing students' self-assessment of their ability to write English, looks similar to the corresponding figure 7 on writing Norwegian. The exception is TEOL3001. The similarity makes me suspect that the difference is statistically insignificant. The difference between male and female respondents in TEOL3001 is likely due to the low number of respondents in that group, and will not be considered significant.

Table 13: Kruskal-Wallis test, variable 8

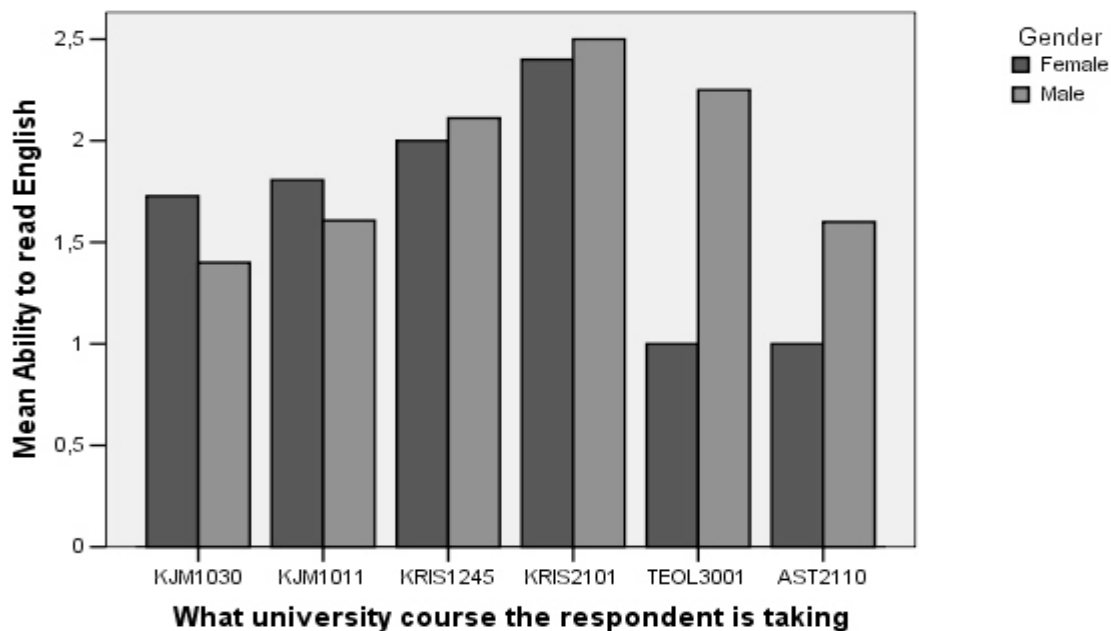
<i>Category</i>	<i>Frequency</i>	<i>Mean Rank</i>
KJM1030	21	74.62
KJM1011	90	70.87
KRIS1245	16	74.56
KRIS2101	7	86.21
TEOL3001	5	80.30
AST2110	6	73.67
Total	145	

Chi-square 1.323

df 5

Asymp. Sig .933

The Kruskal-Wallis test confirms my suspicion that the difference is insignificant. The difference in mean ranks between the six groups is small, and with a significance level of .933, I am forced to conclude that the material shows no significant difference.

Figure 14: Respondents' ability to read English

When comparing these findings to those in Figure 10, we are immediately struck by the difference: the respondents' assessments of their own ability to read English varies much more than that of their ability to read Norwegian, as shown in figure 10. The

difference across groups is also greater than what is the case in figure 10. The largest within-group difference is in TEOL3001, with female respondents feeling significantly more secure in their ability to read English than male respondents do.

Table 15: Kruskal-Wallis Test, variable 9

<i>Category</i>	<i>Frequency</i>	<i>Mean Rank</i>
KJM1030	21	65.00
KJM1011	90	71.41
KRIS1245	16	85.72
KRIS2101	7	94.57
TEOL3001	5	77.90
AST2110	6	61.75
Total	145	

Chi-square 5.486

df 5

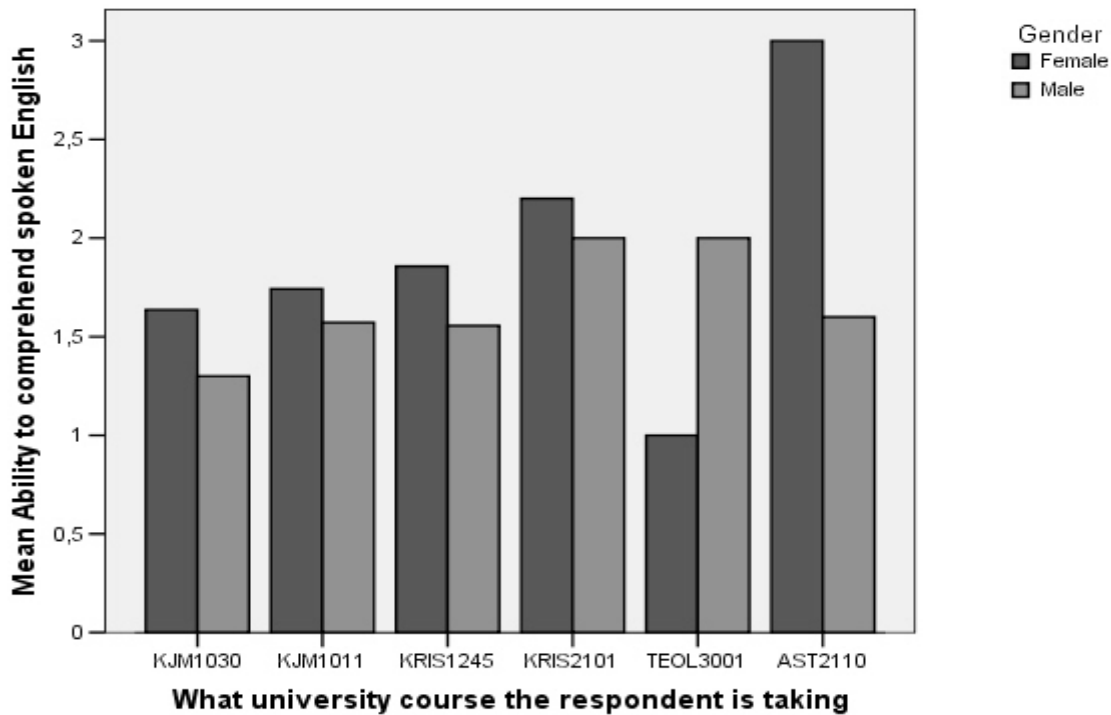
Asymp. Sig .359

However, as this group consists of only 5 respondents, I will ignore this potentially meaningless difference. To check for statistical significance, a Kruskal-Wallis test¹⁰ has been used. As seen in table XX above, the situation here is similar; the differences are found to be statistically insignificant. The significance level (Asymp. Sig.) is still lower than the one in the previous table, but all this tells us is that differences are insignificant in both cases.

In the figure below, The most significant differences in this figure is found in the last two respondent groups. As mentioned earlier, the numbers of respondents in these two groups are low.

Figure 16: Respondents' ability to comprehend spoken English

¹⁰ Siegel & Castellan Jr., 1998, pp. 206-216



This highlights the problem of doing such an exploratory survey; the limited scale means sample sizes can be insufficient, even though the differences in numbers of respondents between NatSc and Theo are similar to the differences in the sizes of classes taking these courses. Because of this I do not think the material warrants forming any solid conclusion about gender differences within these two groups. It's also worth noting that the difference between male and female respondents is negligible in KJM1011, the group with the largest number of respondents. The conclusion is that the material does not show whether or not a significant difference between genders exists in this regard. If one ignores the insignificant gender difference in the two last groups, the difference between each group is small.

2.4.4 The amount of English on the curricula

The amount of English on the curricula

Figure 17: Percentage of English text in curricula

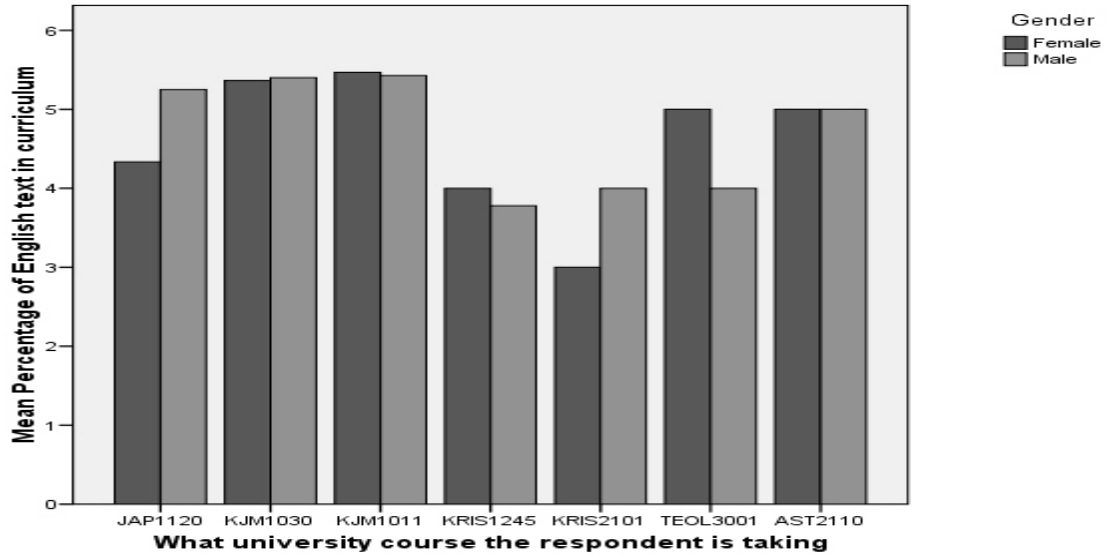


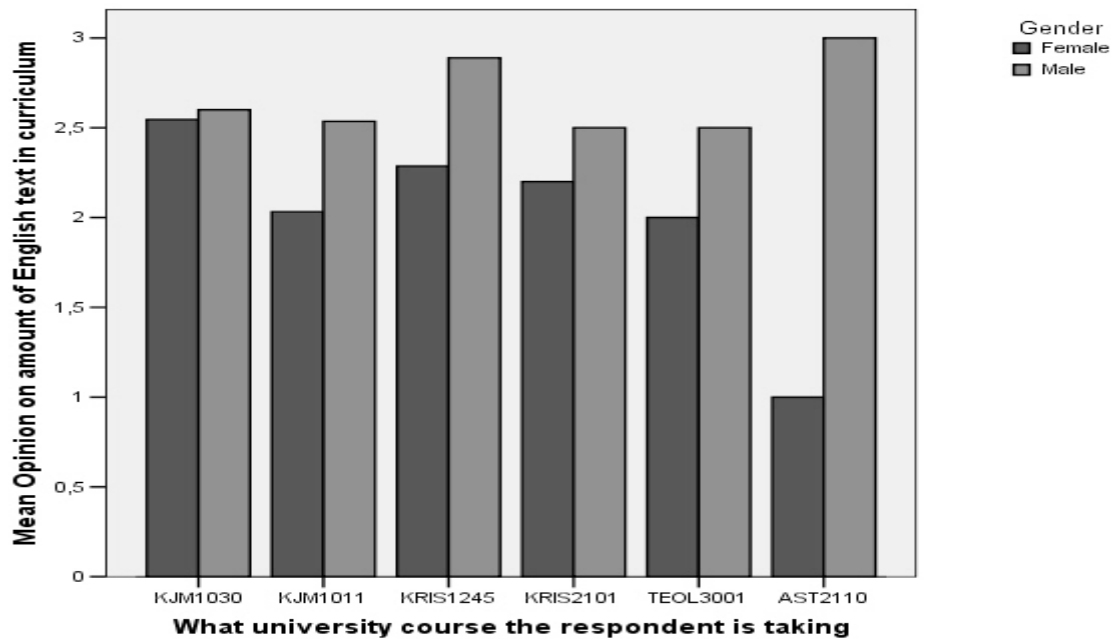
Figure 17 above shows the mean of the replies to variable 13 in the survey, which asks the respondents to assess how much of the curriculum in each respective course is in English. The respondents were asked to assess this by choosing an answer among the following choices: 1 – zero percent, 2 – below 25 percent, 3 – between 26 and 50 percent, 4 – between 51 and 75 percent, 5 – between 76 and 99 percent and 6 – 100 percent. The initial purpose of this question is to assess what impression the respondents have of the amount of English they have to read in these courses, and then to contrast it with the actual amount of English on each curriculum. All of these mean percentages rank between 3 and 5, meaning that a majority of the respondents feel that the amount of English is at least 26 percent, and in most cases higher.

There is a disparity between male and female respondents from KRIS2101 and TEOL3001. I have chosen not to read not to much into this, as the low number of respondents in these two groups (7 and 5, respectively) means they are more indicative of the opinions of individual persons than of an actual difference of opinion between the two gender groups.

Opinion on the amount of English on the curricula

Figure 18 shows the mean of replies to variable 14 in the survey. This variable deals with the respondents' opinions on the amount of English on their curricula.

Figure 18: Opinion on amount of English text in curricula



When answering this question in the survey, the respondents were asked to choose between the following answers: 1- too much, 2- much, 3 – adequate , 4 – little and 5 – too little. It's interesting to note that all of these mean scores are between 1 – too much and 3 – adequate, which suggests that none of the groups would wish for more English texts.

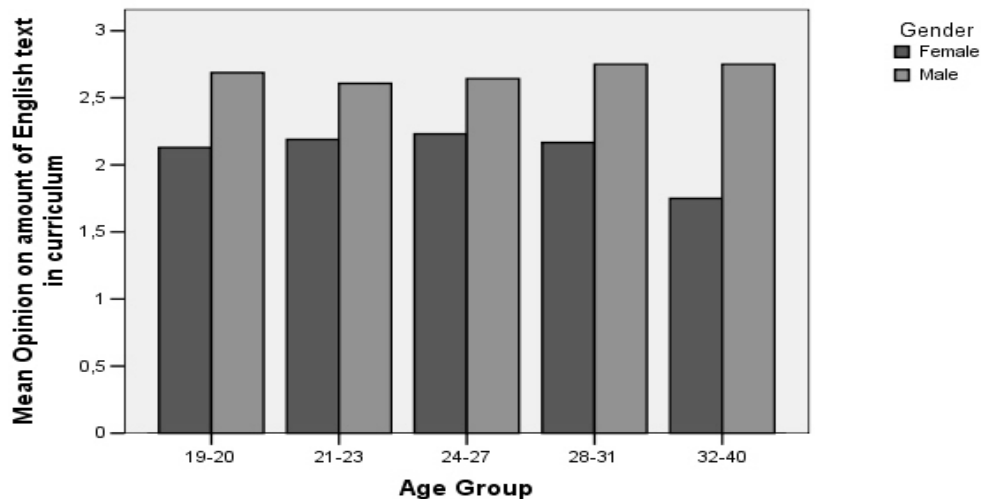
Also noteworthy is the fact that, with the exception of JAP1120, male respondents are more positive towards the amount of English curricular texts, though the difference is admittedly very small. In AST2110, the male/female difference of opinion is apparently larger, but as already mentioned, the low number of respondents in AST2110 means I will not take this into consideration. Still, this is similar to the findings in the *Nordiske Språkhaldningar* survey that was published in 2006, which tells us that XXXXXXXXX

2.4.5 The age factor: difference of opinions across age brackets.

Differences across age brackets between all respondent groups

Respondents have been divided into five age brackets. This is done to check if age is a factor in how respondents feel about the amount of English on their curricula. In figure 19 below, respondents have been grouped according to age group and gender, and the bar graph shows the mean scores from these groups on survey variable 13. As respondents have been divided into age groups and gender, we see that age is not a significant factor in how respondents feel about this question.

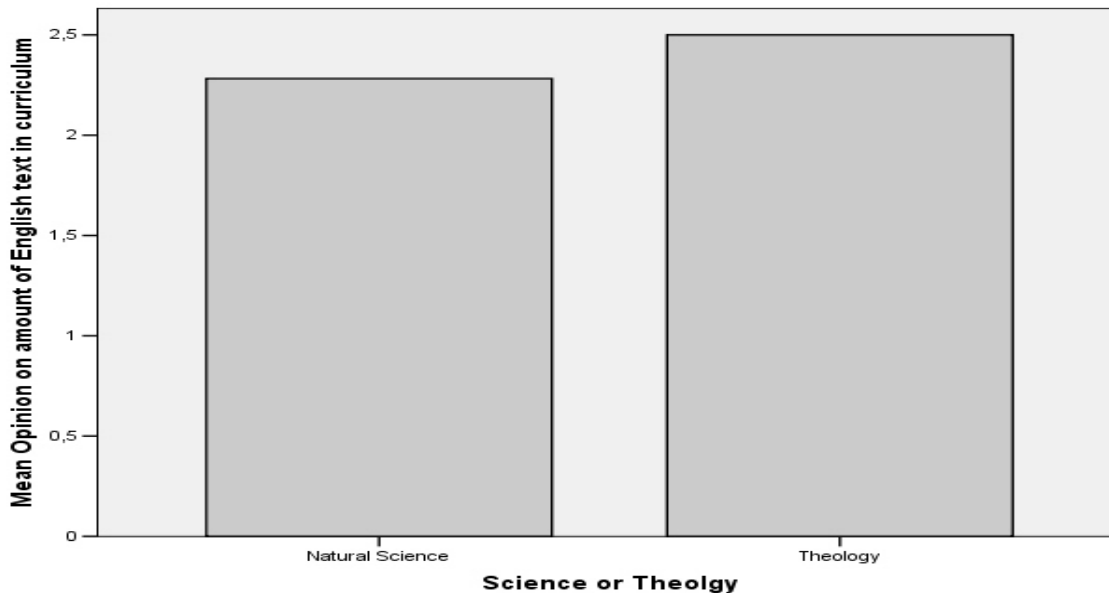
Figure 19: Opinion on amount of English text in curricula (Age groups)



This result is different than ones found in other studies which have argued for a difference according to age as to how people feel about the influx of English. I do not believe this indicates an actual difference in opinion about the influx of English, but rather that the question itself is not suited to determine how respondents feel about the influence of English in general. The conclusion is that there is no significant difference to be found across age groups.

2.4.6 Theology versus natural science: differences across disciplines

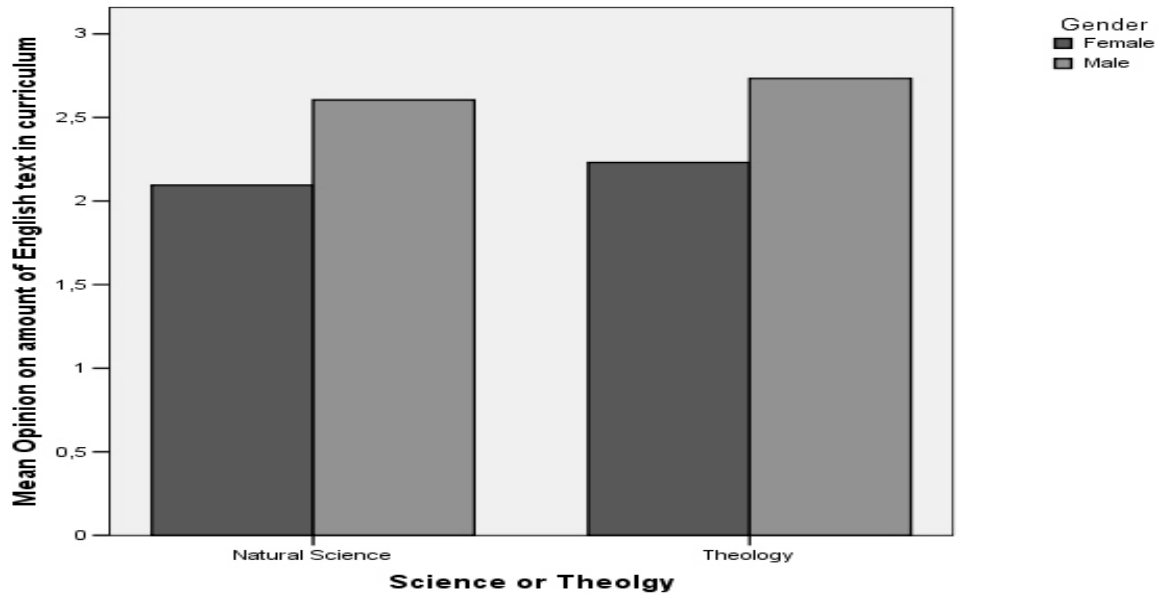
Figure 20: Opinion on amount of English in curricula according to discipline



Respondents are ranked according to whether they are taking theology courses or natural science courses. This is done to check if there is a difference in opinion between respondents from these two different disciplines. The difference here is slight, which shows us that science students are only slightly less positive about English texts than theology students are. As the percentage of English curricular texts among the three natural science courses is significantly higher than in the theology courses, the difference is surprisingly small. In comparison, the difference is similar in figure 20 (below), which shows the difference in opinion according to both discipline and gender.

What we see in figure 21 on the next page is that the difference of opinions between male and female respondents is stable in both discipline groups. This means that figure 20, which does not take into account differences between male and female respondents, still gives a correct account of the actual difference between the two disciplines. And as in figure 20, the differences found can only be described as small.

Figure 21: Opinion on amount of English according to discipline and gender



. Still, it's interesting to see that that the small difference is between natural science students and theology students, while the difference between male and female respondents is stable regardless of academic discipline.

2.4.7 How the respondents deal with reading English

The extent to which understanding of curriculum is influenced by English text

Table 22 below shows the frequencies and percentages of replies to how their understanding of the curricula is influenced by English text. The last four columns shows frequencies and percentages of the three natural science courses combined (NatSc) and the three theology courses (Theo).

Table 22: The extent to which understanding of curricula is influenced by English text

Category	Frequencies	Percent	Freq. (NatSc)	Percent (NatSc)	Freq. (Theo)	Percent (Theo)
Very much	12	8.3	9	7.7	3	10.7
Much	23	15.9	17	14.5	6	21.4
Some	60	41.4	50	42.7	10	35.7

Little	28	19.3	24	20.5	4	14.3
Very little	22	15.2	17	14.5	5	17.9
Total	145	100	117	100	28	100

The differences in percentages between the two disciplines look stable when compared with the overall percentages in column 2, but there is a difference. 22.2 percent of natural science students find that their understanding is influenced *very much* or *much* by English text. The cumulative percent of theology students who feel the same way is 32.1. A difference of nearly ten percent should be taken into consideration, even if it is not statistically significant, as revealed in table 23 below.

Table 23: The extent to which understanding of curricula is influenced by English text, according to discipline

<i>Discipline</i>	<i>Frequency</i>	<i>Mean Rank</i>
Theology	117	73.98
Natural Science	28	68.89
Chi-square	.363	
df	1	
Asymp. Sig	.547	

While the difference between theology and natural science is not found to be statistically significant, I will not conclude that there is no opinion at all. Chances are that the sample sizes of these two groups are too small anyway.

A choice of statement reflecting the respondents' reading of English

Included in the survey was an additional question on what effect having to read English had on students' understanding of curricular texts. The purpose of this was to include a control question, which basically measures the same phenomenon, only worded differently. This gives the opportunity to check the validity of the findings in the previous question by comparing the two; a low correlation between the responses to these two almost identical question could indicate that respondents had

misunderstood the question, or were just filling out the questionnaire without actually giving it any thought. The replies to this question is presented in table XX below.

The main difference between the two groups is found in the percentages of respondents who have chosen one of the first two statements.

Table 24: Choice of statements on respondents' reading of English curricular texts

<i>Category</i> <i>Percent (Theo)</i>	<i>Frequencies</i>	<i>Percent</i>	<i>Freq. (NatSc)</i>	<i>Percent (NatSc)</i>	<i>Freq. (Theo)</i>	
I understand only some main points of the text	6	4.1	4	3.4	2	7.1
I understand the main points and some specifics in the text	26	17.9	17	14.5	9	32.1
I understand most of what I read of English curricular texts	79	54.5	69	59.0	10	35.7
I understand all I read of English curricular texts	34	23.4	27	23.1	7	25.0
Total	145	100	117	100	28	100

The percentage of theology students who chose one of these two statements to describe their reading of English texts are about twice that of natural science students in both cases. The differences in the two other categories are much smaller. The differences in percentages found in the two first categories indicate that theology students struggle more with understanding English curricular texts than students of natural science do.

How fast the respondents can read English compared to reading Norwegian

Table 25: How fast respondents read English compared to Norwegian

<i>Category</i> <i>Percent (Theo)</i>	<i>Frequencies</i>	<i>Percent</i>	<i>Freq. (NatSc)</i>	<i>Percent (NatSc)</i>	<i>Freq. (Theo)</i>	
Much slower than Norwegian	17	11.7	21	10.3	5	17.9
Slower than Norwegian	68	46.9	55	47.0	13	46.4
Same speed as Norwegian	51	35.2	41	35.0	10	35.7
Faster than I read Norwegian	6	4.1	6	5.1	0	0

Much faster than I read Norwegian	3	4.1	3	2.6	0	0
Total	145	100	117	100	28	100

That 9 natural science (NatSc) students have reported that they read English texts *faster* or *much faster* than Norwegian is simply a reflection of the fact that included in the NatSc group are more people of various native languages other than Norwegian, and among these English. Among theology respondents, three out of twenty-eight have a native language other than Norwegian, a percentage of 10.7. The corresponding numbers for NatSc is twenty-five respondents out of a total one hundred and seventeen students, a percentage of 21.3. That those NatSc respondents are able to read English faster is no reflection on the linguistics abilities of theology students. Apart from this, the only difference that stands out is the percentages who chose category 1, *much slower than Norwegian*. In a group where more than twenty percent of respondents have native language other than Norwegian, one might reasonably expect the respondents to score higher on the *much slower than Norwegian* category, but the opposite is true. The theology respondent group has quite a higher percentage of respondents in this category, and my conclusion is that this is the only relevant difference revealed in table XX. This finding supports my general impression that there is a slight difference in how the attitudes towards English between Theo and NatSc.

How respondents cope with problems when reading English

Table 26: What solution respondents choose to cope with problems in reading English

Category
Percent (Theo)

Frequencies Percent Freq. (NatSc) Percent (NatSc) Freq. (Theo)

I ask a fellow student for help	2	1.4	2	1.7	0	0
I use a dictionary or a corresponding Internet resource	83	57.2	66	56.4	17	60.7
I try to understand the meaning from the context	58	40.0	48	41.0	10	35.7
I skip the part that gives me problems	2	1.4	1	0.9	1	3.6
Total	145	100	117	100	28	100

Judging by the percentages in table 25, the difference in how students from natural science (NatSc) and theology (Theo) cope with these problems is very small.

2.4.8 Do the respondents receive adequate help to comprehend English curriculum texts?

Table 27: Whether respondents receive adequate help to comprehend English

<i>Category</i>	<i>Frequencies</i>	<i>Percent</i>	<i>Freq. (NatSc)</i>	<i>Percent (NatSc)</i>	<i>Freq. (Theo)</i>	<i>Percent (Theo)</i>
I do not receive the help I need from my lecturer or co-students	22	15.2	17	14.5	5	17.9
I get assistance from my lecturer/co-students, but I need more	26	17.9	22	18.8	4	14.3
I get the help I need from a lecturer/co-student	49	33.8	42	35.9	7	25.0
I do not need assistance to understand English texts	48	33.1	36	30.8	12	42.9
Total	145	100	117	100	28	100

The second and third column in figure XX show the frequencies and percentages from of respondents from all respondent groups together. The percentages of respondents who have chosen the third or fourth answer are almost identical at about 33 percent for each. The remaining 33.1 percent of respondents have reported that they receive help but would like more, or that they do not receive the help they need. The cumulative percent of natural science (NatSc) students in these two categories is 33.33, and among theology (Theo) students the percent is 32.2. While the percent of students in category one and two are identical between the two respondent groups, a higher percentage of Theo students report not getting the help they need than NatSc students do. The opposite is true for those who get some help, but would like more. The difference between the two first categories is small. There is about ten percent difference between NatSc and Theo students in 3 and 4. Possible interpretations of the percentages in column 7 are that the difference in general linguistic abilities between Theo students is higher than between NatSc students, or that the difference in English proficiency is larger among Theo students. Considering the small scale of this project

as well as the difference in amount of NatSc and Theo respondents, larger sample sizes, especially from theology students, would be helpful in determining this.

2.4.9 Is native language a factor?

When considering how Norwegian students cope with English texts, it is easy to forget that linguistically, university students are not a homogeneous group. The fact that most universities accept foreign exchange students is a factor, but even among students who are Norwegian citizens, Norwegian is not necessarily the only native language. This is a fact that even this modest survey is able to show very easily: among the 145 students included in the main survey, there are 19 different native languages. Most of these native languages are only spoken by one respondent in the survey. Examples of this are Spanish, Polish, Arabic, Albanian and Somali. The limited data in this survey does not reveal whether a respondent with a native language other than Norwegian is a foreign exchange student, or simply a Norwegian citizen with a minority background. I have chosen to disregard this because one can expect to find students from both these groups in most disciplines, and natural science and theology is no exception.

Table 28: Ability to read English, native language groups

Native Language	Frequency	Mean Rank
Norwegian	117	72.06
Swedish	2	61.75
English	2	32.00
Farsi/Persian	3	102.33
Urdu	4	91.50
Kurdish	2	130.00
Vietnamese	2	110.75

Chi-square 22.309

df 18

Asymp. Sig .219

Table 28 shows the frequencies and mean ranks of students' self-assessed ability to read English, grouped according to native language. As witnessed by the significance

level of .219 (Asymp. Sig), the findings are not statistically significant. Still, some of the differences are as expected. A low mean rank means respondents feel their ability to read English is good, higher numbers indicate lower levels of proficiency. That respondents with English as their native language get a low score of 32.00 consequently comes as no surprise. That the groups for Norwegian and Swedish respondents gets higher but similar scores is also as expected.

Most of the groups contain very few respondents, and forming conclusions based on this limited material is unwarranted. What we can deduce from the findings in table XX is that there may be differences to be found between native language groups, and these may be a factor in how students cope with reading English.

2.4.10 Additional comments

The final part of the questionnaire was an open question, and the purpose of including this final question was to give respondents the opportunity to fill in additional thoughts on the topic. If they wanted to clarify some of their answers or simply had more to say, it would be a shame not to be able to include this as part of their answers. One can not expect all respondents to use this opportunity, for several reasons. First of all, answering an open question requires slightly more effort on the part of the respondent, as possible answers are not already provided. Anyone who has ever answered a questionnaire knows that, depending on the topic of the survey, it can be boring even if it takes only a few minutes. Finding people who are willing to do so in the first place can be challenging enough, and expecting them to come up with elaborate thoughts on the topic in addition to answering a set of closed questions is optimistic. Also, the fact that many respondents may not have strong feelings about the topic at all means they are even less inclined to include additional comments in their answers.

With this in mind, the final question yielded a surprisingly high answer rate from most respondent groups. The exception is TEOL3001, which produced no additional comments. Then again, this group is also the smallest, consisting of only five

respondents. The second-to-smallest group, AST2110, consists of six respondents, and only one respondent in this group chose to answer the final question, giving an answer rate of 16,5 percent. The answer rates from the four remaining groups were all considerably higher, and are as follows:

KJM1011: 31 out of 90= 34,5 percent

KJM1030: 7 out of 21= 33 percent

KRIS2145: 6 out of 16= 37,5 percent

KRIS2101: 5 out of 7= 71,5 percent

The one respondent from AST2110 who chose to fill in additional comments is positive to the use of English. The respondent sees this as a way to learn international terminology, an advantage if one is going to communicate on an international level. Of the 31 respondents from KJM1011 who chose to do so, many are ambivalent about choosing between English and Norwegian. The main reasons of ambiguity can be summed up as follows: "The use of English in chemistry is understandable considering it is an international discipline, but makes studying it harder. It also complicates the learning of Norwegian terminology".

In the interest of simplifying the analysis of the comments from all respondent groups, I have summed them up in 12 categories. Labelling the responses in this way could lead to some simplification, but it is defensible on the ground that the additional comments were already short and to the point, which meant they were also easy to label. Frequencies and percentages in replies to this variable from all respondent groups are laid out in table 29.

Table 29: Additional comments, categories and frequencies

<i>Category (Theo)</i>	<i>Frequency</i>	<i>Percent</i>	<i>Freq. (NatSc)</i>	<i>Percent (NatSc)</i>	<i>Freq. (Theo)</i>	<i>Percent</i>
Positive, no reason given	10	6.4	5	4.3	2	7.1
Positive, thinks that both curriculum and lectures should be in English	2	1.3	2	1.7	0	0
Positive, because of the benefit	7	4.5	3	2.6	2	7.1

of learning English terminology						
Positive, but feels the use of English texts make learning Norwegian terminology harder	3	1.9	1	0.9	1	3.6
Positive, but is concerned with the use of English texts while lectures are held in Norwegian	3	1.9	3	2.6	0	0
Negative, is concerned with the use of English texts while lectures are held in Norwegian	5	3.2	5	4.3	0	0
Negative, feels the use of English texts make learning Norwegian terminology harder	9	5.7	8	6.8	0	0
Negative, because reading English is harder	5	3.2	2	1.7	3	10.7
Negative, thinks both curriculum and lectures should be in Norwegian	8	5.1	7	6.0	1	3.6
Negative, no reason given	0	0	0	0	0	0
Neutral, respondent sees both problems and advantages of using English texts	7	4.5	5	4.3	2	7.1
Blank/no opinion	98	62.4	76	65.0	17	60.7
Total	145	100	117	100	28	100

Category Frequency Percent Freq. (NatSc) Percent (NatSc) Freq. (Theo) Percent (Theo)

37.6 percent of respondents chose to fill in comments of their own, and this is more than expected. Of those, 16 percent are overall positive and 17.2 percent are overall negative. 4.5 percent of respondents gave comments that are best described as neutral. The use of the word *overall* is used intentionally to reflect the fact that some of the categories are ambiguous, as where some of the comments. As for the additional comments that have been labelled negative, none are in the *Negative, no reason given* category; all negative comments have been qualified with remarks on problems with using English. In contrast, 40 percent of positive comments are in the *Positive, no reason given*. A possible explanation is that some students feel that using English is a matter of course, in which case no further explanation for the use is necessary. There is also the possibility of a related explanation, which is that some students feel

obligated to accept English as an academical *lingua franca*. In that case, a respondent may very well reply that he or she feels "positive" about using English, but without offering any further explanation as to why. This is arguably more likely among NatSc students, considering the general difference seen between NatSc and Theo in this chapter. This explanation can not be corroborated with the material from this survey, but if true, it could also explain why there are no respondents with a *Negative, no reason given* reply.

Included in table 29 are also summaries of frequencies and percentages from natural science courses (NatSc) and theology courses (Theo). The percentages from *NatSc* and *Theo* are based on number of respondents from natural science and theology respectively, not from all respondents as a whole.

By comparing the percentage of respondents in the *Blank/no opinion* category in the last row of table 29, we see that the response rate from these two groups are roughly the same.

3. Interviews: a different perspective

3.1 The informants

"Personally, I almost prefer to teach the topic in English, because there is so much English terminology for which we lack adequate Norwegian equivalents."

Informant, AST2110

"We try to stick to Scandinavian languages at the beginner level, but maybe with a small article in English, so that the students will get used to seeing literature written in English. Those who are considering a future career in academics should seek to become proficient in English as soon as possible"

Informant, TEOL3001

The informants were culled from University staff who were directly involved with the seven courses in question, either as lecturers or co-lecturers. This selection ensures that all informants know the curricula in question, and that they have interacted with the students to some extent.

The informants were all interviewed in person, and were asked to answer eleven questions. The questions, as well as the informants' replies, can be seen, in Norwegian, in appendix II. The objective is to compare the answers given by the informants with those given by the survey respondents. The goal of this is to look for similarities and differences in opinions on English usage between students and lecturers. The informants are often referred to by the personal pronoun *he*; this is done for simplicity and to avoid repetition, and is done completely regardless of gender

The use of qualitative research such as this always relies on subjective analysis, and thus relies on personal interpretation. Additionally, the transcripts have been

translated from Norwegian into English, which also makes for possible personal influence on the material. Though most of the original Norwegian material was of an arguably "neutral" character and therefore quite easy to translate, there is still the possibility of the material being influenced by the person who translates it. To make up for this, and for the sake of honesty, the original Norwegian transcripts are, along with their English translations, provided in appendix II. Clarifications are included in brackets. I have sought to maintain the colloquial tone of the Norwegian transcripts when translating them, in order to both maintain the original "tone" of the material and to avoid inadvertently changing the meaning of the lecturers' answers. The language can be awkward and drawn out because of this, but I still feel this approach is preferable, as it maintains what the informants actually said. Spoken text is different from written in the sense that it is fragmented and full of pauses, and instead of quoting whole segments of such broken-up language, I have mostly opted for short phrases. This means there is a level of selective choosing involved, so giving the reader the option to see the quotes in their original context is also part of the reason why I chose to include the full transcripts in appendix II.

3.2 The amount of English curricular texts

3.2.1 The amount

The first informant is involved in KJM1011, and informs us that, regarding the amount of English on the curriculum in that course, he "*...would estimate it to be close to one hundred percent.*"

The actual amount of English on the KJM1011 curriculum is a hundred percent. The replies from KJM1011 students to variable 13 in the survey, concerning the amount, gets a mean reply of 5,46, which means that the students' average estimate is that the amount is between 76 and 99 percent. The difference might simply be because, as the KJM1011 informant tells us, "*...a few lecture notes [in Norwegian] are handed out, but the curriculum itself is in English*". Since the question of whether or not "a few

lecture notes" should be considered part of the curriculum amounts to no more than an insignificant difference, it is safe to say that the students' assessment is in accord with that of the lecturer.

As for KJM1030, the situation is the same: While both male and female respondents estimate the percentage of English texts to be almost one hundred percent, the informant guesses the amount is "*...more or less one hundred percent*". The two chemistry courses are similar in this respect, and this also sets them apart from the other courses in the survey.

The informant from KRIS2101 was less than sure about the exact amount, but after guessing at a fifty/fifty ratio between English and Norwegian texts in the curriculum, corrected this by saying *«No, it's less than half, because there are some larger books in Norwegian, but...a relatively large share of the curriculum is in English»*. The response from the students is a mean score of 3,29, which tells us that they believe the amount to be between 26 and 50 percent, and their estimate is in accord with that of the informant.

Regarding KRIS1245, our informant tells us that "*...over half of [the curriculum for] this course, so there is a dominating share of English*". The actual percentage of English in this case is 50 percent, but the percentage of Norwegian text is only 32 percent. This is because the KRIS2145 curriculum also contains texts in Swedish and Danish, which constitute 3 and 14 percent, respectively.

The informant from TEOL3001 says "*...you could say that three quarters of the curriculum is in English*", and with a mean score of 4,20 on the corresponding survey question, the students estimate the amount of English to be between 51 and 75 percent. The actual percentage is 74 percent. This is similar to the informants' opinion, and the case is the same for AST2110. The informant from AST2110 tells us that "*Well, I guess almost one hundred percent of the curriculum is in English*", and all 6 respondents from that group reported that they thought the amount to be between

76 and 99 percent. The estimations of both the informant and the survey respondents are good; the actual percentage of English texts is 100 percent.

As we can see, there is some variation to be found between the estimations of informants and students, as well as between the accuracy of the two. Still, these variations are small, and should therefore be seen as insignificant. Overall, both informants and students are generally in agreement on the amount of English on their respective curricula, and their assessments are close to the actual amounts.

3.2.2 The informants' opinion on the amount of English on the curricula

Our informant from KJM1011 tells us that "*...it may seem like a lot, but that's the way it is. In chemistry there isn't really any alternative, so...*". The mean of the students' reply to the corresponding survey question is 2,57, which is somewhere between "much" and "adequate". As for KRIS2101, the mean of the students' response was 2,29, which means they are of the same opinion as the KJM1011 students. As for the KRIS2101 informant, we are told that "*...it's to be expected, since we... well, there's something about... gender, hermeneutics and theology is a field which is to a large extent defined internationally. We're approaching an international discourse by reading it, and then...*". The informant goes on to say that "*there isn't a whole lot of literature available in Norwegian either. So I think there has to be this much for one to become acquainted, I mean, to acquaint yourself with the international participants in this field, you need to... it's completely natural, well, it's a prerequisite*". Both informants touch upon a central point on the question of using English or Norwegian: what alternatives to choose from when Norwegian versions or translations aren't available. The informant from KJM1030 chimes in with similar concerns when saying that "*Well, as already mentioned... It's a lot. The thing is... it's like this because we have no alternative. In this discipline, in chemistry, English has taken over completely, English has become completely dominant*". The informants from both chemistry courses (KJM1011 and KJM1030) view the situation similarly:

The use of English text books in chemistry is due to necessity; it is the only option available.

The informant from TEOL3001 tells us that they "*...do use a fair share of English literature, and it's a necessity since the students no longer have a good command of German, which was to a large extent the main language earlier on*". The informant does not elaborate on what is meant by a "fair share", other than what was said in the previous section about the amount of English on the curricula. The TEOL3001 respondents' mean score on the corresponding survey question is 2,40, meaning they think it's between "much" and "adequate".

As for KRIS1245, the informant is less than enthusiastic about the amount, saying that he "*...think[s] it's a bit of a hassle, I mean, these are bachelor students, and I know that students can have problems with English. And some of this is specialised to the point where... I'd like to use more Norwegian texts, but that was not possible*". The mean score of the surveys' corresponding question on this is 2,63, meaning that the average opinion of KRIS1245 students is that the amount is between "much" and "adequate".

The AST2110 informant is "*...feeling confident when it comes to English, so for me it's almost easier to teach in English than in Norwegian due to a lack of Norwegian terminology*", but does not offer an opinion on the amount of English on the curricula itself. AST2110 students rank the amount of English to be between "much" and "average", with a mean score of 2,67.

It should be noted that on this question, respondent groups from all courses have all answered that the amount is between "much" and "adequate", even if the actual amount of English on the different curricula varies considerably. This leads me to believe that an open question might have been preferable to the closed set of answers offered in the survey, though that approach would most likely have resulted in a low answer rate.

3.2.3 The students' opinion on the amount of English on the curricula

The informants from KJM1011 and AST2110 both say they have not received any complaints. Regarding KJM1011, the informant believes this is "... *because the students are aware of the situation... that there is no Norwegian alternative available. Pretty much everything is in English*".

This sentiment is also shared by the informant from KRIS2101 who says "*We haven't received much feedback about it*", and by KRIS2145, whose response is almost identical: "*I haven't received much feedback about it, I really haven't*". The KRIS2145 informant goes on to say that "*As far as I recall, I really haven't gotten any complaints about there being too much English. In other courses, I've had complaints about too much English, or that the English was difficult, but... but not in this course, no I haven't*".

The AST2110 informant believes the students "... *also see the benefit of being introduced to English early on, at least those who will go on to do research, they usually need to publish in English*". The informant from KJM1030 tells a similar tale, in that "...*some people think it's a lot, but they do understand why this course doesn't have a Norwegian curriculum, for example...*".

The informants from both TEOL3001 and KRIS2101 mention something significant, which

is that English proficiency varies a great deal among the students. The KRIS2101 informant tells us that "*In my experience, it's mostly older students, about fifty years old, who saw it as problematic*", while the informant from TEOL3001 says "*Well... how well they master it varies a great deal. You need to master some terminology to be able to read this, so... Some of them probably feel it's a bit exhausting*".

Judging from this, the difference of opinion between the informants is less than clear. Out of the three natural science courses, the KJM1011 and AST2110 informants have

not received many complaints about the amount of English, while the KJM1030 informant tells us that "*...some people think it's a lot*".

When it comes to the three theology courses, we find a similar difference. While the KRIS2145 informant can not recall any complaints, the TEOL3001 informant believes some students find the amount to be "*a bit exhausting*". In KRIS2101, the informants believe it is the older students who struggle with English.

3.3 How students cope with reading English texts

3.3.1 Feedback from students regarding time spent on reading English curricular texts

On the question of whether the KJM1011 students have said that they spend more time on English texts as opposed to Norwegian texts: *Yes, well, that's an irrelevant question, because...because we don't have any basis for comparison. They don't read chemistry in Norwegian. So, whether they use... they would obviously use more time reading... if they had a Norwegian alternative, they would no doubt spend more time on the English material [than on the Norwegian material], but the way things are now, we have no basis for comparison.* These responses echoes the informants' responses to the previous question in how the focus is on the unavailability of a Norwegian alternative; the prospect of reading chemistry is seen as irrelevant to the point where asking about it is equally irrelevant.

KJM1030 differs from KJM1011 in this regard; whereas the KJM1011 informant stresses the fact that there is no alternative to reading English, and hence no comparison to make, the KJM1030 informant tells us that "*Yes, they have actually. At the same time, the students know why the situation is the way it is...the reason we have an English...a curriculum in English. There's little doubt that this involves extra work on the part of the students, for that reason*". Whereas the KJM1030 informant

does admit that this has been a topic of conversation, the KJM1011 informant is less clear about it.

While the AST2110 informant has received no comments about the amount of time spent on reading English curricular texts, all three informants from theology courses have. The KRIS2145 informant says that "*my impression is that they are struggling with English, it really is*". The response from TEOL3001 is similar: "*Yes, they clearly say so, it takes more time*". As is the response from KRIS2101, who says "*Yes, they've said so, I remember that*".

Out of the three natural science courses, only KJM1030 reports comments from students who say that it takes longer to read English texts. This difference is the same as the one found between the three natural science courses regarding the previous category that deals with students' opinion of the amount of English on the curriculum. Judging from the informants' point of view, KJM1030 students are, if not necessarily struggling more with English, than at least more willing to say so. In spite of the admission made by the KJM1030 informant that students in that course have commented on the time it takes to read English, we can still see a clear difference between the natural science courses and the theology courses in this regard. Whereas the KJM1030 informant is the only one of the three natural science informants who has received comments about it, all three theology course informants have.

In this respect, the difference between natural science and theology is similar to the difference in the amount of English on the theology curricula and the natural science curricula. In other words: there are more complaints about reading English when English is one of two or more languages in the curricula, whereas curricula containing texts written almost exclusively in English generate fewer complaints. The absence of complaints is probably due to what the KJM1011 describes when he says "*Yes, well, that's an irrelevant question, because...because we don't have any basis for comparison. They don't read chemistry in Norwegian*". If chemistry students understand that they are not offered Norwegian curricular texts on the basis that they

are simply not available, they are less likely to consider it a problem. The additional comments from students go some way to support this idea.

Even if that fact would prove to fully explain the difference not just between KJM1030 and the three theology courses but also the general difference between the natural science courses and theology courses, the NIFU STEP article by Brandt and Schwach offers additional insights which could go some way to explain the difference. In their paper, the authors look at the bilingual situation in four different Norwegian institutions of higher education. These are the University of Oslo (UiO), Vestfold University College (VUC), Bodø University College (BUC) and The Norwegian University of Science and Technology (NTNU). They note that at NTNU, bachelor-level physics and informatics curricula both consist of 80 percent English text¹¹. They also show that while part of the reason the use of English is so widespread in natural science is because the discipline is internationalised, significant percentages of Norwegian curricular texts can be found in other internationalised disciplines.

3.3.2 What students do when they come across words and expressions in English they don't understand

All informants express either belief or hope in students consulting dictionaries when confronted with English glossary they do not know. The difference in the informants' responses is whether they actually believe that their students consult dictionaries, or if they are just hoping that to be the case. A case in point is the informant from KJM1030 who begins by saying "*My guess is that they... that they often guess at meaning based on context... I think many [students] do that*", and then goes on to say that "*At the same time, I hope they use a dictionary, at least that's what I did when I was a student, and that's absolutely... that's necessary in order to fully grasp the terminology used in chemistry*". At the same time, the informant is open to the idea

¹¹ Brandt, Synnøve Skjersli & Vera Schwach, 2005, p. 41

that students use dictionaries, when saying "*I recommend using a dictionary when studying, and I assume that many students are doing that. I believe you have to anyway, in order to really understand it*". The AST2110 informant adds to this: "*Well, I do hope they look it up in a dictionary, that's what I did in my time*". These two informants are in agreement on the necessity of using dictionaries, as well as in their hope that students do so. But only the KJM1030 informant assumes that some students do.

The AST2110 informant also brings up an interesting point by saying "*...I guess those who begin studying today are more proficient in English than what was the case with my generation*". This is similar to the KRIS2145 informants' "*of course it varies from level to level. I think that an A student will obviously already know the words or look them up*". The notion that the best students might get away with less use of dictionaries is also brought up by KJM1011 informant, who says "*they are forced to seek out dictionaries in order to fully benefit from the text. **Most of them** would have to [my emphasis]*". The informant from TEOL3001 seems to have great faith in students' use of dictionaries when saying that "*... I suppose they look it up on the internet. There are dictionaries out there [on the internet] that are easy to use, and then there's the library, and apart from that they look it up in ordinary dictionaries*". This faith is shared by the KRIS2101 informant, who guesses that students "*... do as I do, they consult a dictionary, yes use that and perhaps they also Google words and see what contexts it [words and expressions] is used in*".

The informant from KRIS2145 is decidedly less optimistic about this. The informant tells us that "*Well... this isn't based on facts, but I'm under the impression that to a certain degree they just skip it, they simply ignore it, it's unfortunate but I fear many students don't look up words, They simply can't be bothered, or they don't have or take the time for it, or whatever their motivation is, they leave that information behind*".

There are significant differences in the informants' responses to this question. The differences range from the decidedly negative impression offered by the KRIS2145

informant to the more optimistic tone of the TEOL3001 and KRIS2101 informants. The opinions offered by the three informants from the natural science courses are all fairly optimistic. What is interesting is that none of the informants are absolutely certain; their opinions are formed by hopes and assumptions more than anything else. This suggests that the use of dictionaries in relation to reading English texts is mostly assumed on the part of the lecturers. This is in itself not a surprise, seeing how lecturers are probably not present when students are studying these texts on their own time. It does however suggest that the use of dictionaries has not been a topic of much discussion between lecturers and students.

3.3.3 Whether or not students ask for help when reading English texts

The informants from both KRIS2145 and AST2110 simply say "No" when asked whether or not students have expressed any need for help in understanding English curricular texts. Among the remaining four informants, none of them report this happening to a great degree. The TEOL3001 informant admits that students "... *sometimes ask about specific terms, what they mean*", and the others report that they may occasionally be asked about the meaning of specific words, but none of them report this happening often.

3.4 How the lecturers cope with English

3.4.1 The informants' ability to read English

Perhaps unsurprisingly, all six informants are feeling fairly confident about reading English. Four of the informants describe their ability to read English as *good*, the TEOL3001 informant reports having "... *no problems with English*", and the informant from AST2110 tells us that "*I feel very comfortable using English, but then again it's because I've spent such a long time in an English-speaking country*". The AST2110 informant is not alone in offering an explanation of this sort; three other

informants do the same. The KJM1030 informant says it has to do with "*the dominance of English in chemistry; that one reads English constantly*", while the TEOL3001 informant mentions that "*Much of the international conference is conducted in English, and I write, I publish in English*". Finally, the informant from KRIS2145 offers an explanation similar to that of the AST2110 informant, when he says that "*I've studied in the US for four years. I have two master degrees from over there myself, so I can read pretty well*". The KRIS2145 goes further in offering nuance than the other informants when he goes on to say that "*... still, I have to say that I sometimes have to look words up. If I really want to grasp a text, then... It depends on the topic at hand, if we're talking about a field in which I'm well versed, I usually manage*".

3.4.2 The informants' ability to write English?

The informants from KJM1011, KJM1030, KRIS2101 and KRIS2145 describe their ability to write English as, respectively, "*fairly good*", "*good*", "*quite good*" and "*fairly good*". The TEOL3001 informant describes the act of writing English as "*fairly simple*". The informants seem fairly unified in their response to this question, though the informant from AST2110 informs us that "*I think I write a very correct English, but I probably write a simpler English than what native English speakers do*".

3.5 English in lectures and on curricula

3.5.1 Whether or not the lectures are in any way influenced by the use of English curricular texts

Four of the informants argue that the lectures are necessarily influenced by English because of the English texts that are on the curriculum, though the lectures themselves are delivered in Norwegian. On the other hand, the informant from KRIS1245 argues that the lectures show few signs of English influence, and that the

reason for this is the informant's own strong opinions on language: "*After having spent so many years abroad, I have become very conscious of Norwegian and I am not at all fond of "Anglicism" and English influence on the Norwegian language. In fact, I fight it every way I can. I use very little English in my own language, both when teaching and elsewhere*".

Like the KRIS2145 informant, the informant from KRIS2101 also argues that lectures are not greatly influenced by English, but offers a different reason why this is. The reason offered by the KRIS2101 informant is that lectures are "... *more based on presentations*", and the informant argues that if the lectures "*consisted of textual review, then perhaps there would be more of an influence, I mean, in the sense that maybe I would explain some difficult terminology*". The overall impression is that in the two cases where informants report that their lectures are not influenced by English, it is due to either specific ways the lectures are conducted, or a conscious effort on the part of the lecturer to avoid using English.

3.5.2 What evaluations have been formed regarding the use of English curricular texts as opposed to Norwegian ones?

All three informants from the natural science courses (KJM1011, KJM1030 and AST2110) mention the non-existence of Norwegian text books as the main reason for using English texts. However, as a second reason for using English texts, the informant from AST2110 says "*one should acquire a language, English that is, in order to publish later on*". In doing so, the informant echoes a sentiment shared by all three informants from the theology courses, which is that taking part in an internationalised discipline requires the use of English, and students consequently need to be able to do so.

That being said, both the KRIS2101 and KRIS2145 informants admits they have chosen Norwegian texts when possible. The TEOL3001 informant comments on the use of English in theology studies in general by saying that it "...*does increase according to your study progress. We try to stick to Scandinavian languages at the*

beginner level, but maybe with a small article in English, so that the students will get used to seeing literature written in English".

The difference in responses between informants from the natural science courses and theology courses shows the main difference between the two: the natural science courses use almost no Norwegian texts, while the theology courses use quite a few.

In their NIFU STEP paper from 2005, authors Brandt and Schwach argue that the most important criteria are the quality of the books and how well they are suited to the specific course and its level of difficulty¹². This takes precedence over any consideration of using Norwegian as opposed to English. Again, this consideration is not available to chemistry lecturers as long as Norwegian texts are not.

3.6 The informants' thoughts on the use of English

3.6.1 What are your thoughts on the use of English in higher education in Norway, both relating to specific subjects as well as in general?

The informant from AST2110 deals in specifics when responding to this question. He begins by saying "*Well, I don't know if it's due to English usage, but a regrettable fact is that students today by and large have a weaker command of Norwegian than they used to have*". The informant also mentions that he is "*...under the impression that they [students] are struggling with using precise Norwegian as well as precise English*". As we will see, his response is very different from the answers given to this question by the others, but it brings up a point already mentioned several times in relation to what considerations had been taken when choosing between Norwegian and English curricular texts: More than one of the informants think the linguistic skills of students are a cause of concern.

¹² Brandt & Scwach, 2005, p. 50

All of the five remaining informants focus on more pragmatic issues; they all agree that being able to use English is necessary. Both chemistry course informants argue the necessity of being able to use English on the ground that chemistry is an international discipline. This sentiment is similar to the one shared by the informants from KRIS2101, KRIS2145 and TEOL3001, who argue the more general point that being able to use English is a necessary component of being an academic today.

At the same time, all five of the remaining informants agree on the importance of simultaneously making sure students know the terminology of their respective fields in Norwegian as well. The informant from KJM1030 says that he thinks it is in fact a shame that students today do not have the option of reading chemistry in Norwegian. Apart from the responses given by the AST2110 informant, the responses show that the informants are concerned with the question of using both Norwegian and English. After all, it is no coincidence that both the KRIS2101 and TEOL3001 informants choose to describe the situation as a "*double-edged sword...*".

3.6.2 Additional insights: alternatives to English

"I guess I had more textbooks in German than in English at the beginning of the sixties. But during the time I studied, not to mention the time after that, most German textbooks have disappeared".

Informant, KJM1011

In addition to shedding light on the current situation regarding the use of English in higher education in Norway today, some of the informants also provided further insight into differences between the use of English today and before, as well as earlier use of German. The TEOL3001 informant tells us "*...we do use a fair share of English literature, and it's a necessity since the students no longer have a good command of German, which was to a large extent the main language earlier on*". This informant goes on to tell us that the students' lack of proficiency in German is a problem not only in itself, but it is also problematic in relation to the topic being

studied: "...especially in dogmatics, English books become a bit of a problem, because [name of writer] is influenced by, well, an English ecclesiastical tradition, naturally that's what he has cultivated, and in addition he belongs to the existentialist tradition, while we would preferred to have a text book aimed specifically at an evangelical-lutheran theology... and... tha'ts what we had when I was a student, but they were of course written in German. And it's absolutely impossible to use German books [today]". Here we see how the language proficiency of students, or the lack thereof, has a direct impact on the curriculum and hence on what is being taught. The informant clearly would prefer to not use an English book in this case, but neither out of concern for the impact of English on the Norwegian, nor out of concern for the students who must read foreign-language curricula.

The informant also tells us "*Those who are considering a future career in academia should seek to become proficient in English as soon as possible. And preferably more languages as well, we are [talking about a] field in which language plays a central part, and it's hard to... In the 1989 Luther conference here in Oslo, I experienced that American Luther scholars didn't know German. That would be unthinkable here. Ideally, the students should also master French*". These sentiments from the TEOL3001 informant echo those of our KRIS2145 informant, who shares similar concerns about the situation regarding languages other than English. He tells us that "*...In the Faculty of Theology we've had a strong tradition for using German, German theological literature. One can hardly use it anymore, because the students simply do not know the language. And French is completely out of the question, even though there are some important things there*".

The informant from KRIS2101 has similar concerns regarding the use of English instead of German. The informant tells us that "*Biblical studies and classic Protestant theology is to a large extent a German construct, while... and those who are doing it should preferably have a good grasp of the German language*", and goes on to say that "*The kind of church that the Norwegian church is best compared to, meaning a Lutheran popular church, is found in Germany, both east and west, and contact with*

that church has been weakened on both a personal and intellectual level because people aren't learning German any more. And what is happening now to an increasing extent is that, well, American ecclesiastical thinking is a huge influence on Norwegian ecclesiastical practice, and it's a way of thinking that has been developed in an entirely different sociological and ecclesiastical context than the Norwegian church is in". The informant here shows us how the fact that students are no longer able to read German not only has an impact on university curricula, but also has a further impact on society. The informant is critical of this development, warning us that

"Everyone can benefit from impulses from outside, but I mean, it's negative in the sense that things aren't thought through, which means wrong conditions are put into play, which are analyses of church and society that are compatible to what's happening in the United States, but are uncritically utilized on a Norwegian practice and reality". The KRIS2101 informant then sums it up by saying *"It's a good example of the consequences of what people learn and don't learn at school"*.

We've seen how German is still crucial to the study of Christian theology, but German has been equally important in other fields as well. The informant from KJM1011 read more German than English as a student, and says that *"...chemistry was originally a German science. I guess it was in Germany in nineteenth century and up to, well, the 1940s, it was. At the time, all chemical industry was situated in Germany. That has to do with tradition. German chemistry had a strong foothold from the beginning, and had for a long time. Then it ended rather abruptly. It has never been rebuilt to the point where German textbooks had any international significance, that all ended with the war. It has to do with history and industrial development"*. As opposed to what is the case for KRIS2101 and TEOL3001, the decline in use of German chemistry text books has, according to the KJM1011 informant, less to do with the language proficiency of Norwegian students, and more to do with world history.

Interestingly, the KJM1030 informant sees it differently: "*Earlier on, German books were used to a certain extent, but that is no longer the case. The reason for that is simply that students can't read German. That is also a pity in itself*". Even when offering a different reason why Norwegian chemistry students read English instead of German, the KJM1030 informant does admit that "*German was an important chemistry language; you had to be able to read German. This is no longer the case. Now you have to read the material in English*". What the KJM1030 informant does is point at two related causes; Norwegian students are using English text books instead of German books because they are unable to read German at the level required for university studies, but at the same time, they are reading English books because reading German is no longer required.

Still, a reasonable guess would be that even if German text books were as relevant today as they were then, the situation would still be that English text books would be preferred, and for the same reasons as those mentioned by the KRIS2101 and TEOL3001 informants. English has taken over as the dominant language. The use of text books in German as well as other languages is beyond the scope of this investigation, but serves as a reminder that the use, or at least the dominance, of English text books in these disciplines is a relatively new phenomenon.

Another aspect of the choice of Norwegian vs. English is touched upon briefly by the TEOL3001 informant, who reminds us that "*...the thing we forget is that **the Nordic countries have highly similar languages**, which means one has somewhere between 24 and 26 million potential readers...*" (my emphasis). The topic of Inter-Scandinavian readership can seem to be just as irrelevant to a discussion on the use of English in Norwegian higher education as the use of German text books can. The opposite is true in both cases, and both serve as a reminder of something important: a discussion about the use of English in Norwegian education is inevitably part of a larger discourse. There is little point in complaining about the amount of English text books used in natural science if there are no plausible alternatives. The opinions of the natural science informants largely corroborate the view of natural science

inevitably being an international arena in which all participants must depend on using English.

The chemistry course informants do not mention this explicitly, but it would be fair to assume that as Norwegian chemistry lecturers, they would be involved in an inter-Scandinavian discourse which depends less on English. Still, the KJM1030 informant clearly states that "*It's an international discipline, a highly internationalised discipline, and international disciplines today are for the most part conducted in English*". It seems that whatever differences there may be between the courses in the survey, those differences have less to do with general internationalization in the form of using English, and more to do with the specific language options within each discipline: Whereas Norwegian texts can be found in all of the theology course curricula, there is practically no Norwegian found in the curricula of the natural science courses. Additionally, the theology courses also employ texts written in Scandinavian languages highly similar to Norwegian. It is also interesting to note that informants from both science and theology have expressed the view that choosing between Norwegian or foreign language texts is not merely a choice between Norwegian and English. Judging by what informants have said, German texts could be used if it were not for the fact that students are not able to read them.

4. Discussion

4.1 Similar opinions between respondent groups

As mentioned in 2.4.3, the variation found in variables 4 and 5, which address the respondents' abilities in spoken Norwegian, vary less than the responses to variables 6 and 7 do. The more uniform responses to variables 4 and 5 indicate that students are more secure in their ability to speak and comprehend spoken Norwegian than they are in their ability to write and comprehend spoken Norwegian. The differences in opinion between theology students and natural science students on the amount of English curricular texts are surprisingly small, especially when compared to the difference in percentages of English curricular texts between those two disciplines.

The differences found between respondent groups can, on the whole, not be described as significant. There are some minor differences found between age groups and also between male and female respondents. Though the statistics suggest these are minor, they are still differences. The findings in 2.46 and 2.47, as well as in the corresponding control question in 2.48, show that there is a small difference between natural science students and theology students in both how their understanding of curricula is influenced by English text, and in their opinion of the amount of English on their curricula. The findings indicate that students from the three theology courses are slightly more critical of English. The scope of this survey does not warrant definite conclusions about these differences; it rather suggests that further study is necessary.

The analysis of the opinions expressed in the additional comments (2.49) is not clear as far as distinguishing between different respondent groups, but shows that there are clear differences of opinions between students.

4.2 Similar opinions between informants

The theology informants share their view that they would use more Norwegian texts if they could, and the KJM1030 informant thinks it is unfortunate that Norwegian text books are not available.

There also seems to be a common understanding that a certain amount of English curricular text is necessary, and that learning and using English is a natural and necessary part of the discipline. Informants from both theology and natural science mention the prospect of students publishing later on as a reason why English should be part of curricula.

There are some slight variations to be found between the six informants as to what factors they emphasise when discussing the use of English. However, these variations are just that: slight. The conclusion must be that informants are generally in agreement on the advantages as well as the problems in using English curricular texts, and the problems this may cause to their students are mentioned by all six informants.

4.3 Different opinions between informants

Informants from the theology courses have suggested that more Norwegian texts would be used if they were available, and the KJM1030 has shared his opinion that it is a shame that they are not. On the other hand, the two remaining natural science informants seem more willing to accept the use of English as unavoidable in natural science. Given the overwhelming use of English found not only in curricula but also in publishing, it is tempting to say that the AST2110 and KJM1011 informants are correct, especially when considering that part of the problem is that the publishing of Norwegian books are not very likely. Also, the AST2110 and KJM1011 informants do not say whether or not they would use Norwegian books if possible.

4.4 Similar opinions between respondents and informants

Though the responses from students and lecturers are sometimes slightly different when asked about the amount of English texts on the curricula, the findings do for the most part show that students and lecturers are in agreement regarding the actual amount. The significant amount of English text in the three natural science curricula echo the findings from Hatlevik and Norgård¹³, who report that in the university courses included in their study, 64 percent of the curricular texts in natural science courses was in English. As for social science courses and humanities, the amount was 46 percent and 35 percent, respectively. Their findings indicate that the amount of English curricular texts in the three natural science courses covered in this study is higher than average. Naturally, the number of natural science courses covered in Hatlevik and Norgård (2001) is much higher. At the same time, it does support my impression that the amount used in natural science courses is generally higher than in other disciplines. This impression is again corroborated by Hatlevik and Norgård when they state who state that among traditional university disciplines, natural science stands out by having more English curricular texts than what is the case in other disciplines¹⁴.

In 3.2.2, the KRIS1245 informant says that the amount of English curricular texts is "*a bit of a hassle*", and the informant goes on to say that he knows students at this level sometimes struggle with English. The students from this course think the amount is between "adequate" and "much". We have also seen in 2.46 that the theology students are generally less enthusiastic about reading English than the science students are. KRIS1245 is an especially interesting case, since the amount of English curricula texts used in the course is higher than in the other theology courses, as well as higher than other theology courses in general. According to Hatlevik and Norgård,

¹³ Hatlevik and Norgård (2001), as reported in Johansson & Graedler, *Rocka, hipt og snacksy – Om engelsk i norsk språk og samfunn*, p. 275

¹⁴ Hatlevik & Norgård, p. 103

the average percent of English curricular texts in theology courses taught in 1999/2000 was 9, drastically lower than the 50 percent found in the KRIS1245 curriculum, and lower than "...over half" suggested in 3.2.1 by the KRIS1245 informant.

In 3.2.3, the AST2110 informant mentions that he believes the students can see why being introduced to English and learning how to use it early on is beneficial, and the KJM1011 informant says that students understand why using English is crucial in chemistry. These sentiments are echoed in some of the additional comments provided by student respondents.

Generally, the estimations made by students and informants about the amounts of English texts in use are similar. The same is true about students' and informants' opinion about those amounts.

4.5 Different opinions between respondents and informants

What is less clear from analysing the survey material is what students' and informants disagree on. The opinions on the amount of English curricular texts are similar across all six respondent groups, and there are only slight variations among respondents and informants.

4.6 English as a language of science

In a discussion about the use of English in these six university courses, it's worthwhile to look closer at the special position English has as a means of communication in the world of science. This is particularly relevant to the discussion about the amount of English text on the curricula of the three natural science courses, KJM1011, KJM1030 and AST2110. A striking example of the status of English in science can be

found in the EU. In his article *English - the Accidental Language of Science?* from 2001¹⁵, Robert B. Kaplan reports that over the past fifty years, English has steadily increased its market share as a language of science in the EU. Kaplan also notes that English is "...the sole working language of the European Science Foundation (which coordinates research projects in EU countries and elsewhere)".

A more striking example of this is that "...nearly 85 percent of all the scientific and technological information in the world today (2001) is written and/or abstracted in English"¹⁶. These numbers are reported by the International Federation on Documentation, which documents information distribution worldwide. With these numbers in mind, it is easy to see why not using English at all would not be an advisable course of action for chemistry and astronomy students, even if Norwegian text books of sufficient quality were available in those disciplines.

4.7 The advantages of using English

As we have seen, there are significant differences to be found in opinions on the widespread use of English textbooks in higher education. While most lecturers, as well as many of the students who provided additional remarks on this topic, showed concern about the amount of English used in the various courses, a few students actually saw no problems at all with the use of English. Regardless of their opinion, there are some obvious advantages to this use. Almost all disciplines taught in higher education in Norway today are in some way part of a larger international discourse, perhaps with the exception of a few specifically Norwegian or Nordic disciplines. The study of Nordic languages and literature are the most obvious exceptions, as well as some aspects of Norwegian history. But apart from these few exceptions, most disciplines are international to some extent. "International" equals "English" in most

¹⁵ Kaplan's article is printed in *The Dominance of English as a language of Science - Effects on other Languages and Language Communities*, edited by Ammon, Ulrich (2001), Berlin: Mouton de Gruyter

¹⁶ Kaplan, p. 12, in Ammon (2001)

cases, even when it comes to the study of Asian languages like Chinese, Japanese and Korean, since the textbooks used in such cases are invariably written in English in addition to the specific language being taught.

This being the case, the widespread use of English text books only serves to further students' ability to take part in the international discourse of the disciplines. In the words of the KRIS2145 lecturer: "*...the world being what it is, students need to get a firm grasp of English.*" But the same lecturer is not blind a potential problem of using English: "*Consequently, there needs to be a fair amount of English texts on the curriculum, but not to the point where the Norwegian language is threatened, meaning that they [the students] run into problems because they don't acquire the Norwegian vocabulary in a given field*".

4.8 The disadvantages of using English

KJM1030: "*...it's like this because we have no alternative. In this discipline, in chemistry, English has taken over completely, English has become completely dominant*".

We've seen that in the natural science courses especially, the question of whether one should use text books written in Norwegian or English is irrelevant because appropriate text books in Norwegian are not available. Therefore, the choices of curricular texts made in relation to these courses offers no insight as to whether the lecturers would prefer to use Norwegian or English; it merely offers insight on a current situation where using Norwegian text books in these fields of natural science is simply not an option. However, the fact that the decision to use English text books is NOT a comment on the quality of Norwegian text books (since such books are not available), does not mean that these choices may not have an impact on the use of Norwegian in the future, or the Norwegian language itself.

In 3.5.2, the informant from KRIS2101 touches upon something crucial in his additional comments, which is that using American text books in Norway can be a

problem for reasons other than the impact it may have on the native language. American books on theology are written in "...an entirely different sociological and ecclesiastical context than the Norwegian church is in", and the informant worries that premises of American theology are employed uncritically in a Norwegian setting. The possible socio-cultural impact of using English and American books is a fear shared among many countries. A potential problem with using English and American text books is that readers will be influenced by the socio-cultural setting in which these books were written, as opposed to the one they actually live in.

Terminology: the danger small languages like Norwegian and Swedish are of losing out to English when it comes to the terminology in specific fields. The informants from the two chemistry courses have mentioned why adequate Norwegian text books are not produced, and the situation is similar in Sweden¹⁷.

The potential problems with the widespread use of English are many, and if the use of English in Norwegian academia is on the rise, there is no reason not to assume that the problems associated with this will only become more acute. Tove Bull warns that "*All attempts to estimate the development show that English is on the rise everywhere in Nordic universities*"¹⁸. Bull also argues that while Norway is often characterised as a linguistically conscious nation, there are mechanisms at play which contradict this notion. These are mechanisms which facilitate the increasing use of English in Norwegian academia. As an example of these, she mentions the new system of research financing in Norway, which employs "internationalisation" as an important criterion for finding applicants eligible for funding.

¹⁷ Svartvik, Jan & Geoffrey Leech, 2006. *English - One Tongue, Many Voices*, Basingstoke: Palgrave Macmillan, p. 231

¹⁸ Bull, Tove, 2007. *Engelsk som lingua academica. Er norsk språk tapt for akademien - og akademien for sivilsamfunnet?*, article in Akselberg, Gunnstein and Johan Myking (ed), 2007. *Å sjå samfunnet gjennom språket - Hedersskrift til Helge Sandøy på 60-årsdagen 14.06.2007*, Novus Forlag, Oslo, p. 43

4.9 A necessary evil or a blessing?

"...I think there has to be this much for one to become acquainted, I mean, to acquaint yourself with the international participants in this field, you need to... it's completely natural, well, it's a prerequisite"

Informant, KRIS2101

There are several reasons why English is present in the curricula of the courses we have looked at. Some of them are obvious, as is the case in the pilot study of the Japanese language course JAP1120. According to the students, as well as in my own experience, having taken the course myself, there are no adequate Japanese language text books available in Norwegian. Despite a recent increase in numbers of students studying Japanese at UiO, there is probably not a market for producing such books in Norwegian; the costs would be prohibitive. There has, to my knowledge, been made no attempts at estimating how large the market would have to be in order for such work to be feasible. Still, it's fair to assume that chemistry lecturers are right in saying that producing a university-level text book in chemistry which would replace English/American text books would be terribly expensive, not to mention labour intensive. In addition, when discussing the need for Norwegian textbooks, the teaching of foreign languages might not be the best place to start, since a significant portion of the books would necessarily be written in another language anyway. Hence the choice of using Norwegian or English text books in foreign language studies is perhaps not as important. As for the three natural science studies included in the main survey, the choice of using English texts may have less serious ramifications than it may have in theology, since the theoretical basis in chemistry is accepted worldwide. The same can not be said about theology.

It is my opinion that the most sensible conclusion to draw from the deliberations of both students and lecturers is that one has to take into account both pros and cons of the use of English. It seems clear that in many disciplines, and not just the ones included in this study, an exclusively Norwegian curriculum is impractical,

impossible or even undesirable. The easiest part of making that argument is to draw attention to the cases where using a Norwegian curriculum is impossible because Norwegian text books are not produced. The teaching of a foreign language like Japanese, as well as a scientific discipline such as chemistry, are examples of this. On the other hand, Norwegian text books are often used if available, as mentioned in chapter 3 in relation to the theology courses. The availability of Norwegian text books aside, there is also the aspect of internationalisation to consider. Judging by the opinions of chemistry informants, a chemist of poor English proficiency is not equipped to take part in what is a highly internationalised discipline.

Since the choice of Norwegian versus English text books in many cases comes down to the availability of Norwegian text books, it could be tempting to see it as a purely pragmatic choice. However, this would be a serious underestimation of the considerations taken by those responsible for making this choice, as well as of the considerations of those who choose not to produce Norwegian textbooks. We have, for example, seen that the reason why university level text books in chemistry are not written in Norwegian is simply that the market for such books is not large enough to warrant the production of such books. The fact that the market for such a book is deemed too small is an obvious reflection of the fact that Norway has a small population.

Melchers and Shaw (2005) mention that "*Even at undergraduate level, university textbooks in many subjects are too expensive to produce in languages with few speakers*"¹⁹. We have also seen that in some cases, the inclusion of English curricular texts in addition to Norwegian texts, as well as texts in other languages, is deemed necessary because the course deals with highly internationalized topics. An example of this is KRIS2101, in which the informant defends the inclusion of English texts on the curriculum by saying that "*...gender, hermeneutics and theology are fields which are to a large extent defined internationally. We're approaching an international*

¹⁹Melchers, Gunnel & Philip Shaw, 2003. *World Englishes*, London: Arnold, p. 184.

discourse by reading it...". In this respect, considerations taken by theology lecturers are similar to those taken by chemistry lecturers.

The informant from KJM1030 mentions that students "*...do understand why this course doesn't have a Norwegian curriculum...*", but there is more than one reason why this is so. KJM1011 tells us that "*In chemistry there isn't really any alternative, so...*". But why English in the first place? Why not use German textbooks, which, according to the KJM1011 informant, were commonplace in the sixties? The question is partly answered by the KJM1030 informant: "*The reason for that is simply that students can't read German. That is also a pity in itself*". As I mentioned in 1.2, Hellekjær and Westergaard (2003) claims that insufficient language skills among students in the Nordic countries is not only a problem, but a mounting one²⁰.

Proficiency issues aside, the fact remains that the current influence and dominance of the English language worldwide is stupendous. This is true not only within higher education, but in general. In *The Cambridge Encyclopaedia of the English Language* (1995), David Crystal argues that the reason for this is historical:

"The present-day world status of English is primarily the result of two factors: the expansion of British colonial power, which peaked towards the end of the 19th century, and the emergence of the United States as the leading economic power of the 20th century. It is the latter factor which continues to explain the position of the English language today".²¹

The dominance of English worldwide today has implications that are both positive and negative. A necessary aspect to consider when arguing the pros and cons of using English text books in Norway is that the amount of people using the Norwegian

²⁰ Hellekjær, Glenn Ole & Westergaard, M. R., 2003. An exploratory survey of content learning through English at Nordic universities. In C. van Leeuwen & R. Wilkinson (Eds.), *Multilingual Approaches in University Education* (pp. 65-80). Maastricht: Universiteit Maastricht, quoted in Hellekjær, Glenn Ole, 2005, p. 18

²¹ Crystal, David, 1995. *The Cambridge Encyclopedia of the English Language*, Cambridge: Cambridge University Press, p. 106. Quoted in Jennifer Jenkins, 2003, *World Englishes – A resource book for students*, London: Routledge

language is small, which means that the Norwegian language is more vulnerable to changes and influences from outside. The small number of native speakers also means that the potential readership of text books written in Norwegian is small; this means that the prospect of replacing English or American text books with Norwegian books will often be too expensive²². Regardless of one's personal opinion of the influence of English on Norwegian language, it is true that while English is definitely not the only reason or even the main reason, Robert B. Kaplan argues that the increasing use of English is at least partly to blame for the current trend of *language death* witnessed world-wide²³, though to which extent is unknown. That is not to say that the Norwegian language is under any immediate threat because of Anglo-American influence, far from it. Johansson and Graedler point out that despite earlier warnings about the future of Norwegian, the language is alive and well²⁴.

Though Norwegian is not among the languages currently at risk, I think the use of English in Norway, both in academic life and in society in general, is still part of a much larger discussion on the global use of English and the pros and cons of such use. This is true regardless of whether Norwegian is at risk or not. As explained by David Crystal in his book *Language Death* (Cambridge, 2000), many smaller languages have already disappeared and others are disappearing as we speak. However, the role English has played in this is unclear²⁵. Some linguists may be alarmed at the widespread use of English words and expressions among Norwegian teenagers and the effects that this use may have on the Norwegian language in general. That many Norwegian students today could be struggling with Norwegian terminology due to the strong influence of English is equally troubling.

²² Melchers & Shaw, p. 184

²³ Kaplan, Robert B, 2001, p. 16. Printed in Ammon, Ulrich (ed), 2001.

²⁴ Johansson & Graedler, p. 273

²⁵ Kaplan, p. 16. Printed in Ammon, Ulrich (ed), 2001.

The problem here is not the use of English as such; it is rather the detrimental effect it may have on students' proficiency in Norwegian. A decrease in students' proficiency in Norwegian may well be due to other factors than the widespread use of English, as proposed by the AST2110 informant, who mentions a (see 3.6.1, as well as 7.2, interview 5) tendency among students to struggle with using precise Norwegian, though the informant is not sure whether the trend is due to English usage or not.

It's tempting to think of the language situation in Norway as unique, considering how the use of *Bokmål* versus *Nynorsk* is a topic that concerns not only those with a stronger-than-average interest in language, but average citizens as well. Although the linguistic situation in Norway may have some unique characteristics, I still think it's important to view the widespread use of English not as an exclusively Norwegian concern, which it obviously is not. Firstly, the effect of English on smaller languages is a potential threat to many smaller languages around the world. Besides more obvious historical reasons like colonialism, the relatively easy morphology of English²⁶ is among the reasons why the use of English is so widespread. Besides, colonialism also serves as a historical reason for some former colonies to hesitate in using it as an official language or to recognise it as a privileged foreign language²⁷. Secondly, English also has a unique position as the preferred language in international organizations²⁸. This is true even in the EU. In spite of the organization catering to all 11 national languages *in principle*, the reality is that the organization is vulnerable to market forces which increase the use of English²⁹, to the detriment of the remaining 10 officially recognised languages. Similarly, the use of English in official proceedings such as court cases is common in some African countries, despite the fact that the defendant may not fully understand the language and has to rely on an

²⁶ Johansson & Graedler, p. 48.

²⁷ Crystal, David, *English as a Global Language*, 1998, Cambridge: Cambridge University Press, 114.

²⁸ Melchers & Shaw, *World Englishes*, p. 181

²⁹ Melchers & Shaw, p. 181

interpreter³⁰. There is however an important distinction between these two examples; whereas the use of English in the EU is a result of market forces and pragmatism³¹, the African example may be an example of how the use of English as *lingua franca* maintains the position of an elite³².

There is a third factor which should be remembered when considering the pros and cons of using English in Norway and how that relates to worldwide use of English. Despite the fact that many small languages are disappearing or already have, the influence of larger languages is in itself not a sufficient explanation for all language death. In fact, the opposite is true in some cases. As noted by David Crystal, a strong influence from English has in many cases stimulated a stronger awareness and support of local languages³³. Crystal also mentions that such movements often go hand in hand with civil rights movements. Examples of this are Indian languages in North America, Aboriginal languages in Australia and Maori in New Zealand. As for support of local languages, it can safely be said that Norwegians care about their native tongue. The seemingly never-ending debates about *Bokmål* and *Nynorsk* proves the point, as does the fact that NRK Radio has a regular program devoted to language (*Språkteigen*). The daily newspaper *Aftenposten* even has a daily feature on the correct usage of Norwegian.

As mentioned by the TEOL3001 informant in 3.6.2, what is often forgotten in this discussion is the fact that Norway is part of a Nordic linguistic community consisting of several highly similar languages. When the languages of neighbouring countries are as similar as this, the case may well also be that the potential for students in Nordic countries to use text books written in neighbouring languages is greater than

30 Melchers & Shaw, p. 129

31 Melchers & Shaw, p. 181

32 Philipson (1992), *Linguistic Imperialism*, Oxford: Oxford University Press, as quoted in Melchers & Shaw, p. 128

33 Crystal (1998), p. 18

assumed. Having said that, several of the theology informants have mentioned that in spite of their wish for a higher percentage of curricular literature written in Scandinavian languages, the little that is already used is all that is available on a given subject. The use of chemistry texts in other Scandinavian languages is not a viable option since they are, as argued by the

It is my belief that a discussion on what Nordic/Scandinavian countries can do to counter the influence of English should be a discussion on what these countries can do collectively. An example of what could be done is an extended collaboration on text books suitable for use by students in Norway, Sweden and Denmark. Cases in which texts on specific topics are not available in any Scandinavian/Nordic language are besides the point here; the realisation should be that there is a potential inter-Nordic readership for text books on more general topics.

That is not to say that the concerns over English influence, and the effects it may have on native languages, are shared equally among the Nordic countries. A study from 1986³⁴ suggests that the "linguistic consciousness" of Nordic countries vary a great deal. The study goes on to rank the Nordic countries according to their level of "linguistic consciousness", with the Faroes at the top, followed by Norway. Denmark is ranked last, with the lowest level. A study by Thøgersen from 2004³⁵ finds that among the Nordic countries, Denmark displays the most positive attitudes towards the influence of English on their native language. This could mean that Denmark would not be sufficiently interested in taking part in an inter-Nordic collaboration on text books designed to contest the use of English text books.

³⁴ Lund (1986), as quoted in Thøgersen, Jacob (2004), *Attitudes towards the English influx in the Nordic countries: A quantitative investigation*, *Nordic Journal of English Studies*, No 2, Vol. 3, Oslo: UniPub Forlag, pp. 23- 38

³⁵ Thøgersen (2004), p. 28-30

Informants from the Faculty of Chemistry have mentioned that publishing chemistry books in Norwegian that could be used at the university level has proven to be difficult. The problem is the amount of work this would involve compared to the potentially limited readership such books would have. Hatlevik and Norgård argue for another plausible explanation for the extensive use of English text books in natural science. They argue that this is probably due to the fact that natural science is less influenced by national socio-cultural context than other traditional university disciplines because the theoretical foundations in natural science are generally accepted worldwide³⁶. But their claim is very different from the reasons given by the chemistry informants. There seems to be a consensus among the chemistry informants that the reason for using English text is that there is no alternative, and more specifically, no Norwegian alternative. Hatlevik and Norgård also admit that the extent of English curricular texts vary between different fields in natural science, and between different schools and universities.

It seems fair to assume that, as the chemistry informants argue, the reason chemistry text books in Norwegian are not made is because the potential readership is too small compared to the cost and labour it would involve, Hatlevik and Norgård also comment on this by looking at what considerations are made by Norwegian publishers about publishing Norwegian text books. They argue that in the interest of making money, publishers are primarily concerned with subjects with many students. The exceptions to this rule are smaller, less costly projects with a limited sales potential; usually initiated by the largest publishers.

³⁶ Hatlevik & Norgård (2001), p. 103

5. Conclusion

The final chapter begins by looking at the opinions of students and lecturers. The chapter concludes by looking at the implications of these opinions.

As reported by the theology informants, there is a desire to use Norwegian and/or Scandinavian texts, and in some cases to use it to a greater extent than what is the case now. Given the common Protestant sociocultural background found in Scandinavia, as well as the similarity in languages, this goal should be possible to achieve. That is, if Swedish and Danish theologians share the concerns expressed by their Norwegian colleagues.

As far as chemistry and astronomy is concerned, the case is a little different. As reported by the KJM1011 informant, the potential readership of university level chemistry text books written in Swedish is too small to make the writing of such books practical. If that is the case, there is little hope of having such books published in Norwegian. All three of the natural science informants seem to share the view that there is no alternative to using English text books, and they may well be right. If a Norwegian text book is merely a labour of love, neither publishers nor writers can be expected to produce them. None of the informants from natural science say whether or not they would use such books if they were available.

But even if production of Norwegian text books in chemistry and astronomy is not about to happen any time soon, it seems that, judging from the responses given by the three natural science informants, the problem is not unwillingness to use Norwegian texts, it is the availability of such texts which prevents them from being used. A possible solution would be political; a politician could argue that the production of such books is in the nation's best interest. It should therefore be financed by the government, but this solution may be considered prohibitively expensive, especially when considering that it would be financed by tax money. Finally, the conclusion must be that even if the differences found between the different respondent groups in

this study are not huge, they show that there are some differences to be found, and some of those differences have to do with the specific disciplines the respondents are involved in.

When it comes to differences of opinion according to age, I'm forced to conclude that the ones found in this study are insignificant. That is not to say there are none to be found, but determining whether or not they are significant would require a much larger study. Differences of opinion among students according to age groups may well be hard to find when considering that only 5.5 percent of students in this survey were thirty-two years or older, and 70.4 percent were between nineteen and twenty-two years old. This is obviously narrower than in the work by Kristiansen and Vikør (2006), which samples not students, but the general population of Norway. They found significant differences between the four age groups included in the study, and especially between the first group (respondents thirty years old or less) and the last one (sixty years or older)³⁷.

Of particular interest is the way opinions among students towards the use of English varies according to gender. This is similar to Kristiansen and Vikør (2006), which looks at these attitudes across society in general as opposed to just in academia. They conclude that while men are more enthusiastic about the use of English than women are, the difference is quite small³⁸, a conclusion which also supported in my findings. The similarity indicates that the differences in opinion between male and female respondents are not only found when looking at the Norwegian population as a whole, but is also found in specific areas. It shows that Norwegian students are concerned about language and that their opinions on it differ according to gender, regardless of whether or not they are students. Still the most interesting difference is the one found between natural science students and theology students. While not big, there is a slight difference in what students from these two groups feel about the

³⁷ Kristiansen & Vikør, p. 64-67

³⁸ Kristiansen & Vikør, p. 63

amount of English on their curricula. The same slight difference can be found in 2.47, in how theology students feel that their understanding of curricular literature is influenced by English text to a greater extent than natural science students do, though the difference is not great. The conclusion is that theology students are generally more apprehensive about using English in curricula, and the use of English curricular texts causes more problems to theology students than it does to science students. Even if the difference is only slight, it is observable across several variables in the survey.

It should also be remembered that not all students in this survey are Norwegians; a percentage of respondents are likely foreign exchange students, while others are Norwegian, but have a native language other than Norwegian. Still, it is possible that if students of Nordic languages and literature took part in a similar survey, one might find that those students have stronger, more negative opinions about these questions than what is the case for students of chemistry or theology. Likewise, it is possible that by surveying language students studying English one would find more positive attitudes, though I should add that I know from personal experience that a debate on this issue among English students can contain a wide range of opinions.

On the question of whether or not English poses an actual threat, the case seems to be that even in a worst-case scenario, any such threat is not immediate. Despite dire warnings about its future, Norwegian continues to thrive in spite of what is definitely a strong influx from English. But this does not mean that Norwegian terminology in specific fields is not vulnerable. It is also safe to say that the students who took part in the survey, as well as the lecturers who agreed to be interviewed, all have opinions about the use of English, though some opinions are stronger than others. This is as it should be, considering how there are both advantages and drawbacks to using English curricular texts. The differences between theology and science respondents, as well as between informants, are small. At the same time, the differences are consistent across several variables to the point where I think further study is warranted. In a broader debate about the use of English in Norwegian higher education, I believe knowing the opinion of lecturers could only be helpful, as could knowing the opinions of their

students. The theology informants were in a better position to debate the point, as they are using both Norwegian and foreign literature. The informants from natural science seemed less willing to discuss the possibility of using Norwegian texts, because they do not see it as a serious alternative. And in chemistry, maybe it is not.

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Appendix I

Survey variables

The variables in the survey were as follows:

1. Age (open)
2. Native Language (open)
3. Gender (a choice of two answers)
4. The respondents' ability to write Norwegian (a choice of five answers)
5. The respondents' ability to read Norwegian (a choice of five answers)
6. The respondents' ability to talk in Norwegian (a choice of five answers)
7. The respondents' ability to comprehend spoken Norwegian (a choice of five answers)
8. The respondents' ability to write English (a choice of five answers)
9. The respondents' ability to read English (a choice of five answers)
10. The respondents' ability to talk in English (a choice of five answers)
11. The respondents' ability to comprehend spoken English (a choice of five answers)
12. The percentage of English texts on curricula for the course (a choice of six answers)
13. The respondents' opinion of this percentage (a choice of five answers)
14. The extent to which the respondents' understanding of the curriculum is influenced by texts being written in English (a choice of five answers)

15. A choice of statements reflecting the respondents' reading of English curriculum texts (a choice of five answers)

16. How fast the respondent reads curriculum texts in English compared to texts in Norwegian (a choice of five answers)

17. What solution the respondent chooses when facing a problem in understanding a curricular text written in English (a choice of five possible answers)

18. Whether or not the respondent receive adequate help to comprehend English curriculum texts (a choice of five answers)

19. Any additional responses regarding the use of English text on curricula (open)

Appendix II

Interviews

The interviews have all been transcribed from tape recordings.

Supplementary remarks and words or phrases that were incomprehensible are indicated in brackets.

1. KJM1011

Spørsmål 1: Hvor stor andel av pensum på KJM1011 er på engelsk?

Question 1: How much of the curriculum for this course is in English?

Jeg vil anslå at det er nærmere 100 prosent. Det blir gitt ut noen forelesningsnotater, men selve pensum er på engelsk.

I would estimate it to be close to one hundred percent. A few lecture notes [in Norwegian] are handed out, but the curriculum itself is in English.

Spørsmål 2: Hva synes du om mengden?

Question 2: What do you think about the amount of English used?

Det kan kanskje synes mye, men sånn er det. Med kjemi er det egentlig ikke noe alternativ, så...

It may seem like a lot, but that's the way it is. In chemistry there isn't really any alternative, so...

Spørsmål 3: Hva synes studentene om mengden?

Question 3: How do the students feel about this amount?

Vi har ikke fått noen klager på dette. Det har nok sammenheng med at studentene er klar over situasjonen...at det ikke finnes noe norsk alternativ. Alt overveiende er på engelsk.

We haven't received any complaints about this. I think that is because the students are aware of the situation... that there is no Norwegian alternative available. Pretty much everything is in English.

Spørsmål 4: Har studentene gitt uttrykk for at de bruker lengre tid på å lese pensumtekster på engelsk enn på norsk?

Question 4: Have the students given any indication as to whether or not they spend more time when reading English curricular texts than when reading Norwegian ones?

Ja, det er et irrelevant spørsmål, for det...for vi har ikke noe å sammenligne med. De leser ikke kjemi på norsk. Så hvorvidt de bruker...det er klart de ville bruke lengre tid på å lese...hvis de hadde et norsk alternativ så ville de helt sikkert brukt lenger tid på det engelske, men sånn som det er nå så har vi ikke et sammenligningsgrunnlag.

Yes, well, that's an irrelevant question, because...because we don't have any basis for comparison. They don't read chemistry in Norwegian. So, whether they use... they would obviously use more time reading... if they had a Norwegian alternative, they would no doubt spend more time on the English material [than on the Norwegian material], but the way things are now, we have no basis for comparison.

Spørsmål 5: Hva tror du studentene gjør dersom de støter på engelske ord og uttrykk de ikke forstår?

Question 5: What do you think the students do if they come across words and expressions in English that they don't understand?

Nei, jeg går ut i fra at de fleste har tilgang til ordbøker og...egentlig vil jeg si at de nødt til å oppsøke ordbøker for å få fullt utbytte av teksten. De fleste vil være avhengig av det.

Well, I assume that most of them have access to dictionaries, and... really I would say that they are forced to seek out dictionaries in order to fully benefit from the text. Most of them would have to.

Spørsmål 6: Har studentene uttrykt ønske om hjelp i forbindelse med tekster skrevet på engelsk?

Question 6: Have students asked for help in connection with English texts?

Det hender jo. Det hender jo, det hender jo at noen kommer og spør «hva betyr det ordet?» i sammenheng og så videre, det hender. Men ikke så ofte. Det er spesifikke ting i så fall.

Well it happens. It happens, sometimes people ask for the meaning of a word in context and so on, that happens. But not often. If they do, it's about specifics.

Spørsmål 7: Hvordan vil du vurdere din egen evne til å lese engelsk?

Question 7: How would you assess your own ability to read English?

Ganske god. Når jeg foreleser så har jeg jo engelske powerpoint-presentasjoner, sånn at jeg...ja, det har jo egentlig ikke [noe å gjøre] med min egen evne til å lese engelsk, men jeg bare prøver å understreke at ... Studentene, de trenger å kjenne til de norske ekvivalente uttrykkene...også, slik at når jeg har disse engelskspråklige powerpoint-presentasjonene, så poengterer jeg hele tiden «hva heter det på norsk», hva vil det norske ekvivalentene uttrykket eller terminologien være. Slik at jeg prøver å få frem...jeg prater jo på norsk, men viser engelske bilder. Da prøver jeg å få oversatt det som måtte være.

Fairly good. When I'm lecturing, I have English PowerPoint presentations, so that I... well, it doesn't really have anything to do with my ability to read English, I am just trying to point out that... The students, they need to know the equivalent Norwegian expressions... as well, so when I have these English PowerPoint presentations, I am constantly pointing out what things are called in Norwegian, what the equivalent

Norwegian expressions or terminology is. This way, I am trying to show... I lecture in Norwegian, but at the same time I am showing English pictures. Consequently, I try to translate whatever needs to be translated.

Spørsmål 8: Hvordan vil du vurdere din egen evne til å skrive engelsk?

Question 8: How would you assess your own ability to write English?

Den vil jeg beskrive...den er vel egentlig ganske bra. Jeg bruker ikke det så mye i forbindelse med undervisningen...Ja, selve forelesningene er jo på norsk, men...ja, vi deler jo ut...vi legger jo ut forelesningene som er på powerpoint-presentasjoner, de blir lagt ut. Og i tillegg så legger jeg ut en del andre ting, og da mest på norsk. For å gjøre det enklere. Navn på kjemiske forbindelser, de legger jeg ut både på norsk og engelsk, slik at de kan få den norske terminologien riktig også.

Powerpoint-presentasjoner, de er på engelsk, så de legger jeg ut som de er.

I would describe it as... I suppose it's fairly good. I don't use it much in relation to lecturing... well, the lectures are in Norwegian, but... yes, we do hand out... we post the lectures, which are PowerPoint presentations, on the internet. Additionally, I post a few other things, and then mostly in Norwegian. To simplify things. The names of chemical compounds, I post those in both Norwegian and English, so that they [the students] can get the Norwegian terminology correct as well.

The PowerPoint presentations are in English, so I post them as they are.

Spørsmål 9: Bærer undervisningen på noen som helst måte preg av at deler av pensum er på engelsk?

Question 9: Are the lectures in any way influenced by the fact that the curriculum, or parts of it, is in English?

Ja, det gjør den jo for såvidt, som...jeg har et... Jeg prøver å følge pensumlistene ganske nøye, og...sånn at studentene vet hva som blir studert til enhver tid, og da ligner jo det...læreboken, i måten den er lagt opp på, ihvertfall i hvilken rekkefølge

den er lagt opp, sånn at forelesningen bærer preg av at vi har en engelskspråklig bok ja.

Yes, I suppose they are, as... I have a... I try to follow the curriculum list fairly closely, and...so that the students know what topic is being studied at any given time, and then it resembles... the text book, in the way it's laid out, at least when it comes to the sequence in which it is presented, so yes, the lectures show signs that we are using an English text book.

Spørsmål 10: Hva slags vurderinger er gjort i forhold til bruk av engelske pensumtekster i forhold til norske?

Question 10 : What evaluations have been done regarding the use of English curricular texts as opposed to Norwegian ones?

Vi vurderer jo fortløpende å lage norsk materiell, men det er jo et veldig stort arbeid, og hvis du skal lage en tilsvarende lærebok på norsk, så... Det har vi også vurdert mange ganger, men det er for lite marked til at det, den arbeidsinnsatsen svarer seg. Jeg kjenner folk som har gjort det i Sverige, for eksempel. De har nærmest slitt seg ut på det, og de har jo ikke fått noe igjen for det i form av omsetning eller noe sånn. Markedet er for lite. Jeg har laget noen sånne mindre hefter og sånn, det har jeg gjort, og her et eksempel (viser fram lærehefte i kjemi) på et sånt hvor jeg har lagd det på norsk, som er egnet for å hjelpe til under...ja, lesning til eksamen og sånn, et resyme på norsk.

Ihvertfall innen universitetsnivå så er markedet altfor lite. Det finnes jo selvfølgelig lærebøker på norsk i kjemi for videregående skole, og også for tekniske høyskoler og sånn. Men på universitetsnivå har de fleste funnet ut at den jobben, den er ikke vits å ta på seg.

We are constantly considering producing Norwegian material, but that is a massive undertaking, and if you are going to make an equivalent textbook in Norwegian, then... We have also considered doing that many times, but the market is too small, it

wouldn't be worth the effort. For example, I know people in Sweden who have done it. They have practically worn themselves out doing it, and they haven't received anything in return, in the form of turnover or anything like that. The market is too small. I have made some smaller booklets and things like that, I have done that, and here is an example [shows introductory booklet in chemistry] of such a booklet, written in Norwegian, which is suited for use when reading for exams and such, it's a resume in Norwegian.

A least at university level the market is much too small. Of course, there are chemistry textbooks in Norwegian available for secondary education, as well as for «poly technical school» and the like. But at the university level most have realised that the job, it's not worth it.

Spørsmål 11: Hvilke tanker gjør du deg om bruk av engelsk i høyere utdanning i Norge, og da både fagspesifikt og generelt?

Question 11: What are your thoughts on the use of English in higher education in Norway, both relating to specific subjects as well as in general?

Altså, faget kjemi, det faget jeg underviser, det...der bør du, hvis du i alle fall skal drive med det i noen profesjonell sammenheng, ha det som yrke, så må du beherske både den engelske og den norske nomenklaturen, eller termene. Terminologien må du beherske på begge språk. Det er et internasjonalt fag, veldig internasjonalt fag, og det aller meste av internasjonale fag i dag foregår på engelsk. Så hvis du skal følge med på det fagets utvikling så må du kunne de engelske termene, og lese det på engelsk. Men skal du...skal du bedrive kjemi i Norge, i en eller annen yrkessammenheng, så må du samtidig kunne det på norsk. Så det er viktig å ha en...å være klar over at det, at man må lære seg faget på to språk. Det er en internasjonal nomenklatur som man må beherske hvis man skal drive med kjemi, det er helt nødvendig. Men i tillegg...i dagliglivet i Norge kreves det at man også kjenner til den norske nomenklaturen. Det kan jo være snakk om sikkerhetsmessige ting, hvis man ikke vet hva det heter på norsk, det kan være giftige ting, hvis man ikke er helt klar på

hva hva man snakker om så kan det bli katastrofalt i noen tilfeller. Så vi presiserer, selv om vi har en engelsk lærebok, så må de kunne også de tilsvarende norske uttrykkene på de spesifikke kjemiske termene.

Da jeg studerte hadde jeg flere lærebøker på tysk. Jeg hadde vel flere tyske enn engelske lærebøker, på begynnelsen av sekstitallet. Men i løpet av studietiden, og ikke minst etterpå, så har de fleste tyske lærebøker forsvunnet. Jeg har de her fortsatt, men de er vel ikke så aktuelle lenger. Det har nok noe med utviklingen generelt å gjøre. Altså, kjemi var jo opprinnelig en tysk vitenskap. Det var vel i Tyskland på 1800-tallet og fram til, ja, 1940, det var... Alt som fantes av kjemisk industri fantes jo i Tyskland. Så det er tradisjonelt betinget det der. Tysk kjemi sto veldig sterkt fra begynnelsen av, og langt utover. Så ble det jo en relativt brå slutt da. Det har aldri kommet opp igjen sånn at det har fått noen betydning internasjonalt med tyske lærebøker og sånt, det tok slutt med krigen. Det har med historie og industriell utvikling å gjøre.

Well, chemistry, which is the subject I teach, it...in chemistry you have to, at least if you are going to use it in any professional capacity, you have to have a command of both the English and the Norwegian nomenclature, or terms. You need to know the terminology in both languages. It's an international discipline, a highly internationalised discipline, and international disciplines today are for the most part conducted in English. So, if you intend to keep yourself up to date on the developments in that discipline, you need to know the English terminology, and read it in English. But if you are going to... if you are going to do chemistry in Norwegian, in a professional capacity, you need to know it in Norwegian. It is important to have a...to be aware that you have to learn the subject in two languages. There is an international nomenclature that you need to know if you are going to work in chemistry, it is absolutely necessary. But in addition to that...in everyday life in Norway, a grasp of the Norwegian nomenclature is required as well. It could be a security matter, if you don't know the Norwegian name of something, it could be toxic material, if you are not clear on what you are talking about, the result could in

some cases be disastrous. So we make it clear that even though we are using an English textbook, they [the students] also need to know the corresponding Norwegian expressions for the specific chemical terms.

When I was a student I had several textbooks in German. I guess I had more textbooks in German than in English, at the beginning of the sixties. But during the time I studied, not to mention the time after that, most German textbooks have disappeared. I still have them here, but I guess they are not that relevant any more. That probably has something to do with the general development. I mean, chemistry was originally a German science. I guess it was in Germany in the nineteenth century and up to, well, the 1940s, it was. At the time, all chemical industry was situated in Germany. That has to do with tradition. German chemistry had a strong foothold from the beginning, and had for a long time. Then it ended rather abruptly. It has never been rebuilt to the point where German textbooks had any international significance, that all ended with the war. It has to do with history and industrial development.

2. KJM1030

Spørsmål 1: Hvor stor andel av pensum på KRIS2101 er på engelsk?

Question 1: How much of the curriculum for this course is in English?

Det er vel på mer eller mindre hundre prosent. Det kan kanskje virke mye... men det er sånn det er innenfor kjemi.

I suppose it's more or less one hundred percent. That may seem like a lot... but that's how it is in chemistry.

Spørsmål 2: Hva synes du om mengden?

Question 2: What do you think about the amount of English used?

Nei, som sagt... Det er jo mye. Det er jo... det er jo sånn fordi vi ikke har noe alternativ. Innen for faget, altså innenfor kjemi, så har engelsken tatt over helt, engelsk har blitt helt dominerende.

Well, as already mentioned... It's a lot. The thing is... it's like this because we have no alternative. In this discipline, in chemistry, English has taken over completely, English has become completely dominant.

Spørsmål 3: Hva synes studentene om mengden?

Question 3: How do the students feel about this amount?

Nei, noen synes sikkert at det er mye, men de forstår jo hvorfor vi ikke har f.eks et norsk pensum i dette faget.

Well, I guess some people think it's a lot, but they do understand why this course doesn't have a Norwegian curriculum, for example.

Spørsmål 4: Har studentene gitt uttrykk for at de bruker lengre tid på å lese pensumtekster på engelsk enn på norsk?

Question 4: Have the students given any indication as to whether or not they spend more time when reading English curricular texts than when reading Norwegian ones?

Ja, det har de jo. Nå er det jo samtidig slik at studentene vet hvorfor det er slik... hvorfor vi har et engelsk... et pensum skrevet på engelsk. Det er jo klart det blir ekstra arbeid på studentene, altså, av den grunn.

Yes, they have actually. At the same time, the students know why the situation is the way it is...the reason we have an English...a curriculum in English. There's little doubt that this involves extra work on the part of the students, for that reason.

Spørsmål 5: Hva tror du studentene gjør dersom de støter på ord og uttrykk de ikke forstår?

Question 5: What do you think the students do if they come across words and expressions in English that they don't understand?

Jeg vil gjette at de... at de ofte gjetter hva det betyr ut ifra sammenhengen... det tror jeg det er mange som gjør. Samtidig håper jeg at de bruker ordbok, det gjorde jeg ihvertfall selv når jeg var student, og det er helt...det er nødvendig for å fullt ut forstå fagterminologien i dette faget. Jeg anbefaler studentene å bruke ordbøker når de leser, og jeg går ut ifra at mange også gjør det. Jeg tror at man uansett er nødt til å gjøre det, hvis man skal forstå det skikkelig.

My guess is that they... that they often guess at meaning based on context... I think many [students] do that. At the same time, I hope they use a dictionary, at least that's what I did when I was a student, and that's absolutely... that's necessary in order to fully grasp the terminology used in chemistry. I recommend using a dictionary when studying, and I assume that many students are doing that. I believe you have to anyway, in order to really understand it .

Spørsmål 6: Har studentene uttrykt ønske om hjelp i forbindelse med tekster skrevet på engelsk?

Question 6: Have students asked for help in connection with English texts?

Jeg kan ikke huske at det har skjedd. De har muligens spurt om betydningen av enkeltord, men... jeg kan ikke huske at det har skjedd mange ganger.

I can't recall that happening. They may have asked about the meaning of words, but... I can't remember that happening often.

Spørsmål 7: Hvordan vil du vurdere din egen evne til å lese engelsk?

Question 7: How would you assess your own ability to read English?

Den må vel kunne sies å være god. Det har selvfølgelig sammenheng med engelskens dominans innenfor kjemi; at man leser engelsk hele tiden.

I think it could be described as good. Of course, that has to do with the dominance of English in chemistry; that one reads English constantly.

Spørsmål 8: Hvordan vil du vurdere din egen evne til å skrive engelsk?

Question 8: How would you assess your own ability to write English?

Ja, den vil jeg vurdere som...ja, som god. Jeg leser selvfølgelig bedre enn jeg skriver, sånn må det jo nesten bli, men jeg føler meg nokså trygg på det å bruke engelsk i mitt eget arbeide.

Well, I would describe it as... well, as good. Naturally, I'm better at reading than I am at writing, that's almost inevitable, but I'm feeling fairly confident about using English in my own work.

Spørsmål 9: Bærer undervisningen på noen som helst måte preg av at deler av pensum er på engelsk?

Question 9: Are the lectures in any way influenced by the fact that the curriculum, or parts of it, is in English?

Ja, det er det jo klart at den gjør det. Det er det ingen tvil om. Det vil si, selve undervisningen foregår jo på norsk, selv om pensumet nesten utelukkende er engelsk. Jeg bruker ofte tid på å forklare engelske... på å gjøre studentene oppmerksomme på hva engelske uttrykk heter på norsk, og omvendt. Det blir jo... blir jo forsåvidt en del av undervisningen, på den måten. Sånn sett kan du si at det blir litt preget av engelsk. Selv om forelesningene er på norsk, altså.

Yes, of course it does. There's no doubt about it. I mean, the lectures themselves are conducted in Norwegian, even though the curriculum is almost exclusively in English. I often spend time explaining English... making students aware of what English terminology is in Norwegian and vice versa. That does become... it becomes part of the lectures, in that way. I guess you could say they are influenced by English to some extent. Even if the lectures are in Norwegian, that is.

Spørsmål 10: Hva slags vurderinger er gjort i forhold til bruk av engelske pensumtekster i forhold til norske?

Question 10 : What evaluations have been done regarding the use of English curricular texts as opposed to Norwegian ones?

Ja... jeg kan jo si det sånn at det ikke er så mange vurderinger å gjøre. Sånn som det er i dag, har vi ingen norske alternativer til de bøkene vi bruker, som er på engelsk.

Well... let me put it this way, there aren't many evaluations to be done. Things being the way they are, we don't have any Norwegian alternatives to the books we are using, which are written in English.

Spørsmål 11: Hvilke tanker gjør du deg om bruk av engelsk i høyere utdanning i Norge, og da både fagspesifikt og generelt?

Question 11: What are your thoughts on the use of English in higher education in Norway, both relating to specific subjects as well as in general?

Jeg synes det er litt synd. Jeg synes det er dumt at studentene ikke... at de ikke kan lese fagstoffet på norsk. Det kan de ikke i dag. Det hadde vært en fordel, for man må uansett være i stand til å bruke terminologi på sitt eget morsmål. Med mindre man ender opp med å jobbe i utlandet. Samtidig er det jo to sider ved dette. For det er jo også sånn at studentene må kunne... kjemistudenter i dag må jo kunne terminologien også på engelsk. Sånn sett er det kanskje bra at de må lese engelsk. Men jeg skulle gjerne sett en situasjon hvor de måtte lese begge deler, altså både norsk og engelsk.

Jeg har inntrykk av at det er sånn innenfor mange fag, ikke bare kjemi. Ihvertfall i realfag, men kanskje også mer generelt. Det er ikke bare negativt det. Det blir jo litt spesielt i fag som kjemi, hvor man ikke har tilgang på norske lærebøker som er gode nok, eller i det hele tatt. Tidligere brukte man til en viss grad tyske bøker, men det brukes ikke lenger. Det er rett og slett fordi studentene ikke kan lese tysk. Det er også synd. Men det var jo sånn før at tysk var et viktig kjemispråk; man måtte kunne lese tysk. Sånn er det ikke lenger. Nå må man lese stoffet på engelsk, men... det er jo ikke

verre at studentene, at norske studenter må lese engelsk enn at de måtte lese tysk. Man ser jo det, at engelsk generelt har blitt viktigere.

I think it's a bit of a shame. I think it's unfortunate that students can't... that they can't read the material in Norwegian. They can't do that now. It would have been an advantage, since one is still required to be able to use terminology in one's native language. Unless you end up working abroad. There are of course two sides to this. Because the fact is that students have to be able to... chemistry students today must be able to use English terminology as well. In that regard, the fact that they have to read English might be a good thing. Nonetheless, I would have liked to see a situation in which they were required to read both, both Norwegian and English.

My impression is that this is how it is in many disciplines, not just in chemistry At least in the natural sciences but perhaps also more generally speaking. This is not exclusively negative. The situation is of course unique in a discipline like chemistry, where there aren't Norwegian text books of sufficient quality to be found, or even at all. Earlier on, German books were used to a certain extent, but that is no longer the case. The reason for that is simply that students can't read German. That is also a pity in itself. But the case earlier on was that German was an important chemistry language; you had to be able to read German. This is no longer the case. Now you have to read the material in English, but... I suppose it's no worse that the students, that Norwegian students have to read English as opposed to having to read German. One cannot fail to notice that English has become more important in general.

3. KRIS2101

Spørsmål 1: Hvor stor andel av pensum på KRIS2101 er på engelsk?

Question 1: How much of the curriculum for this course is in English?

Nå har jeg ikke kompendiene framme, jeg vet jo ikke egentlig...jeg husker ikke hvor mye som er på engelsk og ikke i det kurset. Det er en god del på engelsk. Nei altså, det er en relativt stor del av pensum som er på engelsk, og jeg tipper på fifty/fifty.

Nei, det er under halvparten, for det er noen større bøker som er på norsk, men... det er en relativt stor andel.

Now I don't have the compendiums/compendia here right now, I don't really know... I can't recall how much is in English or not in that course. A significant part of it is in English. No, well, a fairly large part of the curriculum is in English, and my guess is fifty/fifty. No, it's less than half, because there are some larger books in Norwegian, but...a relatively large share of it is in English.

Spørsmål 2: Hva synes du om mengden?

Question 2: What do you think about the amount of English used?

Det synes jeg at man må regne med, fordi vi... altså, det er noe med å... altså feltet kjønn, hermeneutikk og teologi, det er jo et felt som i stor grad er internasjonalt definert. Altså, vi leser oss inn på en internasjonal diskurs her nå, og da... Samtidig så er det et såpass smalt felt i forhold til, ikke sant, vi har ett professorat i dette her, et smalt men egentlig bredt anvendelig felt da, slik at det finnes ikke så mye tilgjengelig litteratur på norsk heller. Så jeg synes det må være såpass for at du skal bli kjent med, altså, for å bli kjent med de internasjonale aktørene innenfor dette feltet, så bør du nok... så er det helt naturlig, altså det er en forutsetning.

I think it's to be expected, since we... well, there's something about... gender, hermeneutics and theology is a field which is to a large extent defined internationally. We're approaching an international discourse by reading it, and then... At the same time, it's such a narrow field compared to... I mean, we have one professorship in this, a narrow field which can still be used in many contexts, so there isn't a whole lot of literature available in Norwegian either. So I think there has to be this much for one to become acquainted, I mean, to acquaint yourself with the international participants in this field, you need to... it's completely natural, well, it's a prerequisite.

Spørsmål 3: Hva synes studentene om mengden?

Question 3: How do the students feel about this amount?

Vi har ikke fått noe særlig feedback på det. Altså, nå er jo dette et 200-emne, slik at de har jo gått runden med førsteårsstudier, disse folka her, og begynt å bli vant til engelsk litteratur. Jeg opplever det at det er mest eldre studenter, sånn rundt femti år, femti pluss, som opplevde det som problematisk. I dette kurset har det vært slik at alle studentene har hatt framlegg utover seminarundervisningen. Det er jo et kurs med relativt få studenter, og jeg kan ikke si jeg har følt... det er andre ting jeg har opplevd som større problem, mer teknologiske ting som vi også drev med. Vi hadde et forsøk med emnekart, topic maps, integrert i kurset og jeg tror det var en større bøyg for dem enn engelsken.

We haven't received much feedback about it. I mean, this is a 2000-subject [second year], so they have already been through a year of studies, these people, and they're getting used to English texts. In my experience, it's mostly older students, about fifty years old, who saw it as problematic. In this course, all students have done presentations throughout the seminars. It is after all a course with relatively few students, and I can't say that I've felt... my impression is that other things have been more of a problem, having to do with technological issues we were dealing with. We made a stab at using topic maps as an integrated part of the course, and I believe that was more of a problem than the English texts were.

Spørsmål 4: Har studentene gitt uttrykk for at de bruker lengre tid på å lese pensumtekster på engelsk enn på norsk?

Question 4: Have the students given any indication as to whether or not they spend more time when reading English curricular texts than when reading Norwegian ones?

Ja, det har de gitt uttrykk for, det husker jeg.

Yes, they've said so, I remember that.

Spørsmål 5: Hva tror du studentene gjør dersom de støter på ord og uttrykk de ikke forstår?

Question 5: What do you think the students do if they come across words and expressions in English that they don't understand?

Nei, da gjør de vel som jeg gjør selv, de slår opp i ordbok, ja bruker det og kanskje også googler ord og ser hvilke andre sammenhenger det [ordet eller uttrykket] kan bli brukt i.

Well, I guess they do as I do, they consult a dictionary, yes use that and perhaps they also Google words and see what contexts it [words and expressions] is used in.

Spørsmål 6: Har studentene uttrykt ønske om hjelp i forbindelse med tekster skrevet på engelsk?

Question 6: Have students asked for help in connection with English texts?

Vi har ikke laget noen ordliste, men det var ei som ringte en gang tror jeg.

We haven't compiled a word list, but I seem to recall a female student calling once.

Spørsmål 7: Hvordan vil du vurdere din egen evne til å lese engelsk?

Question 7: How would you assess your own ability to read English?

Ja den vil jeg si er bra.

Well, I would say it's good.

Spørsmål 8: Hvordan vil du vurdere din egen evne til å skrive engelsk?

Question 8: How would you assess your own ability to write English?

Ganske god. Jeg publiserer jo på engelsk selv lite grann, så... Jeg tror jeg klarer meg brukbart.

Quite good. I do publish in English a little bit myself, so... I think I manage ok.

Spørsmål 9: Bærer undervisningen på noen som helst måte preg av at deler av pensum er på engelsk?

Question 9: Are the lectures in any way influenced by the fact that the curriculum, or parts of it, is in English?

Nei... De fleste emnene vi har har jo stort sett pensumlitteratur på engelsk og norsk, og... La oss si, hvis dette seminaret [KRIS2101] hadde bestått av tekstgjennomgang så det hadde kanskje vært litt mer preg, altså, i den forstand at jeg kanskje hadde forklart en del vanskelige begreper, men nå er dette mer basert på fremlegg. Så du kan si at min undervisning hadde nok blitt preget av det hvis det hadde vært den veien.

No...the curricula in most of our courses are mostly in English and Norwegian, and... Let's suppose, if this seminar [KRIS2101] consisted of textual review, then perhaps there would be more of an influence, I mean, in the sense that maybe I would explain some difficult terminology, but then, this is more based on presentations. So, you could argue that my teaching probably would have been influenced by it if that was the case.

Spørsmål 10: Hva slags vurderinger er gjort i forhold til bruk av engelske pensumtekster i forhold til norske?

Question 10 : What evaluations have been done regarding the use of English curricular texts as opposed to Norwegian ones?

Nå er det ikke jeg som har laget det kurset, så jeg vet ikke hva som har blitt gjort i forhold til... men det som vi leser er jo stort sett feministteologiske klassikere som faktisk ikke finnes oversatt. Vi leser mest klassiske originaltekster av klassiske teologer. Det finnes stort sett, eller i noen tilfeller, i oversettelse. Og oversettelsene har vi brukt der det har vært tilgjengelig ser jeg. For eksempel... altså... [uforståelig]-tekstene, de finnes på norsk som vi har lagt opp, ikke sant? Men den Augustin-teksten som vi har lagt opp her nå, den finnes jo ikke oversatt, Augustin finnes... nei, altså, to av dem finnes ikke oversatt på norsk. Men den som faktisk finnes oversatt på norsk har blitt brukt. Slik at, at vi har brukt der det foreligger, kan du si. Luther foreligger på norsk, og så er det noen danske som de leser. Og [Sally

McFayd?!] som er en feministklassiker, finnes i dansk oversettelse, så da har vi brukt den, der det finnes. Så der det har... altså jeg ser jo at det ligger en tenkning bak at der det faktisk finnes på norsk har vi brukt norsk. Men det er også en overveining i forhold til at dette her er en internasjonal diskurs, og jeg tenker jo at det å delta i den diskursen forutsetter at du faktisk har lest fagstoffet på engelsk, og har en felles begrepsramme og referanseramme, og... altså sånn er det jo med forskningsbasert utdanning, ja... det er jo en del av det studentene skal tilegne seg tenker jeg. Så det er klart det har blitt gjort overveielser her. For man leser ikke engelsk bare for å lese engelsk, men man leser norsk der det finnes oversatt, for å si det sånn.

Well, I'm not the one who's made this course, and therefore I don't know what has been done regarding... we mostly read feminist theology classics that are not available in translation. We're mostly reading classic original texts by classic theologians. It's usually, or in some cases, available in translation. And I can see that we've used the translations when they've been available. When it comes to the text by St. Augustine that we're using now, it's not available in translation, Augustine is... no, well, two of them are unavailable in Norwegian. But the one which actually has been translated has been used. That way, you could say we've used it [translations] when they're available. Luther is available in Norwegian, and then they're using some Danish [version]. And [Sally McFayd?!] who is a feminist classic, is available in a Danish translation, so we've used that, when it's available. So when it's... I mean, I can see that there's been an evaluation in the sense that when something is available in Norwegian, we've used the Norwegian version. But there is also a consideration to be made regarding the fact that this is an international discourse, and I am of the opinion that in order to take part in that discourse, it's required that you've read the material in English, and that you have a mutual frame of reference, and... well that's the way it is with research-based education, yeah... I think that's part of what the students are supposed to acquire. So obviously, some considerations have been made. Because you don't read English just to read English, but you read Norwegian translations when they are available, to put it that way.

Det er ikke bare et språklig valg, det skal være ålreit også. Det skal være ålreit, vi har jo hatt noen... altså det gjaldt faktisk ikke engelsk men det gjaldt tysk... eh... veldig dårlig oversettelse av tysk faglitteratur som var aktuell for noen år siden, så nå kan vi jo ikke legge opp tysk lenger, for folk kan jo ikke det, ikke sant? Altså, når jeg studerte så var det jo tysk på pensum. Jeg kan fransk, ikke tysk da! [ler]. Så jeg hadde faktisk problem. Men nå kan du ikke det, altså, vi har hatt tilfeller der folk har kommet og bedt om å få, ikke, ikke på dette kurset, men jeg har hatt studenter som har kommet og bedt om å få lese noe på norsk istedenfor engelsk fordi de har slitt med engelsken, og da har jeg...jeg husker i ett tilfelle hvor jeg vurderte det som såpass, nær sagt...forutsetning for at den her studenten skulle komme seg igjennom det emnet at jeg tillot det, men altså jeg gjør ikke det på generell basis, og det er fordi jeg mener at det å lese engelsk er en del av faget, å tilegne seg fremmedspråk.

It's not just about choosing language, it's supposed to be good as well... I mean, it was not in relation to English, but to German... ah... a very poor translation of German theological literature that was of interest a few years back, so now we can't use German any more, because people don't know that [German language], do they? I mean, when I was a student there were German texts on the curricula. But I know French, not German! [laughs]. So I had difficulties. But now we can't do that, I mean we've had instances of people coming and asking for, not, not in this course, but I've had students who've asked if they can read something in Norwegian instead of English because they've struggled with English, And then I've... I remember one case where I allowed it because I considered it to be necessary in order...for the student to actually get through the course, but I don't do that generally, and that's because I think reading English is part of the discipline, to acquire foreign languages.

Det var mer tysk før, og mye av... altså, det kommer an på hvilken del av faget du er i, for det er klart at bibelfag og klassisk protestantisk teologi er jo i stor grad, historisk sett, definert fra Tyskland, mens... og de som driver med det bør gjerne kunne bra tysk. Så er det andre fag som ikke er så sterkt knyttet til Tyskland. Det er jo klart at det er et problem, vi vet at det er et problem i forhold til for eksempel

forskerrekrutteringen innen, la oss si, reformasjonsforskningen da, som da er uløselig knyttet til tysk språk, for eksempel i motsetning til latin. Problemet med mitt område som er kirkeforskning, kirketenkning, er at jeg ser hvordan diskursen i Norge på en måte har endret seg på en måte som kan spores, delvis spores tilbake til at folk ikke leser tysk lenger. Den type kirke som den norske kirke kan best sammenligne seg med, altså en sånn luthersk folkekirke, den finner vi i Tyskland, både øst og vest, og kontakten med den har blitt veldig svekket både sånn tankemessig og personmessig fordi at folk ikke lærer tysk lenger. Og det som nå skjer i økende grad er at, altså, amerikansk kirketenkning er en veldig stor innflytelse på norske kirkepraksiser, og det er en tenkning som er utviklet i en helt annen sosiologisk kontekst og kirkelig kontekst enn den den norske kirke befinner seg i. Og det er noen premisser som ikke lett lar seg overføre, altså på helt andre premisser, men som blir både overført og aktivisert på en helt annen sosiologisk virkelighet enn den er utviklet i, og med de konsekvensene det har. Jeg ser jo at akkurat den biten har fått veldig stor impact på det kirkefeltet egentlig. Alle har godt av impulser utenfra, men altså, det er negativt på den måten at ting ikke blir tenkt igjennom, altså det blir sviktende premisser som gjelder, altså både analyse av kirke og samfunn som er kompatibelt med det som skjer i USA, men som blir ukritisk anvendt på norsk praksis og virkelighet. Ikke konkrete vedtak og bestemmelser nødvendigvis, men altså konkret måten man legger opp måten man jobber på, hvordan man tenker i forhold til det lokalsamfunnet man jobber i, og hvordan man tenker om fellesskap og mange sånne ting. Men altså, her på huset så skal det jo faktisk... skal vi se da... i samarbeid med Presteforeningen...et sånt etter- og videreutdanningskurs som faktisk går på å styrke impulser fra Tyskland ja. Men det er klart at det er språklige forutsetninger for den kontakten som ikke er tilstede i dag. Det er jo et godt eksempel på konsekvenser av hva folk lærer og ikke lærer på skolen.

There used to be more German, and much of... well, it depends on what part of the discipline you're in, since obviously, Biblical studies and classic Protestant theology is to a large extent a German construct, while... and those who are doing it should preferably have a good grasp of the German language. Meanwhile, there are other

topics that are not as closely linked to Germany. Of course it's a problem, we know it's a problem, for example when it comes to recruiting research scientists within, let's say Reformation research, which is very closely linked to the German language, as opposed to, let's say Latin. The problem in my area, which is church research, church thinking, is that I can see how the discourse in Norway has changed in a way that can be traced to the fact that people don't read German any more. The kind of church that the Norwegian church is best compared to, meaning a Lutheran popular church, is found in Germany, both east and west, and contact with that church has been weakened on both a personal and intellectual level because people aren't learning German any more. And what is happening now to an increasing extent is that, well, American ecclesiastical thinking is a huge influence on Norwegian ecclesiastical practice, and it's a way of thinking that has been developed in an entirely different sociological and ecclesiastical context than the Norwegian church is in. And there are some conditions that aren't easily applicable, I mean on completely different premises, but that are both conveyed and activated unto a completely different sociological reality than the one it was developed in, with the consequences this has. I see how just that part has had a huge impact on that ecclesiastical field really. Everyone can benefit from impulses from outside, but I mean, it's negative in the sense that things aren't thought through, which means failing conditions are put into play, which are analyses of church and society that are compatible to what's happening in the United States, but are uncritically utilized on a Norwegian practice and reality. Not necessarily concrete resolutions and decisions, but concrete in the sense of how one arranges one's way of working, how one thinks regarding the local community one works in, how one thinks about common interests and solidarity and many things like that. But, I mean, at this faculty there will be...let's see...in cooperation with the [Presteforeningen]...a kind of continued training that is actually about strengthening the impulses from Germany. But obviously, there are linguistic reasons for the lack of contact [with Germany] today. It's a good example of the consequences of what people learn and don't learn at school.

Spørsmål 11: Hvilke tanker gjør du deg om bruk av engelsk i høyere utdanning i Norge, og da både fagspesifikt og generelt?

Question 11: What are your thoughts on the use of English in higher education in Norway, both relating to specific subjects as well as in general?

Altså, jeg tenker jo at å bruke engelsk i høyere utdanning, og nå gjentar jeg meg selv, det er jo en forutsetning for å kommunisere slik at vi ikke bare sitter her på berget, og samtidig så er jeg veldig opptatt av at man skal opprettholde norsk som forskningsspråk og publisering i norske kanaler. Så det er jo et sånt tveegget sverd dette her, altså, jeg er jo så sær at jeg forsker på nynorsk når jeg ikke forsker på engelsk [ler], så jeg tenker at vi må ha en balanse her, og studentene må opplæres i en balanse; skrive norsk der det er naturlig, og bruke engelsk der det er naturlig. Nå har vi noen studieemner her på huset som undervises kun i engelsk også, og det er fordi at vi har en mastergrad i [uforståelig] teologi, altså det er mange u-landsstudenter som tar en mastergrad hos oss og da har vi noen fellesemner mellom den mastergraden og vår øvrige undervisning på masternivå. Det å ha sånne fellesemner er jo nødvendig for at de studentene skal bli i hvertfall et halvt hakk integrert inn i vårt øvrige studietilbud [ler]. Vi sliter jo med at det er en en sånn egen enklave her på huset pga det språklige. Så jeg er blant de som ønsker en god balanse her, at det er en del av håndverket, å kunne lese og skrive og forske og ta imot undervisning på engelsk, samtidig som norsk som forskningsspråk skal anerkjennes. Det er ikke så veldig avansert! [ler].

Well, I think that using English in higher education, and mind you, I'm repeating myself here, it's a prerequisite for communicating, so that we aren't sitting at home so to speak, while at the same time I'm feel strongly about maintaining Norwegian as a research language and publishing in Norwegian channels. It's like a double-edged sword, I mean, I'm so eccentric that I publish in nynorsk when I'm not publishing in English [laughter], and therefore I'm thinking that we need to achieve some sort of

balance, and the students need to be taught that balance; to write in Norwegian when that is appropriate and in English when that is appropriate. Also, we do have a few courses here where the lectures are held in English only, and that is because we have a master degree in [incomprehensible] theology, well, many students from developing countries take their master degrees here, and because of that we have some courses that are part of both that study program and the rest of the master programs we offer. Having such shared courses is necessary for these students to become at least semi-integrated into the rest of our student body [laughs]. The fact that there is a separate partition of students because of linguistic reasons is a problem to us. So I am among those who wish to achieve a good balance, that it is a part of the craft, to be able to read and write and do research and be taught in English, meanwhile recognizing Norwegian as a research language. It's not very complicated! [laughs].

4. TEOL3001

Spørsmål 1: Hvor stor andel av pensum på TEOL3001 er på engelsk?

Question 1: How much of the curriculum for this course is in English?

Altså, det er todelt, med dogmehistorie, og så er det dogmatikk, og jeg underviser ikke i dogmehistorien men i dogmatikkdelen. Der er den ene av bøkene på engelsk, og den andre er på norsk, og jeg bruker [forfatter] «Jesus Christ in Modern Thought». Så du kan si at det er tre fjerdedeler av pensum som blir på engelsk.

Well, it consists of two halves, with dogma history, and then there's dogmatics, and I don't teach the dogma history but the dogmatics part. It has [the dogma history part] one book in English, and the other one is in Norwegian, and I use [author's] «Jesus Christ in Modern Thought». You could say that three quarters of the curriculum is in English.

Spørsmål 2: Hva synes du om mengden?

Question 2: What do you think about the amount of English used?

Ja, vi bruker jo en god del engelskspråklig litteratur, og det er jo en nødvendighet fordi studentene ikke behersker tysk som jo var hovedspråket tidligere i stor del. Og når vi kommer over på TEOL3001 så inngår jo det som en del av profesjonsstudieutdanningen i teologi, slik at det er først og fremst rettet da inn mot prestetjeneste i den norske kirke. Og da... er det særlig i dogmatikk at det blir jo litt vanskelig med engelske bøker, fordi [forfatternavn] for eksempel er preget av en, ja, engelsk kirkelig situasjon, det er det han har pleid naturligvis, pluss at han er, hører til den eksistensielle tradisjonen, mens vi ville jo gjerne hatt mere en lærebok som var spesifikt rettet mot en evangelisk-luthersk teologi... eh... det hadde vi i min studietid men de var på tysk naturligvis. Og det er helt umulig å sette opp tyske lærebøker.

Well, we do use a fair share of English literature, and it's a necessity since the students no longer have a good command of German, which was to a large extent the main language earlier on. And regarding TEOL3001, it's part of the professional training in theology, so it's first and foremost aimed at priest duty in the Norwegian church. And then... especially in dogmatics, English books become a bit of a problem, because [name of writer] is influenced by, well, an English ecclesiastical tradition, naturally that's what he has cultivated, and in addition to that he belongs to the existentialist tradition, while we would preferred to have a text book aimed specifically at an evangelical-Lutheran theology... and... that's what we had when I was a student, but they were of course written in German. And it's absolutely impossible to use German books [today].

Spørsmål 3: Hva synes studentene om mengden?

Question 3: How do the students feel about this amount?

Ehh... det varierer nok hvor godt de behersker det. Det er en del fagterminologi du må komme inn i for å kunne lese dette, så... Noen synes nok det er litt slitsomt. Samtidig så skal de jo få dekket inn mye av dette samme stoffet gjennom forelesningene da, sånn at det er jo... jeg vil tippe at noen satser på forelesninger, for

vi gjør, vi har den policyen på undervisningen og eksamen, at eksamen er en forlengelse av undervisningen. Det skal ikke komme som noe helt nytt og overraskende.

Well... how well they master it varies a great deal. You need to master some terminology to be able to read this, so... Some of them probably feel it's a bit exhaustive. At the same time, they are supposedly able to acquire much of this material through lectures, so it's... I would guess that some of them concentrate on the lectures, because we do, we have a policy regarding the lectures and exams, that the exam is a continuation of the lectures. It's not supposed to be a surprise.

Spørsmål 4: Har studentene gitt uttrykk for at de bruker lengre tid på å lese pensumtekster på engelsk enn på norsk?

Question 4: Have the students given any indication as to whether or not they spend more time when reading English curricular texts than when reading Norwegian ones?

Ja det sier de jo klart fra at de gjør, det tar lenger tid.

Yes, they clearly say so, it takes more time.

Spørsmål 5: Hva tror du studentene gjør dersom de støter på ord og uttrykk de ikke forstår?

Question 5: What do you think the students do if they come across words and expressions in English that they don't understand?

Ja da slår de det vel opp på nettet. Det ligger jo ordbøker ute som er lette å bruke, og så er det jo biblioteket, og ellers så slår de opp i en vanlig dictionary.

Well, then I suppose they look it up on the internet. There are dictionaries out there [on the internet] that are easy to use, and then there's the library, and apart from that they look it up in ordinary dictionaries.

Spørsmål 6: Har studentene uttrykt ønske om hjelp i forbindelse med tekster skrevet på engelsk?

Question 6: Have students asked for help in connection with English texts?

Det hender at de spør om bestemte begreper, hva de betyr. Altså, nå er ikke jeg all verden... Jeg skrev jo bind åtte i Cambridge History of Christianity, og da var responsen fra disse redaktørene og forlaget borte i Cambridge... eh... hva var det... «I was writing a perfect peasant English» [ler], og da tenkte jeg at jaja, jeg har jo studert i Cambridge så jeg vet hvor hovne de kan være på språket.

They sometimes ask about about specific terms, what they mean. I mean, I'm not the best... I did write volume 8 of «Cambridge History of Christianity», and the response from the editors and the publisher in Cambridge... ah... what was it... I was writing «a perfect peasant English» [laughs], and I thought well, ok, I have studied in Cambridge, so I know how condescending they can be when it comes to language.

Spørsmål 7: Hvordan vil du vurdere din egen evne til å lese engelsk?

Question 7: How would you assess your own ability to read English?

Hehe, med utgangspunkt i Cambridge, så... [ler], altså University Press, så... Nei altså, jeg har, jeg har ikke noe problemer med engelsk, altså... veldig mye av internasjonal konferanse går jo på engelsk og jeg skriver jo, jeg publiserer på engelsk. Faget mitt er jo først og fremst nyere norsk og nordisk kirkehistorie. Der foreligger det veldig lite på engelsk, sånn at jeg... jeg må også av og til utvikle terminologien, fordi det er ingen som har... dette er ikke etablert engelsk språk i det hele tatt. For eksempel, skandinavismen, jeg har jo diskutert det med flere kolleger på historie, og da bruker jeg «the Pan-Scandinavian Movement» for eksempel. Det er en ny term på engelsk.

Haha, judging by the response from Cambridge, it's...[laughs], well the University Press, then... No, I have no problems with English, I mean... Much of the international conference is conducted in English, and I write, I publish in English. My

field of research is predominantly contemporary Norwegian and Nordic ecclesiastical history. Very little is written, has been written in English in that field, so that I... I sometimes have to develop the terminology, because no one has... this is not established English language at all. An example would be «skandinavismen», I have discussed it with several colleagues who teach history, and then I use «the Pan-Scandinavian Movement». That's a new English term.

Spørsmål 8: Hvordan vil du vurdere din egen evne til å skrive engelsk?

Question 8: How would you assess your own ability to write English?

Det er relativt enkelt når jeg skriver, altså, jeg merker at når jeg skriver på engelsk så skriver jeg, jeg gjør ikke som noen kolleger, skriver på norsk først og så oversetter det. Da skrur jeg om her oppe ett eller annet sted [peker på hodet sitt] og tenker i engelske termer. Det at, altså, jeg hørte at vi kunne bruke disse spesielle driftsmidlene på oversettelse, det har vært meg helt fremmed, altså det har jeg aldri tenkt på i det hele tatt.

When I'm writing it's fairly simple, I mean, I notice that when I'm writing in English I write, I don't do as some of my colleagues do, which is to first write in Norwegian and then translate it. I turn something around up here [points to his head] and I think using English terminology. The fact that we, well, I heard that we could use allocated funds on translations, I mean, the thought has never crossed my mind.

Spørsmål 9: Bærer undervisningen på noen som helst måte preg av at deler av pensum er på engelsk?

Question 9: Are the lectures in any way influenced by the fact that the curriculum, or parts of it, is in English?

Ja, altså den språklige siden av det, det tror jeg i liten grad [blir påvirket]. Jeg prøver å ta de samme temaene, men sette dem inn i et større perspektiv da, og vise andre innfallsvinkler til temaet, for eksempel når [forfatter av «Jesus Christ in Modern Thought»] diskuterer oppstandelsesforestillingen og sånt

Well, I don't think the language part of it is influenced much. I try to use the same topics, while applying them in a larger perspective and showing other approaches to the topic, for example when [author of «Jesus Christ in Modern thought»] discusses the Resurrection and so forth.

Spørsmål 10: Hva slags vurderinger er gjort i forhold til bruk av engelske pensumtekster i forhold til norske?

Question 10 : What evaluations have been done regarding the use of English curricular texts as opposed to Norwegian ones?

At det øker når du kommer opp på høyere nivå i studiet, det gjør det. Vi prøver jo å holde oss til skandinaviske språk på grunnivå, men kanskje en liten artikkel på engelsk, så studentene skal bli vant til at det kan komme engelskspråklig litteratur. De som tenker på en videre akademisk karriere bør jo raskest mulig tilegne seg engelsk altså. Og helst flere språk også, vi er jo et fag hvor språk spiller en sentral rolle, og det er jo vanskelig å, altså... Jeg opplevde på Luther-konferansen i 1989 her i Oslo at amerikanske Luther-forskere kunne ikke tysk. Det ville være helt utenkelig her. Og ideelt sett bør studentene også kunne beherske fransk.

It does increase according to your study progress. We try to stick to Scandinavian languages at the beginner level, but maybe with a small article in English, so that the students will get used to seeing literature written in English. Those who are considering a future career in academics should seek to become proficient in English as soon as possible. And preferably more languages as well, we are [talking about a] field in which language plays a central part, and it's hard to... In the 1989 Luther conference here in Oslo, I experienced that American Luther scholars didn't know German. That would be unthinkable here. Ideally, the students should also master French.

Spørsmål 11: Hvilke tanker gjør du deg om bruk av engelsk i høyere utdanning i Norge, og da både fagspesifikt og generelt?

Question 11: What are your thoughts on the use of English in higher education in Norway, both relating to specific subjects as well as in general?

Ja, det positive er jo naturligvis at man får jo da en større internasjonal potensiell leserkrets. Men det vi ofte glemmer i denne debatten, og da synes jeg da særlig den rapporten, Gundersen-innstillingen, forskning med tellekanter, var helt håpløs og bønn i bøtta, altså man glemmer jo at i Norden har man et språklig fellesskap, kommunikasjonsfellesskap, som gjør at man har et sted mellom 24 og 26 millioner potensielle lesere, og at det er noe av det, det som er viktig for, altså som konstituerer det nordiske fellesskap. Jeg har en doktorgradsstipendiat nå fra Japan som er her et år som jeg veileder, og han ser jo det hele utenfra, og han sier noe ganske interessant, han sier dere har to nasjonale identiteter i Norden; dere har den tradisjonelle, altså norsk, dansk og svensk, også har dere en nordisk identitet som... som ikke er en fullt ut utviklet nasjonal identitet, men har elementer av det, bla. kommunikasjonsfellesskap.

Well, the positive aspect is of course that you get a larger international circuit of potential readers. But the thing we often forget in this debate, and I think that report especially, the Gundersen recommendation, the [FORSKNING MED TELLEKANTER] was completely hopeless, the thing we forget is that **the Nordic countries have highly similar languages**, which means one has somewhere between 24 and 26 million potential readers, and that is part of, that is what is important for, well, which constitutes the Nordic community. I have a Ph.D. student from Japan who is here for a year that I am counselling, and he sees the whole thing from the outside, and he says something quite interesting, he says that we have two national identities in the Nordic countries; the first is the traditional one, meaning Norwegian, Danish and Swedish, and in addition we have a Nordic identity which... which isn't a fully developed national identity, but nevertheless has some elements of it, among which are KOMMUNIKASJONSFELLESSKAP.

5. AST2110

Spørsmål 1: Hvor stor andel av pensum på AST2110 er på engelsk?

Question 1: How much of the curriculum for this course is in English?

Ja, det er vel nesten hundre prosent av pensum som er på engelsk. Vi pleier jo å undervise på engelsk bare det er en eneste [student] som ikke kan skjønne norsk, da. Men av og til så gir vi oppgaver på norsk, men til og med der er de fleste på engelsk.

Well, I guess almost one hundred percent of the curriculum is in English. We usually lecture in English if there is only one [student] who doesn't understand Norwegian. We occasionally give out assignments in Norwegian, but even that is usually in English.

Spørsmål 2: Hva synes du om mengden?

Question 2: What do you think about the amount of English used?

Personlig så foretrekker jeg faktisk nesten å undervise i faget på engelsk, for det er så mange engelske faguttrykk som ikke vi har dekkende norske ord for. Så det kan lett bli litt mer stotrende nesten å snakke norsk, ihvertfall hvis man har rimelig god bakgrunn i engelsk. Jeg har jo tilbrakt tretten år, eller fjorten år, i USA, så jeg føler meg sikker på engelsk, så da er det nesten lettere å undervise på engelsk enn på norsk pga. manglende norske faguttrykk.

Personally, I almost prefer to teach the topic in English, because there is so much English terminology for which we lack adequate Norwegian equivalents. So it can easily become almost more fumbling to talk Norwegian, at least if one has a fairly solid background in using English. I have spent thirteen years, or fourteen years, in the US, so I'm feeling confident when it comes to English, so for me it's almost easier to teach in English than in Norwegian due to a lack of Norwegian terminology.

Spørsmål 3: Hva synes studentene om mengden?

Question 3: How do the students feel about this amount?

Vi har vel egentlig ikke fått noen klager på det. Jeg tror at studentene også ser på nytten av at de blir introdusert til engelsk tidlig, ihvertfall de som senere skal drive med forskerfaget, de må jo publisere på engelsk stort sett.

We haven't really received any complaints about it. I think the students also see the benefit of being introduced to English early on, at least those who will go on to do research, they usually need to publish in English.

Spørsmål 4: Har studentene gitt uttrykk for at de bruker lengre tid på å lese pensumtekster på engelsk enn på norsk?

Question 4: Have the students given any indication as to whether or not they spend more time reading English curricular texts than when reading Norwegian ones?

Jeg har ikke fått noen kommentarer om det nei.

No, I haven't got any comments about that.

Spørsmål 5: Hva tror du studentene gjør dersom de støter på ord og uttrykk de ikke forstår?

Question 5: What do you think the students do if they come across words and expressions in English that they don't understand?

Jeg håper jo at de slår opp i en orddliste, det gjorde jeg i min tid. Jeg ser jo, jeg har jo en gammel lærebok som går tilbake til 1958 da jeg først begynte på faget, og jeg hadde skrevet over betydningen av engelske ord jeg ikke skjønnte, så jeg håper jo at våre studenter i dag gjør det samme, men stort sett så kan vel innkommende studenter i dag bedre engelsk enn min generasjon kunne.

Well, I do hope they look it up in a dictionary, that's what I did in my time. I see, I have an old text book that dates back to 1958 when I started studying this, and in it I have filled in the meaning of English words I didn't understand, so I hope our students today are doing the same, but I guess those who begin studying today are more proficient in English than what was the case with my generation.

Spørsmål 6: Har studentene uttrykt ønske om hjelp i forbindelse med tekster skrevet på engelsk?

Question 6: Have students asked for help in connection with English texts?

Nei. Det er klart at det litt spesielt i dette faget her. Her ligger jo egentlig vanskeligheten mer i å forstå betydningen av faguttrykk enn å forstå engelsk

No. It's obviously a little out of the ordinary when it comes to this discipline. The real difficulty here is more about understanding terminology than about understanding English.

Spørsmål 7: Hvordan vil du vurdere din egen evne til å lese engelsk?

Question 7: How would you assess your own ability to read English?

Jeg føler meg veldig godt hjemme i engelsk, men det er nå mye fordi jeg har tilbrakt så mye tid i et engelsktalende land.

I feel very comfortable using English, but then again it's because I've spent such a long time in an English-speaking country.

Spørsmål 8: Hvordan vil du vurdere din egen evne til å skrive engelsk?

Question 8: How would you assess your own ability to write English?

Ja, jeg tror jeg skriver veldig korrekt engelsk, men jeg skriver nok litt enklere enn det som innfødte engelsktalende gjør. Jeg husker fra de årene jeg jobbet i USA, jeg jobbet på Harvard-universitetet, og jeg fikk tilbakemeldinger på at det var mindre arbeid med min engelsk enn med de innfødtes engelsk fordi jeg unngikk å bruke slang. Jeg tror at når man ikke har det som morsmål, så ønsker man kanskje å uttrykke seg enklest mulig.

Ja... eller, du kan si at jeg er nokså likegyldig til om jeg foreleser på norsk eller engelsk.

Well, I think I write a very correct English, but I probably write a simpler English than what native English speakers do. I remember from the years I worked in the United States, I worked at Harvard University, and I received feedback saying that my English needed less work than the natives' English did because I avoided using slang. I believe that when it's not one's native language, one wishes perhaps to express oneself in the simplest manner possible.

Spørsmål 9: Bærer undervisningen på noen som helst måte preg av at deler av pensum er på engelsk?

Question 9: Are the lectures in any way influenced by the fact that the curriculum, or parts of it, is in English?

Ja, det gjør den jo i den forstand at lærebøkene er engelske, eller engelskspråklige, men hvis...og man har jo ikke tilsvarende lærebøker på norsk. Så det man har på norsk er isåfall kompendier og av og til bruker vi å skrive på norsk da, i tillegg til det vi har av pensum.

Well yes, it does in the sense that the text books are English, or *in* English, but if... and there are no equivalent text books in Norwegian. So in that case, whatever is available in Norwegian are **compendiums**, and we sometimes do write in Norwegian in addition to what is on the curriculum.

Spørsmål 10: Hva slags vurderinger er gjort i forhold til bruk av engelske pensumtekster i forhold til norske?

Question 10 : What evaluations have been done regarding the use of English curricular texts as opposed to Norwegian ones?

Det er nok tilgjengeligheten på lærebøker, først og fremst, og som nummer to kanskje da at man skal tilvenne seg til et språk, altså engelsk, for å publisere senere. Det er klart at når det gjelder mer populærvitenskapelige ting så bruker vi da selvfølgelig norsk.

The main factor is probably the availability of books, and a secondary one might be that one should acquire a language, English that is, in order to publish later on. But of course, when it comes to popular science, we are obviously using Norwegian.

Spørsmål 11: Hvilke tanker gjør du deg om bruk av engelsk i høyere utdanning i Norge, og da både fagspesifikt og generelt?

Question 11: What are your thoughts on the use of English in higher education in Norway, both relating to specific subjects as well as in general?

Jo altså, jeg vet ikke om det er pga engelskbruken, men det er jo et beklagelig faktum at studenter i dag stort sett behersker dårligere norsk enn de gjorde før, men det tror jeg har med at dette med ortografi og grammatikk, at det har blitt slurvet mye mer med det i de siste 20-30 årene enn i min tid. Jeg har inntrykk av at de sliter med presisjonen i norsk så vel som i engelsk altså. Og det som kalles substantivisk bruk av norsk, altså som er direkte lånt i fra engelsk, vi plukker ut sånne feil hele tiden.

Well, I don't know if its due to English usage, but a regrettable fact is that students today by and large have a weaker command of Norwegian than what they used to have, but I believe that has to do with orthography and grammar, that those things have been neglected much more in the last twenty to thirty years than they were in my time. I am under the impression that they [students] are struggling with using precise Norwegian as well as precise English. And what is called **substantivisk bruk av norsk**, which is borrowed directly from English, we're picking out errors of that kind all the time.

6. KRIS2145

Spørsmål 1: Hvor stor andel av pensum på KRIS2145 er på engelsk?

Question 1: How much of the curriculum for this course is in English?

Det er altså da tre hovedbøker som omfatter litt over halvparten av pensum, og der er en av tre på engelsk, altså to hundre sider, da har vi 200, og så er mye av

kompendiene på engelsk, så vi er nok oppe i over halvparten der og. Det er over halvparten på emnet, så det er en dominerende andel engelsk.

There are three main books which make up a little more than half of the curriculum, and of those, one is in English, about two hundred pages, and then much of the compendia is in English, so it's more than half there as well. Over half of [the curriculum for] this course, so there is a dominating share of English.

Spørsmål 2: Hva synes du om mengden?

Question 2: What do you think about the amount of English used?

Ja altså... Jeg er jo, nå blir det litt generelt da, jeg er jo for mest mulig norsk eller nordisk. Og jeg har som prinsipp søkt da norsk- eller nordiskspråklig litteratur. En av hovedbøkene er engelsk opprinnelig, men jeg valgte en dansk oversettelse. Eller så...forresten så er det nærmest umulig altså, å finne ting på norsk. For det er [et] såpass spesielt fag, «Østkirken i dag», det finnes lite slikt på norsk, så jeg har tatt det norske som er, ja... og brukt det, og ellers søkt oversettelser selv om det bare er på engelsk, er nær sagt, bare på engelsk, det er jo, de fleste kan jo også engelsk, men jeg har søkt oversettelser.

Så, hva jeg synes om det... Jeg synes det er litt sjenerende, dette er jo, dette er jo på bachelornivå, og jeg vet at studenter har litt problemer med engelsk. Og noe av dette er jo såpass spesialisert at det nok kan... jeg skulle gjerne brukt mer på norsk, men det var ikke mulig.

Well, I.. this is generally speaking, but I am for having as much Norwegian or Nordic as possible. As a matter of principle, I have sought out literature written in Norwegian or Nordic languages. One of the main text books is originally in English, but I chose a Danish translation. Apart from that... It's almost impossible, by the way, to find material in Norwegian. It's a very specialised topic, «The Eastern church today», there is very little about it in Norwegian, so I've taken what little there is and... well, used it, and apart from that I've looked for translations even if it's only English pretty

much, only in English, it's... most people know English, but I've looked for translations.

Well then, what do I think about it... I think it's a bit of a hassle, I mean, this are bachelor students, and I know that students can have problems with English. And some of this is specialised to the point where... I'd like to use more Norwegian texts, but that was not possible.

Spørsmål 3: Hva synes studentene om mengden?

Question 3: How do the students feel about this amount?

Jeg har ikke fått mye feedback på det på det faget, det har jeg ikke altså. Egentlig har jeg ikke fått noen særlig klager på at det er for mye engelsk, så vidt jeg husker. Jeg har fått klager på andre fag på at det var for mye engelsk, eller vanskelig engelsk, men... men ikke her, nei jeg har ikke det.

I haven't received much feedback about it, I really haven't. As far as I recall, I really haven't gotten any complaints about there being too much English. In other courses, I've had complaints about too much English, or that the English was difficult, but... but not in this course, no I haven't.

Spørsmål 4: Har studentene gitt uttrykk for at de bruker lengre tid på å lese pensumtekster på engelsk enn på norsk?

Question 4: Have the students given any indication as to whether or not they spend more time reading English curricular texts than when reading Norwegian ones?

Ja, jeg har inntrykk av at de sliter med engelsken, det har jeg absolutt. Det varierer jo i hvilken grad hvor godt de kan engelsk, men i den grad det er nye studenter som kommer rett fra videregående, så er det jo ofte slik at fagene deres, som de begynner på, er nye for dem, og hele ordforrådet er nytt, og da å begynne med det på engelsk, det kan være veldig krevende. Jeg husker... for å ta ett eksempel: jeg kjøpte en bruktbok av en student en gang, som er pensum på et fag jeg selv underviser i, og da

så jeg jo hva hun hadde lest og ikke lest, og så videre, men også hvor god engelsken hennes var, og det var altså masse oversettelser, hun hadde skrevet over norsk betydning, og det var litt skremmende å se hva hun hadde måtte oversette. Men det er klart, det er enkelttilfeller.

Yes, my impression is that they are struggling with English, it really is. Their proficiency in English certainly varies a great deal, but as far as new students coming straight out of school is concerned, what is often the case is that the subjects they're taking, that they're beginning to study, are new to them, and the whole vocabulary is new, and then to start off with English can be very demanding. I remember... As an example: I bought a second hand book from a student once, it was part of the curriculum for a course I teach myself, and then of course I saw what she had and hadn't read and so on, but I also saw how good her English was, and there were lots of translations, she had superimposed the Norwegian glossary in the book, and to see what she had to translate was a little scary. Then again, it's a single example.

Spørsmål 5: Hva tror du studentene gjør dersom de støter på ord og uttrykk de ikke forstår?

Question 5: What do you think the students do if they come across words and expressions in English that they don't understand?

Ja... jeg, dette bygger ikke på fakta, men inntrykket mitt er i en viss grad at de bare hopper over, altså bare lar det fyke, dessverre men jeg frykter det at mange da unnlater å slå opp, de gidder ikke slå opp, rett og slett, eller de tar ikke tid eller har ikke tid, eller hva det er som er motivet, eller går forbi den informasjonen. Mens... det er varierende selvfølgelig, fra nivå til nivå. Klart en A-student vil enten kunne det eller søke opp ord, tror jeg.

Well... this isn't based on facts, but I'm under the impression that to a certain degree they just skip it, they simply ignore it, it's unfortunate but I fear many students don't look up words, They simply can't be bothered, or they don't have or take the time for it, or whatever their motivation is, they leave that information behind. But... of course

it varies from level to level. I think that an A student will obviously already know the words or look them up.

Spørsmål 6: Har studentene uttrykt ønske om hjelp i forbindelse med tekster skrevet på engelsk?

Question 6: Have students asked for help in connection with English texts?

Nei.

No.

Spørsmål 7: Hvordan vil du vurdere din egen evne til å lese engelsk?

Question 7: How would you assess your own ability to read English?

Den er bra. Jeg har studert i USA i fire år. Jeg har selv to mastergrader derfra, så jeg leser bra.

Men jeg må jo si at det av og til hender at jeg må slå opp ord. Hvis jeg virkelig skal skjønne en tekst, så... litt avhengig av felt, hvis jeg er godt inne i et felt, så går det som regel veldig bra. Jeg har som regel ikke problemer med det. Det er verre med tysk [latter], og fransk kan jeg også ganske greit.

It's good. I've studied in the US for four years. I have two master degrees from over there myself, so I can read pretty well. But still, I have to say that I sometimes have to look words up. If I really want to grasp a text, then... It depends on the topic at hand, if we're talking about a field in which I'm well versed, I usually manage. I don't usually have problems with it. German on the other hand... [laughs], I manage ok with French as well.

Spørsmål 8: Hvordan vil du vurdere din egen evne til å skrive engelsk?

Question 8: How would you assess your own ability to write English?

Ja som sagt, siden jeg var der i fire år, og skrev en oppgave, skrev på engelsk, så synes jeg jo den er rimelig bra. Det hører med til saken at jeg har siden skrevet doktoroppgave på fransk, og da fortrengete det en del av det engelske, det må jeg si. Så da jeg kom hjem til Norge og skulle skrive engelsk igjen, så var den [engelsken] litt fransk. Jeg tenkte på fransk og skrev på engelsk, på en måte.

Well as I was saying, since I spent four years there [the US], and wrote a thesis, wrote it in English, I do think it's fairly good. I should mention that I have written a doctoral thesis in French since then, and I have to say that work suppressed a bit of the English. When I came home to Norway and were supposed to write in English again, my English was a bit French. In a way, I was thinking in French and writing in English.

Spørsmål 9: Bærer undervisningen på noen som helst måte preg av at deler av pensum er på engelsk?

Question 9: Are the lectures in any way influenced by the fact that the curriculum, or parts of it, is in English?

Nei, generelt så vil jeg nok si at den ikke gjør, og det skyldes nok ikke minst læreren. Jeg er etter så mange år i utlandet blitt veldig bevisst på norsk og er overhodet ikke noe glad for anglisisme og engelsk innflytelse i norsk språk. Jeg kjemper imot det med nebb og klør faktisk. Jeg bruker veldig lite engelsk i mitt eget språk, undervisningsspråk og ellers og. Men det er jo... det har jo meg som forutsetning, akkurat det svaret da, min egen språkpolitikk er nær sagt. Men jeg kan trekke inn engelsk av og til, og da har jeg pensum i tankene, nemlig hvis jeg vet at det og det begrepet er det og det på engelsk, og så er det annerledes på engelsk. Jeg tenker at det kan være en hjelp for studenter å høre hva termen er på engelsk når de leser på engelsk, og at de vil få, at jeg hjelper dem på den måten. Så da oversetter jeg, altså jeg sier det og det begrepet på engelsk rett etter det norske, gjentar det på engelsk altså. Dette gjør jeg på eget initiativ, det er ikke noe jeg har blitt spurt om.

No, generally speaking I would say that they are not, and that's not least due to the teacher. After having spent so many years abroad, I have become very conscious of Norwegian and I am not at all fond of Anglicisms and English influence on the Norwegian language. In fact, I fight it every way I can. I use very little English in my own language, both when teaching and elsewhere. But that is... That answer is after all based on me personally, on my own language policy so to speak. Having said that, I do introduce English on occasion, and when I do it's with the curriculum in mind, and more specifically when I know what a specific term or expression is in English, and if it's different in English. The idea is that it can be of help to the students to hear what the term is in English when they're reading material in English, and that they will get, that I am helping them that way. So I translate, I mean I say terms in English right after having said the Norwegian one, in other words I'm repeating in English. I do so on my own initiative, it's not something I've been asked to do.

Spørsmål 10: Hva slags vurderinger er gjort i forhold til bruk av engelske pensumtekster i forhold til norske?

Question 10 : What evaluations have been done regarding the use of English curricular texts as opposed to Norwegian ones?

Jeg har på en måte fått noen motstridende prinsipper. For det første så ivrer jeg for å beskytte norsken, og bevare norsken, og søker å ha så mye norsk som mulig. Men i den verden vi lever i så må studenten komme inn i det engelske. Så det bør faktisk være en del engelsk på pensum, men ikke så mye at norsken trues, altså at de får problemer fordi de ikke får inn det norske vokabularet. Det må virkelig... det må ivaretas, at studenten lærer seg et norsk vokabular på det og det faget, det er viktig, ikke minst selv om de skal skrive mye på engelsk, må de kunne snakke, samtale om et fagfelt, innen et fagfelt på norsk. Så... jeg prøver å balansere de to prinsippene opp mot hverandre. I den grad jeg velger pensum, så tenker jeg på det veldig bevisst. For eksempel det andre faget, altså TEOL3001, der kom jeg inn og har hatt det nå to ganger, og da jeg kom inn var det to bøker, og de var begge engelskspråklige. Så da

fikk jeg lagt inn en bok til, det var plass til det, og det er den norske som jeg fikk lagt inn.

In a way, I've acquired some conflicting principles. First of all, I'm very enthusiastic about protecting the Norwegian language, and preserving it, and I try to use as much Norwegian as possible. But the world being what it is, students need to get a firm grasp of English. Consequently, there needs to be a fair amount of English texts on the curriculum, but not to the point where the Norwegian language is threatened, meaning that they [the students] run into problems because they don't acquire the Norwegian vocabulary in a given field. It really must... it need to be maintained, it's important that the student acquires the Norwegian vocabulary of their given subject of study, even if they are to do a majority of their written work in English, they must be able to talk, to converse on the topic, in Norwegian. Therefore... I try to weigh those two principles against each other. When I'm choosing curricular texts, to the extent that I do, I'm very conscious of that. As an example I can mention an other course I teach, when I started doing so there were two books [on the curriculum], and they were both in English. Then I managed to add one more book, there was room for it, and the one I added is the Norwegian one.

Spørsmål 11: Hvilke tanker gjør du deg om bruk av engelsk i høyere utdanning i Norge, og da både fagspesifikt og generelt?

Question 11: What are your thoughts on the use of English in higher education in Norway, both relating to specific subjects as well as in general?

Nei, jeg har vel sagt, jeg har vel uttalt de viktigste tankene jeg har. Jeg ser behovet for å ivareta de to prinsippene jeg nevnte, altså at vi må både beholde norsk og bevare det norske som akademisk språk, og lære oss engelsk. Men jeg vil videre si at for meg er ikke engelsk det eneste fremmedspråklige, det eneste fremmede språket i mitt fag. Så langt har ikke utviklingen gått innenfor det feltet, altså kirkehistorie. Der er det.. Jeg har mye litteratur på tysk, på fransk, på italiensk, til og med spansk og forsåvidt russisk, altså slavisk språk innenfor akkurat mitt felt da. Så jeg... Det synes

jeg er litt synd, at dagens studenter bare skal lære seg ett fremmedspråk, for det er jo blitt sånn at man kan ikke lenger legge opp pensumlitteratur på andre språk, andre fremmedspråk enn engelsk. På teologisk fakultet har vi hatt en sterk tradisjon for tysk, tysk teologisk litteratur. Man kan nesten ikke legge det opp lenger, fordi studentene rett og slett ikke kan det språket. Og fransk er jo helt utelukket, selv om det er mye viktig der.

Protestantismen og reformasjonen kommer jo fra Tyskland, i alle fall vår tradisjon, vår gren av det, så det er jo nesten... hvis man skal videre opp på doktorgradsnivå så man kunne tysk her på fakultetet, det er helt ufrakommelig, ihvertfall i de fleste tilfeller. Så man burde jo ha det med også på master-nivå, men det er ikke mulig slik det er nå.

Det har med skolen å gjøre. Linja går lenger bakover og grunnen legges jo mye tidligere. Problemene, roten til problemene oppstår på et lavere plan, et lavere nivå, det er helt klart. Men i Danmark for eksempel er det på teologisk doktorgradsprogram, så må man kunne tysk. Så det er et krav at man har tyskkunnskap på en eller annen måte, men det er det ikke her. Og Sverige har en mer fransk forbindelse igjen. Men for meg er det klinkende klart at en fullverdig forsker på mitt område, kirkehistorie, må beherske i det minste engelsk, tysk og fransk. Altså, det går ikke an å jobbe [uten at man kan det], det burde ikke gå an. Det er noen som ikke kan fransk for eksempel, men da lider man faglig.

No, I suppose I've said, I've mentioned the most important thoughts I have on the subject. I see a need to maintain the two principles I mentioned earlier, that we need to preserve and protect Norwegian as an academical language, as well as learn English. But I would like to add that for me, English is not the only foreign language in my field of work. The development hasn't gone as far yet within that field, which is church history. There is... I have a lot of literature in German, in French, in Italian, even in Spanish, and in Russian for that matter, Slavic languages that is, within my particular field. So I... I think it's a pity that students today are only supposed to learn one foreign language, because the situation now is that one cannot use curricular texts

in other languages, other foreign languages than English. In the Faculty of Theology we've had a strong tradition for using German, German theological literature. One can hardly use it any more, because the students simply do not know the language. And French is completely out of the question, even though there are some important things there.

Protestantism and the Reformation did originate in Germany, at least our tradition, our branch of it, so it's almost... If you're going to proceed to doctoral level, at this faculty you need to know German, there's no way around that, at least in most cases. For that reason, German should also be used on master level studies, but the way things are now that's impossible. It has to do with schooling. The line goes further back, the groundwork is done much earlier. The problems, the root of the problems originates at a level, that much is obvious. In Denmark, for example, you need to know German if you're enrolled in a theological doctorate program. A proficiency in German is a prerequisite, but that's not the case here. And Sweden has more of a French connection. But to me it's completely obvious that a fully equipped researcher in my field, church history, needs to know at least English, German and French. I mean, it's impossible to work [without that knowledge], it shouldn't be possible. There are a few that don't know French for example, but then your work suffers.