YOU make the language, WE decide upon the rules! Maintenance of standard language ideology through indoctrination of students and teachers

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In standard language ideology (SLI) research the school/teacher alongside public broadcasting is underlined for being an outpost institution for maintenance of the dominant SLI. SLI itself is seen as shared, often implicit and conservative, ideas of homogenization in mediated (political) discourse on a macro-level, aimed at multilingual settings or dialectal/accents varieties of the national language. Teachers are said to be the last guardians of the SLI, they pass it on to students in a micro-level classroom discourse (Blommaert & Verschueren 1998, Jaspers 2005, Pachler et al. 2008, Delarue 2013 and others). Not denying the role of teachers or potentially conflicting ideologies of students, I propose to take a step back from the school and explore the effects of governmental language policies on the values in the classroom. Taking postcolonial language community of Lithuania as an example I demonstrate how explicit endeavour of state-sponsored propaganda places teachers and students on the same level of subordination to the state-authorized ideology. Several examples of school-directed language policy means ranging from obligatory to voluntary (school exam assignments, monitoring, contests, and computer games) are examined and compared to the attitudes of students and teachers from a representative attitudinal survey in 10 regional schools. The findings reveal that targeted educational language policies result in (desirable) uniform reproduction of the governmental SLI discourse as well as the socializing of students into corrective practices. A possible interpretation of these findings can be that teachers and students (mis)recognize the domination as symbolic or legitimate (Woolard 1985, Bourdieu 1991) and thus are deprived of individual (possibly negotiating and critical) voice, but also that such ideological allegiance is a response to the expectations of the wider community (Friedman 2009). Finally I present some considerations on the role of methodological choices (such as direct questioning vs awareness diminishing tasks) in data elicitation.

Keywords: corrective practices, governmental language policies, state-sponsored propaganda.