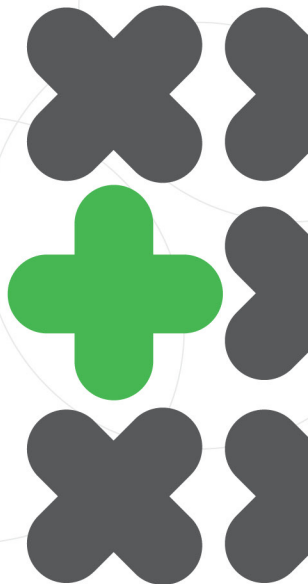


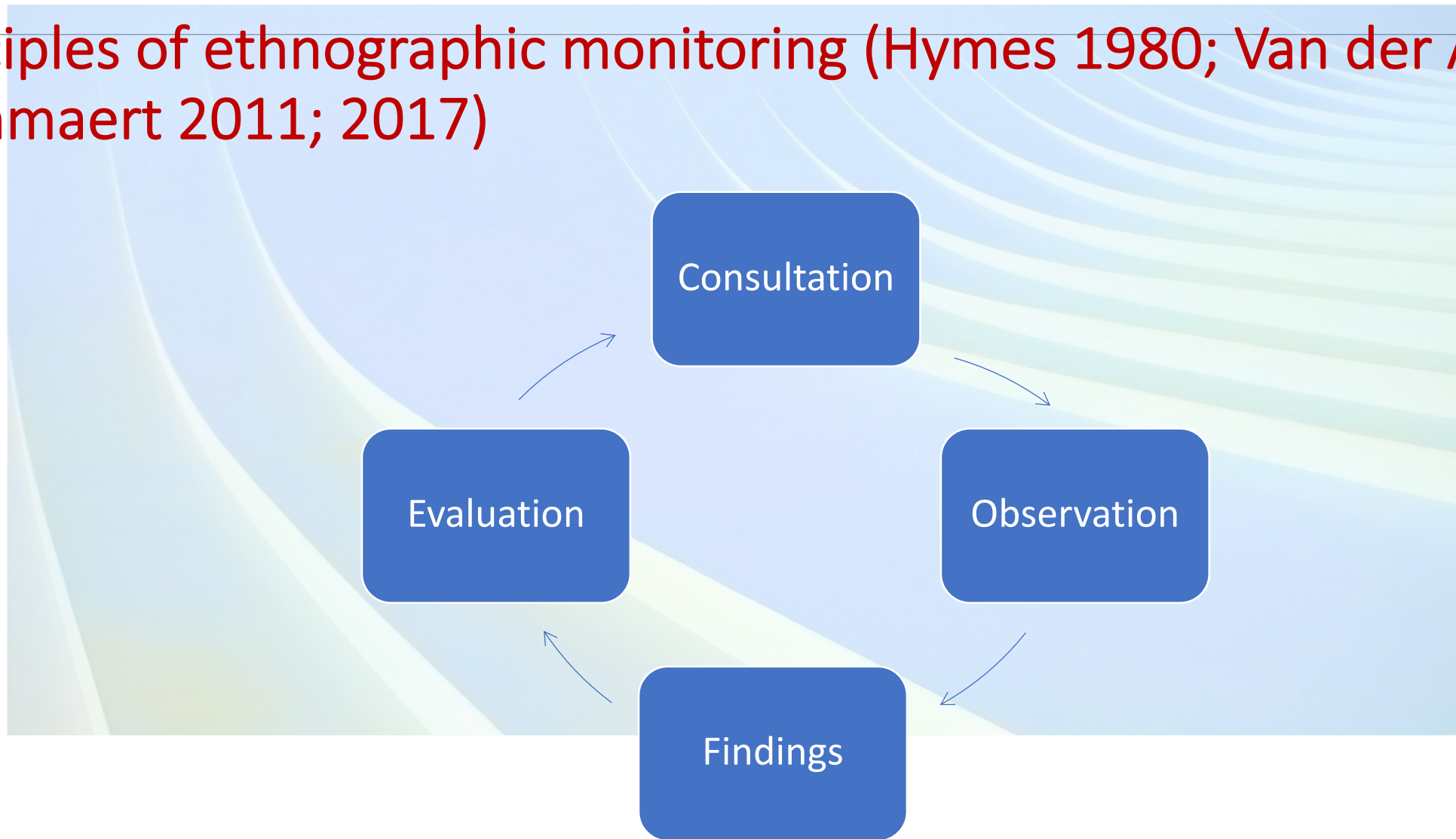


Department of Language and Communication Studies Seminar Series,
University of Jyväskylä
25 April, 2023

The coloniality of language and pedagogy: decolonising the Fine Art crit?
Dr. Victoria Odeniyi, University of the Arts, London
Dr. Katrine Hjelde, The Art Academy, Department of Contemporary Art,
University of Bergen



Principles of ethnographic monitoring (Hymes 1980; Van der Aa & Blommaert 2011; 2017)



The coloniality of language and pedagogy

- **Coloniality** (Maldonado-Torres, 2007) that which survives colonialism
- **The British colonial legacy** English as a language of power and status (Duemert, Storch, Smith & Shepherd, 2020)
- **Anglonormative practices** some people viewed as deficient (Roy-Campbell 2003) or even deviant (McKinney, 2020)
- Some people are positioned as knowers but not others (Mignolo, 2009)
- **‘Western’ pedagogic traditions** of dialogic and exploratory talk impose both a valued & culturally-specific classroom conduct (Alexander 2020; Odeniyi, 2022) on diverse groups

Decolonising the Crit?



Ethnographic fieldwork – Fine Art



Peckham Safe House
(London)



Tutor 1: Have you thought about working much bigger? I think you would really benefit from working bigger...

Tutor 1: I find the size of the painting really limiting...

Tutor 2: I actually disagree with [tutor name]...

Tutor 2: I am really interested in colour ... it felt quite juvenile to me ...



Data example

Tutor:	...I wonder if a starting point [slowly] [.] , um [.] would be, can you talk a little bit more about <u>what the intentions are</u> , because potentially these <u>two</u> different directions have <u>quite distinct intentions</u> in what you want then to accomplish
Aileen:	[slowly/deliberately] Um [.] , um [.] [sighs] [2 second pause] my intentions, well, the intention with like, this, um direction of, um, the project was like [.] <u>kind've</u> to <u>give</u> a place for [elongated], to give a place for an object that had such like, um, <u>weight</u> behind it in history [deliberately] that no longer has a weight behind it <u>now</u> , like how can we find a place for it in the 21st century, and that's kind of where, what I'm trying to do with these illustrations [rising tone] [.] but [3 second pause] yeah [3 second pause], I don't know , does that cover, does that makes sense? What I just said? I don't know... [latching/no pause]
Tutor:	... <u>Mmm</u> [.] Let's take it to the group [brightly]
Aileen:	Humph

Data example

18	Aileen:	...mmm... [quietly]
19	Connie:	...rather than me being like, oh! This is a modern take on an, I don' know, Egyptian painting [performative voice]
20	Aileen:	((cautious laughter))
21	Connie:	I dunno, yeah, that's really ...
22	Tutor:	...mmm... [quietly]
23	Aileen:	Okay, yeah, no, that's a really good point ¹⁵ . I'm halfway through the article that you suggested, like ages ago [pause] It's really, wordy, [laughter], I had to break it up a little bit. (laughter) [3 second pause]
		Observation 16/02/2021

Is it possible to decolonise the crit?

- English language use in EMI contexts - a form of coloniality?
- Pedagogy - dialogic talk a Western tradition
- Language affects production of colonial art work
- Non-verbal communication, vulnerability and crit spaces
- Find *own* language
- Future research

References

- Deumert, A., Storch, A., & Shepherd, N. (Eds.). (2021). *Colonial and decolonial linguistics: Knowledges and epistemes*. Oxford University Press, USA.
- Fricker, M. (2007). *Epistemic Injustice: Power and the Ethics of Knowing*, Oxford: Oxford University Press.
- Hymes, D. (1980). *Language in Education: Ethnolinguistic Essays. Language and Ethnography Series*. Center for Applied Linguistics, 3520 Prospect Street, NW, Washington, DC 20007.
- Mignolo, W. D. (2009). Epistemic disobedience, independent thought and decolonial freedom. *Theory, culture & society*, 26(7-8), 159-181.
- McKinney, C. (2020). Decoloniality and language in education: Transgressing language boundaries in South Africa. In Windle, J, Jesus, D.M. and Bartlett, L.(Eds) *The Dynamics of Language and Inequality in Global Schooling: Social and Symbolic Boundaries in the Global South*. Bristol: Multilingual Matters. pp.115-132
- McKinney, C., & Christie, P. (Eds.). (2021). *Decoloniality, Language and Literacy: Conversations with Teacher Educators* (Vol. 3). Multilingual Matters.
- Odeniyi, V. (2022). [Reimagining Conversations project report](#). [UAL Decolonising Arts Institute](#) e-print.
- Rampton, B. (2019). Epilogue: crossing, interactional sociolinguistics and North/South research relations, *Journal of Multicultural Discourses*, 14:4, 390-403.
- Thornton, S. (2012). *Seven days in the art world*. Granta Books.
- Van der Aa, J. & Blommaert, J. (2011). Ethnographic Monitoring: Hymes's Unfinished Business in *Educational Research Anthropology and Education Quarterly* 42:4, 319-334.
- Van der Aa, J., & Blommaert, J. (2016). Ethnographic monitoring and the study of complexity. In *Researching Multilingualism* (pp. 273-285). Routledge.
- Van de Weerd, P. (2020). Categorization in the classroom: a comparison of teachers' and students' use of ethnic categories *Journal of Multicultural Discourses*