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Exploring the Impact of Globalization on Linguistic Culture

Autumn Kearney

Western Michigan University

Exploring the Impact of Globalization on Linguistic Culture

Abstract

Awareness and mastery of a country's cultural norms provides a person with access to public services, ceremonies, traditions and an unlimited number of other dimensions that would be otherwise unavailable. This study looks specifically at linguistic culture, which is the entirety of views, attitudes, assumptions and other ideas people acquire about language (Schiffman, 2012). Although the linguistic climate in the U.S Midwest is different than that in Senegal, one cannot fully understand either culture without knowledge of the linguistic culture in both country contexts. This study examines the linguistic cultures in both country contexts and uses ethnomethodology to examine the beliefs, experiences, and perceptions people in these regions have about language. A review of the literature and ethnographic interviews were used to answer the following research questions.

R¹: How does the process of globalization impact the beliefs about language held by people from varying generations?

R²: Are these beliefs related to a person's perceived access to public services?

After a review of the literature and analysis of statements made by participants, it can be determined that there are differences in how one generation perceives the linguistic culture of another. Additionally, there are differences in how those from the United States view linguistic culture as compared to the views held by those from Senegal. A cause of these differences is an uneven distribution of wealth due to of the process of globalization. This study examines these findings and discusses how intergenerational views are linked to perceived access to public services.

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Most importantly, I would like to express my gratitude to the participants of this study. Each individual I had the opportunity to speak with broadened my view of the world and offered insight that was vital to the completion of this thesis. Hearing the passionate ways in which participants spoke about their linguistic culture and their hopes for the future is something that will stick with me forever.

Finally, a most sincere thanks to the Haenicke Institute for Global Education and the Lee Honors College for providing me with the opportunity to study abroad in Senegal. Because I took this trip and completed this thesis, I am graduating from Western Michigan University as an individual who is discovery driven and globally engaged.

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Exploring the Impact of Globalization on Linguistic Culture

Introduction

In the globalized world, awareness and mastery of a country's cultural norms, including linguistic culture, provides a person with access to services, ceremonies, traditions, and an unlimited number of other cultural dimensions that would be otherwise unavailable. The beliefs groups of people have about how they use and interpret language defines linguistic culture (Schiffman, 2012). To answer the proposed research questions, this study examines the linguistic cultures in Senegal and the United States Midwest, and uses ethnomethodology to directly compare and contrast the experiences and perceptions that people have with and about language (Garfinkle, 1967).

Key Terms

It was important to define a list of key terms that served to guide the research. These terms were defined using archival resources and were selected based on their consistency with ethnomethodology, the theoretical framework that is the basis for this study. The terms defined below are globalization, language, linguistic culture, older adult, younger adult, and public services.

Globalization. The process of globalization is the main topic that ties together linguistic culture and public services in this research. Although there are a variety of perspectives about how globalization should be defined, in this study it is defined as the increasing interconnectedness of nations that ameliorates official borders and creates an uneven distribution of resources (Steger, 2013). As a result of this interconnectedness, culture, which includes ideology and language, is being transferred between countries and continents faster than ever before. Specific to this study, the United States Midwest and Senegal are vastly different in terms

of access to resources. The United States has benefitted from the process of globalization in terms of its involvement and positions of power within the International Monetary Fund (IMF) and the World Bank. The IMF is the administrative body that oversees the world's monetary system. On the other hand, the World Bank was originally established to provide loans for European nations for post war reconstruction, but expanded in the 1950's, to provide loans for projects in developing countries (Steger, 2013). The expanded purpose of the World Bank has led West African countries, like Senegal, to borrow large sums of money at high interest rates that are seemingly impossible to pay off (Steger, 2013). Because a lot of monetary resources are being exhausted in loan payments, less is left to distribute to public services such as healthcare, education, and other human and ecological services (Kingston, Irikana, Dienne, & Kingston, 2011). The existence of such a gap between economically wealthy and destitute nations is a consequence of North American and European colonialism, which will be discussed later in this research.

Language. In order to best define language, two sources were combined to create the following definition: language is a system that predates the speaker, and the use of this system for communication requires a set of socially shared rules and cultural norms, including, but not limited to, the ability to make new words and put multiple words together, and the knowledge of what word combinations work best in any given situation (Chomsky, 1977 & ASHA, 1997 – 2016, para 2). By using these ideas to define language, it can be understood that people have no control over the language system into which they are born, and that, the knowledge and use of this dynamic system is necessary for successful communication.

Linguistic Culture. It is important to understand that the next concept, linguistic culture, is one that is distinct from language. Linguistic culture can be defined as, the ideas, values,

beliefs, and any other cultural variables that people bring to their perceptions and use of language from their culture (Schiffman, 2012). This definition describes linguistic culture as the underlying thoughts, feelings and values about culture that are projected onto language. In other words, language is the system that humans are born into, but linguistic culture includes the factors that are external to the language system based on an individual's beliefs, experiences, and assumptions about language. There is another term with a similar definition as linguistic culture. That term is language ideology and is defined as, "the attitudes, opinions, beliefs, or theories that we all have about language" (Ahearn, 2012). Linguistic culture is the term that will be used throughout this study because it best aligns with the framework of ethnomethodology. Conversely, language ideology is most closely related to and discussed within a Marxist framework (Ahearn, 2012).

Older and Younger Adults. When speaking with people from varying generations, it became clear that younger adults have different perspectives on the concept of linguistic culture than older adults. In acknowledging this, it had to be determined what differentiates an older adult from a younger adult. According to the World Health Organization (2015), the term older adult is defined differently based on socioeconomic location. Countries considered to be part of the global north, such as the United States, classify people who are over the age of 65 to be in the older adult category, while countries considered to be part of the global south, like Senegal, classify an older adult as someone who can no longer actively contribute to society. Although this definition is valid, it does not fit best with this study, as the definition for global south does not include specific parameters on how to determine what a non-contributing member of society looks like. In general, "age identity is highly dependent on the context which surrounds older adults" (Macia, Duboz, Montepare, & Gueye 2012, p. 245). The context surrounding older adults

in Senegal leads them to “play a major and valued role in Dakar” (Macia, et al., 2012, p. 245) meaning that they are typically considered contributing members of society. For these reasons an older adult will be defined as anyone who is born in the modern period of globalization, 1750-1980, as defined by Steger (2013), and a younger adult will be defined as anyone born in the contemporary period of globalization, 1980-present. For context, the modern period of globalization is defined by the spread of individualistic and Capitalistic philosophies, inventions such as the telephone that increased global communication, and conflicts between the opposing financial and political powers of the time, the United States and the Soviet Union, as they fought for control over countries that were seen as less powerful (Steger, 2013). The move into the contemporary period of globalization is marked by, “different and widely spaced people and social connections coming together more rapidly than ever before” (Steger, 2013, p.35).

Public Service. The last term to be defined is public service, which is any government agency, nonprofit organization, or private vendor (Bowman, West, & Beck, 2010) that provides goods or services such as education, voting, police, and other government-funded programs to the people. This study focuses most on government agencies and nonprofit organizations as the aim is to understand how people perceive the access they have to public services, as related to their linguistic culture. Table 1 summarizes the terms listed above and their definitions.

Table 1: Summary of Key Terms, Definitions, and Sources

Key Terms	Definition	Source
Globalization	Interconnectedness of nations that ameliorates official borders and creates an uneven distribution of resources.	Steger, 2013
Language	Language is a system that predates the speaker, and the use of this system for communication requires a set of socially shared rules and cultural norms, including but not limited to the ability to make new	Chomsky, 1997 ASHA, 1997-2016

	words and put multiple words together, and the knowledge of what word combinations work best in any given situation	
Linguistic Culture	The ideas, values, beliefs, and any other cultural variables that people bring to their language use from their culture.	Schiffman, 2012
Older Adult	Anyone born in the modern period of globalization, 1750-1980	Steger, 2013
Younger Adult	Anyone born in the contemporary period of globalization, 1980-present	Steger, 2013
Public Services	Any government agency, nonprofit organization, or private vendor that provides goods or services such as education, voting, police, and other government-funded programs to the people of a community or state	Bowman et al., 2010

Methodology

Ethnomethodology was selected as the framework best fit to carry out this study. Sangasubana (2011) describes the steps that were used to guide this study. First, research questions were developed based on the personal interests of the author and themes that emerged in a preliminary review of the literature. Second, a methodology was selected that provided the best means to answer the research questions. Third, a more extensive literature review was conducted specific to globalization and linguistic culture. Fourth, themes were identified based upon information obtained in the literature review and then used as the basis for ethnographic research. Fifth, ethnographic interviews were collected and participant observations were conducted in Senegal and the United States Midwest. Sixth, the information gathered from these interviews was verified. Finally, although the data were analyzed throughout collection, the seventh step was a final analysis of the data for the purpose of drawing conclusions.

Research Questions

The purpose of this study is to understand the impact of globalization on intergenerational linguistic culture in Senegal and the United States Midwest. This study aims to identify how linguistic culture varies between generations in the increasingly globalized world using aspects of ethnomethodology, and to answer two research questions:

R¹: How does the process of globalization impact the beliefs about language held by people from varying generations?

R²: Are these beliefs about language related to a person's perceived access to public services?

Theoretical Framework

In general, Austin Harrington (2005) defines a social theory as a, "scientific way of thinking about social life" (p. 1). For this research, ethnomethodology was selected as the most fitting social theory because it is designed to analyze everyday activities and the people that take part in them (Garfinkle, 1967). Considering that language is an activity in which people take part everyday, this framework offers the best and most relevant techniques for answering both research questions. Additionally, conducting ethnomethodological research assumes that people act in ways that are meaningful. This assumption is integral to the analysis of the data gathered during interviews as it demonstrates the significance and value of the statements made by participants (Garfinkle, 1967).

In general, qualitative research such as ethnomethodology does not attempt to turn verbal output into numeric output, and instead aims to understand a mindset that is held and how people arrive at these mindsets (Hogan, John, Dolan et al., 2009). This explanation lends itself to the analysis of linguistic culture in that it argues to keep language in its natural unquantifiable form. It is suggested that research conducted using ethnomethodology acknowledges the perspective of

the researcher, focuses on verbal and nonverbal behaviors, and gives the researcher copious data for examination and study (Walcott, 1999). In order to follow an ethnomethodological framework, this study utilizes a literature review and ethnographic interviews. Using an ethnomethodological approach to answer the research questions may reveal the ways in which people make sense of the relationship between language use and the process of globalization in a way that is reliable and valid.

Literature Review

A literature review was conducted before ethnographic interview questions were developed in order to provide the author with background on the subject and to identify gaps in the current research on intergenerational linguistic culture. To begin the review, searches were made through Western Michigan University's electronic library. The words Senegal and United States Midwest were used individually and in combination with globalization, linguistic culture, language culture, beliefs about language, older adults, younger adults, public services, and language policy. These terms were searched using the Western Michigan University electronic library that then pointed to results housed within databases such as PROQUEST, JSTOR, Google scholar, GALE, the Michigan E-Library, and SAGE. Additionally, the author reviewed publications of the World Health Organization (WHO) to find more information regarding what criteria could be used to determine if someone was a young or old adult. Data used were primarily from peer-reviewed journal articles or books published between 2005 and 2016. Older works cited were used intentionally to discuss methodology, history, and language from their original sources.

Ethnographic Interviews and Observations

In order to create a context that facilitated the interviewees sharing details about their lives, ethnographic interviews were used. Conducting an ethnographic interview allows the interviewee to share the information that they find important and requires the interviewer to use a series of open-ended questions, also known as descriptive questions (Westby, Burda, & Mehta, 2003). Westby et. al (2003) explain that the interviewer should listen for common themes that emerge in the interviewees answers, as these can be expanded upon in follow up questions, which are also known as structural questions. Drawing attention to the points that the interviewees make highlights what is important in their world, and is vital in finding common themes between interviews. In this study, ethnographic interviews were conducted with the purpose of confirming the findings of the literature review and answering the research questions. Each of the twelve interviewees discussed background information about themselves and four descriptive questions with the author. Structural questions were used to acquire more details from the participants, and differed for every participant based on the information they volunteered in the following descriptive questions:

1. Tell me about a situation that prompted you to learn another language.
2. Tell me about a time when knowing another language would have benefitted you.
3. Could you tell me a little bit about how the way you use language has changed throughout your lifetime?
4. Tell me about the role that language has in culture.

In Senegal, one of the interviews was conducted with the help of an interpreter while the others were conducted in English. In the United States Midwest, one interview was conducted

over the phone and the rest were completed in person. All of the United States interviews were conducted in English.

Participants

The total sample size of this study was twelve, made up of six young adults and six older adults. In both Senegal and the United States Midwest three college students born in the contemporary period of globalization (which is defined by Steger [2013] as 1980 to the present) were interviewed in order to understand linguistic culture from the perspective of a younger adult. In order to understand linguistic culture from the perspective of an older adult, three people born within the modern period of globalization (from 1750-1980, Steger [2013]) were interviewed. In both countries, older adults interviewed included a school principle, a service provider (e.g., hotel manager and quality assurance professional), and a professor whose area of expertise includes linguistic culture.

Verification of Findings

In order to ensure that the information gathered was accurate, data were verified through triangulation of sources (Sangasubana, 2011) between myself, the interviewee, and other students and/or mentor professors who sat in on the interviews. Additionally, notes were sent to the interviewee via email to approve, correct, or update the information.

Data Analysis

The aim of this study is to understand how globalization is perceived to have affected linguistic culture between generations and how, if at all, the interviewees' perceive an affect on access to public services. In order to answer these questions data were collected and submitted to content analysis according to the steps outlined by Sangsaubana (2011). The first step is to code for descriptive labels in order to reduce data to a manageable size. During this step, data are

grouped into meaningful categories to identify patterns. During the second step data were sorted for patterns, two separate times. Data were sorted once using only the data collected from younger adults, and then again using only the data collected from older adults so that a clear comparison could be made between groups. After the author completed the sorting process, external consistency (inter-rater reliability) was established. Two students with background knowledge on the topic and content analysis also completed the sorting process (Neuman, 2003). After three rounds of sorting, data were examined for similarities between younger and older adults, and between the United States Midwest and Senegal. The similarities found in the data were then used in combination with the literature review to answer the research questions.

Results

The following section explains the results of the literature review for the purpose of answering the research questions. Additionally, the results of the qualitative data analysis will be discussed and utilized to answer the research questions. This section provides a foundation for the findings to be further analyzed and applied to a global context in the discussion section.

Literature Review

Literature discussing direct links between globalization, intergenerational linguistic culture, and perceived access to services is limited. Each of the terms listed in the methodology section of this study were searched within the Western Michigan University electronic library, and yielded thousands of results in databases such as PROQUEST, JSTOR, Google scholar, GALE, the Michigan E-Library, and SAGE. Literature utilized outside of these sources included a more specific search about how to define categories of older and younger adults, which was completed by using the web site of the World Health Organization. Additionally, colleagues and

committee members suggested additional resources (*Living Language, ASHA, Language policy and identity politics in the United States*) that were reviewed by the author.

Research Question 1

Extant literature on research question 1—how does the process of globalization impact the beliefs about language held by people from varying generations—was, for the most part, expansive and diverse. To give some background, the language policy in Senegal is centrist, meaning that their official language is set by the government (Schiffman, 2012). Comparatively, the United States has a *laissez faire* policy about language, meaning that there is no official language set by the federal government (Schiffman, 2012). It is suggested that globalization has impacted language use and culture in Senegal in the following ways:

1. Foreign researchers bringing African languages to a global scale by publishing research studies that are widely available through the Internet (Kroskrity, 2000). What is notable here is the observation that in order for local languages like Wolof to gain recognition on a global level, the transmission of this language has to be made in “global” languages of English or French. This observation points to the differences in sociopolitical and economic power and privileges between Wolof and European-based languages, as well as how the local languages can be shared on a global level.
2. An increase in population movement across Africa due to new technology that has made travelling easier and more accessible (Kroskrity, 2000). As a result of this population movement, multiple languages have moved across Senegal and the continent of Africa as a whole.
3. An increasing visibility of multilingual culture in Dakar as people from a variety of language backgrounds have moved to the capital city as it has continued to become a

large urban center (Versluys, 2008). As new people move to the city, so do new languages. Over time, these languages may combine, or pick up characteristics from each other, creating new dialects and new, or rapidly changing, linguistic cultures (McLaughlin, 2008).

4. A change in leadership in the year 2000 began the airing of public announcements in both Wolof and French, which encouraged people to use local languages, and led to more than 25 languages being spoken openly in Senegal today (McLaughlin, 2008).

These sources revealed information about how globalization has impacted the city of Dakar and the spread of languages themselves, but not much information about the beliefs of the people who speak these languages was found.

In the United States, the literature suggests that globalization has impacted language use and culture in the following ways:

1. By the complete linguistic assimilation that occurs within the first three generations that a family moves to the United States, and by the lack of awareness to the fact that issues of language policy and culture are relevant (Schmidt, 2000).
2. An immigration increase that has changed the culture of many cities, both overall and linguistically (Crawford, 2000).
3. The inception of an organized movement to promote English-only laws and squelch bilingualism. (Crawford, 2000)

Just as in Senegal, there was easily accessible information regarding how globalization has impacted language in the United States, but not a lot of information about the beliefs or views of the people who use the language. Additionally, the literature relating globalization to any aspect of language was more abundant for Senegal. This could be because of the uneven distribution of

resources caused by globalization. Since the United States is privy to more financial and political power, the impact of globalization is not seen as a relevant negative influence on linguistic culture in the United States. This idea combined with the largely monolingual linguistic culture in the United States has created a lack of applicable literature.

Research Question 2

Extant literature on research question 2—are these beliefs about language related to a person’s perceived access to public services—was slightly more difficult to find than literature pertaining to research question 1. The literature states that if a person is not fluent in the language of government in a particular country, they will struggle to gain access to many of the public services available (McLaughlin, 2008). In general, when there are many national languages, it can be difficult to understand in which situations a certain language needs to be used (Schiffman, 1998; Versluys, 2008), making accessing certain services more difficult.

Specific to Senegal, it has been said that in order to belong to the nation, a citizen must know Wolof (McLaughlin, 2008). But, in order for a person to gain access to resources and belong on a national or international level, they must also know French (McLaughlin, 2008). Regarding the United States, people who predominantly speak a language other than English are at a disadvantage, especially when it comes to things like voting, or pursuing an education or professional career (Schmidt, 2000).

In looking specifically at the linguistic climate in the United States since the entrance into the contemporary period of globalization (1980), legislative campaigns to give English official language status have been proposed, beginning in 1981. This legislature was introduced as citizens felt that English was endangered as people immigrated to the United States from afar, bringing other languages with them. These laws would officially recognize English as the

national language and would restrict the use of minority languages in public (Crawford, 2000). To date, 31 states have adapted English only policies in some form (“Official English,” 2016) which has made it difficult for those who do not speak English in the United States to access government run services in those states (Crawford, 2000). Overall, limited information was available in the literature about how individuals view their access to public services as a result of their linguistic culture. In the analysis of the interviews, the personal viewpoints offered by interviewees are crucial in sufficiently answering this research question.

What was true for searches of Senegal and the U.S Midwest was the lack of connection between the concepts of globalization, linguistic culture, and perceived access to services. The chart in appendix 1 summarizes the key points from the literature reviewed above, and reiterates the fact that clear lines need to be drawn between globalization, linguistic culture, and perceived access to services in order to get the full understanding of the interplay between each concept, and to possibly determine ways to make public services increasingly accessible.

Qualitative Data Analysis

In coding for descriptive labels, data were reduced to a manageable size and grouped into meaningful categories to identify patterns. During this step, it became clear that the largest differences in data were not between the United States Midwest and Senegal, but between younger and older adults. Because of this observation, data were sorted in a group of younger adults and then separately in a group of older adults. Reading through statements made by both younger and older adults revealed the common categories of motivation to learn language, government intervention, past and present attitudes towards language, and thoughts about the future. The author elected to focus on categories that the two groups had in common because the quantity of data exceeded this individual study. Additionally, as these overarching categories

were broad, the author was able to find a place for each statement in one of the categories. Each of the statements made by a participant was sorted into one of the aforementioned categories by the author, and also by two students with background knowledge on the topic. In order to confirm the legitimacy of the categories and the consistency of the sorters, the category in which each person placed each statement was compared to establish inter-rater reliability ratings.

First, statements (N = 54) made by young adults were sorted into the categories determined during the coding for descriptive labels portion of the data analysis, and then statements (N=44) made by older adults were sorted using the same categories. Appendix 2 contains a list of statements used in the sorting process, and Appendix 3 outlines the inter-rater reliability of this process. Appendix 3 demonstrates that there were 162 (54 statements x 3 raters) chances to agree in the younger adult data set, and 132 (44 statements x 3 raters) chances to agree in the older adult data set. For the younger adult data set, there was 86% agreement and for the older adult data set, there was 91% agreement. When taking both sets of data into account, there were only two statements considered to be outliers, where 0% of sorters agreed on which category they should go. Both of these were in the younger adult data set and were, “We need to change our entire way of thinking about language” (Statement 28, young adult, Senegal) and “hopefully the U.S will change one day to value other languages more” (Statement 49, young adult, United States Midwest).

Research Question 1

When utilizing the qualitative data to answer research question one, the focus is on the categories of *past and present attitudes towards language*, and *thoughts about the future*. These two categories contain statements that discuss why people hold the attitudes that they do, and also demonstrate how globalization has impacted their views over time. When examining data

from younger adults in Senegal it can be said that they perceive older adults as resistant to learn languages. They stated, “older people today believe that learning languages is recolonization” (statement 37, young adult, Senegal), and “older adults believe that people who learn other languages lose their culture” (statement 23, young adult, Senegal). When looking at the data collected from older adults in Senegal, it does not seem that they are as resistant to learning other languages as the younger adults perceive them to be. The older adults said things like, “Knowing many languages allows us to learn about other cultures” (statement 58, older adult, Senegal), and “Those who don’t know other languages are closed minded” (statement 65, older adult, Senegal) suggesting that both generations value multilingualism, despite growing up in different periods of globalization.

Additionally, all participants from Senegal reported speaking at least one, but sometimes up to six or more, other languages in addition to their first language; where as all participants from the United States spoke no more than two languages. This is likely because students from Senegal reported having to use different languages in order to get jobs, attend school, and make connections with others. Conversely, the younger adults from the United States were able to succeed in a school setting and attain jobs without knowing multiple languages. The ability to succeed in multiple settings without changing the language that is used can be attributed to the uneven process of globalization, as people from the global north have linguistic privileges as a result of being born into a language system that allows them to easily communicate with the rest of the world. The participants from the United States claim that the biggest way that their language has changed in their lifetime is that they have shifted towards political correctness, a more restricted use of language, where as the Senegalese participants report learning other languages for different situations, rather than modifying the language they already know.

When exploring the statements sorted into the *thoughts about the future category*, it is the younger adults who have more thoughts about the future than older adults. When older adults from both locations discussed the future it was often alongside the disclaimer, “if I was going to live longer I would...” Where the Senegalese and American older adult populations differ is in terms of openness to learning new languages throughout their lifetime. Americans discussed wishing that they learned new languages when they were much younger, while Senegalese participants discussed why they learned the languages that they did throughout much of their lifespan. These claims will be expanded upon and applied to a global context in the discussion section of this thesis.

Research Question 2

In order to address research question two, data sorted into the categories of *government intervention* and *motivation to learn language* were most closely examined. Data in these categories examined the beliefs people have about language and discussed public services in relation to the government. The Senegalese participants described learning multiple languages in order to attain jobs, succeed academically, and be involved in the community by stating things like, “school is the biggest reason I know the languages that I do” (statement 61, older adult, Senegal), and, “English is the language of work. It is the only place I use it” (statement 75, older adult, Senegal). The older adult participants from the United States did not mention access to public services in relation to their language use. The younger adults explained feelings of frustration only in traveling abroad and not having access to road signs, local culture, and many services as a result of their monolingualism. The older adults from the United States did not mention any problems gaining access to services as a result of their language use. The

implications of these findings will be further analyzed and applied to a global context in the discussion section of this research.

Discussion

This section summarizes the findings outlined in the results section and applies them to a global scale. Additionally, the limitations of this study will be outlined, and areas for further research will be identified.

Research Question 1-Senegal

In regards to the first research question, findings from the literature review revealed information about the interactions between globalization and linguistic culture in general, while the data collected in the interviews revealed the beliefs that people from varying generations have about linguistic culture. By combining the results from the literature review and the data collected during the interviews, this question can be answered.

In Senegal, the impact of globalization on linguistic culture can be seen in the population movement that has caused the urban city center to become an amalgamation of language and culture (Kroskrity, 2000 & Versluys, 2008). This movement allows linguistic cultures to influence one another, and causes these cultures to evolve over time (McLaughlin, 2008). From a political standpoint, the position that Senegal is in as a part of the global south has a marked impact on their current linguistic culture. Despite the changes in leadership that have encouraged open multilingualism over the past sixteen years, the amount of debt Senegal has accrued with the World Bank has made it difficult to escape the influence of French culture on their government, language, and culture (McLaughlin, 2008).

When summarizing the beliefs that people from varying generations have about language, the data collected through interviews was most telling. Based on these interviews it can be

concluded that older adults in Senegal are more open to new languages than younger people perceive them to be. It seems that despite growing up in different periods of globalization, all Senegalese participants value their knowledge of a variety of languages, and enjoy the fact that their flexibility of their linguistic culture allows them to connect with a variety of people by making them, "... fish that can swim in all waters" (statement 64, older adult, Senegal).

Overall, the process of globalization in Senegal has motivated people to learn multiple languages, allowing them to connect with others from a variety of language backgrounds and linguistic cultures, and gives them the opportunity to succeed in academic and professional settings. This linguistic flexibility points to their willingness to accommodate to speakers of global languages, which results from the unequal political and socioeconomic relations present in Senegal. Overall, participants from varying generations in Senegal report a strong relationship between language and culture and demonstrate an understanding of the relationship between the process of globalization and their unique linguistic culture.

Research Question 1-United States Midwest

Analysis of linguistic culture in the United States looked different than the analysis of linguistic culture in Senegal. This is partly due to the differences in their language policies—laissez-faire in the United States and centrist in Senegal—and partly due to the difference in the political, financial, and social state of each country as a result of the process of globalization. As the United States is part of the global north, linguistic culture is not always seen as a relevant issue (Schmidt, 2000), making it difficult to find pertinent literature. The literature reviewed concluded that the increasing speed at which families who are new to the United States assimilate to the linguistic culture (Schmidt, 2000), the increase in immigration that has changed

the general and linguistic makeup of many cities, and the rise in English only laws (Crawford, 2000) demonstrate the impact of globalization on the linguistic culture of the United States.

The data collected during interviews was most applicable to understanding the beliefs that people from varying generations have about language, and therefore helps to examine an important part of this research question. On average, the participants from the United States report speaking and understanding fewer languages than those in Senegal, further demonstrating the uneven process of globalization. Where Senegalese participants report having to learn and adapt to a diverse range of languages in order to achieve a high level of academic or professional success, reaching that same level of achievement in the United States can be done with the knowledge of a single language. This implies that the linguistic culture in Senegal is one that is more flexible to learning and including other languages, and is more likely to hold multilingualism as a valued trait. Conversely, the linguistic culture in the United States is one that is much more restrictive and less inclusive. Participants from all ages in the United States highlighted that the biggest way their language use has changed throughout their lifetime is that their language has become more politically correct, or more professional. While this shift towards a more restricted use of language could be related to the process of globalization, more research is needed to determine how these two factors are, if at all, related.

Overall, the uneven process of globalization in the United States has allowed people to succeed with the knowledge of a single language, and facilitated discussions about English-only laws in the nation. Participants from varying generations report having a desire to learn another language, but do not discuss an understanding of how the process of globalization has impacted their linguistic culture.

Research Question 2-Senegal

When answering the second research question, the literature reveals relationships between linguistic culture and access to public services. The consensus is that when many languages are spoken in one place, it can be difficult to understand which languages are most appropriate to use in which situations, and further, if one is not fluent in the language of government in a particular place, it will be difficult to gain access to most public services (Schiffman, 2012, Versluys, 2000 & McLaughlin, 2008).

In order to access public services in Senegal, one must know French, but to gain access to the true nation and culture of Senegal, one must know Wolof (McLaughlin, 2008). By taking this information into account with the statements made in interviews, it can be determined that the beliefs about language a person has, can impact their perceived access to public services. The positive and open-minded way that the Senegalese participants view the number of languages they have learned, allows them to succeed in accessing the public services offered by their government.

Research Question 2-United States Midwest

The participants from the United States did not mention access to public services in relation to their linguistic culture within the United States, although a few of the participants mentioned frustration while traveling abroad at their inability to access everything that other countries have to offer as a result of being monolingual. The North Americans interviewed in this study view languages belonging to other countries as foreign and not a part of the United States. This observation suggests that when North Americans travel abroad, they may often expect that those in other countries will accommodate to their language needs due to the socioeconomic and political advantages that come along with being a country in the global north.

This finding is opposite of what was observed in the data produced by the Senegalese participants and suggests that many Americans have not struggled to access public services within the United States, and therefore do not think of access to public services as an issue that needs exploring. The literature suggests an opinion contrary to the interviews by stating that English only laws are necessary to discourage the use of other languages within the United States and to keep English from becoming an endangered language (Crawford, 2000). The mismatch between the attitudes of the interviewees who report complete comfort in their ability to access public services, and the urgency of many state and local government officials to enact English only laws is an area that needs further exploring.

Limitations

It is important to be aware that all frameworks have limitations. A suggested limitation of ethnomethodology is that because many researchers draw data from a small population, the results cannot be generalized to the population as a whole. The depth and richness of the findings in ethnographic research, however, are of greater importance than generalizing findings to the world's population as a whole (Hogan, John, Dolan, et. al, 2009). Additionally, the nature of ethnographic research is specific to the researcher, time, and context in which it is conducted and therefore, is not always generalizable to all contexts.

Another limitation of this study is the small sample size. Although the participating sample represented a wide range of ages and people, reaching out to other demographics and a larger number of people could have impacted the results of this study. For example, as the author of this research only speaks English, the people in Senegal who agreed to be interviewed were all people who felt confident in their use of the English language, and often spoke many other languages as well. This begs the question, would the beliefs people have about language be any

different if the participants were not all English speakers? Overall, the inclusion of a larger sample size would make the data more easily generalizable to both Senegal and the United States Midwest as a whole.

Areas for Further Research

A goal of this research was to tie together the concepts of globalization, linguistic culture, and access to public services. In attempting to do so, other questions that need further exploration were identified. First, is the shift towards a more restricted or, “politically correct” way of speaking in the United States related to the process of globalization? If so, how? Next, why do the participants from the United States feel secure in their use of English for accessing public services, while government officials report feeling threatened by the possible endangerment of the English language, and as a result continues to move toward English only laws?

As mentioned earlier, this study focused on similarities found in the qualitative data set. An interesting area for further research would be to take the data set used in this study and go through the same sorting process, this time focusing on differences. The findings from an analysis on the differences in this data set could complement the findings from this study and add to the answers to these research questions.

An additional place to expand on this research is to apply it to the creation of language policies that will make public services more accessible to people from a variety of linguistic cultures. This research provides a background on the state of linguistic cultures and perceived access to public services in the United States Midwest and Senegal, and creates the foundation for proposing solutions on how to make public services more accessible for all.

Conclusion

This study analyzes and discusses the concepts of globalization, linguistic culture, and access to public services in order to fill gaps in previous research that discusses these topics individually, or in tandem with one another, but rarely all together. Globalization has impacted the intergenerational linguistic cultures in Senegal and the United States in an uneven way, meaning that people born into different languages and who have acquired different linguistic cultures will have different advantages and disadvantages, solely based on where they are born. Those born in the global north are more likely to find success with the knowledge of a single language as a result of being born into a linguistic culture that places little emphasis on languages other than English, and their countries political and economic power. Those born in the global south are part of a more flexible linguistic culture that allows for the inclusion of more languages as a result of their countries political and economic status. Regardless, knowledge of the linguistic culture used to access public services in a person's local area is vital to their success.

The uneven process of globalization has impacted the beliefs a person has about language not only based on where they live, but also based on their age. Younger adults in Senegal believe that older adults are more resistant to learning new languages, but that perception does not align with the beliefs discussed by the older adults who participated in this study. Both younger and older adults in the United States discussed that the major way their language use has changed over time is that it has become more professional, or politically correct.

When examining how these attitudes impact access to public services, both the literature (McLaughlin, 2008, Schiffman, 2012, & Versluys, 2000) and the data collected in participant interviews reveals that the beliefs a person has about language can impact their perceived access

to public services. For the participants in this study, the positive and open-minded way that they view linguistic culture has provided them with the ability to succeed in accessing public services provided by the government.

Overall, tying the concepts of linguistic culture, globalization, and access to public services together demonstrates the necessity of understanding and utilizing the linguistic culture of a country in order to fully access and experience the culture in general. This study provides a background and adds to the body of research on each of the three topics explored, and identifies additional ways in which to explore the impact of globalization on linguistic culture.

Appendices

Appendix 1

Source	Author/Year	Key Points	Gaps
Linguistic Culture and Language Policy	Harold F. Schiffman, 1998 Harold F. Schiffman, 2012	<p>French language policy is centrist meaning that the official language is declared from above. This is similar to the current policy in Senegal.</p> <p>The United States has a “laissez-faire” language policy in which no official language is declared and the country is seen as monolingual, but is actually multilingual.</p> <p>Language policies often have roots in the linguistic culture of the country.</p> <p>There are different understandings of language between older people and younger people.</p> <p>Regardless of how many languages are spoken in an area, there is an understanding about how language should be used to get things done.</p>	<p>Although this book makes reference to intergenerational dynamics in how language is understood, this is never a direct connection to perceived access of public services.</p> <p>No mention of how language policy or culture has been impacted by globalization.</p>
Regimes of Language	Paul V. Kroskrity, 2000	It is suggested that the greater knowledge of African languages globally is due to	This book did not discuss any other reasons for the rising knowledge about African

		<p>the efforts of foreign researchers who are committed to preserving and recording them.</p> <p>An increase in population movement has contributed to the diverse linguistic culture in Senegal.</p>	<p>languages. Could some of the increase in public knowledge be credited to globalization?</p>
<p>Multilingualism in the City: The Construction of Urban identities in Dakar (Senegal)</p>	<p>Eline Versluys, 2008</p>	<p>Dakar is a place where “multilingualism is intensely visible... a place where multiple cultural spheres interact” (para 8).</p> <p>Migration, increasing socialization, and the number of languages in which media can be found demonstrate the impact that globalization has had on the entire city.</p>	<p>This journal article was heavily ethnographic but failed to mention how people living in multilingual societies access services or communicate with their elders.</p>
<p>Senegal: The Emergence of a National Lingua Franca</p>	<p>Fiona McLaughlin, 2008</p>	<p>National identity can mean an individuals sense of belonging to a nation, or how a nation state fits within the international world. In Senegal, Wolof is the language of the first definition, but French is the language of the second.</p> <p>With a change in leadership at the millennium, Wolof emerged as the lingua franca.</p> <p>In total, over 25 languages are spoken across the country of Senegal.</p> <p>Thoroughly discussed the linguistic climate in Senegal from colonization to present day.</p>	<p>This book chapter did not discuss how globalization has impacted the number of languages spoken in Senegal.</p> <p>Additionally, this chapter failed to marry the concepts of intergenerational linguistic culture and access.</p>
<p>Language Policy and Identity In the U.S</p>	<p>Ronald Schmidt, 2000</p>	<p>“English is almost the sole language of government and politics, it is the overwhelmingly dominant language of commerce and education, and it is spoken exclusively in the vast majority of homes and public spaces... in every region” (p. 1)</p> <p>There is a steady pattern of linguistic assimilation to English when immigrants arrive to the United States. By the time a family has been in the U.S for three generations they are largely monolingual.</p>	<p>Provided detailed descriptions on issues in language policy, but failed to tie these descriptions to a personal level. Was left wondering how these language policies impact those who identify as a language minority in the United States.</p>

		<p>The U.S faces three problems in terms of language policy and identity. 1. Educational policy for language minority children. 2. Minority language speakers face less access to political and civil rights such as voting. 3. Designating English as the only official language everywhere in the U.S.</p> <p>Most U.S citizens are not aware that issues of language policy are relevant issues.</p>	
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Appendix 2

Young adult 1, Senegal

1. Language is an impediment or blockage in obtaining a job.
2. The government encourages people to learn languages but there is a lot of resistance from the people.
3. There is no government support in learning non-native languages.
4. Having a cultural background in a language helps to motivate you to learn said language.
5. Accepting English as a dominant language motivated me to learn it.
6. Speaking English gives you access to others.
7. If the government acknowledged the importance of local languages, school would be easier.
8. Language is similar to an identity.
9. You are not educated if you do not know English and French.
10. The positive of speaking a local language is that it gains you cultural support.
11. You are refusing yourself if you do not know the local language.
12. Because of globalization, we no longer learn in Wolof.
13. If the government continues to suppress Wolof the culture becomes repressed.
14. If Wolof was used, more people would be able to access public services.
15. The government says deny the local languages.
16. University professors say that if we keep our local languages Senegal will be able to function better in the globalized world
17. The best way to dominate a culture is to dominate the language.

Young adult 2, Senegal

18. We will be perceived as less intelligent if we speak our local language.
19. Looking towards the future, English is most helpful.
20. To be successful, Africa needs to get back their local language.
21. The benefit of learning other languages is to communicate with others.
22. When I say culture, I mean language. They go hand in hand.

23. Older adults believe that people who learn other languages lose their culture.
24. Students wonder about the future of the culture because languages cannot survive in a well.
25. Political leaders are not motivated to change anything. They have no agenda.
26. We need to promote local languages in education and community. We need to get rid of the way of thinking that local languages aren't good enough.
27. English connects people; it is the language of connection.
28. We need to change our entire way of thinking about language.
29. If you are not bilingual at least, you will have less access to jobs.

Young adult 3, Senegal

30. I was prompted to learn another language in school. I didn't have a choice.
31. Learning English is a huge benefit, it will help me get a job.
32. My decision to learn English gave me power in it.
33. Language is a very important component of culture. Language is how you become part of a group.
34. The best way to show your culture is through your language.
35. People need to be open to learning many things.
36. Learning languages is a gift because it allows you to share with others and it creates opportunities.
37. Older people today believe that learning other languages is recolonization.
38. Foreign languages are more important to me than they are to many older adults.

Young adult 4, United States Midwest

39. I wanted to learn another language when I was on a mini bus in Cape Town. The radio was playing in Xhosa and it sounded very rhythmic so I wanted to understand.
40. When I was younger, I used language to convey the things that I wanted and how I felt.
41. Now, I use language to understand what others want.
42. Language is a representation of the culture you grew up in.
43. When we learn English, we also learn the culture and values that come with it.
44. I anticipate that many misunderstandings in culture will occur for me when myself and another person do not speak the same language.
45. Languages are used to pass on values and traditions.

Young adult 5, United States Midwest

46. My family speaks Spanish so I had to learn it to converse with them.
47. In certain jobs, it can be detrimental if you only know one language.
48. Language is a big deal in culture.
49. Hopefully the U.S will change one day to value other languages more.

Young adult 6, United States Midwest

50. Yesterday on the bus, two guys behind me were speaking Arabic. It sounded really beautiful and I wanted to understand.
51. It would have been a great benefit to know multiple languages when traveling through Europe. Often, road signs were not in English and it was very confusing.
52. It is stressful being in a place where you don't know the language.
53. In the past, how I use language was not important but now it is thought about and stressed. Political correctness is a huge thing now.
54. In the U.S. English represents different things for different people. The U.S is a giant raging pool of culture with different subcultures within it.

Older adult 1, Senegal

55. Language is the mirror of culture; it is difficult to disassociate the two.
56. Although there are many language cultures in Senegal we try to learn from one another.
57. Senegal has six official languages.
58. Knowing many languages allows us to learn about other cultures.
59. In my mind, language has changed. It has allowed me to know more things about others.
60. In Senegal, we know a lot about the world from a young age because we are required to learn about a new continent every year in school.
61. School is the biggest reason I know the languages that I do.

Older adult 2, Senegal

62. I learned Spanish and English to become a better teacher.
63. At this stage in my life, it would be difficult to learn another language.
64. Because I know many languages, I am a fish that can swim in all waters.
65. Those who don't know other languages are close-minded.
66. You cannot hate when you know many languages.
67. I learn languages to communicate and be understood, as well as to understand.
68. The more languages you know, the more keys you have to culture.
69. Knowledge of many languages is key to getting a job.
70. Language is the vehicle of culture. It reflects the world's view of individuals and symbolizes identity and history.
71. Younger people learn English to get jobs or for culture or music. Young people believe that knowing English means to be connected with America.
72. The official language of Senegal is French. In order to introduce mother tongues in schools, we would need to give Wolof the terms/scientific terms that it needs.
73. There is no government policy that supports bringing Wolof into education.
74. Globalization is a reason that people learn English.

Older adult 3, Senegal

75. English is the language of work. It is the only place I use it.
76. When I hire employees, there are many positions where knowledge of English is required.
77. We are required to learn French in school in order to give us a culture.
78. People who do not know French have administrative and educational problems. You could get by without it, but it would be a struggle.
79. This is a very political country when it comes to language.

Older adult 4, United States Midwest

80. I only speak one language, but in our area it would be best to know Spanish so that I could communicate with a greater number of parents.
81. The way I use language has changed in that I am much more clear.
82. It is important to know your audience and tailor your language to that.
83. I have become more aware of when person first language is appreciated and when it is not. This is related to culture

Older adult 5, United States Midwest

84. Learning a lot in the fields of math and science prompted me to learn other languages.
85. In the 1990's, I read that soon 25% of the U.S would be fluent in Spanish. Because of this I purchased Rosetta Stone to learn with my daughter.
86. In the last ten years, the pressure to learn another language has been greatest.
87. If I was going to live longer I would learn Mandarin.
88. All of my Grandparents came to the U.S not knowing English. Because of their struggles English was encouraged from a young age. My kids were raised the same.
89. We work and access different cultures everyday. Work, Family, Friends, and technical cultures need you to change the way you speak to get into that culture.
90. I change my language based on what culture I am in.
91. I will continue to get better at scoping to the language needs around me.

Older adult 6, United States Midwest

92. Studying abroad motivated to learn another language.
93. Knowing another language earlier in life would have been really helpful.
94. Language is a window into culture.
95. You cannot completely understand a culture without language.
96. Learning languages broadens your worldview and creates common understanding.
97. After receiving my degree, my view on language has changed. I learned that language is power.
98. Language is dialect with an army behind it. Because of that, language has been used in the government to keep people down.

Appendix 3*Inter-rater Reliability, Younger Adults*

Sorter	Statements sorted into government intervention	Statements sorted into motivation to learn language	Statements sorted into thoughts about the future	Statements sorted into past/present attitudes towards language
Author	2, 3, 13, 15, 25	4, 5, 6, 9, 10, 21, 29, 30, 31, 32, 36, 39, 40, 43, 46, 47, 49, 50, 51	7, 14, 19, 20, 24, 26, 28, 44, 49	1, 8, 11, 12, 16, 17, 18, 22, 23, 27, 33, 34, 35, 37, 38, 41, 42, 45, 48, 52, 53, 54
Student 1	2, 3, 13, 15	4, 5, 9, 10, 11, 21, 27, 28, 29, 30, 31, 32, 38, 39, 43, 46, 47, 50, 51	7, 14, 16, 19, 20, 24, 44, 49	1, 6, 8, 12, 17, 18, 22, 23, 25, 26, 33, 34, 35, 36, 37, 40, 41, 42, 45, 48, 52, 53, 54
Student 2	2, 3, 13, 15, 25	1, 4, 5, 9, 10, 18, 29, 30, 31, 32, 39, 46, 47, 50, 51, 52	7, 14, 19, 20, 24, 43, 44	6, 8, 11, 12, 16, 17, 21, 22, 23, 26, 27, 28, 33, 34, 35, 36, 37, 38, 40, 41, 42, 45, 48, 49, 53, 54

Inter-rater Reliability, Older Adults

Sorter	Statements sorted into government intervention	Statements sorted into motivation to learn language	Statements sorted into thoughts about the future	Statements sorted into past/present attitudes towards language
Author	57, 60, 73, 77, 98	56, 58, 61, 62, 67, 69, 71, 74, 75, 76, 80, 84, 85, 88, 92, 96	63, 72, 87, 91	55, 59, 64, 65, 66, 68, 70, 78, 79, 81, 82, 83, 86, 89, 90, 93, 94, 95, 97
Student 1	57, 73, 77, 98	56, 58, 60, 61, 62, 67, 69, 71, 74, 76, 78, 80, 84, 85, 88, 92, 96	63, 72, 87, 91	55, 59, 64, 65, 66, 68, 70, 75, 79, 81, 82, 83, 86, 89, 90, 93, 94, 95, 97
Student 2	57, 60, 72, 73, 77	56, 58, 61, 62, 67, 68, 71, 74, 76, 84, 89, 92, 96	63, 69, 80, 85, 87, 88, 91	55, 59, 64, 65, 66, 70, 75, 78, 79, 81, 82, 83, 86, 90, 93, 94, 95, 97, 98

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