



Department of Slavic and Baltic languages, Finnish,
Dutch and German

Department of Romance studies and
Classics

Section for Finnish

Workshop about

**Education, language policy issues and minoritized languages across
borders/**

Seminarium om

Utbildning, språkpolitik och minoriserade språk över gränserna

Stockholm University, 30-31 March 2017

Room B522, Frescati, Stockholm University

Organized by

The Section of Finnish at The Department of Slavic and Baltic languages, Finnish,
Dutch and German

and

The Department of Romance Studies and Classics

2016-12-19, 2017-01-09, 2017-01-16, 2017-02-01

Preregistration needed, to simplesignup before 16 March 2017

Sign up for 30/3 at https://simplesignup.se/private_event/91656/b21d7a7a27

Sing up for 31/3 at https://simplesignup.se/private_event/92453/a2352c7ec6

Thursday 30 March

Registration at site 12.30–12.50

Welcoming words 12.50–13.00

Toshiko Sugino, Kogakuin University, Japan 13.00–13.40

“Educational, social, and psychological problems that new-comers in Japan have faced, especially in case of Nikkei Brazilians”

Linus Salö, SU, SE 13.40–14.20

“Mother tongue education in Sweden and Denmark: Linguistic exchange rates and nation-ization struggles”

Memet Aktürk-Drake, Vrije Universiteit, Brussels, BE 14.20–15.00

“When divergent state ideologies converge on immigrant-language education: The case of Turkish in Western Europe”

COFFEE 15.00–15.30

Cor van der Meer, Mercator Research Centre/ 15.30–16.10

Fryske Akademy, Leeuwarden, NL

“The Frisian language in Education, a continuous challenge”

Laura Álvarez & Anna Jon-And, SU, SE 16.10–16.50

”Language shift and maintenance in Angola: a study on attitudes toward Portuguese and Bantu languages”

Conchúr Ó Giollagáin, The University of the Highlands and Islands,

Sabhal Mòr Ostaig, Isle of Skye, Scotland 16.50–17.30

“Minority bilingual acquisition and challenges for educational provision: Issues for the Gaeltacht and the Gàidhealtachd”

Friday 31 March

Gabriele Iannacaro & Vittorio de'Il Aquila, SU, SE 09.00-09.40

”Desired schools, possible schools, real schools: Italian minorities and school systems policies”

Natasha Ringbom & Ekaterina Protassova, SU, SE

Helsinki U, FI 09.40-10.20

“Family language policy in Finland and Sweden: Linguistic choices of Russian-speaking parents”

COFFEE 10.20–10.50

Fritjof Sahlström, Åbo Akademi, Vasa, FI 10.50–11.30

“Teaching and learning in the shadow of Taxell’s paradox – language practices in co-located Swedish-Finnish schools in Finland”

Natalia Ganuza & Christina Hedman, SU, SE 11.30–12.10

“Mother tongue instruction and its impact on biliteracy development and school results”

LUNCH 12.20–13.30

Jeroen Darquennes, Namur U, BE 13.30–14.10

”The role of language-in-education policy and planning in language maintenance in minority settings: practice-informed theoretical perspectives”

Jarmo Lainio & Lasse Vuorsola, SU, SE 14.10–14.50

“International minority language promotion in relation to local indifference – the matter of non-implementation of bilingual education in Sweden”

Closure and final words 14.50–15.00

Abstracts

Memet Aktürk-Drake, Brussels, BE

When divergent state ideologies converge on immigrant-language education: The case of Turkish in Western Europe

Bourhis et al. (1997) identify four types of state ideologies (pluralist, civic, assimilationist and ethnist ideologies) that shape integration policies towards immigrants and their acculturation with relation to majority and minority identities. Table 1 provides a modified version with example countries mentioned by Bourhis et al. (1997) and other researchers (Yağmur & van de Vijver 2012, Aktürk-Drake forthcoming). Since language is a central component of culture and identity, divergent ideologies are likely to encourage different monolingual or bilingual profiles among immigrants and their descendants. Regarding instruction of and in immigrant languages, we would expect support or no stigmatisation from pluralist and civic ideologies but some discouragement from assimilationist and ethnist ideologies. Instead, all four ideologies display a surprising convergence on Turkish education for the children of immigrants in Western Europe. The focus of this paper is four Western European countries representing the four different ideologies: Sweden, France, the Netherlands and Germany. The data comprise previous studies on Turkish education in these countries as well as data concerning language proficiency and use among adult second-generation Turks in their capital cities from the project *The Integration of the European Second Generation* (Crul et al. 2012). I will explore how this convergence has come about and which differences in motivation, scope and organisation of Turkish education we can nevertheless find between the four countries and how these differences relate to second-generation Turks' language profiles.

Table 1 State ideologies regarding immigrants' integration and acculturation (after Bourhis et. al 1997)

		Stance towards adoption of majority identity		
		viewed as futile and/or partly discouraged	appreciated but not actively encouraged	actively encouraged
Stance towards maintenance of minority identity	actively discouraged	ETHNIST <i>(both assimilationist and segregationist tendencies)</i> Ex: Japan, Israel, Germany		ASSIMILATIONIST Ex: France
	viewed as normal but not actively encouraged		CIVIC <i>(liberal)</i> Ex: USA, UK, Netherlands	
	actively encouraged			PLURALIST Ex: Australia, Canada, Sweden

References

- Aktürk-Drake, M. (forthcoming). Turkish maintenance and bilingualism among second-generation Turks in multicultural Stockholm. In: Başer, B. & Levin, P. (eds.) *Migration from Turkey to Sweden: Integration, Belonging and Transnational Community*. London: IB Tauris.
- Bourhis, R. Y., Moïse, L. C., Perreault, S., & Senécal, S. (1997). Towards an interactive acculturation model: A social psychological approach. *International Journal of Psychology*, 32, 369-386.
- Crul, M., Schneider, J. & Lelie, F. (eds.) (2012). *The European second generation compared. Does the integration context matter?*. IMISCOE Research. Amsterdam: Amsterdam University Press.
- Yağmur, K. & van de Vijver, F. J. R. (2012). Acculturation and Language Orientations of Turkish Immigrants in Australia, France, Germany, and the Netherlands. *Journal of Cross-Cultural Psychology*, 43/7, 1110–1130.

Laura Álvarez & Anna Jon-And, Stockholm University, SE

Language shift and maintenance in Angola: a study on attitudes toward Portuguese and Bantu languages

In Angola, the linguistic profile of the population has changed radically since independence in 1975. Instead of a share of 60% who do not speak Portuguese, 70% of the population declare to be Portuguese speakers. In the educational system, the only language used is Portuguese and the official norm adopted is European Standard Portuguese. There is also official support for the use and teaching as well as the study of national Angolan languages. However, to our best knowledge, the country has yet to offer bilingual education. The present paper deals with questions related to language shift, bilingualism and language maintenance, by focusing on how speaker's age and level of bilingualism in Bantu languages and Portuguese relate to self-reported proficiency, use and attitudes toward actual use of these languages among high school students in a rural and an urban setting in Cabinda, Angola. The aim is to provide an overview of language use and attitudes by describing tendencies in ongoing language shift, and identifying factors that may be favorable for the maintenance of local languages. Participants are bi- or multilingual speakers of Bantu languages and Portuguese as first and second languages, as well as simultaneous bilinguals of Bantu languages and Portuguese. The analyzed materials consist of 159 questionnaires, 30 diaries and 64 interviews. The results show that, despite that Bantu languages have generally not been taught in school in Cabinda, students tend to have positive attitudes toward Bantu languages, and respondents might be motivated to use these languages more than they do today. Consequently, a higher degree of exposure to both languages through bilingual education would have positive effects in maintenance of Bantu languages and increased proficiency in both Portuguese and local Bantu languages.

Jeroen Darquennes, Namur University, BE

The role of language-in-education policy and planning in language maintenance in minority settings: practice-informed theoretical perspectives

This paper offers a round-up of theoretical perspectives on the role of language-in-education policy and planning on language maintenance in language minority settings. The round-up will be based on classical literature on the role of language education in and for communities that face different degrees of language shift (e.g. Fishman 1991, 2001; Baker 2006) as well as on findings expressed in more recent works (e.g. Hornberger 2008; Liddicoat 2013; Pauwels 2016). In order to make the theoretical round-up more tangible, it will be enriched with data from a large-scale survey conducted by the *Soziolinguistika Klusterra* in the Basque Country (Martinez de Luna, Zalbide, Darquennes & Suberbiola 2014) and will make references to the case-studies that will be presented by the other speakers in the course of the workshop.

References

- Baker, Colin. 2006. *Foundations of Bilingualism and Bilingual Education*. Clevedon: Multilingual Matters.
- Fishman, Joshua A. 1991. *Reversing Language Shift*. Clevedon: Multilingual Matters.
- Fishman, Joshua A. (ed.). 2001. *Can threatened languages be saved?* Clevedon: Multilingual Matters.
- Hornberger, Nancy N. (ed.). 2008. *Can schools save indigenous languages? Policy and practice on four continents*. Basingstoke: Palgrave.
- Liddicoat, Anthony J. 2013. *Language-in-education Policies. The Discursive Construction of Intercultural Relations*. Bristol: Multilingual Matters.
- Martinez de Luna, Inaki, Mikel Zalbide, Jeroen Darquennes & Pablo Suberbiola. 2014. The use of Basque in model D schools in the Basque Autonomous Community. *European Journal of Applied Linguistics* 2, 2, 254-286.
- Pauwels, Anne. 2016. *Language Maintenance and Shift*. Cambridge: Cambridge University Press.

Natalia Ganuza and Christina Hedman, Stockholm University, SE

Mother tongue instruction and its impact on biliteracy development and school results

In an earlier study (Ganuza and Hedman in press), we investigated the impact of so called mother tongue instruction (henceforth MTI) on the development of biliteracy. Examples were taken from Somali-Swedish bilinguals (N=120, ages 6–12) and Somali MTI in Sweden. Overall, the results showed that students who had attended MTI performed better on measures of Somali reading and vocabulary than students who had attended no or little MTI, despite being entitled to it. Furthermore, participants' test results in Somali were found to be positively correlated with their

results on the same measures in Swedish (their language of schooling), in particular for the reading measures. Departing from these earlier results, we are currently exploring the relationship between the participants' results on Somali and Swedish reading comprehension and their school results. These analyses are conducted with a subsample of 46 participants from the earlier study, who all attend the same school and who have all been enrolled in Somali MTI for several years. School results here refer to grades that the participants received in MTI, Swedish as a second language, Mathematics, as well as their overall average merit rating at the end of 6th or 7th grade. In the presentation, we present the overall results and discuss their implications in light of MTIs sociohistorical position in Swedish language and educational policy and practice. The results are also discussed in relation to earlier research on the impact of formal schooling on the development of literacy in a language minority context.

Gabriele Iannàccaro & Vittorio Dell'Aquila, Stockholm University, SE and Vasa University, FI

Desired schools, possible schools, real schools: Italian minorities and school systems policies

In the talk we want to analyse the attitudes of the 'official' Italian minority communities towards the school system, and in particular the presence and status of the minority language(s) in the educational *curriculum*. We will discuss data coming from a large survey on the Italian minority school systems that was entrusted to us by the Italian Ministry of Education in the late 2000's (Iannàccaro 2010, Iannàccaro - Dell'Aquila 2011). A quantity of territorial varieties had been recognised within their own communities by a law in 1999, and the poll was meant to check the 'status of the art' after ten years of that law's enforcement. Through individual interviews, creative focus groups, quantitative questionnaires and the analysis of language-related school projects a picture has been drawn of the presence and of the position of minority language(s) in virtually every school of the Republic that assured such a teaching. It will be shown that a quantity of language policy related issues are at stake in the vision – provided by teachers, pupils and parents – of the minority languages teaching, and that very often the official claims about the integration of minority languages in the curriculum are quite different from the 'real' desired solutions.

Jarmo Lainio & Lasse Vuorsola, Stockholm University, SE

International minority language promotion in relation to local indifference – the matter of non-implementation of bilingual education in Sweden

The situation for the five national minority languages of Sweden (Finnish, Meänkieli, Romani Chib, Sami and Yiddish) has become more focused in several ways since the ratification of the European Charter for Regional or Minority Languages (ECRML) by Sweden in 2000. Firstly, there is an increasing international and national attention paid to these languages in general, and secondly, the stand-still of development with regard to public instruction of and in these languages has likewise received much attention. At the national level the general situation for the five national

minority languages has improved, in part also due to the Law on national minorities and minority languages (LoNM 2010), but again, very little has happened in the field of education, partly because the LoNM excluded the issue of education, except for pre-school. The critique delivered by the Council of Europe as well as by Swedish NGOs, the National Board of Education and researchers, has had two or three main targets: the low amount of hours for mother tongue instruction and the lack of bilingual education options. In addition, the lack of any teacher education for these purposes has been the target of critique. Also, since 1991 the public sphere has almost completely handed over bilingual education to the so-called independent schools. For Finnish, the number of such schools has decreased steadily, from more than 10 in the 1990s – compared to tens of bilingual classes arranged by the municipalities earlier – to five at present, four of which are situated in the Greater Stockholm area. In January 2017 the bilingual independent Sweden Finnish school in Gothenburg was closed down, at the order of the National Schools Inspectorate. The closure of the school received extensive attention and was initially harshly criticized. However, a closer look at the process and closure of the school may reveal many other features, e.g. concerning attitudes to, the treatment of and the position of national minority languages in the Swedish educational system. It also reveals how vulnerable the situation is for these languages, in some part also since the minority locally may lack some of the required economic and other resources to run a school. It is our purpose to both describe the process of closing the school, the language policy discourses at different levels at play, and the possible effects of this chain of events, for the teaching of Finnish in Gothenburg, and for the whole Finnish-speaking community in Sweden.

Conchúr Ó Giollagáin, University of the Highlands and Islands, Scotland

Minority bilingual acquisition and challenges for educational provision: Issues for the Gaeltacht and the Gàidhealtachd.

Gaelic in Scotland and Irish in Ireland are in an advanced stage of endangerment (Ó Giollagáin *et al.* 2007; Ó Giollagáin and Charlton 2015; Taylor 2016; MacKinnon 2011). Given the centuries of neglect and denigration of Gaelic-speaking communities and their culture, the efforts to elaborate official policies in support of two Gaelic languages have had to contend with considerable historical challenges. Defining aspects of language policy in the contemporary period have focussed on the realms of educational provision for Irish and Gaelic, broadcasting initiatives and increasing the visibility and use of the Gaelic languages in official and public domains. Despite these considerable achievements, broader social policies aimed at supporting the use of Gaelic in the home and in community settings remain underdeveloped, amounting to a disregard of the social contexts in which vernacular competence is acquired.

This paper draws on the findings of the *Analysis of Bilingual Competence: Language acquisition among young people in the Gaeltacht* (Péterváry *et al.* 2014) to assess the policy challenges of providing Gaelic/Irish-medium education in the social context of minority bilingualism. The findings of Péterváry *et al.* (2014) conclude that the incomplete acquisition of the minority language emerges as the sociolinguistic norm under the conditions of early unidirectional

bilingualism. This paper discusses the implications of this non-optimal acquisition of the minority language for educational provision in the subordinated language. One of the main implications of providing minority-language education in this bilingualised context centres on the policy contradiction of minority language educational provision in the context of majority language socialisation. The paper asks where this sociolinguistic disconnect is addressed in minority language policy initiatives.

Natasha Ringbom & Ekaterina Protassova, Stockholm University & Helsinki University

Family Language Policy in Finland and Sweden: Linguistic choices of Russian – Speaking parents

The present study identifies and describes how family language policy (FLP) is managed in bilingual families with Russian-speaking backgrounds in Sweden and Finland. By FLP we mean an integrated approach to how languages are managed, learned and negotiated within individual families (see King et al., 2008). Using questionnaire and interview techniques, the linguistic practices of the parents are compared with the linguistic outcomes of their children. The attitudes of mother tongue teachers and their teaching practices are considered as well. In Finland, Russian language is not taught at the pre-primary level, like in Sweden. The aim of mother tongue teaching is functional bilingualism, not transition to the dominant language.

Our results show both differences and similarities among Russian-speakers in the two countries, not only in their family language practices, but also in their attitudes towards Russian-language literacy. Multilingualism and the maintenance of the heritage language and culture are encouraged and the intentions of the parents are aimed at transmitting Russian. Yet, their everyday practices may be in sharp contrast with their intentions. World politics also seem to influence the FLP, which makes the situation more complicated.

References

King, Kendall, Lyn Fogle & Aubrey Logan-Terry (2008). Family language policy. *Language and Linguistics Compass* 2(5): 907–922.

Fritjof Sahlström, Åbo Akademi, Vasa, Finland

Teaching and learning in the shadow of Taxell's paradox – language practices in co-located Swedish-Finnish schools in Finland

Finland is a bilingual nation with two official languages, the majority language Finnish and the minority language Swedish. The parallel school system can be seen as an example of a spatial

policy which aims to protect the significantly smaller minority language through a spatially implemented parallel monolingualism. In Finland, this policy has been described with the term Taxell's paradox (1986), formulated as "bilingual solutions lead to monolingualism, whereas monolingual solutions lead to bilingualism". The view summarized in the paradox has in practice informed and guided language and education policy in Finland for a long time. In an increasingly multilingual society this position has come under scrutiny, in particular with respect to collaboration between Finnish and Swedish, but also with respect to the role of minority language education in meeting diversity. In this presentation, the construction of linguistic and cultural difference in educational discourse and practice in Finland is analyzed by looking closer at the parallel monolingualism of the Finnish education, at policy level and in practice. By analyzing ethnographic data and public debate I argue that discursive and material practices related to monolingual separation have a significant role in constructing difference and otherness in the Finnish school context.

Linus Salö, Stockholm University

Mother tongue education in Sweden and Denmark: Linguistic exchange rates and nation-ization struggles

In globalizing times, schooling remains a crucial site within which states exercise control over the value of linguistic resources by deciding what kinds of bi/multilingualism schools should develop (Heller & Martin-Jones 2001). This paper explores these dynamics in mother tongue education (MTE) in Sweden and Denmark. It adopts a historical, comparative perspective to account for prominent convergences and divergences in Scandinavian approaches to MTE, as expressed in policy and debate. In Sweden, notwithstanding persistent implementation issues, MTE is offered to minority children irrespective of their linguistic and ethnic backgrounds. In Denmark, by contrast, the right to state-sponsored MTE has been abolished for children of non-European descent. Moreover, while the policies of both states devalue skills in mother tongues other than those that constitute the legitimate language of each society, this position is more pronounced in the Danish debate, where MTE is viewed primarily as an instrument for enhancing the acquisition of Danish. The paper employs Bourdieu's idea of capital exchange rates to understand analytically how the promotion of skills in the mother tongues per se is accepted only insofar as they are exchangeable into the capital of Danish language skills. A similar form of indirect capital conversion is noticeable in Sweden, where MTE is conceived of as beneficial for enhancing skills in Swedish and other school subjects. Yet here, in addition, mastery of the mother tongues is assumed to bolster the link to the children's ethnic identity, culture, and origin. These divergences exist because, in Sweden, MTE is founded on a multiculturalist stance that has never taken root in Denmark. Here, it is particularly tangible that MTE is a politicized object locked within what Gorski (2013) terms a 'nation-ization struggle', where agents seek to control the exchange rate of linguistic resources and, in effect, the social worth of different speakers.

Toshiko Sugino, Kogakuin University, Japan

Educational, social, and psychological problems that new-comers in Japan have faced, especially in case of Nikkei Brazilians

There is a commonly held belief that Japan is a monolingual and mono-ethnic country. Is Japan truly a monolingual country? According to a June 2016 Immigration Control Office survey, 2,765,267 foreign nationals registered, which Nikkei Brazilians accounted for the highest number besides Chinese and Koreans. This total did not include Japan's often-overlooked minorities such as the Ainu and Okinawans. Japanese generally know of the existence of minorities but many parents and teachers show uneasiness when children mention minorities unless the issue is part of a multicultural or international studies lesson. In this presentation, first I will briefly review the history of some minorities in Japan, and then will mention about the new-comers mainly Nikkei-Brazilians, and finally claim the need for college students to learn about educational, social, and psychological issues that minorities are dealing with as well as language policies for/against them.