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Increasing multilingualism in Finnish schoolscapes: challenges and opportunities in the renewal of teacher education

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Outline

- A spatial understanding of learning environments
 - / Linguistic Landscapes
 - / Schoolscapes
- Approaches to multilingual repertoires in the renewal of Finnish teacher education
 - / Intensive collaboration with schools
 - / Integration into international research (e.g. MultiTED)

(Linguistic) landscapes



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Landscape: a task

- Pair up with somebody you don't (yet) know (very well)
- Introduce your pair into a place / area which you know well and which is meaningful to you
 - / Meaningfulness in this case means that e.g. you have lived / worked / studied / spent a lot of time there
- Tell your pair what you can see / hear / smell / feel (physically and emotionally) in the place you present to her/him
 - / How do people communicate there?
- You can use e.g. Google Maps (street view) or any digital media to visualize the tour

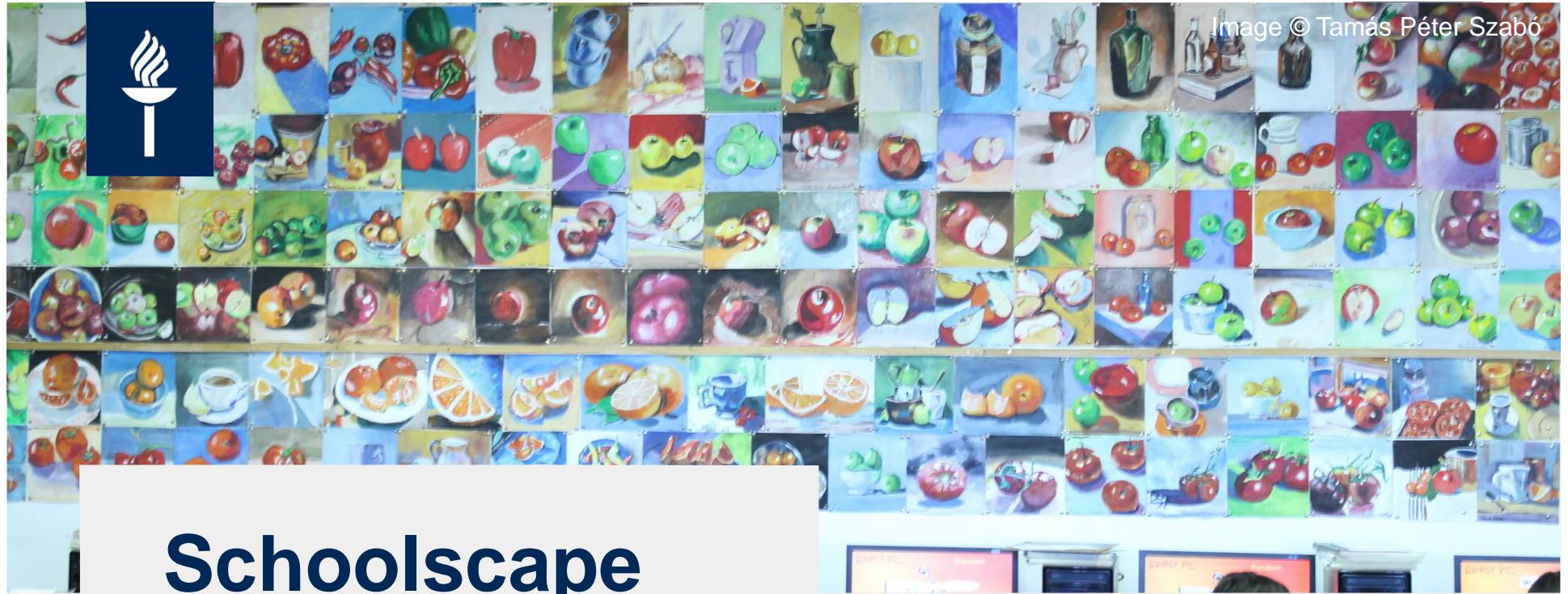
(Instructions used in some of my courses)

Landscapes interpreted



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Schoolscape

Materialization of cultural values (cf. hidden curriculum)
(Johnson 1980)

“...the physical and social setting in which teaching and learning take place”
(Brown 2005: 79)

In schoolscapes, text, sound, images and artifacts “constitute, reproduce, and transform language ideologies”
(Brown 2012: 282)
(Cf. Laihonens & Szabó 2017, 2018;
Menken et al. 2018)



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Creating spaces for languages

- Second official language (toinen kotimainen)
- Foreign language classes
- CLIL provision, immersion
- Official languages but no registered bi- or multilinguals
- Preparatory classes
- Heritage language education





[Video removed]

Primary school (grades 1–6) with CLIL and English monolingual classes
(Excerpt analyzed in detail in Szabó 2018; method: Szabó & Troyer 2017)



[Video removed]

Co-located upper secondary schools (grades 10–12)
(Related study: Szabó, Kajander, Alanen & Laihonen 2018)

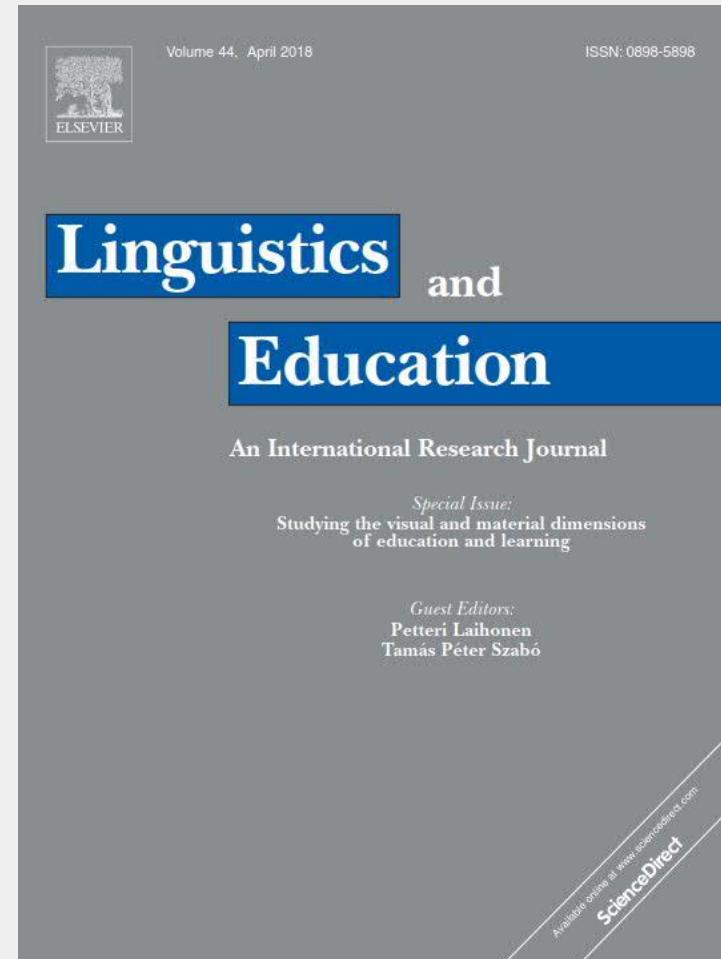
Schoolscape in research

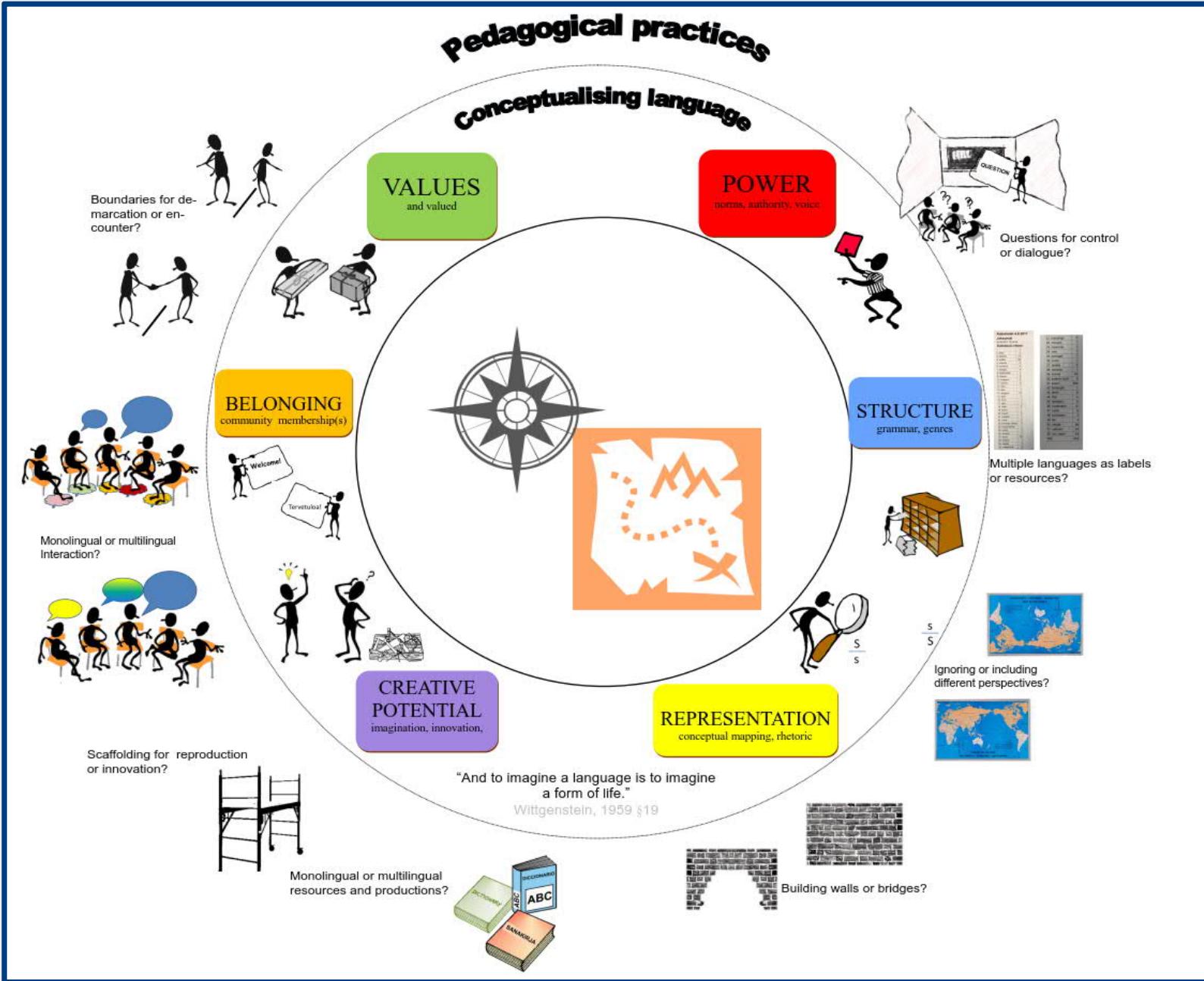
Special Issue of *Linguistics and Education* (Vol. 44),
Laihonен & Szabó (eds.)



Studying the visual and material dimensions of education and learning

- Urban semiotic context vis-à-vis school language policies (Przymus & Kohler)
- Diachronic change in policies and schoolscapes (Brown)
- Quantitative analysis of schoolscape items (Savela)
- Ecological approaches to hybrid environments (Zheng et al.)
- Pedagogies of immersion (Pakarinen & Björklund), CLIL (Jakonen) and Sign Language education (Tapio)







KiMo / LAMP



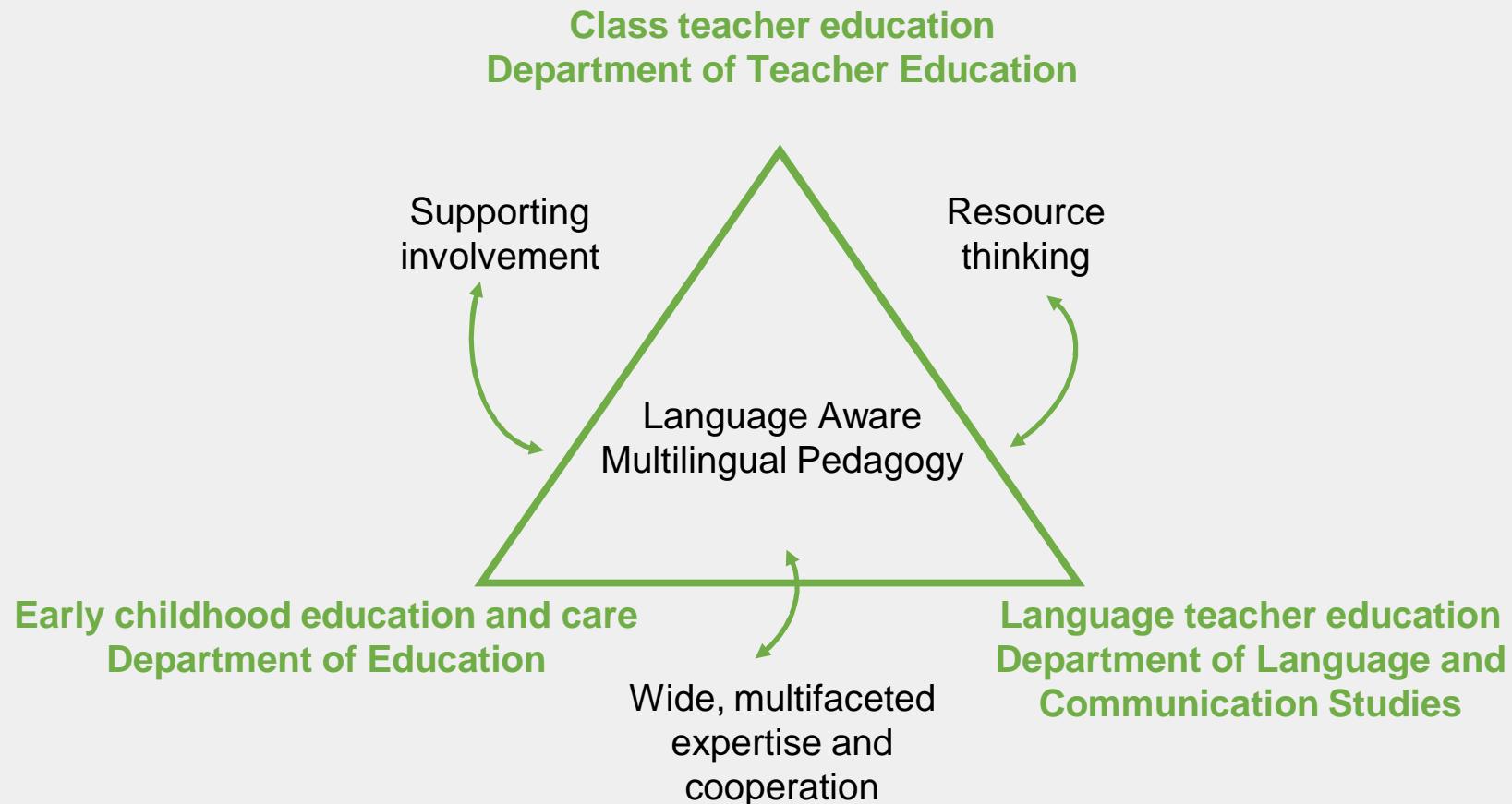
KiMo – Kielitietoisuutta ja monikielisyyttä tukeva pedagogiikka / LAMP – Language Aware Multilingual Pedagogy

A programme bridging early childhood education, classroom teacher education and language teacher education at the University of Jyväskylä: <https://bit.ly/2vLHPUX>



The foundations of LAMP

(Skinnari, Szabó, Pitkänen, Pappila & Aalto 2019)





Sample activities in LAMP

- "Confusion task" (särötehtävä)
 - / Visiting unknown educational contexts to leave comfort zone
 - / Disseminating results in a poster exhibition
- Group-made videos and digital stories about discourses on multilingualism
 - / Target group: future colleagues
- Blogs, self-reflective diaries, self-assessment
 - / Aim: the building and development of professional identity



Mapping new linguistic landscapes



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UNIVERSITY OF TURKU, RAUMA



ÅBO AKADEMI UNIVERSITY
VAASA

**IKI – Innovatiivisen kielikasvatuksen
kartta ja kompassi / The Map and
Compass of Innovative Language
Education**

A Finnish Government-funded project (2018–2021) disseminating good practices and pedagogical innovation, with a special focus on building a continuum of language education from early childhood education to the end of lower secondary school.
<https://www.ikihanke.fi/>

(Cf. Alisaari, Heikkola, Commins & Acquah 2019)



Collaboration in IKI

- **Identifying**
 - / Observations & Interviews
- **Developing**
 - / In collaboration with teachers and other professionals
- **Pedagogical map and compass**
 - / Tools for practitioners and communities
- Teachers, student teachers and teacher educators working together as a network (e.g. part of KiMo / LAMP studies integrated into IKI)
- Aim: developing and promoting language education from early childhood and throughout comprehensive school

(Moate, Kangasvieri, Palojärvi & Ranta-Ylitalo 2019)

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Thank you!

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