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

Tamás Péter Szabó
Department of Teacher Education
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
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
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. Laihonen & Szabó 2017, 2018; Menken et al. 2018)
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
Primary school (grades 1–6) with CLIL and English monolingual classes
(Excerpt analyzed in detail in Szabó 2018; method: Szabó & Troyer 2017)
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), Laihonen & 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)
Pedagogical practices

Conceptualising language

VALUES
and culture

POWER
meanings, authority, voice

BELONGING
community memberships

STRUCTURE
categories, power

CREATIVE
POSSIBILITY
imagination, innovation

REPRESENTATION
conceptual mapping, rhetoric

Boundaries for demarcation or encounter?

Questions for control or dialogue?

Scaffolding for reproduction or innovation?

Multiple languages as labels or resources?

Monolingual or multilingual interaction?

Monolingual or multilingual resources and productions?

“And to imagine a language is to imagine a form of life.”
Wittgenstein, 1959 §18

Building walls or bridges?
KiMo / LAMP

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

The foundations of LAMP
(Skinnari, Szabó, Pitkänen, Pappila & Aalto 2019)

Class teacher education
Department of Teacher Education

Supporting involvement

Language Aware
Multilingual Pedagogy

Resource thinking

Early childhood education and care
Department of Education

Wide, multifaceted expertise and cooperation

Language teacher education
Department of Language and Communication Studies
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

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)
References

Thank you!

tamas.p.szabo@jyu.fi