

Special issue on
**CoDesigns: Envisioning Multi-sited
Language Education Policies**

Guest editors

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Editorial

During the past decade the field of research in language education policy has widened in scope, moving from linear understandings to encompass more dynamic models, recognizing the complexity inherent in policy-making. Dimensions of policy-making are not simply top-down or even macro/micro: a range of actors are involved in policy-making, thus potentially contributing widely varying input to how policies are interpreted, understood, confirmed or contested. Hence language (education) policies, and the discourses about them, are essentially multi-sited, conflicting and complex.

In August 2016 the University of Jyväskylä organized an international conference “CoDesigns - Envisioning Multi-sited Language Education Policies” with the aim of approaching language education policies as multidisciplinary, and taking into account their social, cultural and economic dimensions. Over 50 paper and poster presentations, workshops and colloquia were presented on a wide range of topics such as: multilingual pedagogies; classroom language policies; teachers’ professional development; adult migrant language education; language policies in higher education; translanguaging in indigenous settings; digital literacies; and language learning in professional contexts.

Three keynote speakers brought fine-grained analyses and new insights to the topic. **Feliciano Chimbutane** (Universidade Eduardo Mondlane, Mozambique) argued that even though there is research evidence for the benefits of multilingual pedagogies and the use of multilingual resources in classroom interaction in the Global North, these approaches have not gained much traction in the Global South. Furthermore, Chimbutane pointed out that official discourses, policies and practices do not meet each other harmoniously in post-colonial African contexts. There is therefore a need for cooperation among researchers and teachers, and this cooperation requires dialogue, co-design and co-implementation.

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Francis M. Hult (Lund University, Sweden) showed in his keynote how contemporary multi-sited approaches to language planning and policy can be applied in transnational settings where linguistic factors need to be taken into account. He used the United Nations' Sustainable Development Goals as an example to demonstrate how the goals themselves are multi-sited and multidimensional, and how discourses from multiple scales (e.g. individual, organizational, societal) intersect.

Marilyn Martin-Jones (University of Birmingham, UK) gave a keynote on how studies of interaction in multilingual classrooms and workplaces have developed new concepts (e.g. crossing, languaging, and translanguaging) which can be employed in research in the field of language policy. This has resulted in a shift of focus during the past two decades to acknowledge the complexity, and the situated, multi-layered nature, of language policies. She argued that collaborative linguistic ethnography – where researchers and practitioners work side-by-side – suits research in the area particularly well, because it involves extended dialogue and reflexive co-construction of knowledge. It is about co-designing, co-doing, and co-interpreting.

In addition, the organizers invited Nordic experts to discuss on issues of equality and equity in a panel “Language Education Policies in the Nordic Countries and the Nordic Model after the Refugee Crisis – Quo Vadis?” The year 2015 was extraordinary for the whole world, including the Nordic countries. The growing number of asylum seekers has been described in the media as a ‘refugee crisis’; the Nordic countries have needed to re-analyse their migration and integration policies, including language education policies regarding minors and adult newcomers, accordingly. What does all this mean for language education in the Nordic countries? What kinds of lessons have been learned nationally? What could the Nordic countries learn from each other and on a larger scale, from other countries in the world? The panelists were **Finnur Friðriksson** (Iceland), **Lise Iversen Kulbrandstad** (Norway), **Jarmo Lainio** (Sweden) and **Maisa Martin** (Finland), and **Francis M. Hult** served as the discussant. The main message from the panel was that there is not one unified model of Nordic welfare or organisation of language education trajectories for recently arrived children and adults. More co-operation could happen in order to avoid the social exclusion of new arrivals, and to enable the opening-up of pathways for refugees and migrants into Nordic societies.

This special issue, comprising seven peer-reviewed articles, is a snapshot of the wide spectrum of topics and approaches presented at the CoDesigns conference. Two of the articles deal with bi- and multilingual education. **Borbála Pachné Heltai** and **Csilla Bartha** explore how Northern Sámi is taught and learned in a kindergarten in an urban setting outside the Sámi homeland. The article is based on an ethnographic, sociolinguistic and discourse analytic study drawing on fieldnotes, interviews, photos and language biographies. It offers a fine-grained analysis of the various needs that parents who put their children into kindergarten might have, as well as the main pedagogical strategies and practices in the kindergarten. **Osa Lundberg** presents research findings from an ethnographic case study on how policies of bilingual education are appropriated and implemented in a multilingual and multi-ethnic lower secondary school in Sweden. Her results show that there is a clear conflict between policies and practices in the school: policies are in favor of supporting bilingual education, but in practice they are not fully incorporated within all teaching and instruction, and

the responsibility for their classroom implementation is on the shoulders of bilingual mother-tongue teachers. Lundberg identifies five obstacles in implementing bilingual policies, for example the tendency of wanting to keep languages separate from each other, and teacher resistance to bilingual education.

A key issue in developing language education is teacher training. By using exploratory practice as the research approach **Anne Huhtala** and **Marjo Vesalainen** illustrate challenges in the planning and implementation of in-service teacher training, as well as connections between in-service teacher training, teachers' everyday work and school reality. Teaching of Swedish in Finnish-medium schools in Finland as an obligatory subject has energized public debates in recent years, and previous surveys have shown that in the eyes of pupils Swedish is quite often seen as a boring, difficult and largely irrelevant subject. Hence, there is a great need to make teaching more appealing and interesting for pupils and enable teachers to develop professionally. Huhtala and Vesalainen propose solutions for overcoming these challenges in in-service teacher training. These include creating new teaching methods, increasing peer support and collegiality among teachers and providing broader teacher networks.

Maria Lurdes Santos Gonçalves emphasizes teachers' agency in professional development. She describes four professional development opportunities for Portuguese as a heritage language (PHL) teachers in Switzerland. The article addresses the changing roles of both teachers and learners, and offers new perspectives on how to engage teachers to work together and identify their needs in order to gain sustainable professional development. The author also raises important questions about the co-construction of knowledge in developing leadership and co-operation in an educational institution.

Policies addressing the education of recently arrived migrants drew a lot of attention at the CoDesigns conference. Two of the articles in this Special Issue highlight changes in (forced) migration trajectories and the eventual consequences of migration for language education policies in receiving countries. They show that even as societies have become more diverse, the language policies which impinge upon migrants and their language education are actually less so. Mainstream pedagogical arrangements firmly support national policies, which in turn prioritize the learning of the dominant language of the host society.

Lise Iversen Kulbranstrad illustrates four decades of Norwegian migration policies and their links with language education. Her analysis of migration policy documents shows how the learning of Norwegian is emphasized in all documents, and how the understanding of 'integration' has fluctuated, at sometimes considering the long view, and at others only thinking short-term. In addition, in the latest iteration of Norwegian migration policy, the responsibility to 'integrate' is very much on the shoulders of the migrant. **Päivi Iikkanen** continues the theme of 'integration' and reports on a study of highly educated stay-at-home migrant parents in Finland, and their experiences of inclusion and exclusion through language use. The study showed that the parents' views on the role of English and Finnish in 'integration' processes varied, according to their expectations to stay in the host country, among other things. English as a *lingua franca* helped in the beginning to form social networks, but using English would also function as an obstacle to 'integration' and would serve to narrow social networks. The research participants aligned with national integration policies by emphasizing the importance - in their view - of knowledge of Finnish for full participation in the society.

How have higher education institutions reacted to the 2015 refugee situation in Finland? This is the key question in the article written by **Heidi Vaarala, Eeva-Leena Haapakangas, Erja Kyckling** and **Taina Saarinen**. The study is based on survey data conducted in higher education institutions, qualifications specifications, strategy documents and media material. New forms of voluntary and humanitarian activities working with refugees seeking asylum have emerged in Finnish higher education, a sector without previous experience of such activities with this target group. While the activities (e.g. voluntary language teaching and courses and projects for refugees seeking asylum) were valuable, the higher education institutions were mostly seen as agents of the activities, while the refugees were positioned as passive recipients.

We thank the reviewers for constructive feedback and valuable comments for the authors. We hope that this Special Issue will generate new insights into the discussion of multisited language education policies. Enjoy!

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