

# Multilingualism, citizenship and education – Norwegian perspectives

Multilingualism and Education

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1. Citizenship (*medborgerskap*) and education

2. Citizenship models in Norwegian language education

3. Example: Sámi as second language

4. Closing remarks

# 1. Citizenship (*medborgerskap*) and education



## *Sápmi, Sábmme, Saemie*



# Belonging

«Feeling in or out of place is one of the main determinants behind whether individuals are able to exercise agency and local participation, as well as whether encounters across difference are expressed as contest or conviviality.» (Stroud 2016:2)



Photo: Hilde Sollid

# Citizenship

Relationship between the individual and a collective/community

- Individual: Subject with agency: insiders (citizens), outsiders (foreigners), aliens
- Collective: nation, state, indigenous people, ethnic group

(Isin 2009)

# Three perspectives on citizenship

Citizenship as status:	Rights and duties; membership
Citizenship as practice:	Embodied practice; mode of conduct
Act of citizenship:	Disrupts practice

(Kymlicka & Norman 1994; Isin 2008, 2009)

# Education for citizenship



Drawing: <https://www.vestfor.dk/Viden-og-laering/Sorteringsguide-for-Skoler>



# The role of language in citizenship

## Language as a base for identity and belonging

- Feeling in or out of place...

## Language as requirement for citizenship

- Legitimate linguistic knowledge
- Social liberation, social control

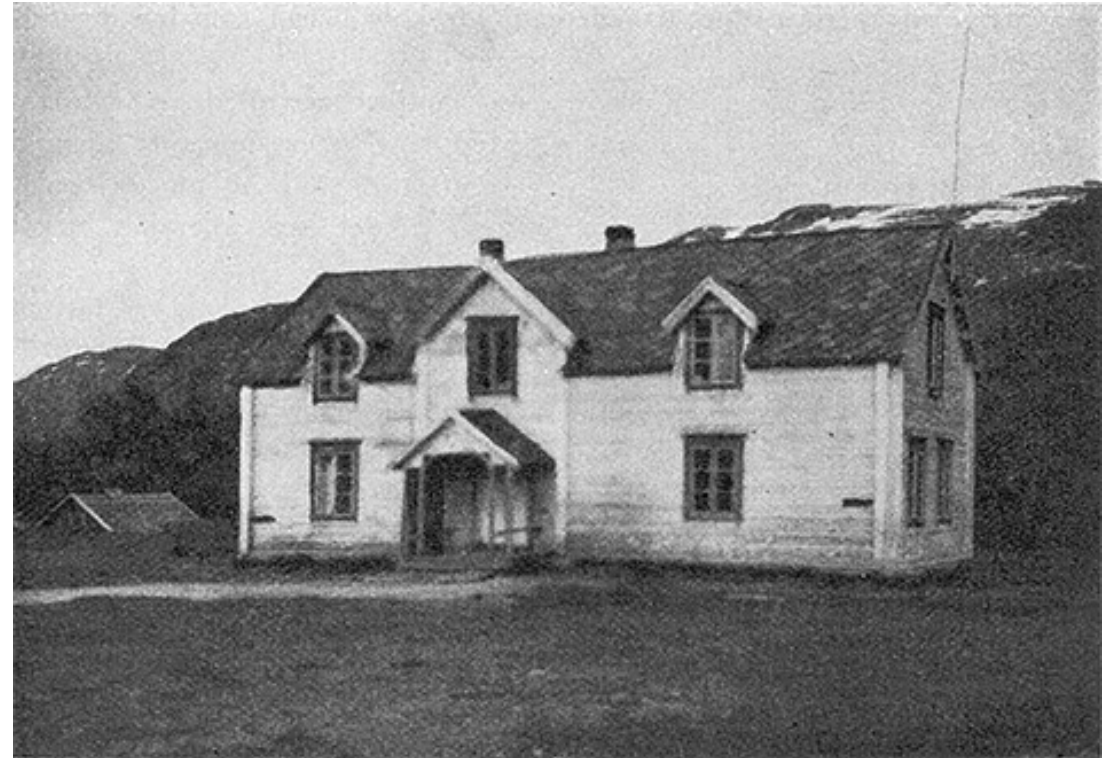
## Language as medium for citizenship

- «the very medium whereby citizenship is enacted and performed» (Stroud 2009:217; linguistic citizenship)

## 2. Citizenship models in Norwegian language education

# Towards a monologual citizenship model

- 1739: Compulsory public school («Allmueskolen»)
- Norwegian the only medium of instruction (after 1880)
  - Sámi and Kven actively rejected
- Subject languages ('fremmedspråk')
  - optional in secondary school



Picture of Sappen skole from *Nordreisa bygdebok* by Emil Hansen (<http://www.riksantikvaren.no>)

# Towards a multilingual citizenship model

- Norwegian, Sámi, English, German and French is medium of instruction
- Sámi and Kven is actively supported
- First subject language (English obligatory from 1. grade)
- Second subject language (compulsory from 8. grade)
- Acknowledgement of linguistic diversity



Photo: Hilde Sollid

# The Alta controversy (*Altasaken*) (1968-1982)



Photos: Scanpix

# The Alta controversy as acts of citizenship

A series of acts that disrupted the mode of conduct, created new possibilities, claimed rights and imposed obligations in emotionally charged tones.

The Sámi people posed their claims in enduring and creative expressions; and, most of all, are the actual moments that shift established practices, status and order.

(Isin & Nielsen 2008)

### 3. Example: Sámi as second language

# Sami language education – an outline

- Sámi as L1 since 1967
- Sámi as L2 since 1987
- Sámi curriculum since 1997 – a turning point (Kemi Gjerpe 2017)
- Sami as L2: Two tracks: Sámi L2-2 and Sámi L2-3





# Sámi students: Primary and lower secondary school

	Sami L1	Sámi L2
2007/2008	1027	1515
2017/2018	935	1333

(Numbers from Grunnskolen's informasjonssystem)

Sámi students:

Sámi as a second language – two tracks

	Sami L2-2	Sámi L2-3
2007/2008	651	864
2017/2018	843	490

(Numbers from Grunnskolen informasjonssystem)





## Sámi curriculum 1997

The relationship between goals in the curriculum and societal context

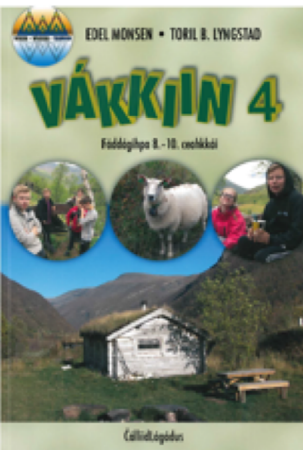
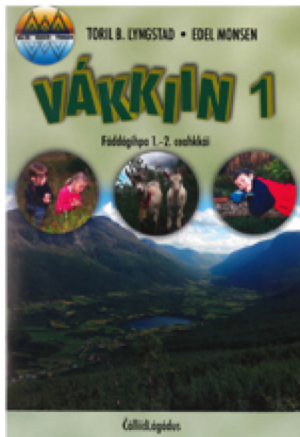
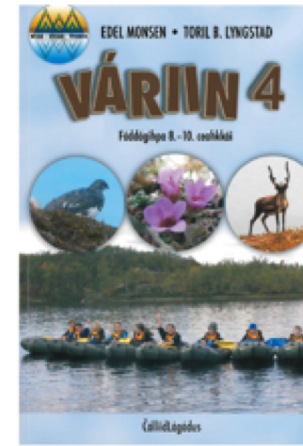
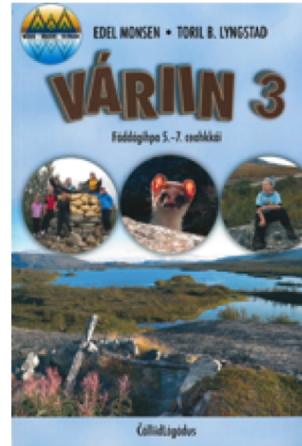
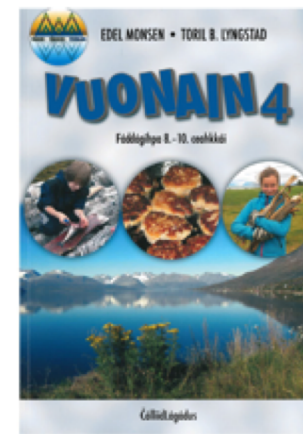
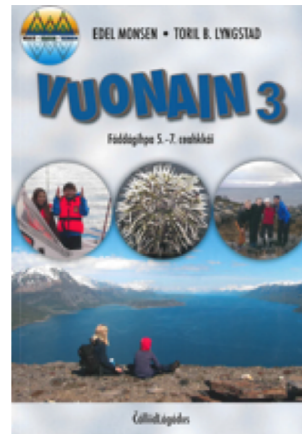
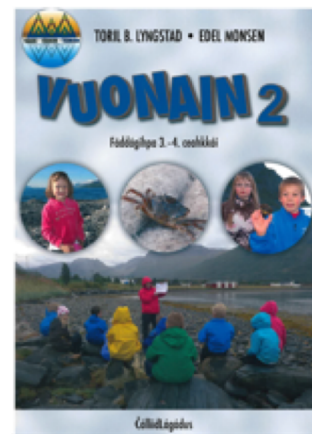
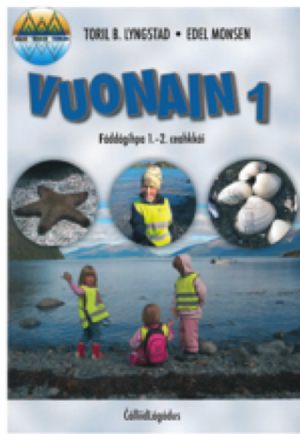
# Sámi as a second language

Previous experiences with teaching material

- Few books
- Poor quality
- Relevancy? Identification?

Vuonain – Vákkiin - Váriin (Monsen & Lyngstad 2017)

(‘By the fjords - In the valleys - On the mountains’)





TORIL B. LYGSTAD • EDEL MONSEN

# VUONAIN 1

Fáddághpa 1.-2. ceahkkái



ČálliidLágádus

## Goahtesajis

På leirplassen



## Lávkkas

I sekken





EDEL MONSEN • TORIL B. LYGSTAD

# VÁIKKIJIN 4

Fáddágiha 8.-10. ceahkkái



ČálliidLágádus

## DIKTA/LÁVLLA

### Ruoktu váimmus

Mu ruoktu lea mu váimmus  
ja dat johtá mu mielde

Mu ruovttus eallá luohhti  
gullo mánáid illudeapmi  
Biellut skället doppe  
beatnagat cillet  
suohtan njurggasta  
Mu ruovttus šlivggodit  
láđđegávtti healmmit  
sámi nieddažiid biddojuolggit  
liegga modji

Mu ruoktu lea mu váimmus  
ja dat johtá mu mielde

Teaksta: Nils Aslak Valkeapää  
Nuohtta: Niko Valkeapää

### SÁNIT

biddojuolgi – samejentes vinterbellinger  
ciellat – á gje  
eallit – á leve  
healbmi, healmmit – koftekant  
illudeapmi – glede  
johtit – á flytte  
láđđegávkti, -gávttit – kledekoft  
liegga – varmt  
luohhti, luodit – joik  
modji, mojit – smil  
njurgut – á plystre  
skállat – á klinge  
suohtan, suohtanat – lasso  
šlivggodit – á slenge  
váibmu, váimmut – hjerte





«Think and talk together:  
In this book the authors have used words and expressions common to the Kåfjord dialect. Have you found any that you don't use in your own dialect? Write the words in the table and add more words/expressions as you work through this book.»



#### 4. Jurddašehket ja ságastallet!

Tenk over og snakk sammen!

1. Illudehpetgo dii meahcceskuvlii?
2. Maid sáhttibehtet bargat mearragáttis?
3. Leatgo sámi báikenamat iežadet meahcceskuvlaguovllus?
4. Ivgomuotkkis lea dovddus Giævera viessu (Giævergården) mii lea kulturmuittu. Makkár kulturmuittut leat iežadet guovllus?
5. Oza Olmmáivákki ja Gohpi kárttas. Guđe guvlui Olmmáivákki skuvla vuolgá Olmmáivákkis Gohppái ja Gohpis Olmmáivággái fas?



#### 5. Giellahárjehusat

Språkoppgaver

##### a) Jurddašehket ja ságastallet:

Dán gihppagis leat čállit geavahan sániid ja dajaldagaid mat gullet Gáivuonasuopmánii. Lehpetgo gávdnan sániid maid ehpet geavat iežadet suopmanis? Čállet sániid tabellii, ja lasihehket eanet sániid/dadjanvugiid barggaddettiin gihppagis.

Tenk over og snakk sammen:

I dette heftet har forfatterne brukt ord og uttrykk som er vanlige i Kåfjord-dialekten. Har dere funnet noen som dere ikke bruker i egen dialekt? Skriv ordene i tabellen, og legg til flere ord/uttrykk etter hvert som dere jobber videre i heftet.



# Place names



## 17. Báikenamat

Stedsnavn

- a) Báikenamat Ivguvuona birra:  
Čále rievttis nummara dárogiel namaide.  
Stedsnavn rundt Lyngenfjorden: Skriv riktig tall ved siden av de norske navnene.



Spoahkkanjárggas leat soahtebázahusat.

- |                   |                 |
|-------------------|-----------------|
| 1. Ivgobahta      | ___ Nordnes     |
| 2. Spoahkkanjárga | ___ Trollvik    |
| 3. Dálusvággi     | ___ Uløya       |
| 4. Ruollaluokta   | ___ Spåkenes    |
| 5. Nuortanjárga   | ___ Skibotn     |
| 6. Ivgomuotki     | ___ Lyngseidet  |
| 7. Ullisuolu      | ___ Olderdalen  |
| 8. Dážavággi      | ___ Nordmannvik |



Photo: Hilde Sollid

# Vuonain – Vákkiin – Váriin an act of citizenship?



- Act to change the teaching of Sámi as L2
- Creates new possibilities for themselves and other teachers
- Claims the right to be recognized and to participate in a Sámi collective;
  - Based on a local linguistic and semiotic traditions
  - Based on local thematic priorities

## 4. Closing remarks

# Belonging

- Sámi-Norwegian multilingualism in education - based on ideas of a new, multilingual citizenship model
- Belonging and becoming citizens in a local, peripheral context
- New questions: How are the text books used? Are the books relevant for other Sámi contexts as well? What is the role of place?

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