

Working towards the mainstreaming of languages and cultures in national curricula: Norway and Aotearoa/New Zealand

4th International Conference on Language, Education and Diversity (LED 2015)
Symposium: “Mainstreaming languages & cultures in national curricula”

24 November 2015

Sharon Harvey (AUT)
Hilde Sollid (UIT)
Torjer Olsen (UIT)
Megan Lourie (AUT)

The logo for AUT (Auckland University of Technology) is displayed in white, bold, sans-serif capital letters on a black square background.

Our themes

- Mainstreaming: What is it? Does it matter? For whom, when ,where ,why what?
- Mainstreaming language and culture in Education
- Language and culture in mainstream Education
- Question of implicit v explicit L and C policies and practices at work in Education

Presentations

- Contextualising languages and cultures to examine possibilities of curriculum mainstreaming in Norway and New Zealand (Sharon and Hilde)
- Mainstreaming Sámi in Norway (Hilde)
- Māori language in mainstream education (Megan)
- Indigenous infidels: On conflicts in school textbooks and curricula (Torjer)
- Pacific languages in the New Zealand curriculum: Neoliberalism and language education policy (Sharon)

Presentation 1:

Contextualizing languages and cultures for curriculum mainstreaming in New Zealand and Norway

4th International Conference on Language, Education and Diversity (LED 2015)
Symposium: “Mainstreaming languages & cultures in national curricula”

24 November 2015

Hilde Sollid, University of Tromsø

Sharon Harvey, Auckland University of Technology

Why compare New Zealand and Norway?

- Dominant populations and languages
- Indigenous populations
- New migration
- The question of *superdiversity* and the educational response – different and the same?

Super/diversity in a small population: Norway and NZ

- New Zealand

- Population - 4.471 million
- 213 ethnicities from 196 countries
- More than 160 languages spoken in NZ by NZ residents (Statistics NZ 2013)

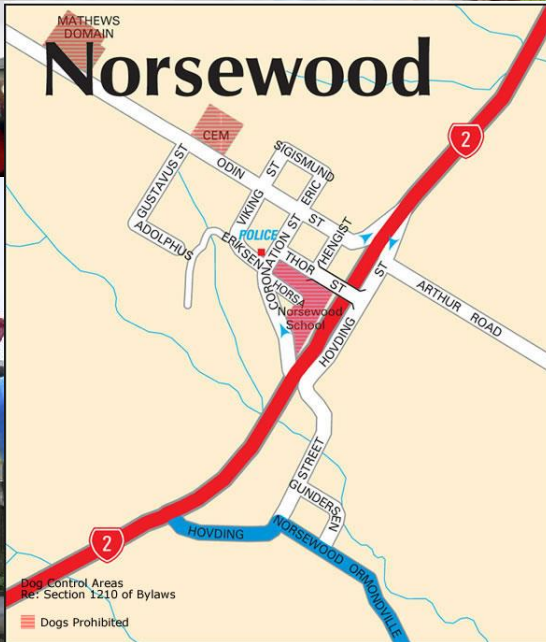


- Norway

- Population - 5.084 million:
- Large diversity in Little Norway (Andreassen, K., Dzamarija, M., & Slaastad, T. 2013).
- 2015 – **804,964** immigrants and Norway-born with immigrant parents from **222** different countries
- 2010 – **552,313**
- 2005 – **364,981** (Statistics Norway)



Velkommen to Norsewood, New Zealand



Diversity in Norway

Majority languages

- Two written standard languages (Bokmål and Nynorsk), and dialects

Subject languages

- English, German, French, Spanish, Russian, Latin

Community languages

- Poland, Lithuania, Sweden, Somalia, Pakistan

Indigenous Sámi

- North Sámi, Lule Sámi, South Sámi

National minorities

- Kven, Jews, Roma, Romani, Forrest Finns

History of languages/cultures in the Norwegian curriculum

- Norwegian
- Latin – Classical v Modern?
- French and German
- European v Other
- English

Norwegian Challenges

- More awareness on community languages, but they are hardly supported in education
- Strong political support for indigenous languages, but local implementation is difficult
- Long tradition of subject languages in education, but few students choose this route to multilingualism

The Aotearoa / NZ language context

- New Zealand is overwhelmingly monolingual in English (about 80% of population)

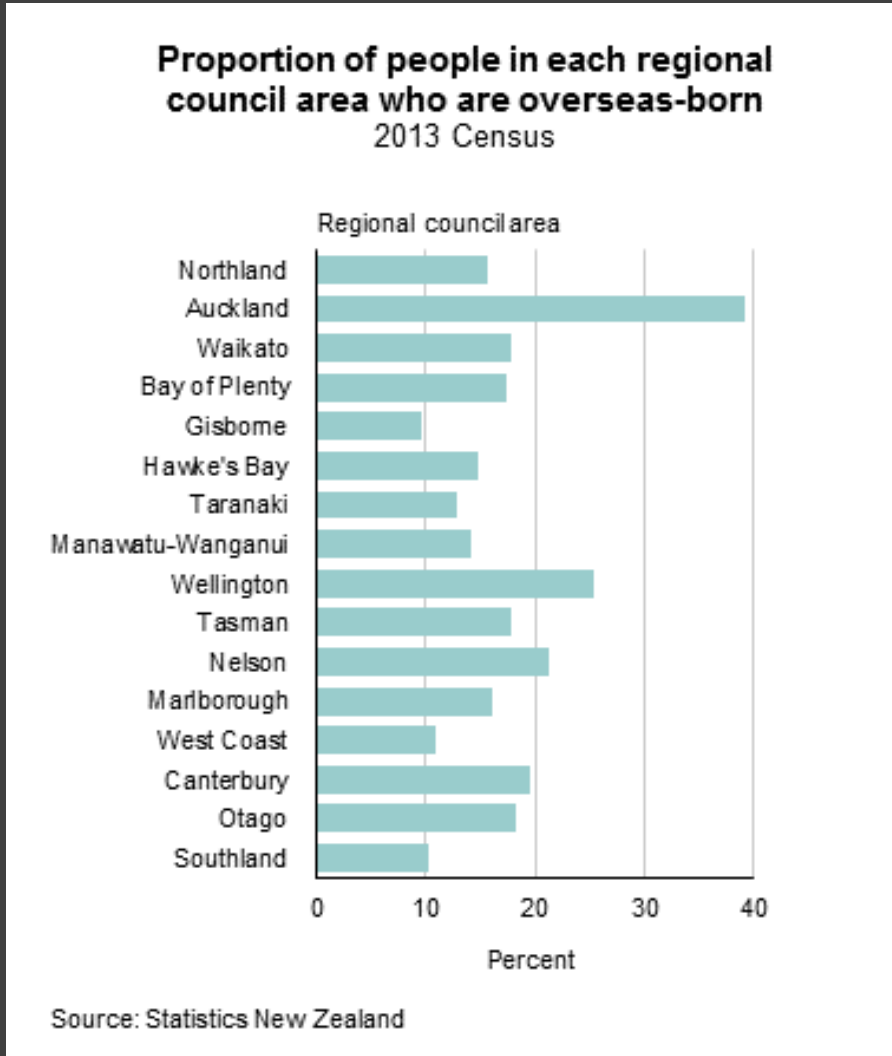
BUT

- Re-emergent partial bilingualism among Māori (only about 4% of population)
- NZ Sign became an official language – *de jure* - 2006
- Privately NZers speak more than 160 languages
- Growing multilingualism through migration and immigrant groups
- Some presence of multilingualism through education – viz French and Japanese



NZ population born overseas

(Statistics New Zealand, Census 2013)



Auckland

- 39.1% (an increase from 37.0% 2006);

New Zealand

- 25.2% in 2013
- 22.9% in 2006
- 19.5% in 2001

Top 20 languages spoken in New Zealand

(Statistics New Zealand, 2013 Census)

Language spoken	Census usually resident population count	Language spoken	Census usually resident population count
Total responses	5,140,203	Tongan	31,839
Total people	4,242,051	Tagalog (Philippines)	29,016
English	3,819,969	Afrikaans	27,387
Māori	148,395	Spanish	26,979
Samoan	86,403	Korean	26,373
Hindi	66,309	Dutch	24,006
Northern Chinese	52,263	New Zealand Sign Language	20,235
French	49,125	Japanese	20,148
Yue (Southern China – Cantonese and others)	44,625	Panjabi	19,752
Sinitic (Mandarin and other Sino-Tibetan, syn. to Chinese languages)	42,753	Gujarati	17,502
German	36,642	Arabic	10,746

Short history of subject languages in NZ schools

- Kōrero Pākehā (speak English)
- French, German, Latin and some Greek in NZ schools for more than 120 years
- Japanese introduced in 1960s
- Māori renaissance 1980s
- Pasifika languages
- Further Asian languages

First Education Act 1847 (Kōrero Pākehā)

- In every school to be established or supported by public funds under the provisions of this Ordinance, religious education, industrial training, and instruction in the **English language** shall form a necessary part of the system to be pursued therein; No X
- English for all, including Māori - (Mackey 1967)
 - Mackey, J. (Ed.). (1967). *The making of a state education system: The passing of the New Zealand Education Act, 1877* (1st ed.). London, England: Chapman

Reverberations through to today

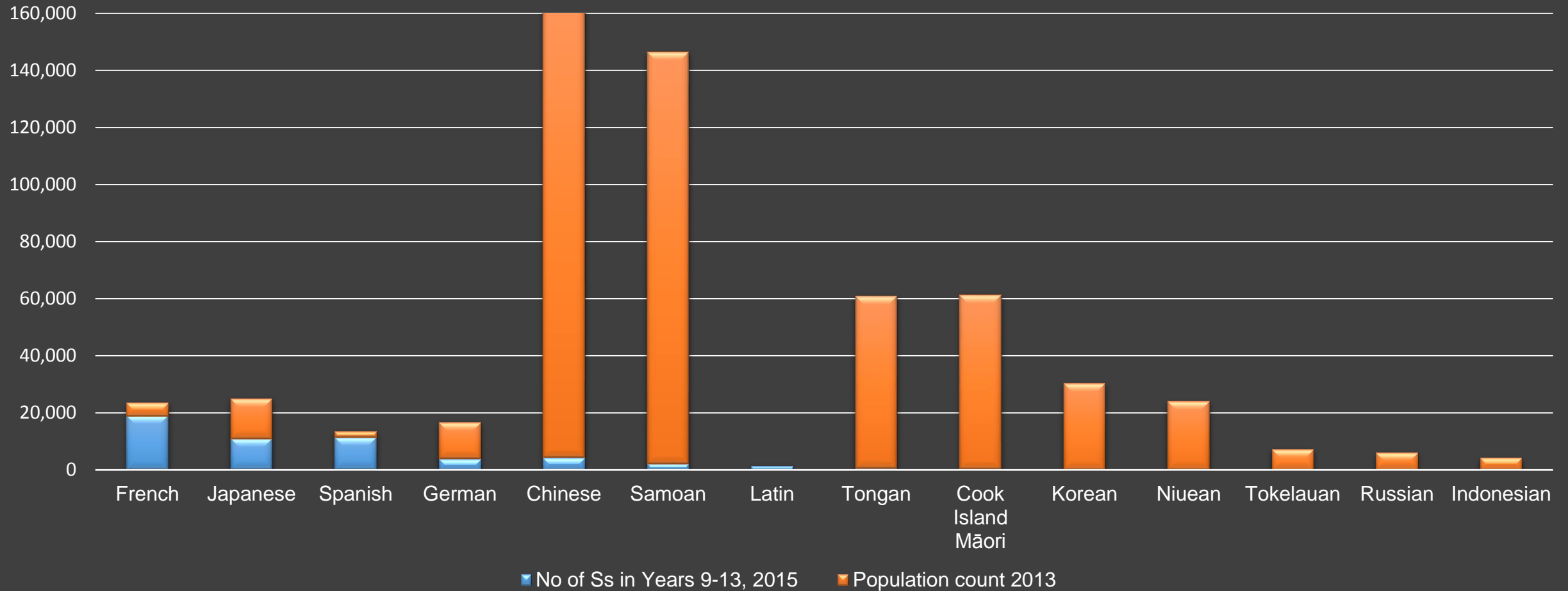
- Emphasis on the importance of English ‘the mother tongue’ – but mother of whom????
- Popular disdain for ‘Babel’ of multiple languages and idea of one perfect language for communication (then Esperanto/now English)
- No LOTEs in primary school – not considered – primacy of English
- No regard for languages of migrants (non British) and reflecting their languages in the education system
- Popularity and importance of French – modern, language of our ally
- International profile and history more important than what languages already in country viz Japan and Jese in 70s- 90s
- Debates over the importance/ ‘use’ of Latin and Greek v ‘Modern’ languages
- No Māori for all – not even Māori for all Māori

Learning Languages

- Te Reo Māori
- NZSL
- Cook Islands Māori
- Samoan
- Tokelauan
- Tongan
- Niue
- Japanese
- Chinese
- French
- German
- Latin
- Spanish

Students learning 15 most popular additional languages in NZ secondary schools compared to the number of speakers of those languages according to 2013 census

(Ministry of Education, 2015 & Statistics New Zealand, Census 2013)



Changes in numbers of students learning 'additional' languages in NZ secondary schools

Ministry of Education. (2015). *Secondary School Subjects 1996-2015*.

Numbers of students learning language in Years 9-13	2008	2009	2010	2011	2012	2013	2014	2015	Changes 2008 -2015
French	28,245	21,197	23,856	23,234	22,379	21,570	20,478	19,027	-9,218
Te Reo Māori	26,339	25,261	22,884	23,543	22,813	23,361	22,729	21,977	-4,362
Japanese	18,157	17,304	14,506	14,482	12,473	12,044	11,888	10,843	-7,314
Spanish	10,900	11,167	10,970	11,309	11,680	11,680	11,573	11,464	564
German	6,251	6,085	5,554	5,200	4,663	4,477	4,185	3,837	-2,414
Latin	2,339	1,895	1,785	1,689	1,557	1,501	1,533	1,299	-1,040
Samoan	2,311	2,161	2,047	2,181	2,257	2,391	2,422	2,192	-119
Chinese	1,891	2,077	2,119	2,632	2,849	3,277	4,218	4,313	2,422
Other languages	1,174	561	387	421	430	453	388	451	-723
Tongan	220	340	376	414	515	540	577	593	373
Cook Island Māori	117	342	375	378	335	269	267	230	113
Niuean	80	65	59	71	114	46	62	40	-40
Korean	45	76	75	64	0	77	49	48	3
Tokelauan	0	61	29	47	38	24	36	12	12
Russian	0	0	0	0	0	2	0	0	0
Indonesian	0	0	0	27	0	0	0	0	0
Total	98,069	88,592	85,022	85,692	82,103	81,712	80,405	76,326	-21,743

Languages and cultures in NZ schools

- So the questions here: How/when and where did we get our view on what languages should be taught in schools? How does it reverberate through time to produce what we do today?
- What should the factors be that bring a language/languages into schools as immersion/bilingual/subject?
- Discourses of racism, colonialism recirculating through time and bodies???
- ‘...the traces left by colonialism run deep’ Pennycook (1998 p.2)
 - Pennycook, A. (1998). *English and the discourses of colonialism*. New York, NY: Routledge.
- ‘Monolingualism... encourages native English speakers to feel a false sense of superiority, to talk too much, to listen too little. They may even leave the impression of an arrogance, rooted in imperialist attitudes, that is only prepared to communicate on its own terms, under conditions which ensure its own superiority’
 - Trim, J. (p.6) as cited in Pachler, N. (2007). Choices in language education: principles and policies. *Cambridge Journal of Education* 37 (1), 1-15. doi: 10.1080/03057640601178782

Designing curricula for diversity

- Mainstreaming languages and cultures
- Intercultural competence
- Plurilingual competence for all (three languages?)
- Mainstreaming language and culture education for diversity at home/ in the region (Europe/Asia Pacific) and our globalized world....

References

- Andreassen, K., Dzamarija, M., & Slaastad, T. (May, 2013). Large diversity in Little Norway. Samfunnsspeilet https://www.ssb.no/en/befolkning/artikler-og-publikasjoner/_attachment/212810?_ts=14a621d2970
- Bayley, S. (1989). 'Life is too short to learn German': Modern languages in English elementary education, 1872-1904. *History of Education: Journal of the History of Education Society*, 18(1), 57-70. doi:10.1080/0046760890180104
- Education Act 1847.
- Mackey, J. (Ed.). (1967). *The making of a state education system: The passing of the New Zealand Education Act, 1877* (1st ed.). London, England: Chapman.
- Ministry of Education. (2015). *Subject Enrolment*. Retrieved from <http://www.educationcounts.govt.nz/statistics/schooling/student-numbers/subject-enrolment>
- Norsewood Heritage Village. (2015). *Velkommen to Norsewood, New Zealand*. Retrieved from <http://www.norsewood.co.nz/>
- Pachler, N. (2007). Choices in language education: principles and policies. *Cambridge Journal of Education* 37 (1), 1-15. doi: 10.1080/03057640601178782
- Pennycook, A. (1998). *English and the discourses of colonialism*. New York, NY: Routledge.
- Report of the Education Commission, Appendix to the journals of the House of Representatives, 1912 Session II, I-13. Retrieved from <http://atojs.natlib.govt.nz/cgi-bin/atojs?a=d&d=AJHR1912-II.2.5.2.21&e=-----10--1-----2%22Papers+relating+to+the+introduction+of+salmon+ova%22-->
- Smith, R., & McLelland, N. (2014). An interview with John Trim (1924–2013) on the history of modern language learning and teaching. *Language and History*, 57(1), 10–25.
- Statistics New Zealand. (2013). *2013 Census QuickStats about culture and identity*. Retrieved from <http://www.stats.govt.nz/Census/2013-census/profile-and-summary-reports/quickstats-culture-identity/birthplace.aspx>
- Statistics New Zealand. (2013). *2013 Census Statistics by Topic*. Wellington: Statistics New Zealand. Retrieved from <http://www.stats.govt.nz/Census/2013-census/data-tables/total-by-topic.aspx>
- Statistics New Zealand. (2015).
- Statistics Norway. (2015). *Large diversity in little Norway*. Retrieved November 23, 2015, from <https://www.ssb.no/en/befolkning/artikler-og-publikasjoner/large-diversity-in-little-norway>
- Statistics Norway. (2015). *Migrations, 2014*. Retrieved November 23, 2015, from <http://www.ssb.no/en/befolkning/statistikker/flytting/aar>
- Statistics Norway. (2015). *The population with an immigrant background in 13 municipalities in Norway*. Retrieved from http://www.ssb.no/en/befolkning/artikler-og-publikasjoner/_attachment/216607?_ts=14b34d59eb0

Acknowledgement

- Thanks to Sabina Schulte (AUT) for help in compiling, formatting and referencing this presentation.