



Prof. Dr hab. Nicole Nau
Katedra Skandynawistyki UAM

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POLITYKA JĘZYKOWA W KRAJACH SKANDYNAWSKICH

Trzynasty wykład
27.05.2019

DZISIAJ: INNE JĘZYKI DLA WSZYSTKICH!

- ❖ Języki postkolonialne: Finlandia i Wyspy Owszych
- ❖ Nabosprog i grannspråk
- ❖ Języki obce – lub język obcy? – w krajach skandynawskich; Finlandia i Dania
- ❖ Polityka językowa UE i nowe trendy w uczenia języków obcych

JĘZYK SZWEDZKI W FIŃSKICH SZKOŁACH

- ❖ Fiński i szwedzki języki narodowe
- ❖ Uczenie się drugiego języka narodowego jest obowiązkowe (nie na wyspach Aland)

„The objectives of teaching second national languages in Finland seem strikingly different: whereas the aims of teaching Finnish are described in quite neutral terms, the aims of teaching Swedish include several points that have to do with attitudes. Not surprisingly, the central problem of teaching Swedish is the negative attitudes of pupils and, thus, their lack of motivation for studying it.” (Latomaa & Nuolijärvi 2002)

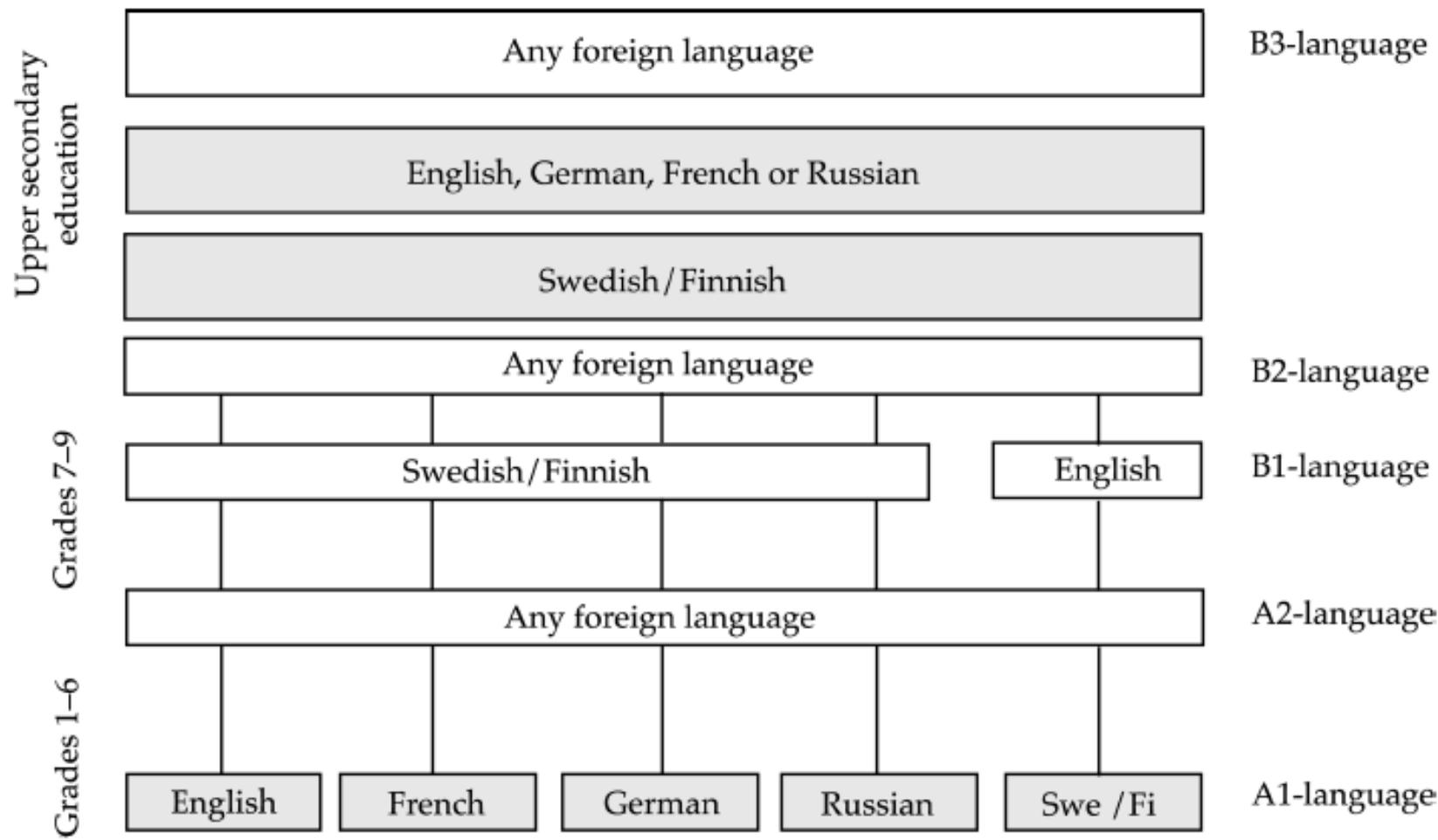


Figure 2 The language programme in basic and upper secondary education. Language categories in shaded boxes are compulsory, and language categories A2, B2 and B3 are voluntary

(Latomaa & Nuolijärvi 2002)

Studied language	Compulsory language A1	Optional language A2	Compulsory language B1	Elective language B2	Total	Share of pupils in grades 7-9 (%)
English	170,345	14,252	310	100	185,007	99.3
Swedish	1,856	12,786	156,747	7	171,396	92.0
Finnish	10,071	1,058	209	2	11,340	6.1
French	1,234	3,689	229	5,896	11,048	5.9
German	1,659	9,038	391	8,513	19,601	10.5
Russian	518	331	–	1,706	2,555	1.4
Sami	3	34	–	6	43	0.0
Other	0	0	–	342	342	0.2

Table 2: Language choices of comprehensive school pupils in grades 7-9 in 2010
www.stat.fi/til/ava/2010/02/ava_2010_02_2011-05-25_tie_001_en.html)

(Nuolijärvi 2010)

PO CO SZWEDZKI W FINLANDII

?



Vårt land, vårt land, vårt fosterland
ljud högt, o dyra ord!
Ej lyfts en höjd mot himlens rand,
ej sänks en dal, ej sköljs en strand
mer älskad än vår bygd i Nord ...

Yderst mod norden lyder en ø
klart gennem islag og tåge
dér ved en bjergild, som aldrig kan dø
oldtidens billede væge
dérfra går sagnet vidt over sjø
som en måge ...

Ja, vi elsker dette landet,
som det stiger frem
furet, værbitt over vannet
med de tusen hjem.
Elsker, elsker det og tenker
på vår far og mor ...

VI NORDBOR ÄLSKAR NATUREN

Du får höra melodier till fyra nordiska nationalsånger på bandet.

Melodi nummer 1 tillhör Danmark,
melodi nummer 2 tillhör Finland,
melodi nummer 3 tillhör Norge,
melodi nummer 4 tillhör Sverige.

Kan du placera numret på sin rätta plats?

Vort ældgamle land
under isblinkens bavn
med lysende snehår om dit hoved!
Du trofaste moder
som bar os i din favn,
mens dine kysters havvildt os du loved ...

Jeg ved et land, hvor fjelde står med grønklædt lid
og de er tækkede med sne ved vintertid;
Og elvene som bruser dér, de store, små
har alle travlt
af sted, af sted mod strandéns blå ...

JĘZYK DUŃSKI W SZKOŁACH FARERSKICH

Paragraph 11 of the 1948 Home Rule Act states:

(Fa.) **§ 11.** Føroyskt verður viðurkent sum høvuðsmál, men dansk skal lærast væl og virðiliga, og dansk kann eins væl og føroyskt nýtast í almennum viðurskiftum.³⁵

(Da.) **§ 11.** Færøsk anerkendes som Hovedsproget, men Dansk skal læres godt og omhyggeligt, og Dansk kan lige saa vel som Færøsk anvendes i offentlige Forhold.³⁶

“**§ 11.** Faroese is recognised as the main language, but Danish is to be learned well and carefully, and Danish, as well as Faroese, can be used in public affairs.”

(Mitchinson 2012)

- ❖ Duński jako przedmiot obowiązkowy od 3. klasy
- ❖ Szkołnictwo w języku farerskim lub duńskim? Zmiany w XX wieku; szkoła podstawowa po farerski, liceum po duński
- ❖ Dzisiaj?

„Faroese enjoys virtually a monopoly as the spoken medium of education at all levels, including the university, but, as the surveys indicated, a considerable number of teaching materials are in Danish only.”

(Mitchinson 2012)

„In 1844 the status of the Faroese language was discussed at an official level for the first time. At the meeting of the Islands' Assembly in Roskilde, a proposal to introduce state schooling in the Faroes was debated. Until that point, Faroese children had traditionally been taught by their parents or by a neighbour in the village. For the Danes, it was unthinkable that the medium of these new schools could be anything but Danish: Faroese had no written norm and at the Assembly meeting the question was posed whether Faroese could be considered a language *at all*.“ (Mitchinson 2012)

„[...] **Danish is used in secondary level textbooks**; competence in Danish is a requirement for Faroese studying at a Danish **university**; customers need to be able to read **product descriptions and instructions** in Danish; almost all **literature** aimed at adults is in Danish; all **foreign films** and television programmes are adapted for a Danish-speaking population (with Danish subtitles/dubbing)” (Mitchinson 2012)

„Der Sprachrat kann durchaus auch in Streitigkeiten eingreifen. Zuletzt geschah das Ende 2004/Anfang 2005 als der Elternbeirat an der Kommunalen Schule in Gøta forderte, dass die dort verwendeten dänischen Mathematiklehrbücher durch färöische ausgetauscht werden mögen. In einer Presseerklärung des Sprachrats hieß es damals sinngemäß:

Wenn ihr das nicht klären könnt, machen wir es

Das funktionierte zugunsten des färöischen Unterrichtsmaterials.”

https://de.wikipedia.org/wiki/F%C3%A4r%C3%B6ische_Sprachpolitik

DUŃSKI – OKNO NA ŚWIAT?

„In the 1970s and 1980s several commentators on the Faroese language situation pointed out that Danish functioned as a vehicle for contact with the outside world: **Hagström calls Danish ‘ett fönster mot världen’** (“a window on the world”, 1986: 18) and Haugen refers to Danish as ‘the language of outside contact’ (1980: 109). In translation between Faroese and other languages, this intermediary function was particularly salient as the Faroese needed to use Danish-medium dictionaries.” (Mitchinson 2012)

DUŃSKI NA WYSPADACH OWSZYCH: PO CO?

(BADANIA MITCHINSON 2012)

	Postal (adults)	Handils- skúlin
1. In order to work/study	23,6	47,1
2. Because the Faroes belong together with Denmark	8,1	10,3
3. To be able to speak to Danes	10,4	4,6
4. To be able to live in Denmark	1,3	2,3
5. Because I want to be considered a Dane	0,3	0,0
6. Because the Faroes are in Scandinavia	33,7	10,9
7. To read texts that do not yet exist in Faroese	11,1	11,4
Other	7,1	5,1

„‘Scandinavian’ is, as Vikør notes, regarded by many Scandinavians ‘as a substantial part of the *raison d’être* of the Nordic community’ (2001a: 134). An inability to communicate with this community in an MSc. medium would alienate the Faroese from this – as far as Faroese identity is concerned – most crucial of groups. By reclassifying Danish as merely a language of pan-Scandinavian contact, interaction with Scandinavian partners can continue, but in a way that is in accordance with the core ideal of decolonisation, which is to demonstrate resistance.” (Mitchinson 2012)

[Declaration on a Nordic language policy, 2006]

The Nordic countries as a linguistic pioneering region

The Nordic countries are seen as a pioneering region when it comes to language issues. The Nordic language community is characterized by its members' endeavors to understand and respect one another's mother tongues. Nordic cooperation in the field of language is democratic and transparent, and key areas receive public funding. There is a political will to preserve the Nordic language community, among other things through the Nordic language convention. This Nordic model for a language community and cooperation in the field of language should be highlighted in international contexts. The Nordic countries should strive to be leaders in the field of plain language, i.e. making the language used by the authorities clearer.

KOMUNIKACJA MIĘDZYSKANDYNAWSKA W POLITYCE JĘZYKOWEJ

„classroom instruction in neighbor language should be improved, as should instruction in Scandinavian languages as lingua franca and foreign languages”

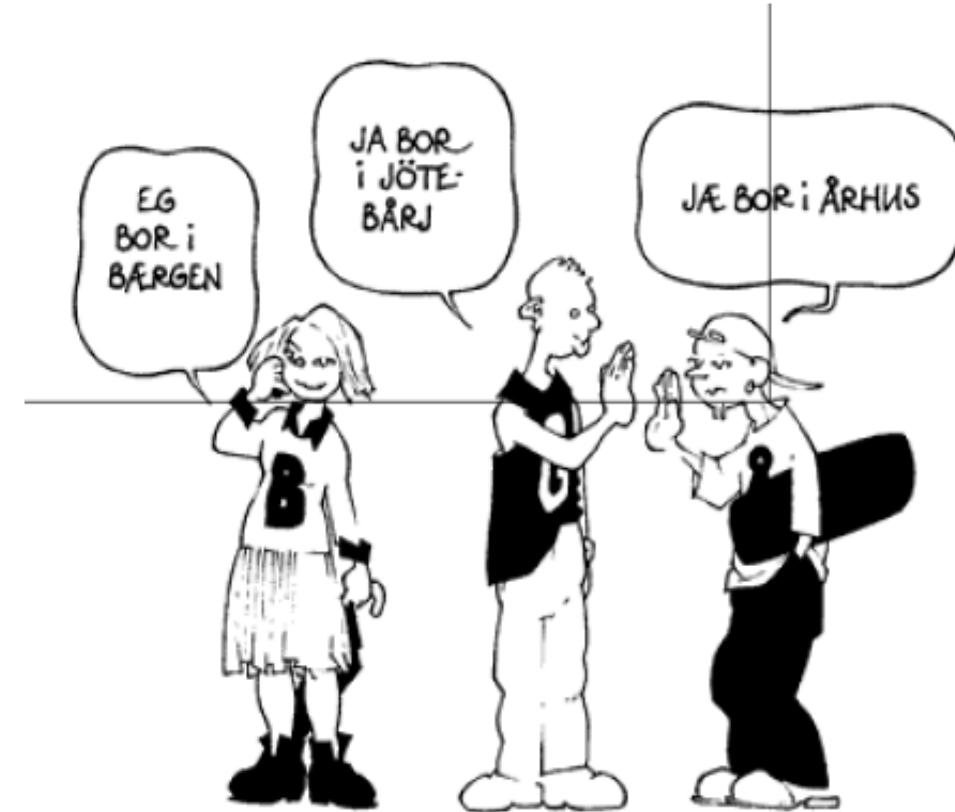


DEN NORDISKA SPRÅKFÖRSTÅElsen

"Med den nordiska språkförståelsen avses det faktum att de skandinaviska språken danska, norska och svenska är inbördes förståeliga utan föregående studier. Detta innebär att dansk-, norsk- och svensktalande kan tala med varandra på det egna språket. Danska, norska och svenska är grannspråk (da. *nabosprog*) till varandra."

(www.sprakradet.se/2024)

(Persson 2011)



https://www.youtube.com/watch?v=NMJGnzG_YMc Rybak and Ingrosso
<https://www.youtube.com/watch?v=iIFRbh9mM5w> Zara Larsson

JAK? SZWECJA: [PERSON 2010]

I den svenska *Grundskolans kursplaner och betygskriterier* (2008), kan man läsa ”**Skolan skall i sin undervisning i svenska sträva efter att eleven (...) får erfarenhet av språken i de nordiska grannländerna samt en orientering om det samiska språket och övriga minoritetsspråk i Sverige**” [...] I mål som eleven skall ha uppnått efter år 9, nämns att **eleven skall kunna läsa skönlitteratur från Norden** som är avpassad för åldern.

Vidare i kursplanen för svenska för gymnasieskolan finner man i mål att sträva mot ”**Skolan skall i sin undervisning i svenska sträva efter att eleven (...) uppövar sin förmåga att förstå talad och skriven norska och danska och får kännedom om litteratur, språk och språksituation i hela Norden inklusive minoritetsspråken i Sverige**”

(www.skolverket.se/sb/d/2503/a/13845/func/amnesplan/id/SV/titleId/Svenska).

NORWEGIA: [PERSSON 2010]

I *Kunnskapsløftet – Læroplan for grunnskolen og videregående opplæring* (2006) finner man mer specificerade uppnåendemål vad eleven skall kunna under ämnet norska:

Efter 4:e klass: "forstå noe svensk og dansk tale"

Efter 7:e klass: "lese enkle litterære tekster på svensk og dansk og gjengi innholdet"

Efter 10:e klass: "forstå og gjengi informasjon fra svensk og dansk dagligtale (...) lese og gjengi innholdet i et utvalg tekster på svensk og dansk"

A W LICEUM:

I läroplanen för [gymnasiet](#) finner man även här uppnåendemål för de olika åren:

Efter år 1 skall eleven kunna redogöra för likheter och skillnader mellan de nordiska språken och efter andra året kunna redogöra för ett urval nordiska texter på originalspråk och i översättning. Efter år tre skall eleven kunna beskriva de nordiska ländernas språksituation och dess språkpolitik

HTTPS://NORDENISKOLEN.ORG/SV/

W Färöische Sprachpolitik – Wikipedia | G språkförståelsen - Google-Suche | Norden i Skolen - dk

https://nordeniskolen.org/da/

21-05-2019
Vi leder efter Nordisk ambassadørklasser
(nyhed på dansk)

05-04-2019
Nordiska vänklasser - när Norden kommer
nära! (artikel på svenska)

Se alle nyheder

SE FILM OM NABOSPROGENE

LÆS OM DE NORDISKE SPROG

	Om dansk		Om svensk
	Om norsk - bokmål og nynorsk		Om finsk
	Om islandsk		Om færøsk
	Om grønlandsk		Om samisk

VLANREFALER

10:23
27.05.2019

A EFEKT?

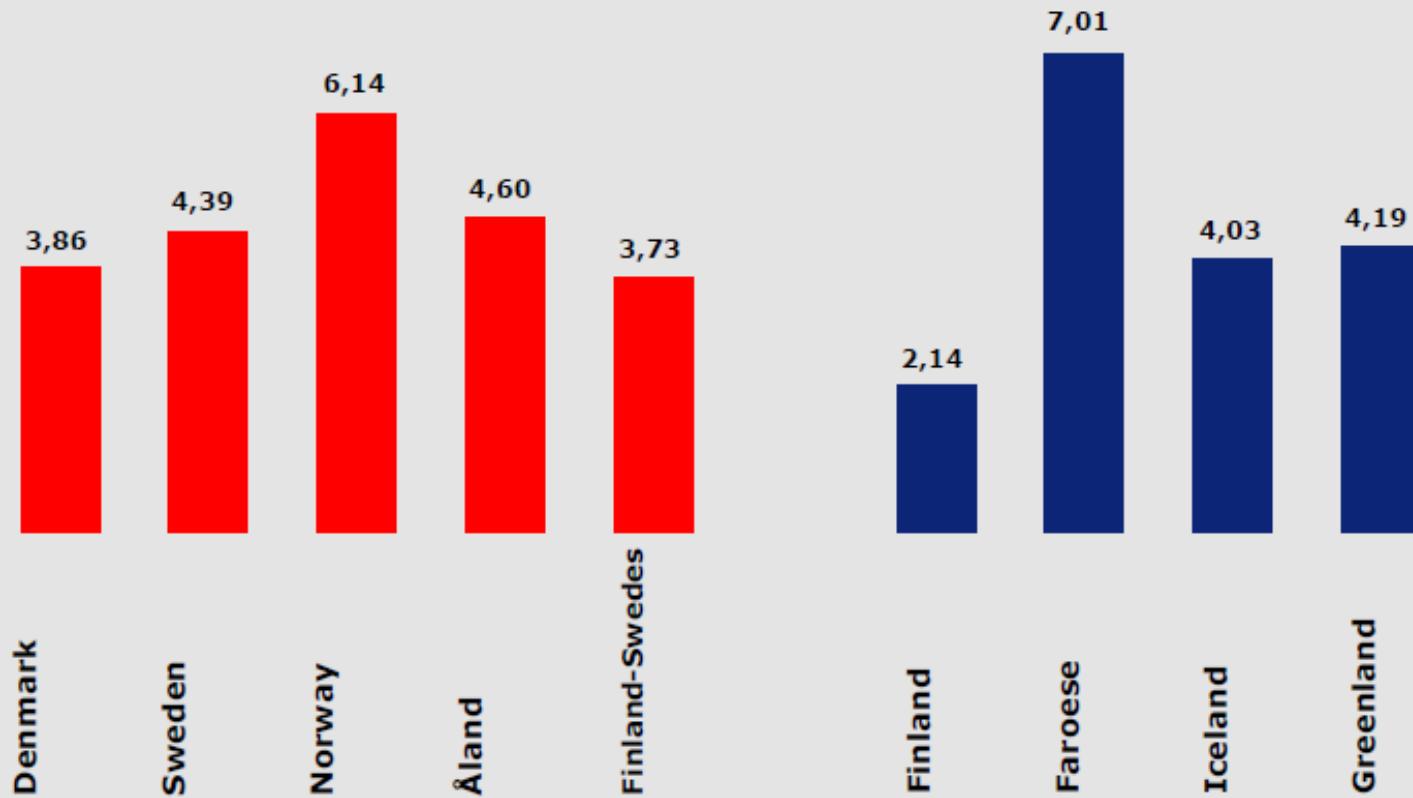
Håller språket ihop Norden? : en forskningsrapport om ungdomars förståelse av danska, svenska och norska

Delsing, Lars-Olof; Lundin, Katarina. Lund 2005

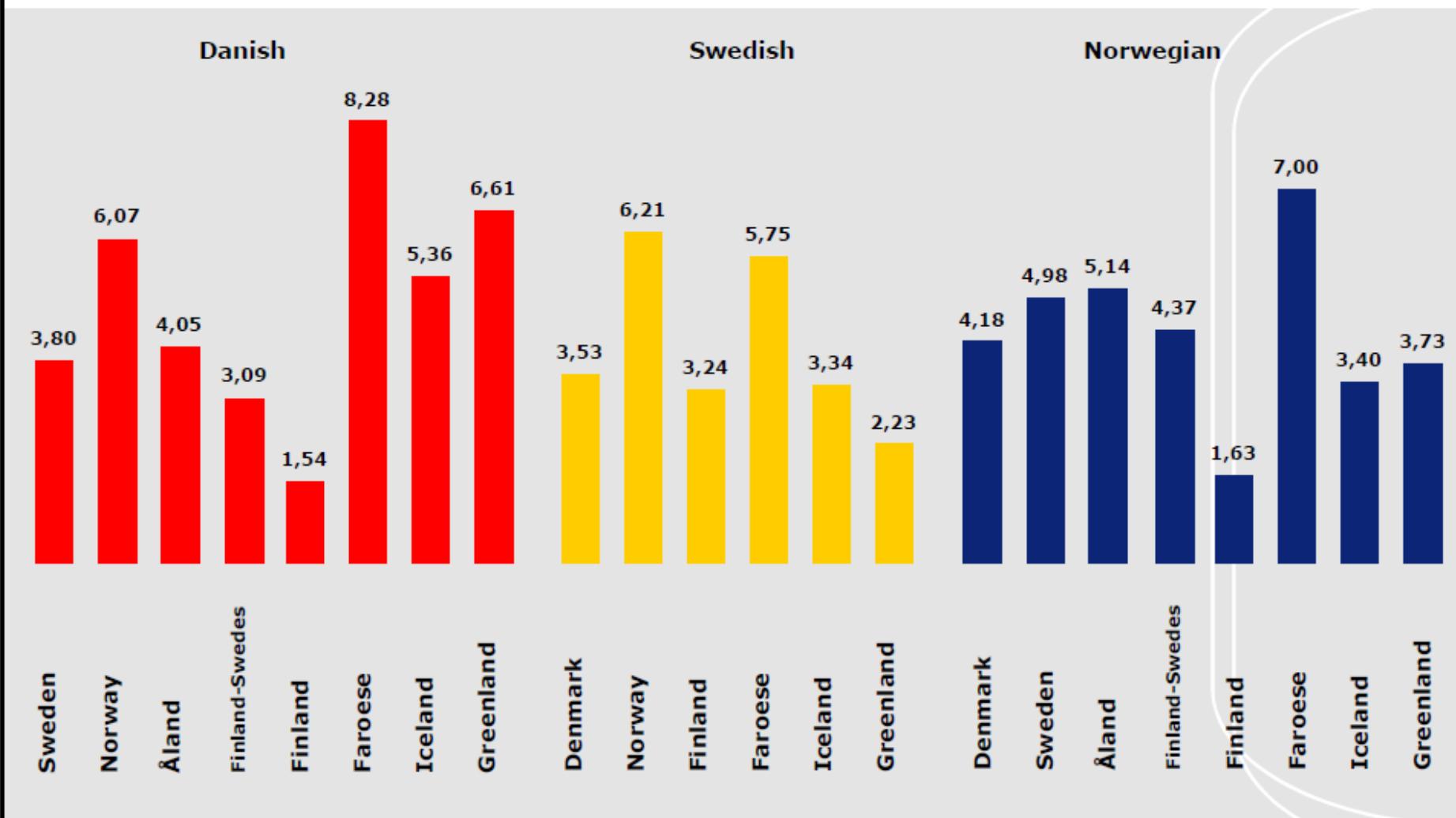
- Norrmän är klart bättre än svenskar och danskar på grannspråksförståelse.
- Danskarna är något bättre på grannspråksförståelse än svenskar.
- Färingarna är klart bäst på danska och norska och näst bäst på svenska i hela Norden.
- Finnarna är totalt sett sämst på skandinavisk språkförståelse.

How well do we understand each other in the Nordic region?

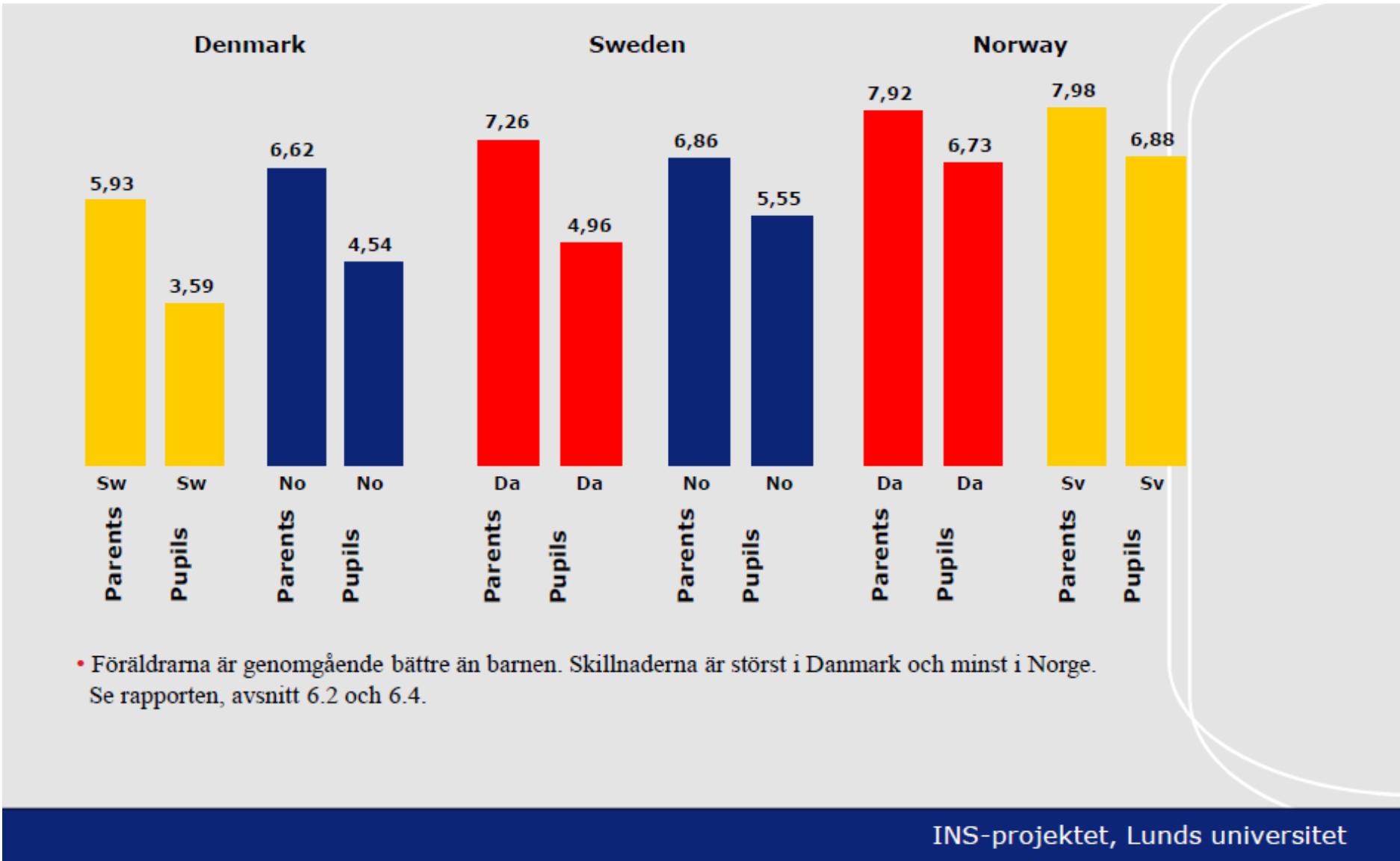
- De röda staplarna är beräknade på två grannspråk, t.ex. svenska och norska i Danmark. De blå staplarna är beräknade på alla de tre skandinaviska språken. Skandinavernas förståelse av det egna språket är alltså inte medräknad.
- Det danska videotestet är klart lättare än det svenska. Om det räknas bort klarar sig danskarna lite bättre än svenskarna.
- Se rapporten, avsnitt 4.3.1 och 4.3.5.



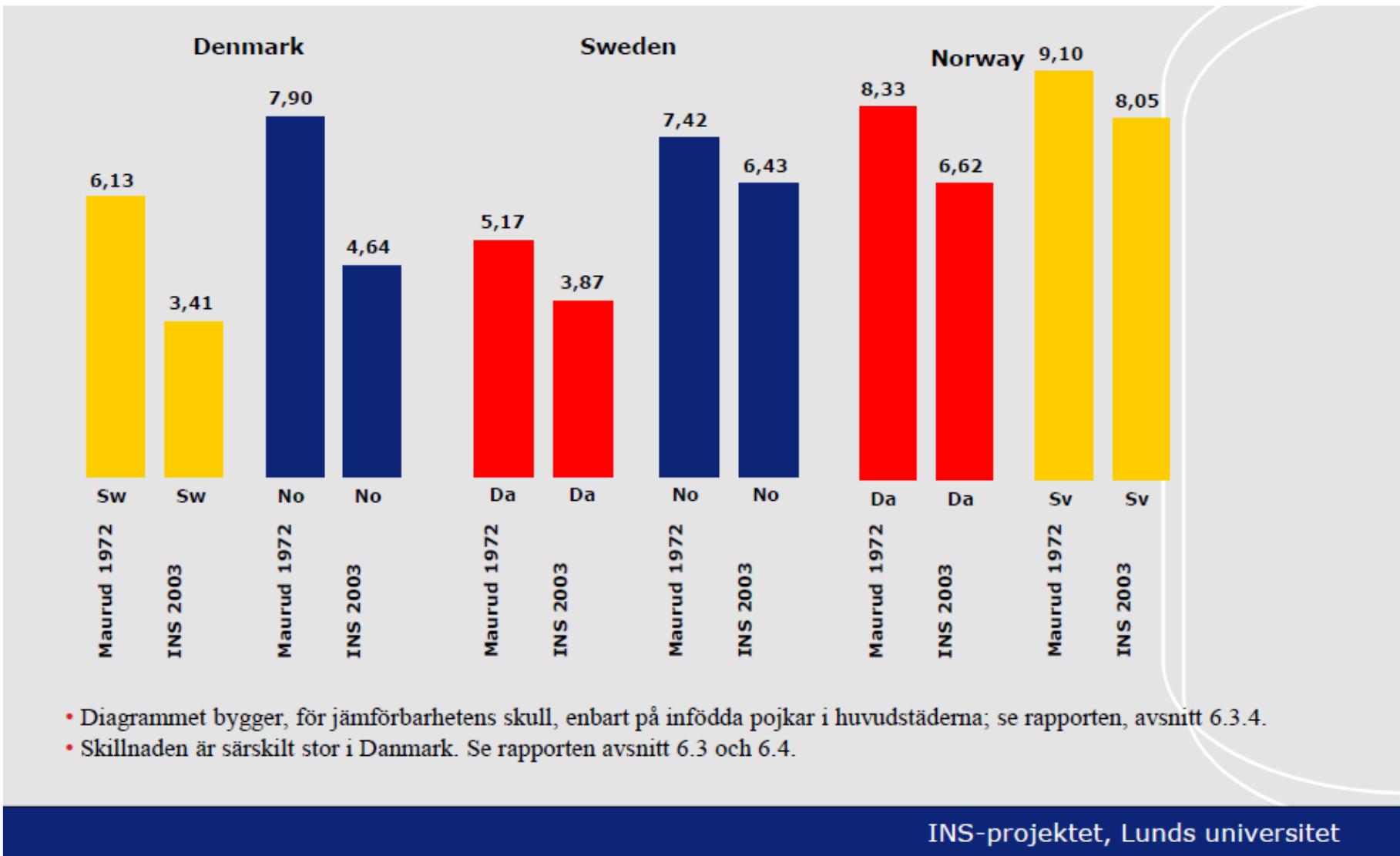
Results from each Nordic country



Parents vs. pupils



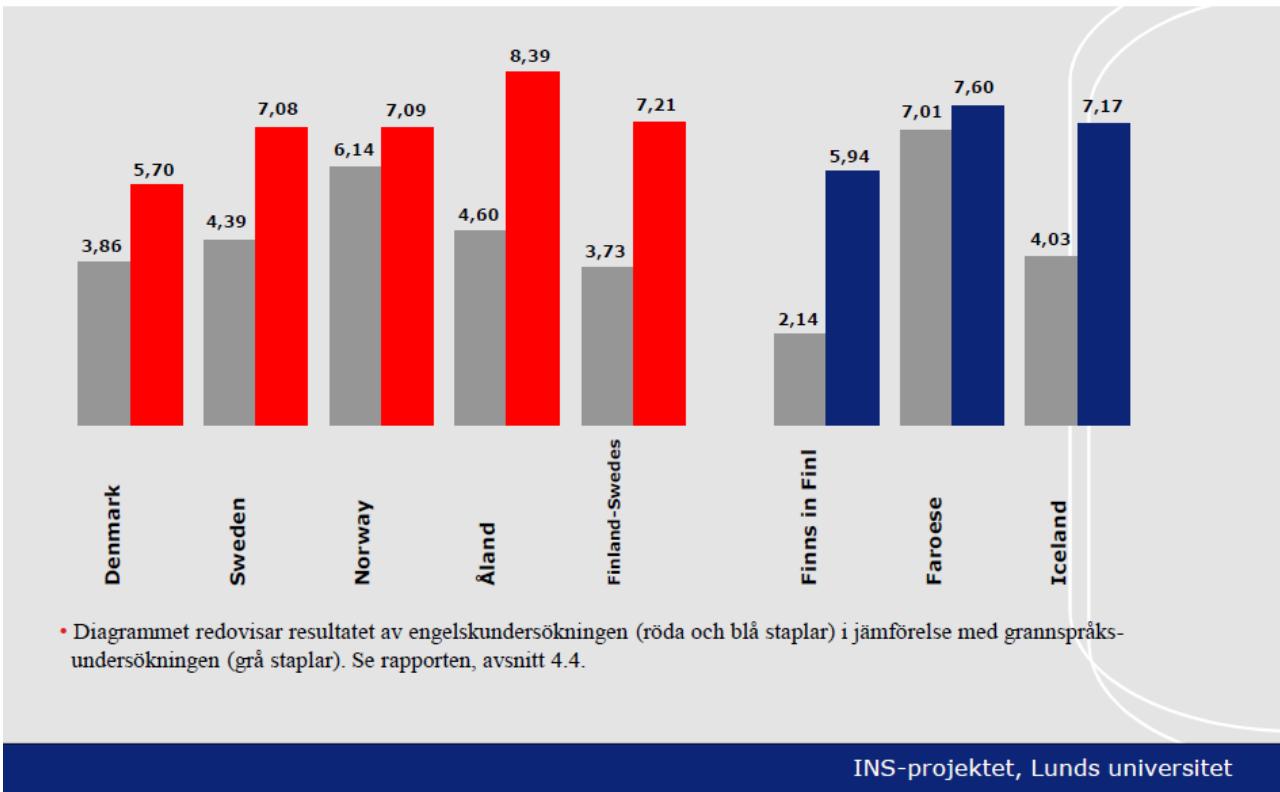
Development the last 30 years



SPRÅKFÖRSTÅELSEN A IMIGRANCI

- Invandrarna är klart sämre på grannspråk än de infödda.
- Enspråkiga invandrare är sämre på grannspråk än tvåspråkiga.
- **Norska invandrare är bättre på grannspråk än infödda svenskar och danskar.**

How well do we understand English (red/blue) compared to the neighbour languages (grey)?



JĘZYKI OBCE W SZKOŁACH: FINLANDIA

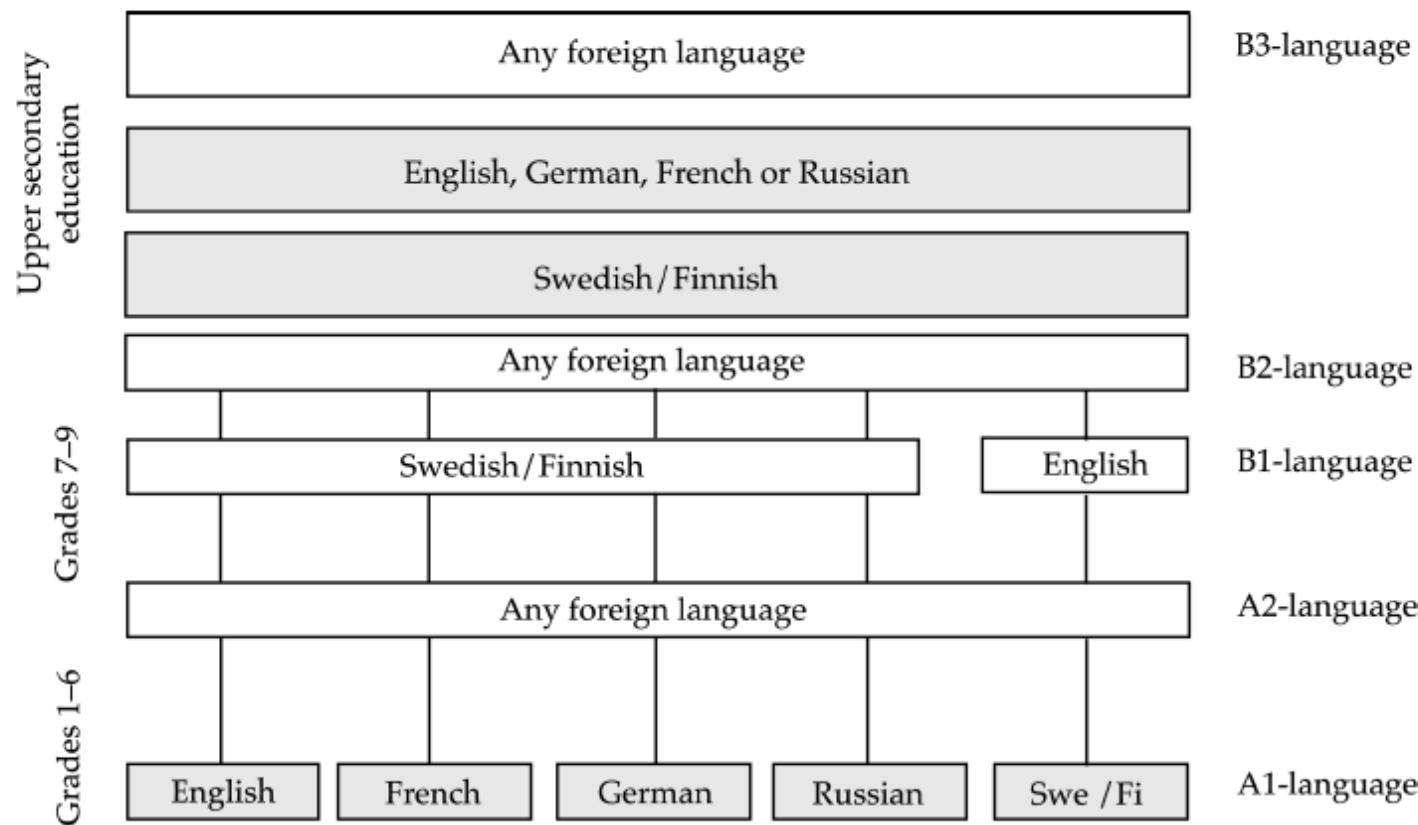


Figure 2 The language programme in basic and upper secondary education. Language categories in shaded boxes are compulsory, and language categories A2, B2 and B3 are voluntary

(Latomaa & Nuolijärvi 2002)

JĘZYKI OBCE W SZKOŁACH: FINLANDIA

„In the current educational system, pupils usually begin studying their first compulsory foreign languages (A1-language) in grade 3 (see Figure 2). Pupils in grades 1–6 may also choose to study an optional language (A2-language). The second compulsory language (B1) starts in grade 7, and it has to be one of the national languages or English. In addition, pupils in grades 7–9 can take an optional language (B2-language). In the upper secondary school, all students study at least two foreign languages, one of which is the other national language (Swedish or Finnish). Students can also take an optional language (B3-language). In addition, schools may offer short courses (less than B-language level) in foreign languages. Thus, if all the options for studying foreign languages are taken, **the student may end up having as many as five or six foreign languages by the end of upper secondary school.**” (Latomaa & Nuolijärvi 2002)

JĘZYKI OBCE W LICEACH W LATACH 1960 I 1970

Table 9 Choices of first foreign language, excluding national languages, in the 1960s and 1970s, by percentage of the total number of pupils in secondary schools

<i>Year</i>	<i>N</i>	<i>English</i>	<i>German</i>	<i>French</i>	<i>Latin</i>	<i>Russian</i>	<i>Total %</i>
1962	194,098	56.9	42.6	0.1	0.3	0.1	100
1966	224,038	63.6	35.5	0.2	0.6	0.1	100
1970	267,956	78.9	20.2	0.2	0.5	0.2	100
1974 ¹	218,406	90.7	8.4	0.2	0.4	0.3	100

Source: Piri (2001: 308)

¹ In the 1970s, the comprehensive school reform was gradually phased in, and therefore the number given in the statistics for secondary school pupils decreases.

In Finland, the average number of foreign languages studied per pupil during the course of general secondary education is 2.5, whereas the average number for the whole of the EU is 1.4 (EC, 2000).

Table 11 Languages chosen by students finishing their upper secondary education in 2000 ($N = 34,744$)

<i>Language</i>	<i>% of pupils</i>
English	99.4
Swedish	93.4
German	44.5
French	22.4
Finnish	5.7
Russian	5.8
Spanish	4.5
Italian	1.9
Latin	1.3
Other ¹	0.2

Source: Tilastokeskus (2001:46)

¹ Other languages include, for example, Chinese, Estonian, Greek, Hungarian, Japanese, Portuguese and Saami.

The timing of the language studies is the following:

A1 First compulsory language – generally from grade 3

A2 Optional language – grade 5 at the latest

B1 Second compulsory language – grade 7

B2 Optional language – generally grade 8

Nearly 80 per cent of the pupils in basic education study two languages. Most commonly English is the first compulsory language (Table 1).

Table 1. Percentage of pupils studying the first compulsory language (A1) per language in grade three in 2000-2013

	2000	2005	2010	2013
English	89,1	90,1	90,5	90,3
Swedish	1,5	1,1	1,0	1,0
Finnish	5,2	5,5	5,2	5,3
French	1,1	0,8	0,9	1,2
German	2,2	1,4	1,3	1,2
Russian	0,2	0,2	0,2	0,3
Spanish	*	*	*	0,2
Sámi	0,0	0,0	0,0	0,0
Other	0,0	0,0	0,1	0,1
Total	99,3	99,2	99,2	99,5

* Until 2010 Spanish included into category "other".

Finlandia: nowsze statystyki

https://www.oph.fi/english/current_issues/101/0/statistics_of_the_month_most_basic_education_pupils_in_finland_learn_two_languages

Table 2. Number of languages pupils studied in basic education 2010-2013 in grades 7-9 (lower secondary education)

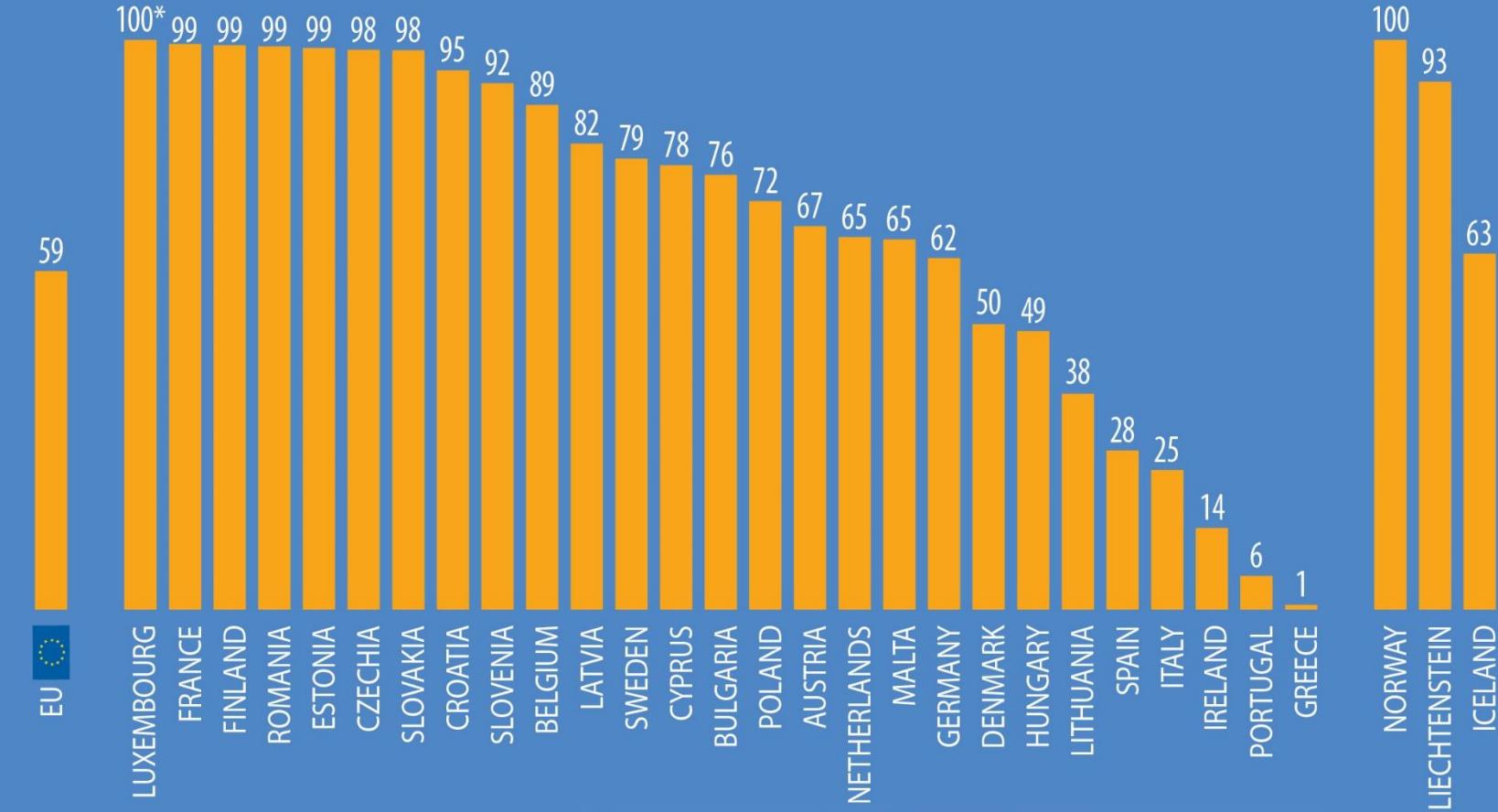
	2010	2011	2012	2013
None*	0,6	0,6	0,5	0,5
1 language	1,1	1,1	1,1	1,0
2 languages	79,1	78,6	78,6	78,8
3 languages	18,6	19,0	19,4	19,2
At least 4 languages	0,6	0,7	0,4	0,5
Total	100,0	100,0	100,0	100,0

* Students with individual learning plans (SEN)

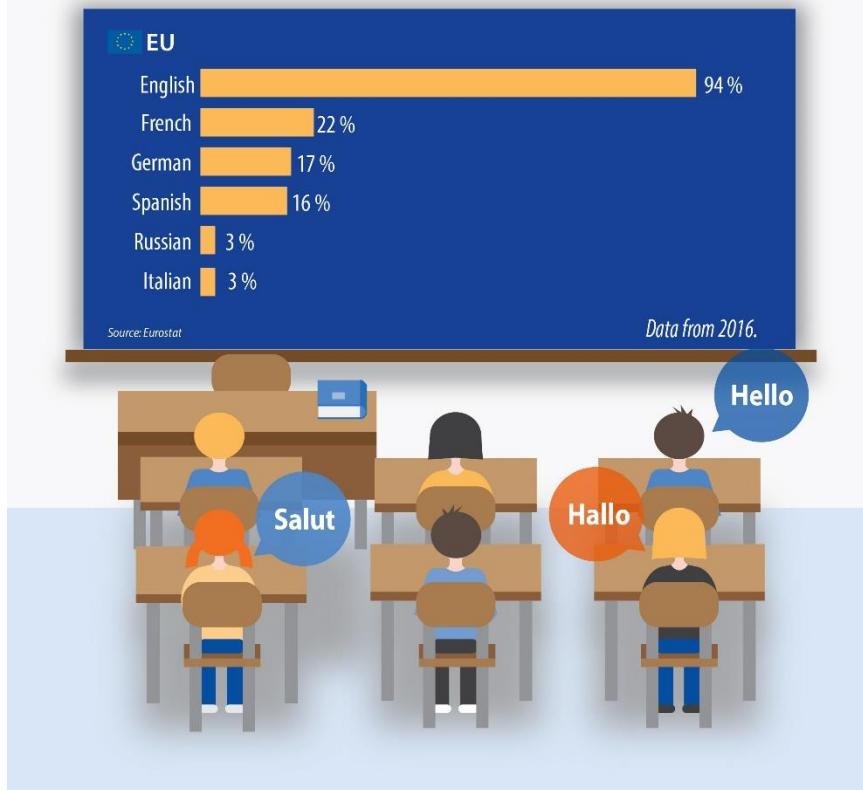
The popularity of German as an optional languages has decreased significantly in the last 10 years. Russian and Spanish have become slightly more popular as choices. Russian is a clearly more choice in the municipalities which receive a lot of visitors from Russia. For example in Lappeenranta nine per cent of the pupils study Russian as their first compulsory language and as much as 16 per cent as an optional language at primary level. Later, at lower secondary level of basic education, the most popular language at this level is German, followed by French.

What proportion of students learn two or more foreign languages?

(% of students in general upper secondary education)



Which are the foreign languages studied most commonly? (% of students in general upper secondary education)



EU Member States with the highest share of students learning the given language

(% of students in general upper secondary education)

English	
Sweden	Finland
Romania	Austria
Malta	Spain
France	Croatia

100 %

French	
Luxembourg*	100 %
Romania	84 %
Ireland	57 %

German	
Luxembourg*	100 %
Slovenia	65 %
Croatia	64 %

Spanish	
France	73 %
Sweden	40 %
Germany	20 %

Italian	
Malta	38 %
Croatia	23 %
Cyprus	17 %

Russian	
Estonia	68 %
Latvia	57 %
Lithuania	30 %

Upper secondary education typically begins at the end of full-time compulsory education. The entrance age to this level is typically 15 or 16 years.

Only foreign languages studied as compulsory subjects or as compulsory curriculum options are included.
The study of languages when the subject is offered in addition to the minimum curriculum is not included.

* Luxembourg: although the official languages in Luxembourg are French, German and Luxembourgish, for the purpose of education statistics, French and German are counted as foreign languages.

Data from 2016.

JĘZYKI OBCE W SZKOŁACH W DANII

„Rather than aiming at plurilingualism the Danish language policy promotes *bilingualism*, for the languages singled out for special attention are clearly Danish and English.”

„In *primary education* the dominance of English as a foreign language is very clear: English is studied as an obligatory subject from the 3rd grade to the 9th grade. *German* can be studied as an optional subject from 7th to 9th grade, i.e. at a very late stage; and instead of German it is also possible to study *French* from grade 7 to 9. As compared with the situation not very long ago, German and particularly French have been weakened considerably.”

„The interest among young Danes in studying foreign languages other than English – and to a certain degree Spanish – at *university level* has fallen dramatically.”

(Davidson-Nielsen n.y.)

„[...] the monolingual norm is produced and reproduced in various ways and in many societal domains, but particularly in education. Accordingly, it is not uncommon to witness statements such as the following: “[In Denmark we speak Danish. You have the right to learn all the languages you want, but it needs to take place in your spare time.](#)” (Inger Støjberg, now Minister for Children, Gender Equality, Integration and Social affairs; the statement was made in 2012, when she was a member of the opposition).”

<https://www.languageonthemove.com/fences-language-and-education/>

Fences, language and education

By [Martha Sif Karrebæk](#) May 10, 2019

People aged 25–64 reporting they knew one or more foreign languages, 2016 (*)

(%)

100

80

60

40

20

0

EU (2)

Sweden

Latvia

Denmark

Lithuania

Luxembourg

Finland

Malta

Estonia

Cyprus

Slovakia

Netherlands

Austria

Slovenia

Czechia

Germany

Belgium

Croatia

Portugal

Poland

Greece

Italy

France

Spain

Ireland

Bulgaria

Hungary

Romania

United Kingdom

Switzerland

Norway

Serbia

North Macedonia

Albania

Bosnia and Herzegovina

■ One foreign language

■ Two foreign languages

■ Three or more foreign languages

(*) Turkey: not available.

Source: Eurostat (online data code: edat_aes_l21)

ACQUISITION PLANNING BY THE EUROPEAN UNION (THIS AND FOLLOWING SLIDES FROM ANOTHER LECTURE)

European Union: various programs, funding, resolutions, recommendations...

New Framework Strategy for Multilingualism, 2005

<https://eur-lex.europa.eu/legal-content/ENG/TXT/?uri=LEGISSUM:c11084>

The «mother tongue + 2» goal

«Multilingualism and the development of European citizens' linguistic abilities are at the heart of the EU's mission. As a reflection of this, in 2002 the European Council met in Barcelona and invited Members States “to improve the mastery of basic skills, in particular by teaching at least two foreign languages from a very early age” and “the establishment of a linguistic competence indicator by 2003”. This has been commonly known as the Barcelona goal of the “mother tongue +2”. »

(European Strategy ... Policy and Implementation, 2016)

Reality?

(SLIDE FROM THE 9TH LECTURE)

NEW RECOMMENDATION

(EUROPEAN STRATEGY ON MULTILINGUALISM ... 2016)

«The “mother tongue+2” goal should be reconceptualised in light of the new linguistic reality in Europe. Ideally, it should go beyond the 24 official EU languages and acknowledge the role of many other languages which are currently being used across the EU. It should also move away from the idea of advanced proficiency in two foreign languages; instead, European citizens could be encouraged to develop rich linguistic repertoires in which different languages could be known to different levels of proficiency and for different purposes and contexts across their lifespan.»

SCOTLAND: NATIONAL GOVERNMENT TAKING UP EU RECOMMENDATION

We will introduce a norm for language learning in schools based on the European Union 1 + 2 model - that is we will create the conditions in which every child will learn two languages in addition to their own mother tongue. This will be rolled out over two Parliaments, and will create a new model for language acquisition in Scotland.”

(Scottish Government manifesto commitment, 2011)

(cited from Language Learning in Scotland, 2012)

Language Learning in Scotland. A 1+2 Approach. Report by Scottish Government Languages Working Group, May 2012.

RECOMMENDATION OF THE WORKING GROUP (2012)

Recommendation 2:

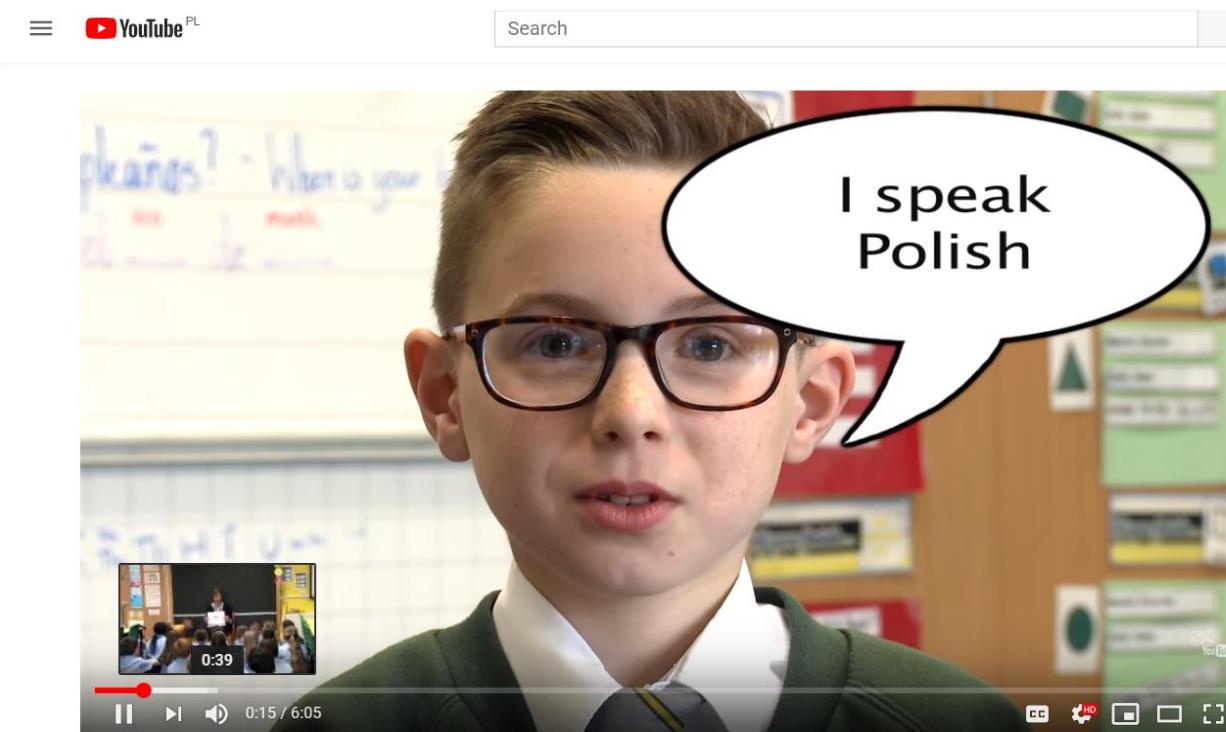
The Working Group recommends that Local Authorities and schools develop a 1+2 strategy for language learning within which schools can determine which additional languages to offer. As part of this strategy, consideration should be given to teaching modern European languages, languages of the strong economies of the future, Gaelic, and community languages of pupils in schools.

(Language Learning in Scotland)

IMPLEMENTATION REPORT (2016): LANGUAGES CHOSEN BY LOCAL AUTHORITIES AS L2 IN PRIMARY SCHOOLS AND L3

- | | |
|------------------------------|----------------------------------|
| 1. French - 24 | 1. Spanish - 19 |
| 2. Spanish - 14 | 2. German - 16 |
| 3. Gaelic (L) - 6 | 3. French - 14 |
| 4. German - 5 | 4. Mandarin - 13 |
| 5. Mandarin - 2 | 5. Gaelic (L) - 12 |
| 6. Italian - 1 | 6. BSL - 8 |
| 7. Urdu - 1 | 7. Italian - 6 |
| 8. English - 1 | 8. Scots - 4 |
| [* 2 LAs did not specify L2] | 9. Latin - 2 |
| | 10. Polish - 1 |
| | 11. Russian - 1 |
| | 12. Urdu - 1 |
| | 13. Arabic - 1 |
| | 14. Community/heritage languages |
| | 15. Makaton |

video <https://www.youtube.com/watch?v=Hdxa97TTcNg&t=241s>



ŽRÓDŁA (JEŚLI NIE NA SLAJDACH)

video <https://www.youtube.com/watch?v=Hdx97TTcNg&t=241s>

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