



Brief

Translanguaging in a Sámi kindergarten department

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Traditional multilingualism in Norway goes back a long way. The coastal areas of Finnmark have a long Sámi history, however, the processes of Norwegianization have led to a language shift in many families and resulted in Norwegian as the dominant language in the communities. Sea Sámi and migration Sámi identity is still present, and revitalization of language and increased awareness of Sámi culture is shown, among other things, in the construction of Sámi institutions, such as kindergartens, schools and museums. Within these frames, kindergarten teachers with Sámi background work to strengthen Sámi language and culture. This article focuses on a Sámi kindergarten department in a Norwegian-dominated place within a Sámi administrative area. The material is from the research project “Strengthening Sámi language and culture,” initiated by a kindergarten in collaboration with the research centre KINDknow. The KINDknow researchers’ contribution was, among other things, the use of GoPro® technology to observe and strengthen the use of Sámi language in the kindergarten. For this article, recordings of regular routines have been chosen: A recording of a circle time outdoors with the oldest children in the kindergarten, and a recording of a meal indoors with the youngest children. Challenges for the staff were to increase the children’s use of Northern Sámi, in addition to developing and making explicit pedagogical practices that are based on Sámi culture and tradition for child-rearing (Balto & Johansson, 2015). The use of pedagogical translanguaging as a term to describe the employees’ bilingual practices is inspired by García and Li Wei (2014), and principles for sustainable translanguaging in minority language situations developed by Cenoz and Gorter (2017), with particular emphasis on revitalization and Indigenous needs (Seals & Olsen-Reeder, 2020). The kindergarten

teachers and professionals used their entire linguistic repertoire to interact with the children in various translinguistic practices to give the children input in Northern Sámi (Kleemann, 2021). The focus of this article is how the kindergarten teachers chose and used Northern Sámi terms and fixed expressions for communication in routine situations, and what meaning and ideas was conveyed in Norwegian.

Keywords: *Indigenous language; North Sámi; pedagogical translanguaging; (re)vitalization*