Media education, minority language and cultural development

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with

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Let’s focus
Until we are in the middle of NOWHERE

Erämaa means DESERT

Well, not really deserted after all…

Sámi University College
Here, media relates to

- Journalism and media production
- Consumtions
- Prosumtion
Minority language refers to

- Indigeneity
- Asymmetry
- Endangered language
- Endangered language related self expression
Cultural development refers to

- Professionalization of self expression
- Resources and resources management
- Claims for cultural and material rights
- Acquiring equal position in expert polylogue
Master’s Programme in
Indigenous Journalism

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Why a Master in Journalism?

- Indigenous media an expansive sector
- Continuous need for educated journalists.
- Education of journalists demands supply of teachers.
- An expanding indigenous media environment requires experts and policy makers with indigenous media expertise
Why a Master in Journalism? (cont.)

• Increasing demand for research and statistics (e.g. audience research) for indigenous media & journalism.

• International co-operation creating more indigenous media options; requiring knowledge and networks.

• Indigenous journalism lacks centre for education and research.
Aim of the Programme

To provide indigenous (and other) communities with media professionals, academics and policy makers in the field of media in an Indigenous and multicultural setting in support of language and self expression.
Detour
The legendary maestro of language vitalization, Joshua Fishman (as condensed by Mike Cormack)

the media is not only well behind the use of language in the home and community, but is also put behind such elements as education and the work sphere (Fishman 1991, p.395).

In his more recent writing he has noted that the media are more likely to interfere with mother-tongue transmission than support it, simply because of the greater quantity of media output in the dominant, majority language (Fishman 2001, p.473).

He has even referred critically to “the mass-media ‘fetish’ of some minority language activists” (Fishman 2001, p.482), noting how unrealistic their expectations of the media can be.
Does media’excerpt influence on Language?
– what do we know from research
A search with the help of ca. 70 international experts on minority media

• 175 different articles, 75 show evidence of or arguments for media’s influence on language

  o 30 on identity
  o 17 indigeneity
  o 7 culture
  o 5 Nation and citizenship
  o 49 other
Media’s effects on (min/indi) language: Themes

• Part of everyday practice but detailed effects not known
  – (#1, #10 #12, #13, #14,#47, #67, #80, #110, #132, #134, #136, #157, #158, #162, #163, #166, #169)

• Language maintenance/construction effects
  – (#60, #78, #81, #82, #85, #91, #92, #97, #137, #138, #139, #142, #143, #149, #161, #173, #176)

• Socialization and identity effects
  – (#6, #27, #38, #58, #74, #83, #99, #101, #137, #160, #178)

• Language learning effects (mainly secondary)
  – (#27, #38, #119, #135, #141)

• The importance for minority language digital media development
  – (#7, #68, #86 #8, #9, #77, #89, #145, #181 #155, #174, #175)

• Effects on economic vitality
  – (#11, #47, #67, #178)

• Effects/influence on democracy, power and language rights
  – (#29, #58, #61, #75, #84, #100, #109 ,#140), #142, #151, #154, #156, #172, #177, #179)

• Effects related to globalization and media(tiza)tion
  – (#98, #180)
Kelly-Holmes, H. 2001, Minority Language Broadcasting: Breton and Irish

• **Socialization** takes place through the media

• Medial language transmission is inferior to what can be achieved inside the family, but the power of the television and popular media should not be underestimated when it comes to **language learning**

• The media **may lead to language learning**, but this will take place in a **sporadic, unpredictable and fragmented** way

• In terms of **language maintenance**, the media has a **supplementary function**.
Media for indigenous peoples

- have become increasingly central at all levels of organization: local, national and inter- or transnational
- is viewed as an indispensable tool to promote **indigenous identity, language**, culture, self-representation and collective and human rights
- has a role in **cultural and political struggles** such as combating discrimination, preserving indigenous cultures and environments and advocating for cultural rights – including the **right to one’s own language**
Based on research

- radio and TV **maintain languages** and cultures and enable important kinship affiliations to be strengthened
- indigenous broadcasting boosts self-esteem
- plays a critical role in **educating children**
- radio **maintains languages and cultures** through specialist music and spoken language
- local news and information helps to establish and maintain local cultural connections
Concerns indigenous representation, moments of resistance and media as a tool for indigenous resistance, networking, mobilization or maintaining culture and language.

The new media has the power to penetrate more deeply into a receiving culture than any previous manifestations of western technology.
Globalisation in its cultural dimension is a process of semiotic complexification and disembedding

Broadcast media provide platforms for social actors to become reflexively aware of these expansive shifts

“We should not forget that the fundamental sociolinguistic change here is towards increasing complexity, and that broadcast media reflect and expose (some would say, construct) that complexity.”
There is a **demonstrable relation** between use of media in a minority language and identity. Mediation analysis shows a **two-way relation**:

- The **linguistic background** of respondents affects use of television in minority language

- Television use in a minority language affects **linguistic identity**
Markelin, L., Husband, C. and Moring, T. 2013, Sámi Media Professionals and the Role of Language and Identity. *Sociolinguistica*

Emphasizes the role of the media (and especially national broadcast institutions) in contributing to language acquisition and maintenance, and thus to the transnational Sámi identity. Sámi journalists emphasize their responsibility for language development.
Successful language efforts share five important characteristics:
• a sense of group solidarity
• immersion language teaching environments
• Literacy
• the use of mass media
• the development of a sufficiently large group of speakers.
Successful language efforts all have made efforts to use their language in the media—television, radio, newspapers, and so forth—and develop a body of literature to increase its prestige.
The availability of media in minority languages is of benefit to the language revitalisation, particularly from the point of view of encouraging linguistic normalisation.
Two-thirds of the minority-language journalists understand professional journalism as an activity in which they incorporate a function of language backing, instead of being strictly professional.

- Revitalization and awareness promotion
- Prestige
- **Language** and tradition reservoir
- Influencing *indigenous ways of knowing* (the Sapir-Whorf hypothesis)
- Workshop for *language development*
- Building scattered sites to a community (Anderson 1989)
- Building cultural citizenship (Santo 2004)
Moring, T. and Husband, C. 2007, *The contribution of Swedish language media in Finland to linguistic vitality*. *IJSL*

- **Symbolic role** for language communities
- **Economic role**, providing career prospects in the language
- Role in developing a **public sphere** and agenda
- Representational role within itself and to outsiders
- **Conveyor of culture** and producer of cultural products
- Opportunity to **use the language routinely** on a daily basis
- Continuous **reconstruction** of language and diffusion of language innovation
- Language **activism**
- Cultural **identity formation**
  - (see also Cormack, 2004; Grin et al., 2003; Allardt and Starck, 1981: Sundback, 1994)
EU-finansierad etnografisk study in 8 countries

“For anthropologist each media is best defined in relation to the others, what we call polymedia”

(Daniel Miller 2013)

Snapchat
Sharing with my closest friends

WhatsApp
Communication with my close friends

Twitter
Broader group of people I know

Instagram
Even people you don’t know
In this time – what is media?

• Old people say New Media is Social Media
• Young people say TV is Social Media
PhD Katarina Graffman: "Filter Bubble"
Analyses the characteristics of language death in the digital age. Estimates that only some 250-350 of the 7 000 languages will make the transition to the digital age (or digital ascent).
It is difficult to measure how media specifically affect our lifestyle, but fewer and fewer doubt that they successively have achieved a bigger influence, particularly in affecting language.

*Stian Hårstad, NTNU 2010*
Background:

• Need for more education in the field of journalism discussed for a long time, e.g. in relation to UN conferences on Indigenous media (1998 in Madrid and 2000 in New York).

• Idea discussed and task given Sámi University College at Indigenous Media conference ”Same Voice But Different” in Alta 2007.

• Preparation process started at Sámi allaskuvla. Approved by NOKUT in 2011-2012.

• Discussions, hearings and presentations with and for Sámi and other indigenous media  2008-2013 (including WITBN and WINHEC).
Basic info

- 120/90 ECTS, 2 years (3-4 semesters)

- 15 students every three years, of which about 5 international

- Thesis can be either 30 study points or 60 study points
Programme Language

• Possible to meet the course requirements in English
• Students can complete all their written work in either Sámi or English
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<tr>
<th>Term</th>
<th>Course</th>
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<tbody>
<tr>
<td>Term 1</td>
<td>1. What is Indigenous journalism?</td>
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<td>2. Ethics, law and professional identity</td>
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<td>3. Optional course (e.g. Indigenous Societies and Structures)</td>
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<td>Term 2</td>
<td>4. Advance journalism course for indigenous journalism / Optional course</td>
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<td>5. Theory and methodology</td>
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<td>Term 3</td>
<td>6a. Masters thesis writing</td>
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<td>Term 4</td>
<td>6b. Masters thesis writing (optional)</td>
<td>(30 ECTS)</td>
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Building a Network of Competence:

Sámi University College and other education institutions (WINHEC)

Media networks, e.g. WITBN (NRK Sámi Radio)  Centres of knowledge (e.g. Gáldu)
Conclusions? Well... let’s see what comes out