

ARTICLE **OPEN ACCESS**

Teaching and Learning Resources for Linguistic Minorities: Structures, Challenges, and A Development Agenda

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The term “teaching and learning resources” encompasses a wide array of pedagogical materials utilized for educational or self-directed learning purposes across various contexts, spanning from school textbooks to academic literature and from media texts to online resources. Teaching and learning resources (henceforth TLRs) are adaptable for use within formal educational settings as well as beyond the confines of traditional schooling. The term TLR is typically referred to in different contexts as pedagogical, educational, didactic, or instructional materials, resources, or content. They encompass learners of various ages and levels of language skills.

In this special issue, the focus is on TLRs for linguistic minorities in Europe. When referring to linguistic minorities, we include communities of minority, heritage, or second language speakers, whether officially recognized or not by national governments, who have a longstanding presence in the geographic area under consideration. This encompasses national minority languages, regional languages, heritage languages, home languages, and lesser-spoken or taught languages, often acquired as second languages. These communities commonly face challenges related to minority language preservation or revitalization, identity construction, and the transmission of cultural heritage.

**Journal on Ethnopolitics and
Minority Issues in Europe**
Vol.24, No.3, 2025

pp.1–17

DOI:

<https://doi.org/10.53779/MABO0808>

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In addressing these objectives, TLRs can play a pivotal role. While there is a growing body of research on the presentation of minorities in mainstream school textbooks, less has been written about the production, functions, uses and circulation of resources that are targeting minorities and addressing minority languages themselves. Therefore, this special issue aims to stimulate scholarly inquiry into the emerging interdisciplinary field of TLRs in the context of minority languages, with a special focus on linguistic minorities and national minority-language teaching and learning. Textbooks, exercises, reading materials, and other resources are pivotal for language teaching and learning. Textbooks, in particular, help ensure consistent and high-quality instruction, thereby reducing educational inequalities. The availability of standardized materials for teaching are essential especially for minority languages, in which there is a high variation of educated personnel and differences across regions and educational contexts.

However, the discourse and studies related to pedagogical resources in minority language contexts has often fallen between disciplinary boundaries, and - in the context of national minorities - has literally been non-existent. Mostly, discussions on classical textbooks and minorities have unfolded from a critical majority perspective, inquiring into the representation of minorities in content and disclosing tokenism, exclusion, and marginalisation (see e.g. Wolf, 1992; Weninger & Williams, 2005; Çayır, 2015; Murray & Bakken, 2024). Within both the humanities and the social sciences, textbook research has largely focused on the representation of minorities and other social groups, or on the didactics of linguistic features, rather than on the fundamental nature, purposes, roles, functions, or production processes of textbooks and other educational materials. In language studies, the focus has been on the representation of multilingualism and multiculturalism (Alter, 2020; Mishan & Kiss, 2024; Widodo et al., 2017; Ziong et al., 2022). Yet discussions surrounding TLRs frequently overlook their medial or material dimensions, with attention instead placed primarily on teacher and learner activities. The lack of visibility of the mediatic level - referred to here as the *diaphanousness effect* (see Jaakkola, 2015) - results in the absence of a shared vocabulary regarding the concept of a resource: are platforms, digital communities, and AI-driven tools to be considered resources themselves, or merely infrastructures that facilitate the production, circulation, and use of resources?

This special issue addresses the wide variety of TLRs. So far, the issue of TLR production has been scarcely discussed in the context of minority languages (see e.g. Özçelik & Kent, 2015; 2023; Bori, 2018). This especially applies to national minorities and national minority languages, which have mostly been addressed in terms of the ways and to what extent the curriculum materials for the majority dedicate coverage to these minorities (see e.g. Spjut, 2021). The shortage of attention may be due to the fact that, as described, the structures of production are typically immature. As shown in the articles in this issue, very few countries have succeeded in developing systematic specialized professional production and circulation of resources that would cater to the entire minority society and also facilitate the education of majority society members about the minorities. Typically, actors such as the public sector,

non-profit media, and civil society organizations act as producers of materials (see e.g. Jaakkola, 2024a).

The special issue at hand aspires to make an opening into the study of TLRs in the context of national minorities and minority languages. Its starting point is a local development project that has intended to conceptualize and reflect upon the field of TLRs in Sweden. The project "The Production of Learning Resources of, for and by the National Minorities" (LärNatMin, 2025), funded by the Swedish foundation Riksbankens Jubileumsfond (RJ), discussed the sociology of TLR production in the context of national minority languages in Sweden with a special focus on Finnish, the most spoken national minority language. This special issue features a diverse range of contributions that explore TLRs not only in the Nordic context of minority languages (including national minority languages and endangered languages), but also more broadly across Europe.

In this introductory article, we intend to define the concept of TLRs and briefly outline the sociological structures of its production, which also constitute the central areas of inquiry when it comes to the study of TLR. Thereafter, we illustrate the efforts and challenges of TLR production through the case of Sweden, in which the discussion of TLRs has been lively both in the majority society context and the context of five national minorities – namely the Sweden-Finns, Tornedalians, Sámi, Roma, and Jews. To conclude, we position the study of textbooks within a broader framework that considers all digital resources and the teaching and learning-related interactions with them as an essential area of inquiry for advancing the study of TLRs in the context of national minorities. However, we argue that a more nuanced understanding of the concept of "resources" and their mediating role in teaching and learning processes is essential for developing this interdisciplinary field of study.

Demarcating TLRs as a field of study

There is no widely established consensus on the terminology. When talking about pedagogical materials, *Pedagogical, educational, training, teaching and learning materials* or *resources* are used as general media-neutral terms to refer to diverse products ranging from textbooks to exercise books, and from individual exercises to texts from literature or the media, produced by both professionals and amateurs, as well as by learners and organizations. There is an underlying assumption that pedagogical materials are purposefully produced for learning and thus entail a certain degree of pedagogical intentionality (Jaakkola, 2024b), while those materials that are used pedagogically but originally not intended for teaching (such as literature, artistic and media materials) are referred to as *authentic* materials (Maley & Tomlinson, 2017). Texts with pedagogical intentionality have also been called *didacticized texts*, primary learning materials, and semantic learning materials (Alvestad et al., 2024, p. 2). While authentic materials have been referred to as secondary materials, the genres, the degree of pedagogical intentionality of the texts, as well as the producers and production contexts, may vary.

Besides, there are more specific terms that are generally seen as relevant groups (or types) of TLRs. *Educational media* has become established to refer to “curriculum-driven products developed around a deliberate plan to teach” (Kirkorian & Anderson, 2008). Another format and technology-neutral term includes *curriculum* or *classroom materials* (Islam & Mares, 2003; Remillard et al., 2009). These form a more diverse group in terms of media types and formats than *textbooks*, and these items are typically the result of professionally-produced, institutionalized production of materials related to formal curricula. *Learning objects* (LO) are mostly used in the digital spheres (McGreal, 2004), where also *open educational resources* (OERs) have become established as a certain type of pedagogical materials; namely, freestanding materials typically produced by anyone and shared in open access format, aligned with the objectives and intentions of open education (Wiley et al., 2014). Different languages have different nuances related to the local established vocabulary, putting different emphases and connotations on the definition of TLRs. Moreover, TLRs can be created for and on minorities and the pertinent linguistic communities and indeed, often the aspects of language learning and learning about cultures and development of identities are intermingled.

In this special issue, we use the term TLR as an overarching term that allows the discussion of the materials from broad perspectives, as it does not define or limit the purpose of the texts (teaching or learning), the pedagogical intentionality of texts (curriculum-driven or authentic), authorship (teachers, learners), or the context of learning (formal, non-formal, informal). Still, the term *resource* is wide-encompassing and needs to be specified. A resource may refer to any material, tool, or structural support that aids in teaching and learning, such as a textbook, video, digital platform, or teacher expertise. In the general uses of the term, artefacts and reified products of teaching and learning processes are merged with the very processes of teaching and learning, making it difficult to capture the very essence of the TLR. Ultimately, what unites the resources is that they are defined by their function: they are intended to be used, and they entail the potential for learning.

To be more specific, we could thus distinguish between *textual products* (textbooks, texts in an extended sense), *tools* (soft- and hardware), and *infrastructures* for learning (environments such as course platforms, virtual spaces which are used for teaching processes). Table 1 shows the kinship context related to the materiality of TLRs. Textual products are presentations of the world that are used for teaching and learning processes. Tools are also products of some kind, but rather than assigning the content, textual products, tools, and infrastructures create different conditions for the communication and interaction between the medium and the communicators, such as learners and teachers.

Category	Description	Examples	Cases
Products	Textual products used for teaching and/or learning processes	Textbooks, visualisations, audiotexts, videos, learning materials, student learning outcome	Professionally produced textbooks, classroom magazine texts, blog posts
Tools	An object, device, or method used to carry out a particular function, solve a problem, or achieve a goal related to teaching and/or learning processes	Learning games, interactive works, digital tools	Quizzes, newsgames, ChatGPT
Infrastructures	Environments that support the functioning and development of teaching and/or learning processes	Learning management systems (LMS), MOOCs, interactive online spaces, discussion fora	Moodle, Minecraft

Table 1. Kinship context related to the materiality of teaching and learning resources (TLRs). Own elaboration.

The production structures of TLRs are typically divided into three fields that constitute distinct fields of study, as shown in Figure 1: the production, mediation or didactic uses and reception (see e.g. Harwood, 2010; 2014; SOU 2021:70; Garton & Graves, 2014). The *production* refers most often to institutionalized creation (to avoid tautology) by professional and commercial publishers that select the authors and ensure the quality of their output. For lesser-spoken languages, even organizations not specialized in publishing may create material directed at educational users. In that case, the producers are often stakeholders of the minorities and/or minority languages in question, such as minority organizations with intentions of language revitalization or public education, or public authorities with the legislative function of raising awareness of the minority.

The *mediation* or *didactic uses* of materials means the processes of selecting and making use of resources by professional educators whose task is to teach a language and/or culture. It is often referred to as the adaptation of materials (Islam & Mares, 2003) or, simply but very broadly, as classroom didactics – a zone of connecting curriculum materials and classroom instruction (Remillard et al., 2009). The processes of use encompass the curation of materials from different sources and their implementation into classroom practice. In minority languages, teachers typically need to be very active in this respect because of a lack of standard textbooks and model lesson plans. In a survey among Finnish teachers in Sweden, we observed that teachers also actively produce materials by themselves or transform artefacts such as toys into learning objects or instruments. This active do-it-yourself production – which was often done in physical, offline form with paper, pens and scissors – can be more specifically characterized as didactic bricolage (Jaakkola & Straszer, 2025 forthcoming). More broadly,

the area of materials development, which has been identified as a field of study during the past years (see Buchanan & Norton, 2022; Tomlinson & Mitsuhashi, 2017), covers teachers' activities as TLR producers.

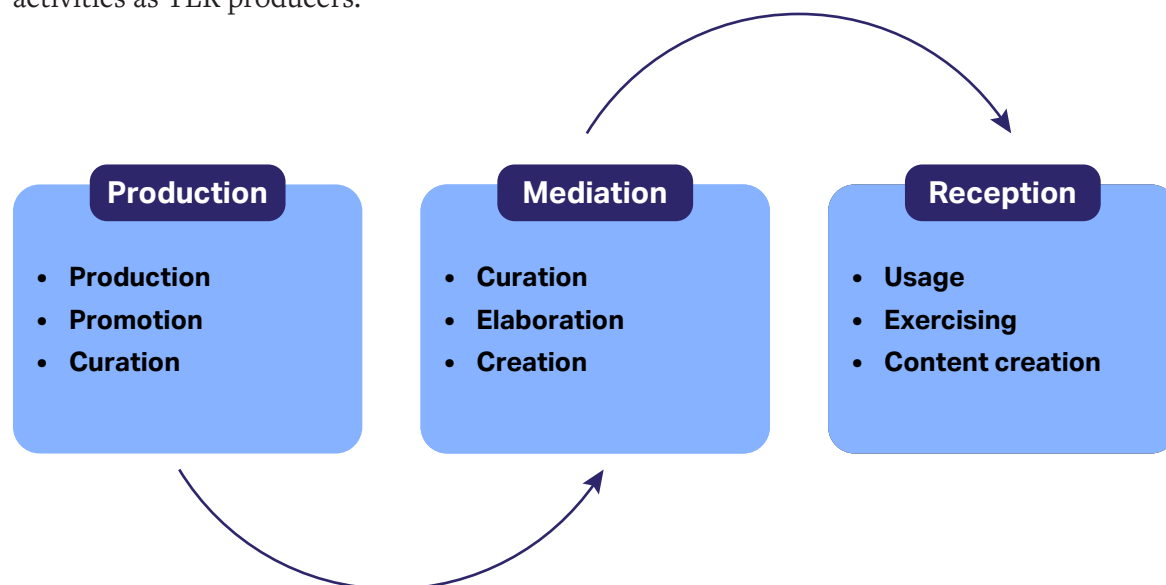


Figure 1. Fields of inquiry of teaching and learning resources (TLRs). Own elaboration.

Finally, the *reception* makes out the most dispersed and under-researched area of TLR production and field of study. The reception venue is not only the classroom, but spans across all areas of life, especially to informal contexts of learning. As today's technological possibilities enable everyone to publish material in public, the roles of receivers and producers are intertwined. The audiences of TLRs act in hybrid roles, in formal educational settings as *producers* (a portmanteau of producer and user) as described by Bruns (2016), or in informal educational settings as *prosumers* (producer and consumer), as captured by Toffler (1980). Learners can turn their learning outcome (such as student essays or class magazines) into new TLRs by sharing them with peers, educators, or other stakeholders of learning. *Learner-generated content* (LGC) is thus the outcome of formal or informal learning processes, published, for example, on learning management systems or multi-purpose social media platforms or apps such as Instagram (Jaakkola, 2025), while there are also specific platforms and apps for *teacher-generated content* (such as Freed.com) which include opportunities for income generation. However, the results from a survey among Finnish teachers (Jaakkola, 2024c) suggest that minority language teachers may not be comfortable with sharing their resources on platforms dedicated to foreign-language purposes.

In contexts of foreign languages, English and second language learning, as well as in different STEM subjects, there have been attempts to outline a research and development agenda for textbook sociology (Manza et al., 2010; Garton & Graves, 2014) or textbook studies (Fuchs & Bock, 2018). The differentiation into the three areas on the one hand, and the interconnection between these areas on the other, play a central role for the constitution of the field, as part of the fundamental epistemology of the production structures in which

TLRs are generated, consumed, adapted, discussed, and elaborated. Next, to understand the relevance and workings of the TLR production model, we want to illustrate the topical issues in the focal areas in the context of the country where we, the guest editors work: Sweden.

Challenges of minority language textbook production – the Swedish case

In Sweden, as in other Nordic countries, discussions about textbook production with regard to national minority education and educational and language politics have been ongoing during the past few years (Lainio & Pesonen, 2020). Accordingly, it has been repeatedly pointed out in Sweden that there is an acute shortage of teaching materials in national minority languages, not only in lesser spoken languages as Yiddish – in which there were only 22 pupils enrolled to study it as the mother-tongue during the 2024–2025 school year – but also in more widely-spoken languages such as Finnish, which in the same period had 4,481 pupils enrolled to study it as the mother-tongue in Swedish elementary schools (Official Statistics Sweden, 2025; see Vuonokari, 2021; 2024b). Although there is a national curriculum for the five national minority languages in the country, teaching activities are supported by a variety of pedagogical materials produced by authorities, the educational public service company Utbildningsradion (UR), and minority civil society organizations (Jaakkola, 2024a). With the lack of a standard textbook, teachers of Finnish, the most frequently-spoken minority language, are forced to use TLRs from the kinship state; however, in Finland, textbooks are primarily designed for learners of Finnish as a second language, mainly targeting the Swedish-speaking minority and immigrants in Finland, and thus lack the societal context of Sweden and the specific identity aspects relating to the national minority of Sweden-Finns (Jaakkola, 2024c; Jaakkola & Straszer, 2024; Straszer 2024).

While the advisory committee on the Framework Convention for the Protection of National Minorities asserted that “the development of educational minority programmes by the Swedish Educational Broadcasting Company is a good practice and generally speaking, Sweden’s public media minority policy would be worth promoting through international and cross-border initiatives” (Council of Europe, 2024, p. 5), a report on national minority language TLRs commissioned by the Swedish National Agency for Education revealed that major Swedish publishers of textbooks were not interested in publishing materials in national minority languages, even with financial incentives (Swedberg, 2022). A mapping of existing TLRs showed that the significant majority of TLRs for all national minority languages was produced by the public service company UR, which specializes in the production of public TLRs (Jaakkola, 2024a). After the identification of a lack of resources, the government allocated 2.1 million EUR for the production of TLRs in national minority languages (Vuongokari, 2024a). Following the governmental report on majority society TLRs (SOU 2021:70), the government also issued 56 million EUR to municipalities for the purchase of learning materials (Government Office, 2024). In general, there seemed to be a strong trend in education policy towards analogue over digital, with a law coming into force in July 2024 guaranteeing access to textbooks for all pupils in every municipality

(Ministry of Education, 2024). The leaning towards the analogue was further supported by the suggestion of a ban of mobile phone usage in the classroom (Ds 2025:9) recommended by UNESCO (2023), and the government's diagnosis of a "reading crisis" among students in higher education (Government Office in Sweden, 2025), proclaimed by the Swedish Association of Educational Writers (2024) in a report that revealed the decreasing use and sales of course literature in the majority society context.

To secure a producer for national minority language textbooks, a public tender was launched in November 2023. The criteria for production were stringent, requiring well-developed and documented prior experience in producing, testing, and evaluating educational and language teaching materials in close dialogue with reference and target groups, including in digital formats. As a result, only three proposals by smaller companies were submitted for Finnish, Meänkieli, and Yiddish, with none for the five Sámi languages and the seven Roma language variants. The only qualified applicant had previously produced textbooks for learners of Swedish as a second language (Odenbalk, 2024), and was granted about 500,000 EUR for the production of new textbooks (Fooladi, 2024). In April 2025, the Swedish National Agency for Education announced the termination of the contract, stating that the submitted manuscripts, expected to be published in four languages, failed to meet the established textbook criteria (Szoppe & Sseruwagi, 2025). In an interview, a representative from the agency emphasized that the materials were not aligned with the national curriculum (Szoppe & Sseruwagi, 2025).

The situation in Sweden highlights the fact that producing textbooks and related institutionalized materials for minority languages is challenging (see also Ganuza & Hyltenstam, 2020). The markets are typically very limited, which makes production less attractive for professional and influential publishers operating on commercial logic. The expertise required to develop TLRs for the diverse national minority languages is highly specialized and rarely concentrated within a single provider. Commissioning textbooks in this context demands a nuanced understanding from organizations and publishers, many of whom are typically aligned with majority language production processes and may lack established connections with minority communities. Minority communities, for their part, may have differing conceptions of what their culture entails, and how it should (or should not be) (re)presented and mediated. Producing textbooks not only requires a solid pedagogical vision and the ability to convey it in a didactically-effective manner, but also extensive practical experience in applying formal curricula in real classroom settings, which are characterized by major differences of levels of language proficiency. Moreover, textbook writing is a competence that is rarely taught explicitly in higher education, including in teacher education programmes, and particularly not in those for national minority languages.

Contesting the dominance of the textbook – possible alternatives

While the Swedish narrative unfolds, it is essential to explore alternatives and clarify our understanding of TLR within the contexts of national minority languages. In public discussions concerning TLRs, the understanding of pedagogical materials often remains conventional and

limited, with a strong focus on traditional printed books. As described above, the uses of printed books are, however, largely hindered in minority language contexts by weak structures not only for production but also the availability and circulation of books, resulting in poor access and inequalities between learners. Against this backdrop, many linguistic minority communities have started considering systematising the use of digital resources, which is also explored in manifold ways in the articles in this issue. The studies of different national minority languages indicate that more flexible, small-scale production and circulation methods – rooted closer to the minority communities themselves – may offer more viable and appropriate solutions.

The public discourse on TLR is typically motivated by arguments informed by sales and textbook production business rather than the genuine needs of educators and learners. Nevertheless, as shown in previous studies (Jaakkola, 2024; Straszer et al., 2020), teachers frequently express a strong desire to have a textbook at their disposal, as it provides a sense of structure and consistency, ensuring that all educators follow a common framework and reducing the burden of individual responsibility. On the other hand, if the accessibility of TLRs is regarded as the highest imperative of language learners, digital formats enable quicker circulation, updates, and constant availability compared to printed textbooks.

Still, it is worth noticing that there are plenty of alternatives available for the monolithic book format. For example, Laanpere (2015) outlined digital textbooks in terms of three models that he calls the planetary system model, the Linux model, and the Lego model. These present more dispersed structures for a book, which can be more powerfully based on separate modules which can be downloadable and printable. Micro-formats, as well as formats supporting multimedia and transmedia presentations, may be an apt fit for those minority languages that are more frequently utilised in spoken rather than written forms, such as Meänkieli (discussed in this special issue), and are not pursued by learners at the level of native or professional proficiency.

Extending views and experiences beyond textbooks requires different didactic approaches and pedagogical understanding. Minority language teachers should be encouraged to advance a strong culture of openness and sharing, which was not present in a survey of the state-of-art among Finnish minority language teachers (Jaakkola, 2024c), where the ethos was characterized by a strong culture of working autonomously. Even broader, national minority language teachers often work on the margins of their workplace communities and are not part of broader networks or communities (see e.g. Lainio & Pesonen, 2020). Distancing from a monolithic book format may also include the pedagogical harnessing of entire digital environments as TLRs. As described by multiple articles in this issue, digital milieux such as Minecraft and Facebook groups can be used because of their social structures of connectivity as learning spaces, both for minority-linguistic and minority-cultural issues, as well as for minority-identity perspectives. Environments can also blur the boundaries between the classroom and non-formal learning, or between groups of learners and the broader speech communities. As in processes of language revitalization, the enhancement of agency is not dependent on the linear process provided by a printed textbook.

Research and development in all three areas of production, mediation, and reception are needed in minority contexts to find models and practices – possibly deviant from those in the majority – that suit these communities the best. Cross-regional comparisons and benchmarking processes, as well as tightened collaboration and exchange between national minorities and between minorities and their kinship states, are needed. In the production loop, the specific role of learners as both receivers and producers of content – as ‘producers’ or ‘prosumers’ in the context of TLRs – is an emerging area that entails many new perspectives to be explored in the future. In today’s digital structures, both learners and educators are producers of learner-generated content that, even if this content is an outcome of a learning process, can be reused as TLRs (see Jaakkola, 2025). Seeing learners as publishable content producers necessitates an understanding of them as active learners who are actually an integral part of the cycles of TLR production.

The digital infrastructures of TLRs also require stronger meta-perspectives, which can be approached in research within the framework of pedagogical curation. Monitoring, collecting, organizing, and presenting TLRs in a way that is sensitive to different audiences can enhance the findability and accessibility of materials for the broad and dispersed communities of teachers and learners. This is especially important for minority languages which extend across national borders, and where coordination and synchronization of production are crucial. At present, curation efforts are typically fragmented and distributed across various actors at different levels – authorities and public bodies, associations, communities, as well as individuals, who are mostly prominent educators, learning influencers, or national minority cultural mobilizers with a public or otherwise influential profile.

Finally, the conceptualization and demarcation of the study of TLRs as a distinct field of inquiry, which this special issue aims to promote, is a necessity to pave the way for further evidence-based development. Conceptualizing TLRs in the context of national minorities and national minority languages can contribute to both a broader and deeper understanding of how the sociocultural dynamics of minority language ecologies unfold, as well as how structural factors influence language revitalization and maintenance across various contexts.

Structure and outline of this special issue

The special issue at hand includes three articles focused on the Nordic region and three with a broader European scope, addressing the production, character, or uses of TLRs and their fundamental importance for the maintenance, revitalization, and development of national minority languages. To begin with, Sabira Ståhlberg addresses the specific challenges involved in producing and using TLRs for Finnish Tatars in her article “Tatar Teaching and Learning Resources in Finland”. She describes and documents the situation of the Finland Tatar dialect of Mishär – a variety of the Tatar language that belongs to the Volga-Ural subgroup of the northwestern branch of Turkic languages – over a long historical period. Despite the small size of this well-integrated minority, publishing activity has been remarkably vibrant across decades. Without state support, the community has managed to produce TLRs that convey

not only linguistic and religious aspects of the culture but also heritage-related content and accessible, easy-to-read materials. In producing TLRs, the Tatars in Finland – a multicultural and multilingual community – have consistently embraced diverse cultural and linguistic influences from other Tatar, Turkic, and Muslim diaspora communities. Today, however, there is a notable lack of modern, advanced, and particularly digital TLRs. This shortage is exacerbated by the political situation in Russia, where minority groups face increasing repression, and by shifting needs among younger generations. Ståhlberg concludes that the digital circulation of historical TLRs and the development of new resources could thus play a crucial role in supporting the continued vitality of the language.

In the same line of thought, Kent Fredholm examines the community-driven efforts of another minority language, Ladino, or Judaeo-Spanish, a Romance minority language traditionally spoken by descendants of Sephardic Jews who were expelled from the Iberian Peninsula at the end of the 15th century. In his article “Teaching and Learning Resources for Ladino: Current Use and Needs for Further Development”, Fredholm investigates the development of TLRs and notes that language revitalization efforts for Ladino encompass a spectrum of initiatives, ranging from individual and community-driven projects to formal university-level courses. He notes that there has been a notable increase in such efforts since 2020, catalysed by the COVID-19 pandemic, during which Ladino speakers and learners turned to digital platforms to facilitate communication and develop new opportunities for language learning and transmission.

In her contribution “Language Ideologies in Meänkieli Teaching and Learning Resources” Riitta-Liisa Valijärvi explores how TLRs accommodates the dialectal and linguistic variety that occurs in the national minority language Meänkieli. Meänkieli, or Tornedalian Finnish, is a Finno-Ugric language spoken in the northernmost part of Sweden, particularly along the Torne River Valley, characterized by regional, intergenerational, situational, and free grammatical variation at all levels of the language. Due to its relatively recent history as a written and standardized language, its status has long been contested – even among its own speakers. Today, TLRs must navigate a dual function that may appear contradictory: on the one hand, promoting a standardized form of the language, while on the other, preserving polysemy by accommodating diverse orthographies and variations in grammar and vocabulary.

Diana Palenzuela Rodrigo, in her article “Enhancing Sociocultural Integration in Basque Language Learning: Bridging Gaps in Traditional Textbooks with Digital Tools”, examines the possibilities of incorporating socio-cultural elements in teaching within higher education by using different TLRs. Her sub-studies indicate that conventional textbook materials in minority languages such as Basque are often perceived by the learners as static and cumbersome, whereas the socio-cultural dimension of learning is more effectively actualized in digital environments that promote learner interaction and engagement.

As a continuation of the discussion, Lemet Máhtte Eira Sara, Rauni Äärelä-Vihriälä, and Line Føreland Reichelt elaborate on this aspect by presenting a minority-pedagogical self-reflective approach to the digital creative environment of Minecraft in the context of Sámi

languages and cultures. In their article “Building Indigenous Futures with Minecraft: A Sámi Educational Perspective” they showcase how the creative space for play and interaction can be turned into a pedagogical resource in indigenous education. According to the authors, Minecraft, the best-selling video game of all time and which has attracted almost 170 million players worldwide since its release by the Swedish company Mojang in 2011, can support language and cultural learning in culturally- meaningful ways. The villages, caves, tools, crafts, earthworks, and other natural materials in the cubical world can be connected to the Sámi ways of living and thinking. The study demonstrates how pedagogical approaches, grounded in professional reflection and collaboration, can transform tools and learning environments into TLRs that engage with and reflect issues of relevance to minority communities. In doing so, such resources may also be appropriated and endorsed by the minority itself as meaningful components of their linguistic and cultural practices.

Antony Hoyte-West provides a comparative overview of minority languages in his article “Teaching and learning resources for minority language certifications in Europe: A comparative overview of availability for Catalan, Galician, Irish, Welsh, Upper Sorbian, and Lower Sorbian”. Hoyte-West argues that the development of language certifications is underpinned by the creation of specific TLRs. Departing from the current certifications available for these European minority languages, he assesses the availability of TLRs online, in which textbooks and their open accessibility online remain central. By looking at several minority languages, it becomes evident that development of language credentials and TLRs go hand-in-hand and can mutually benefit each other. The design of curation and dissemination channels should thus be part of the strategic language planning and language revitalization models.

Finally, the issue concludes with book reviews that present and discuss recent academic literature relevant to the study of TLRs. Yair Sapir reviews the book *Heritage Languages in the Digital Age* (2024) edited by Birte Arendt and Gertrud Reershemius. Maarit Jaakkola evaluates an Australian anthology discussing pedagogies of discomfort in the reading of postcolonial texts entitled *Teaching Social Justice Using Postcolonial Texts* (2023), edited by Geraldine Balzer, Teresa Strong-Wilson, and Anne Burkeon. In general, materials development and the production of TLRs are only sporadically addressed in educational research, as reflected in the seasonal book catalogues of major international publishers. Indeed, it could be argued that the books reviewed in this issue focus more on the didactic uses of pedagogical resources than on the resources themselves. Ultimately, however, it is the underlying approaches and mindsets that determine whether – and how – TLRs are effectively used.

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