Keynote Speakers

Theme 1 – Language Policy

African Languages: Towards an African Cultural Renaissance

Professor Sozinho Francisco Matsinhe, Executive Secretary AU-ACALAN

The 10th International conference on Language and Development coincides with Africa's jubilee celebrations as the Organization of the African Union (OAU) and the African Union (AU) will this year complete fifty and ten years of existence respectively. The celebrations will run until May next year under the theme 'Pan–Africanism and Cultural Renaissance'. While the total liberation of Africa from colonial domination and racial discrimination stands out as one of the major achievements of the OAU, the AU is still grappling with issues pertaining to stability, the integration of Africa and of poverty eradication. The idea of African Cultural Renaissance has been intrinsically linked to the call for Africa to return to its roots. In this presentation, I argue that Africa's jubilee celebrations should be a moment for soul searching about the most viable strategies to bring about sustainable development that is not only inspired and informed by Africa's culture, but that also changes the lives of the vast majority of Africans for the better, leading to durable peace and stability. Therefore, Africa needs to have a collective discourse that will mobilize all Africans around shared goals and vision. In order for that to happen, they need to communicate effectively, using the languages they know best: African languages.

Professor Sozinho Francisco Matsinhe is from Mozambique. He studied linguistics at Eduardo Mondlane University and Dar-es-Salaam University and was awarded a PhD in Linguistics from University of London with special reference to Bantu Languages. Since December 2009, Professor Matsinhe has been Executive Secretary of the African Academy of Languages (ACALAN) based in Bamako, Mali, whose mandate is to fast-track the development of African languages so that they are used in all domains of the society in partnership with the former colonial languages – English, French, Portuguese and Spanish.

Theme 2 – Language, Literacy and Education

Enabling Conditions for Multilingual Literacy and Reading Culture Development in African Settings: The Nal'ibali National Reading for Enjoyment Campaign in South Africa.

Dr Carole Bloch, Director PRAESA University of Cape Town, South Africa

In school systems across Africa, we face widespread and serious challenges with literacy teaching and learning. The particular combination of cultural, historical and economic factors, language policy issues, pedagogical views and teaching methods combine to create an untenable literacy learning situation for many children. In particular, the high value attributed widely to skills-based formal teaching methods for early literacy renders crucial, but non-formal aspects of initial literacy learning, invisible. Often using foreign languages, most children find themselves lost in an incomprehensible fog of 'instructional nonsense'. The damaging effects of this systemic failure are felt from early childhood to the end stages of schooling. South Africa is a case in point, struggling to educate its children to become literate, as evidenced by shocking systemic evaluation and PIRLS results of 2006 and 2011. Children who do well tend to be children a) who are educated in their home language all the way through the system and b) who live in homes and communities where a

literate ethos pervades regular life activities. In my presentation I discuss how given the challenges, PRAESA has chosen to address these issues by leading a national storytelling and reading campaign, Nal'ibali. Since 2012, Nal'ibali in partnership with many others, have been working to create conditions that will allow all children and the adults who engage with them, the kinds of opportunities they need to become motivated to want to read and write. This, we claim, contributes significantly to learning where reading and writing become satisfying and meaningful cultural practices.

Carole Bloch is the director of PRAESA. She is an early literacy and biliteracy specialist. She has written and facilitated the writing and translation of many storybooks for children in African languages and English. She coordinated the Stories Across Africa Project for The African Academy of Languages (ACALAN) between 2004-2007. Carole founded and runs The Little Hands Trust which supports children's literature development in South Africa and currently leads a national reading-for-enjoyment campaign, called Nal'ibali.

Theme 3 – Language in Socio-Economic Development

The Language Factor in Development Goals

Emeritus Professor Ayo Bamgbose University of Ibadan, Nigeria

Setting goals for development to achieve planned growth is a favourite strategy by governments as well as intergovernmental organizations. For example, national governments have their periodic national development plans, setting out what they hope to achieve in terms of infrastructural and human development, while intergovernmental organizations have regional, continental or global development goals, which member states are expected to achieve within a given timeframe. There is no doubt about the desirability of development goals. By spelling out desired objectives, means, and modality of implementation, they keep actors focused on the most effective ways of achieving the stated goals. Experience with development goals in Africa, however, has tended to underscore underperformance, either in terms of a shortfall in the targets attained or in terms of inadequate pursuit of specific goals. To illustrate this syndrome, the AU New Partnership for Africa's Development (NEPAD) and the UN Millennium Development Goals (MDGs) will be used as a case study. Neither of them includes language as a significant factor in the realization of the expected goals. In fact, most of the inadequacies observed are often attributed to socioeconomic causes. In this presentation I will argue that these inadequacies cannot be fully accounted for without reference to the role of language coupled with attendant socio-cultural constraints. By their very nature, virtually all the goals require participation by the populace, and the most effective means of ensuring their inclusion is the use of a language or languages which will facilitate and maximize such participation.

Ayo Bamgbose is Emeritus Professor of Linguistics at the University of Ibadan, Ibadan in Nigeria. He took his Ph.D. in Linguistics at the University of Edinburgh in 1963 and has been involved in linguistic research, teaching and promotion of African languages for upwards of 50 years. He was Visiting Professor to the University of Hamburg in 1979-80, Visiting Fellow to Clare Hall, Cambridge University in 1987-88, George A. Miller Visiting Professor to the University of Illinois, Urbana-Champaign in 1993-95 and Visiting Professor to the University of Leipzig in 1997-1999. Among his many other international honours, in 2009 he was elected Foundation President of ACALAN. In Nigeria, Professor Bamgbose was the sole recipient of the Nigerian National Order of Merit in 1990 and the Foundation President of the Nigerian Academy of Letters in 1998.

Theme 4 – Language, Culture and Identity

How Languages Get their Mojo

Professor John Joseph, University of Edinburgh, UK

Assessments of 'language vitality' have made considerable progress in recent decades, yet no one would claim that improving our means of measuring decline is the way to stop or even slow it. What is more, language vitality measures have tended to focus exclusively on materialist concepts. The UNESCO Language Vitality Assessment states that "Many indigenous peoples, associating their disadvantaged social position with their culture, have come to believe that their languages are not worth retaining. They abandon their languages and cultures in hopes of overcoming discrimination, to secure a livelihood, and enhance social mobility, or to assimilate to the global marketplace". This is broadly true, yet it is far from being the whole story. With every language and every culture there is a crucial element that extends beyond the limits of the material and even of the rational as we normally conceive it. With that in view, this paper stretches and twists the concept of 'vitality' of a language in order to think about it as a language's 'mojo', a term that comes from Louisiana, and presumably has a Creole or West African source, though no one has traced it definitively. A mojo hand is a little bag of charms. The charms give mojo to their owner, but even if the mojo works on most people, it may not work on you. A language's mojo hand includes at least the following: an identity mojo, a supra-material mojo, a heritage mojo, a getting-on mojo, a modernity mojo and a resistance mojo. Each of these will be discussed in terms of how it has come about in particular languages, how it gets lost or retained, and whether, once lost, it can be got back. Examples from a range of language families and historical periods will be considered.

John E. Joseph is Professor of Applied Linguistics and Head of Linguistics and English Language in the University of Edinburgh. He co-edits the journals Language & Communication and Historiographia Linguistica. His books include Language and Identity (Palgrave, 2004), Language and Politics (Edinburgh UP, 2006) and Saussure (Oxford UP, 2012).

Parallel Group Sessions

TUESDAY 15 OCTOBER 2013

09:10-09:30 Plenary
Welcome
H. E. Angie Motshekga, Minister of Education and *Bobby Soobrayan, Director-General DBE*

09:35-10:10 Plenary
Language and Development and the Millennium Development Goals
Martin Davidson, British Council Chief Executive

Education is acknowledged to play a significant role in the Millennium Development Goals and in development in general. But the significance of language within education, and within society, has too often been underestimated or ignored. Too many of the world's people, especially the world's poor, suffer from poor educational provision, too often caused by poor language policy. It is self-evident that we cannot learn things if we are taught in a language that we do not know. The international community needs to acknowledge the huge influence of language policy choices on the quality of education and thus to development. The fact that most Africans are multilingual is to be celebrated – their home languages and African lingua francas have an important place in African identity. English has its place as part of this multilingualism - as a partner to local languages in a multilingual context. While the value of English to individuals and societies in this globalised world is undeniable, we should be careful not to overstate the case, and we need to educate the wider public, and especially parents in the developing world, that the fundamental need is for high quality education, based above all on solid literacy and numeracy skills. The concluding statement of principles set down by experts from a range of organisations in the British Council conference Juba in 2012 is a solid foundation on which to build sensible decision making regarding language policies to realise these wider education goals.

Martin Davidson took up the role as Chief Executive in April 2007. Prior to the British Council he worked for the Hong Kong Government as an Administrative Officer. He joined the British Council as Assistant Representative in Beijing in 1984. Martin was responsible for opening the South China office in Guangzhou in 1989 and returned to Beijing in 1995 as Director China. He speaks both Cantonese and Mandarin. He has also held various posts in the British Council's London HQ with responsibilities covering South East Europe, the Middle East, East Asia and the Americas.

10:20-10:40 Plenary
Presentation by the Department of Basic Education on Introducing African Languages into the Education System
Dr Jenny Joshua
The Incremental Introduction of African Languages (IIAL) policy intends to promote and develop the previously marginalised languages thereby increasing the use of African languages by all learners in the school system. The policy also aims to increase access to languages beyond English and Afrikaans by all learners, and promote social cohesion as a significant way of preserving heritage and culture.

The IIAL will require learners to offer three languages, one of which will be an African language. The previously marginalized languages will be prioritized.

The IIAL policy will be implemented incrementally commencing in Grade 1 in 2015 and will continue until 2026 when it will be implemented in Grade 12. Full implementation of the IIAL will be preceded by a pilot in Grade 1 in 2014. The pilot will target schools that are currently not offering African languages.

The successful implementation of the IIAL is reliant on teacher availability. DBE and provinces are working on a model to ensure incremental provision of African language teachers in grades that are implementing IIAL. This is to ensure that schools that are implementing are provided with qualified African language teachers. The Department will also ensure that there is enough LTSM available in the previously marginalised languages at FAL level.

The instructional time for Grades 1 and 2 will need to be extended to accommodate the teaching of a third language by two hours per week (24 minutes per day). Grade 3 will need to be extended by three hours per week (36 minutes per day). Grades 4-12 will need to be extended by five hours per week (one hour per day).

11:00-11:25 Plenary
Lessons, Observations and Themes of the Language and Development Conference series
Hywel Coleman – Language and Development Trustee

The first Language & Development Conference took place in Bangkok, Thailand, in 1993. Now in 2013 in Cape Town, South Africa, we are participating in the tenth conference in the series. This presentation sets the scene by briefly describing the background to the first conference and explaining how the conference series has been organised and sustained. The major issues that have been addressed by conference speakers over the last twenty years are identified. The presentation also explores the wider development context in which the first event took place and contrasts it with the situation today. This enables us to see how thinking about language and development has changed over the last two decades. Significant themes in the present conference are highlighted and then the presentation concludes with some speculation about how work in the field of language and development is likely to progress in the years to come.

Hywel Coleman is interested in exploring the roles which languages play in human and economic development. His publications include Dreams and Realities: Developing Countries and the English Language (British Council 2011). He is a Trustee of the Language & Development Conference Series and he lives in Indonesia.

11:30-12:25 Plenary: Theme 1 – Language Policy
African Languages: Towards an African cultural renaissance
Professor Sozinho Francisco Matsinhe, Executive Secretary AU-ACALAN

13:30-14:20 Breakout Group 1A
Development of National Language Policies in East Africa: The Interplay of Opportunity, Equity, and Identity
Professor Angelina Kioko, United States International University, Kenya

Achieving universal primary education does not just involve building schools, providing learning resources and appropriately trained personnel, it must also include efforts to ensure that the pupils who join primary school remain in school until they finish. In many developing countries, even when

free primary education is the policy of the government, the dropout rates are still high. Inappropriate language of instruction is cited as one of the factors that lead to high dropout rates. This is not news to the governments and educationists in the affected countries. However, what is questionable is why these countries continue to uphold policies and practices that encourage the use of foreign languages/second languages as mediums of instruction. In exploring the development of language policies in the five countries that form the East African community, I examine the interplay of opportunity, equity, and identity in language in education decisions and implementation. I examine how considerations of opportunity, equity, and identity have influenced the direction of language policy development in the region, and conversely how language policy implementation/practice has affected the achievement of opportunity, equity and identity. I discuss what these East African countries may need to consider in shaping the direction of language policy development in the East African Region.

Angelina Nduku Kioko is currently a Professor of English and Linguistics at United States International University.

13:30-14:20 Breakout Group 1B
Lingua Francas as Languages of Education: Implications for other Languages
Professor Andy Kirkpatrick, Griffith University, Australia

It is now well-attested and understood that the use of English as a lingua franca is a major, if not the major, role of English in today's world. In Asia alone, it has been estimated that there are nearly one billion users of English. All ten countries comprising the Association of South East Asian Nations (ASEAN) ratified the ASEAN Charter in February 2009. The Charter officially identifies English as the sole working language of the organization. In this presentation I shall consider the implications of the role(s) of English in South and Southeast Asia with a focus on two specific issues: first, what are the implications of the role of English as a lingua franca for the teaching of English, especially given that English now operates in many non 'Anglo-cultural' contexts in settings in which so-called native speakers are absent; and second, what is the likely future for the continuing use of English as a lingua franca and the health or demise of local languages? Drawing on language policy and language education practice data from a selection of countries including China, Indonesia and the Philippines, I shall argue that the promotion of the respective national language (Putonghua Mandarin, Bahasa Indonesia and Filipino, for example) and the combination of these national lingua francas along with the international lingua franca, English, as languages of education may seriously threaten the existence of many local languages of Asia. I shall suggest that a consequence of this is that many Asians are moving from multilingualism in Asian languages to bilingualism in their national language + English. A proposal for ways of combining English and local languages, including in African and other contexts, in more equitable and effective ways will conclude the presentation.

Andy Kirkpatrick is Professor in the Department of Languages and Linguistics at Griffith University. He is the founding and chief editor of the journal Multilingual Education and the book series of the same name (both with Springer).

13:30-14:20 Breakout Group 1C
Prospects for National and Regional Language Policies for Southern Africa
Professor Al Mtenje, University of Malawi

The need to have proper language policies to guide the use of indigenous African languages in formal and other domains has long been recognized by many African countries. Likewise, it has been generally acknowledged that African languages are a good vehicle for the achievement of effective regional political, socio-economic and technological development and integration. What is striking, however, is the fact that despite this realization, there are very few African countries in Southern Africa (and, indeed, on the whole African continent) that have gone on to formulate meaningful language policies. Even in the few cases where there are national language policies, their implementation has been slow and in most cases cosmetic. Even at the regional level, southern Africa, through the regional grouping of the Southern African Development Community (SADC) has not yet achieved adequate success in adopting a policy that provides a clear operational framework for the use of local languages to achieve regional development and integration. I discuss some of the possible factors that account for this situation. These include the lack of sufficient political will, weak constitutional and other legal structures, poor coordination and linkages among language development organizations, misconceptions about the implications of language harmonization, a low opinion for African languages and misplaced language policy priorities.

Al Mtenje is a Professor of African Languages and Linguistics at Chancellor College in the University of Malawi.

13:30-14:20 Breakout Group 1D
Searching for an Optimal Language Policy for Sustainable Development
Professor Herman Batibo, University of Botswana

An ideal language policy should promote an appreciation and understanding between all communities and safeguard democracy and human rights, facilitate maximal participation and access to vital national information and involve communities in all matters concerning them. Hence, such a policy should be seen to benefit all linguistic communities, including the minority languages speakers. Unfortunately, most countries have not used objective methods in reaching optimal language policies that would spearhead economic and social development. The majority of countries, that is 69%, have adopted either a status quo or an exclusive language policy. This has gone not only against the African Union's advocacy for inclusive language policies, but also basic human rights. I will begin by highlighting the various languages policies that African countries have adopted since their independence in the early 1960s. I will then discuss what an optimal language policy should entail in order to spearhead a sustainable socio-economic development which involves all citizens in mass mobilization, participation in national affairs and access to information on developmental issues. I will also emphasize the role of language as a resource that requires maximal and sustainable management. I will conclude by reviewing some of the current attempts at policy formulation.

Dr Herman M. Batibo is Professor of African Linguistics at the University of Botswana.

13:30-14:20 Breakout Group 1E
Reconceptualizing Mother-Tongue Based Bilingual Education in the Western Cape
Dr Peter Plüddemann, University of the Western Cape, South Africa

Almost twenty years into the post-apartheid era, language-in-education policy in South Africa is characterized by the discrepancy between policy text (DoE 1997) that seeks to valorise African (home) languages under the rubric of additive multilingualism, on the one hand, and the English-oriented language practices in most schools and classrooms, on the other. Under the guise of adherence to the decentralization of decision-making guaranteed in legislation, the national Department of Basic Education has failed to challenge parents' insistence on an English-mainly

education. Through its national curriculum, the Department has effectively legitimated the stifling of mother-tongue education (except for speakers of dominant languages) and the accompanying deprivation of human capability. A provincial education department went a different route, however. In 2006, the Western Cape Education Department (WCED) pioneered a language transformation plan that sought to enhance the status and educational use of isiXhosa, the second-biggest home language in the province. The plan involved limited support to 16 pilot schools, advocacy campaigns, generating buy-in from educational publishers, and teacher training. Despite improvements in literacy and numeracy results for some of the 16 pilot schools, the plan was short-lived and fell victim to institutional ambivalence, underfunding, and to a change in political administration. It was finally terminated in 2011 when the WCED quietly withdrew support for the writing of systemic tests in isiXhosa. I reflect on the rise and demise of the plan, and explore some necessary conditions for its revival. It is suggested that these are to be found in a reconceptualization of the notion of language policy transformation to include concerns with (multilingual) heterogeneity and multimodality, and revisiting the relationship between education and economic development into the post-MDG era. Some pointers in the direction of cost-benefit analyses are made.

Peter Plüddemann lectures in the Language Education Department, Faculty of Education, UWC, and trains pre-service language teachers for secondary schooling.

14:30-15:25 Breakout Group 2A
The Quality of Education and the Limits of Language Policy
Dr Gibson Ferguson, University of Sheffield, UK

The use of English, French or Portuguese as media of instruction in much of Sub-Saharan Africa from the latter stages of primary education onwards has been frequently deplored and criticised, and, indeed, a body of evidence has accumulated suggesting that under certain circumstances this language regime may not only compromise the quality of education but have adverse effects for inclusion, equity and participation. A solution frequently urged is to change the policy on the medium of instruction. My purpose is not to rehearse the arguments around this issue but rather to examine the nature and limits of language policy, two of which can be mentioned here: (i) language policy is usually ineffective when pursued in isolation from other social and economic policies, and (ii) language policy is usually more effective when it is in step with, rather than set against, wider socio-economic currents. An implication explored here is that policies involving the replacement of English as an instructional medium by other languages - thought to be more local, more familiar – may not be feasible for political and economic reasons, but may also not provide an optimal solution in a rapidly urbanising Africa. For improvements in quality, then, one may need to look beyond policy instruments to smaller-scale, incremental changes in classroom practice, teacher professionalism, teaching materials and teacher education. I conclude by considering a few of these, and argues the case in particular for bilingual education and bilingual instruction involving the complementary use of two or more language varieties in classroom content subject teaching.

Dr Gibson Ferguson works at the University of Sheffield, formerly as director of the MA program in Applied Linguistics

Breakout Group 2B
English and Multilingualism in Developing Nations – Policies and Realities
Professor Christiane Meierkord, Professor of English Linguistics at the Ruhr-University of Bochum
In many developing countries, English functions as an official language, and is used in various contexts alongside local languages, where language policies provide the legal framework for

planning and policies. Recently, many countries have moved towards a multilingual language policy. However, policies and realities as regards their implementation differ to quite some degree. This session will commence with a discussion of the situation in the Philippines and Uganda, outlining national and regional language policies with particular reference to the multilingual profiles of these two societies. It will include a review of national and regional legislation on official language use and the teaching of English and other languages, as well as a survey of data relating to multilingualism and the spread of the individual languages in the countries. I will then proceed to compare policy statements to practices and realities at the grassroots of society. Here, I will focus on the status and functions of languages in the community, and the attitudes towards languages and their perceived benefits or disadvantages, as expressed by individuals of diverse social backgrounds.

Christiane Meierkord is Chair Professor of English Linguistics at the Ruhr-University of Bochum in Germany. Her ethnographic research focuses on English in African countries and in migration contexts.

Breakout Group 2C
The Role of the Lingua Franca Kiswahili in Sub-Saharan Africa.
Dr Nancy Kahaviza Ayodi, Maasai Mara University, Kenya

A lingua franca (or working language, bridge language, vehicular language, unifying language) is a language systematically used to make communication possible between people not sharing a mother tongue, in particular when it's a third language, distinct from both mother tongues. I investigate and examine the role o the lingua-franca Kiswahili in Sub-Saharan Africa and examine and establish the opportunities that exist for Kiswahili language, its role, challenges to its growth and possible solutions coupled with its future beyond 2015. My objective is to use my research to help language policy makers in Sub-Saharan Africa to develop Kiswahili so as to equal other lingua-francas in the region. Thus, Kiswahili has the opportunity of becoming the language of identity and unification for Sub-Saharan Africa.

Dr Nancy Kahaviza Ayodi, is currently teaching at Maasai Mara University, Narok, Kenya and holds a Doctoral degree in Kiswahili: 'Matumizi ya Tashtiti katikaTtamthilia za Kiswahili.'

Breakout Group 2D
Language Policy and Planning from the Perspective of the African Union
Dr. Evelyn Chibaka Fogwe

The African Union's language policy, the Language Plan of Action for Africa (AU 2006), is committed to the vision of a more just and relevant African education based on African languages and cultures, in line with UNESCO's 2003 policy (Education in a Multilingual World). It prescribes the development and use of African languages in education and administration alongside exo-glossic official languages (English, French, Portuguese, etc) as partner languages in the enterprise of national development. I present the AU's language policy along with an analytical evaluation of developments, achievements and challenges in its implementation. I critically examine policy formulation and implementation initiatives from above/side/below in eight African countries (Burkina Faso, Nigeria, Tanzania, Cameroon, South Africa, Ethiopia, Sudan and Malawi) using the prism of the AU's language planning paradigm norms and processes (legal framework, instrumentalisation, revitalisation, revalorisation and intellectualisation of African languages). Despite some significant progress recorded, several challenges will need to be faced squarely in re-charting the way forward, the most intractable of which are political will and allocation of financial, material and human resources.

Dr Evelyn Chibaka Fogwe is Lecturer in Linguistics and researcher at the Centre for African Languages and Cultures at the University of Buea, Cameroon. Her research interests and publishing include generative syntax of African languages, sociolinguistics and language planning.

Breakout Group 2E
National Language Policy Development: Comparative and Regional Studies
Laurentius S Davids National Institute for Educational Development (NIED), Namibia

The formulation of language policy was one of the major initiatives of the democratically elected government of Namibia after independence. This was based on an undertaking to provide equal education to all and to foster the establishment of a non-racial society. The language policy in Namibia is hailed as being very progressive. The policy allows the use of mother tongue as the medium of instruction during the first three years of schooling. However, the major aim of the policy is to strengthen the use of English as the official language of the country and as the language of instruction in formal education from Grade 4 onwards. The multilingual nature of Namibia, and virtually all African countries, is regarded as an impediment to the introduction of various mother tongues within the Namibian education system. The low level of development of African languages, the lack of suitably qualified teachers, the 'mixed' classroom with different language speakers, as well as the transition to English as the medium instruction are not only seen as obstacles in proper policy formulation, but also complicating in the policy's implementation. Education systems should foster the indigenous languages and cultural identities through the use of the mother tongue as medium of instruction, at least in the formative years of schooling, and as a subject throughout formal education. The mother tongue is possibly the only means of communication the child possesses and one of the important determining tools the child can employ to settle into the new school environment, so as to gain meaningful access to learning content.

Laurentius S Davids is a native speaker of Khoekhoegowab (Nama) from Namibia and a teacher by profession. He is Senior Education Officer for African Languages, responsible for Khoe and San Languages at NIED.

15:45-16:40 Plenary: Theme 2 – Language, Literacy and Education
Enabling Conditions for Multilingual Literacy and Reading Culture Development in African Settings: The Nal'ibali National Reading for Enjoyment Campaign in South Africa.
Dr Carole Bloch, Director PRAESA University of Cape Town, South Africa

16:45-17:40 Breakout Group 3A
A Frame of Reference on Quality Adult Literacy in Multilingual Contexts – from Practice to Theory
Dr Christine Glanz, UNESCO Institute for Lifelong Learning, Hamburg, Germany

In this presentation I present a frame of reference for good quality non-formal adult literacy teaching and learning based on effective practices and research in the African and Asian multilingual contexts. The frame is designed to serve as a reference point for action research by practitioners with the aim to improve the quality of curricula development, training of trainers and the creation of a literate environment in multilingual contexts. High quality adult literacy providers often use action research principles to work systematically and continuously on improving their practice. This approach is particularly relevant in a context where teaching methodologies and language policies that are effectively related to the linguistic context and competences of the teachers and learners

are scarce and many languages have been excluded from the education system (Alidou, Glanz, Nikièma 2011). Action research is widely used for professional learning and educational reform, but little is known about how it is applied in adult literacy education in Africa and Asia. Yet, due to its collaborative and participatory nature it has the potential to support the development of inclusive educational practice and policies. Research has shown that inclusive and democratic principles and practices in education enhance not only social justice (UNESCO Guidelines for Inclusion 2005) but also the quality of education (Tikly 2011).

Dr. des. Christine Glanz is a Programme Specialist at the UNESCO Institute for Lifelong Learning, has worked as a Researcher at the Collaborative Research Center on Multilingualism, University of Hamburg, and as Transnational Coordinator of the North German Network for the Professional Integration of Immigrants.

16:45-17:40 Breakout Group 3B

Multilingual Education as a Condition to Achieve Universal Primary Education in Burkina Faso

Professor Norbert Nikièma, University of Ouagadougou, Burkina Faso

As a (so called) 'French speaking' country, Burkina Faso has traditionally developed a monolingual, French only formal education system, although it is in reality a multiethnic, multicultural and multilingual country. But in the 1970's, diagnostic studies of the formal education system called it into question and clearly showed the need for alternative models. From the 1980's onwards there were attempts to introduce local languages in formal education. In this presentation I review Burkina Faso's language in education policy since its independence in 1960, highlighting the impact of Francophonie on that policy, and present the various NGO supported experiments which have promoted mother tongue medium education and have used the widening of the number of local languages as a strategy for widening the access to education in non-formal and formal education. These experiments demonstrate potential in improving access to basic education, school completion and success rates as well as greater synergy between formal and non formal education. I then take up the question of how the various formulas which developed independently can be better coordinated, and which model could be promoted and scaled up in formal education. Finally, I look at how the government capitalizes on the results of the various experiments and copes with the challenge of promoting and providing multilingual mother tongue medium education in basic education, encouraged in that by recent changes (as of 2002) in the language policy discourse and action plans of Francophonie.

Norbert Nikièma has just retired as Professor of linguistics at the University of Ouagadougou, Burkina Faso. His research interest has been descriptive (African) linguistics, language in education issues, basic non-formal and formal education.

16:45-17:40 Breakout Group 3C

Language, Literacy and Primary Education in Nigeria: Consolidating the Gains of the Millennium Development Goals Beyond 2015.

Dr David O. Fakeye, Department of Teacher Education, University of Ibadan, Nigeria

Nigeria as a nation has been confronted with a number of problems, especially in the area of overcoming poverty, maternal and child mortality and the HIV/AIDS scourge. Education, which is one of the international development goals that were officially established by the United Nations (UN) in 2000, has been identified as a solution to Nigeria's numerous problems. Although Nigeria signed up for the Millennium Development Goals (MDGs) in 2006, the three tiers of government in Nigeria

have invested immensely into the educational sector in the areas of human capital development projects, policy enactment and infrastructural development. These efforts have led to an increase in the calls for the use of indigenous Nigerian languages as the language of instruction in schools, the return of schools to the missionaries and establishment of 'almajiri' schools in Northern Nigeria. The focus of my presentation therefore is to investigate the implementation of the universal primary education which is the second goal of the MDGs especially in the rural areas of South-West States of Nigeria. As the 2015 deadline for achieving the MDGs draws nearer, the debate has shifted to consolidating on the goals achieved so far. I will suggest ways of consolidating the success of the MDGs (if any) beyond the 2015 era.

Dr Fakeye teaches language education in the Department of Teacher Education, University of Ibadan, Nigeria. He has attended many local and international language conferences and published widely in local and foreign journals.

16:45-17:40 Breakout Group 3D
The Written Message, the Spoken word: Culture, Reading and the Reading Culture
Dr Barbara Trudell, Director SIL Africa, Kenya

The notion of 'reading culture' has received substantial attention in recent years, in the learning contexts of both adults and children. With the current focus on reading achievement as a measure of learning, reading skills and habits have been identified as a marker of success in formal education. Meanwhile, adult literacy rates continue to be seen as a prominent component of human development. This attention to reading on the part of influential international agencies, and so also on the partners whom they influence, has contributed to the general belief that progress of all kinds can be linked to the development of a 'reading culture' in populations that have not traditionally featured great attention to written forms of communication. Though rigorous definition of the features and outcomes of a 'reading culture' seems to be lacking, it is nevertheless assumed to be a necessary step in the development of a given society. However, one perspective that is conspicuously missing in this discourse is the perspective of language and culture. What IS a 'reading culture'? What is the role of the language medium in establishing reading behaviours and a culture of reading? What about societies whose preferred communication forms are primarily oral? Is it possible for generalized reading habits to strengthen such a culture, rather than devalue it? If so, what language choices are indicated? The goal of my paper is to address these issues as they play out in non-Northern cultural contexts of the two-thirds world, with examples drawn primarily from Africa. I will examine the social and communicative features of the 'reading culture' as well as those of oral culture, including the roles of language in the two. I will compare the role of reading and language in formalized learning to that in the home environment.

Barbara Trudell has worked in the field of language and education in both South America and Africa. Her research interests include local processes of language development, language policy implementation, local-language literacy and development, language and reading, and language choices in formal education contexts.

16:45-17:40 Breakout Group 3E
Literacy, Language and Development: A Social Practices Perspective
Professor Mastin Prinsloo, University of Cape Town, SA

The Millennium Development Goals (MDGs) and the reference to them in the Conference proposal would appear to focus on schooling, but we would like to take a broader focus that encompasses

adult education as well as attention to aspects of language and literacy in everyday practices. A social practices perspective on literacy and language has long stressed the importance of going beyond a narrow focus on provision and instruction in literacy and language research and in developmental planning. Literacy and language of the everyday (not least in the home) occur outside of formal provision activities but they impact hugely on the successes and failures of both schooling developmental initiatives and adult literacy interventions. Ignoring the situated and variable nature of language and literacy practices has led to a fundamentally flawed set of assumptions about language, literacy and society in much of the developmental literature, leading to assessments of language and literacy situations that are empirically not sustainable. From a social practices perspective we are critical of approaches to literacy and language in developmental goal-setting that see literacy as skills which individuals acquire as something internal to them, a unified 'autonomous' set of neutral skills that can be applied across all contexts; we are also critical of assumptions around language, place and ethnicity where educational planners ignore the variability and complexity of the language resources which they encounter, using approaches to language planning and to language-in-education that are inappropriate under those conditions of heteroglossia and diversity that characterise globalised conditions of heightened movement of people, language and texts. Talking about 'language' as stable, bounded and placed is no longer appropriate where language varieties proliferate, including the multidiversity associated with 'world Englishes'. The question raised by this session will be how do these approaches - from research and theory - relate to those evident in the policy accounts?

Mastin Prinsloo is Associate Professor in Applied Language and Literacy Studies in the School of Education at the University of Cape Town. His forthcoming edited books include Language, Literacy and Diversity: Moving Words, to be published by Routledge and Educating for Language and Literacy Diversity, to be published by Palgrave.

WEDNESDAY 16 OCTOBER 2013

09:00-09:50 Plenary: Theme 3 Language in Socio-Economic Development
The Language Factor in Development Goals
Emeritus Professor Ayo Bamgbose University of Ibadan, Nigeria

10:00-10:50 Breakout Group 4A
Multilingualism, the 'African Lingua Franca' and the New Linguistic Order
Professor Kathleen Heugh, University of South Australia

Linguistic diversity or multilingualism is a defining characteristic of countries of the global south, particularly in Africa, South Asia and South-East Asia. If Aronin and Singleton (2012) are correct, we are entering a historical period in which 'multilingualism is the new linguistic dispensation'. Owing to the dramatic increase in the mobility of people and the rapid incline in migration to and from the global South, people of the North are having to grapple with the phenomenon of multilingualism as diversity seeps into contemporary urban cultures, and socio-economic enterprises. Countries of the global South, however, have for at least two millennia managed and mismanaged diversity and thus have well-established experience and expertise which may be shared with the north. When we engage in discussion of language and development, we might need to interrogate what we mean by this and who needs development and who is best placed to offer expertise. It is nearly 20 years since Fardon and Furniss (1994) suggested that 'multilingualism is the African lingua franca' and it seems that only now the debates in the global North are coming to similar conclusions beyond the South (e.g. Singleton, Fishman, Aronin and Ó Laoire, 2013). What we are able to offer from the South is a

good two to three decades of substantial research on the relationship between language and development (e.g. Coleman, 2011) and opportunities to share findings obtained in contexts where majority populations find themselves marginalised. In these we are able to demonstrate varying degrees of marginalization within system-wide assessment of education within our region. In this presentation I will address changing understandings of multilingualism, system-wide data from African research, and how these phenomena and data have relevance beyond Africa for the relationship between language and development.

Kathleen Heugh is a socio-applied linguist whose work focuses on language education policy and multilingual education in countries of the global South. Most of her research has been in Sub-Saharan Africa, but increasingly it is also in India and amongst migrant and marginalised communities in Australia.

10:00-10:50 Breakout Group 4B
Rethinking English in Indian Education: A Case for ELT in the MLE Framework
Professor Ajit Kumar Mohanty, Jawaharlal Nehru University, India

One cannot reflect on English and teaching of English in India without necessarily factoring in its multilingual social reality. Aspects of Indian multilingualism are discussed as the take off point for a critical look at the teaching of English. English and ELT in India are problematized in the context of the Double Divide (Mohanty, 2010) and the vicious cycle of disadvantage in the hierarchical positioning of Indian languages. This presentation dwells briefly on the context of Indian English and flags some significant issues in appreciating the way English is taught. Our studies on classroom practices in ELT in diverse contexts (Mohanty et al. 2009, Pal, 2011) are discussed to reflect on the strategies for negotiation of the sociolinguistic Double Divide and to show some implications. I argue that while quality teaching of English is necessary in Indian schools, it needs to be founded on a strong development of mother tongue for additive multilingual proficiency. I also discuss theoretical and empirical support for grounding ELT in the MLE framework and some recent experiments on MLE for the tribal indigenous minorities in India to show the benefits of such an approach.

Professor Ajit Kumar Mohanty is former Professor and ICSSR National Fellow, Jawaharlal Nehru University.

10:00-10:50 Breakout Group 4C
Language of Development and Women's Empowerment
Dr Tanusree Chakraborty, University of Calcutta, India

The session will address the problem of language and women's empowerment in implementing development programmes in India and Malawi. There is the policy of women's reservation of seats in the political process in both the countries. While in Malawi this is at the level of Parliamentary politics, in India the reservation is still at the local government level. India is a developing country which is multilingual, and various development schemes operate at the grassroots level. Malawi also undertakes development schemes which are donor driven. Development schemes and policies have a global language. We will focus on MDG Goal 3, which relates to promoting gender equality and empowering women. Political empowerment of women in terms of seat reservation in political administration is one of the declared targets of this goal. However, there is a dichotomy between local language of women political representatives and the global language of development policies and MDG goals. The targets of the goals can be easily understood, but their interpretation at the lower reaches of democracy is diffused through local languages. The experience of this transmission

of language differs in political representatives in Malawi and India, but the issue of how far political empowerment can take the road to development against a backdrop of a divergence between global language of development policies and local diversities in understanding that language is a common one in developing countries.

Tanusree Chakraborty is a Research Associate in Women's Studies Research Centre, University of Calcutta.

10:00-10:50 Breakout Group 4D

The Case of Kiswahili as an Indigenous African Language and its Role in the Socio-economic Development of a People.

Rachel Maina, Mount Kenya University, Kenya

Different African countries convened conferences to discuss language matters relating to the space to be given to indigenous languages nationally, with reference to usage in socioeconomic matters, education and development, involving the wider population. The efforts in the East African region resulted in Kiswahili being given the status of both a national and official language in Kenya and Tanzania respectively in the early 1960s. Later the Organization of African Unity included it as one of the languages in the OAU summits with others including English, French, Arabic, Portuguese and Spanish. The current mushrooming institutes for Chinese, Japanese, Spanish languages in African states cannot be ignored. Kiswahili's ability to contribute to the achievement of the MDGs may result from it thriving as a tool of communication for cross border-trade, enhancing socioeconomic integration and reaching out to both educated and uneducated in matters of development. However, Kiswahili is encountering resistance on both national and continental levels regarding its ability to deliver. This resistance may arise from politics of regionalism, perhaps deep colonial and neo-colonial mindsets, socio-economic standing and the misconception about its linguistic ability to accommodate scientific and modern technological trends. It is against such a background we seek to discuss and provoke thought from African language scholars on such matters and give recommendations to enable Africa's rich indigenous linguistic repertoire to be a source of socio-economic integration and development; a tool to view the world and as a formidable tool for attaining the Millennium Development Goals, in an African context.

Rachel Maina is a lecturer with a Masters of Arts in Kiswahili, currently associate faculty at Mount Kenya University, Thika, Kenya. I have presented several academic papers in national and international conferences on Kiswahili Language and Literature. I have also authored literary guides for high school texts.

10:00-10:50 Breakout Group 4E

Language as a Contributor to Post-MDG Development Perspectives

Professor Birgit Brock-Utne, University of Oslo, Norway

MDG2 requires the world to 'Ensure that, by 2015, children everywhere will be able to complete a full course of primary schooling'. In 2010, 61 million children of primary school age were out of school. More than half of them (33 million) were in Sub-Saharan Africa. In whose language were these children required to learn? With more children completing primary education, the demand for secondary education is growing. The basic problem within education in Africa is that children cannot understand what the teacher is saying! In Africa, children have to learn through a language of a small minority, a language neither they nor their teachers master well. African children speak African languages while instruction is given in an exogenous language. How is it possible to give quality education for all in a language mastered by few? Is the language of instruction and testing used as a mechanism for social stratification, increasing inequalities? A re-visioning of education and

development for the Post-2015 period would mean outlining a policy where languages that children master comfortably are made the languages of instruction. This problem has not been tackled by the international community. The World Bank Education Strategy 2020 – Learning for All – does not discuss the language in which learning is most likely to take place. Africans are multilingual in African languages and it would be possible almost everywhere in Africa to use the bigger cross-border languages as languages of instruction up to the highest level of schooling. In my talk I shall discuss why this is not happening. What is the role of the international donor community, of the African elites and of the common man? What are the real challenges we face? How can they be met?

Professor Brock-Utne works as a consultant and professor in Education and Development around the world (Tanzania, South Africa, Namibia, Japan, the US, New Zealand, Spain, Hungary and Austria). She is affiliated to the Department of Educational Research at the University of Oslo.

11:15-12:10 Plenary: Theme 4 – Language, Culture and Identity
How Languages Get their Mojo
Professor John Joseph, University of Edinburgh, UK

12:15-13:15 Breakout Group 5A
Combating Discrimination through Mother Tongue Based Multilingual Education: Enabling and Restricting Potentials in Turkey
Dr. Müge Ayan Ceyhan, Istanbul Bilgi University, Center for Sociology and Education Studies, Turkey

Recent years in Turkey saw the mass media, NGOs and educationalists pay increasing attention to discrimination, stereotypes and discourses of hate. A major reason for the increased interest is the Turkish society's advance through a painful transformation process, one that also presents opportunities for democratisation. As part of this process, suppressed groups whose basic rights have been unrecognised (such as Kurds, Romanis, Alevis, Armenians, Jews, Greeks) have become visible in the public sphere, and have begun voicing their claims to equal citizenship. By way of scientific meetings and petitions, intellectual societies opened up for discussion historical events, which have heretofore been considered taboo. The 2012-2013 school year saw that the Kurdish language, forbidden in schools and even in the public sphere in various ways and forms during the Republican History, offered as an elective course in schools. In 2013 the government started up a so-called 'Peace Process', a major step in recognizing the actors of the Kurdish issue. Within this context, mother tongue based multilingual education has a crucial role not only because it is one of the main demands voiced the Kurds in Turkey, but also because it carries a potential for democratization as well as combating discrimination given that it is carried out under certain conditions. Deriving from ethnographic data collected in various schools, and experiences gathered from a project carried out between 2010-2012 with the cooperation of a group of school teachers and academics in Istanbul, Turkey, working through sample lesson plans, teaching materials and texts to be able to discuss sensitive and controversial issues in classrooms, this presentation aims to share and reflect upon the key findings, which will give insights into an educational atmosphere that will reduce prejudices and contribute to a mother tongue based multilingual education potentially serving to social peace and equality.

Müge Ayan Ceyhan currently works as the coordinator of Istanbul Bilgi University, Center for Sociology and Education Studies. As an anthropologist practitioner, she has been conducting fieldwork in various schools in Turkey since 2000. Her areas of interest include anthropology of education, school ethnography, multilingual education, and discrimination.

12:15-13:15 Breakout Group 5B

Mother Tongue as an Opportunity for Inclusion of the Baka Minority Group in Cameroon to Achieve Primary Education and Self-Determination

François Awounkeu, PLAN Cameroon

PLAN Cameroon, in partnership with the Ministry of Basic Education, has initiated a pilot program in Intercultural Multilingual Education (IME) in a systematic effort to improve school participation and hence life opportunities for Baka children. This presentation will describe the linguistic, cultural and educational interventions designed to meet the needs of the Baka. The Baka are one of many different hunter-gatherer ethnic groups found in south eastern Cameroon whose way of life is threatened by forced sedentarism due to deforestation and the French language-based education system, which has negatively influenced their customary heritage. School textbooks are not available in their language, teaching methods are not consistent with the transmission of traditional knowledge through practice, and the school calendar is incompatible with hunting seasons. Participation in formal schooling has been difficult for the Baka; children have suffered separation from their families living in the forest, or if they do go, they suffer failure and humiliation due to missing too much school. Studies show lower enrolment rates, especially for girls, and a higher rate of school drop-outs among Baka children. The PLAN approach, which will begin with the 2013/14 school year in September, is to implement IME based on Baka as learners' first language for literacy and instruction in order to improve the quality of education for Baka children. Participants will learn to appreciate their own language, customs and culture at young age, whilst receiving basic education and skills. The overall community development project aims to promote Baka participation in decision making, the right to self-determination, and access to education. Education is seen as essential for the self-development and empowerment of Baka people and, as such, is vital to their survival.

François Awounkeu joined PLAN Cameroon in 2006 as socio-environmental specialist and is currently coordinator of the Baka Rights and Dignity Project, which targets minority education and livelihoods.

12:15-13:15 Breakout Group 5C

Post-conflict Zimbabwe: Exploring the Role of Language in Creation of a National Healing, Reconciliation And Integration Culture.

Nhlanhla Landa, Zimbabwe Open University, Zimbabwe

This presentation explores the effective role that can be played by language in Zimbabwe's ambitious quest for national healing and reconciliation, necessitated by 2008 electoral and post-electoral conflict. The idea that language influences thought and therefore thought can be manipulated the same way language is (Thorne 1997) is central to this paper. Recognizing the contribution of speech – generally understood to include print media, radio, television, new technologies and public speaking (United States Holocaust Memorial Museum, 2009) – to the 2008 conflict, I will explore possibilities of effectively utilising language in the reconciliation process. The Zimbabwean population is vulnerable to exploitation due to several eco-political dynamics like poverty and unemployment. After the 2008 elections, which were marred by political violence, hate language and intolerance among Zimbabweans belonging to different political parties, the three major political parties signed the Global Political Agreement (GPA). The GPA allowed for the creation, in 2009, of a peace and reconciliation committee: the Organ on National Healing, Reconciliation and Integration (ONHRI). The major role of the organ is to create an environment conducive for national healing and reconciliation in the communities. I argue that hate language

played a central role in the creation of intolerance, hate, violence and hate crimes in the 2008 post-election period and at any other violence period before that and therefore language use by the media need special national attention if the process of national healing, reconciliation and search for a common identity will succeed. I employ Critical Discourse Analysis tools to interrogate language use during elections in Zimbabwe and to explore several ways in which language can be employed for reconciliation, national healing and searching for a new identity for post-conflict Zimbabwe.

Nhlanhla Landa is a tutor at the Zimbabwe Open University's English and Media departments. He is also a Doctoral Student of English at the University of Fort Hare. He has researched on Media and Development, Language and Development, Communication and Gender.

12:15-13:15 Breakout Group 5D
South African Sign Language Acquisition of Deaf learners
Natasha Parkins-Maliko, University of the Witwatersrand

The vast majority of the South African population has experienced violation of fundamental human rights, including rights to health care. To ensure realization of this right, as guaranteed in the Constitution of the Republic of South Africa (Act 108 1996), the Department of Health is committed to upholding, promoting and protecting it and proclaimed a patients' rights charter as a common standard for achieving its realisation. The South African Deaf communities' human right to access information and healthcare as prescribed in the UNCRPD are grossly violated with reference to access to HIV AIDS information, testing, counselling and anti-retroviral treatment. This is viewed as marginalisation of a linguistic minority based on their language. A qualitative investigation was conducted investigating access to HIV AIDS information by Deaf learners in schools for the Deaf in Johannesburg, through second language acquisition. The findings from this masters' research is appalling with evidence of the misunderstanding of the HIV AIDS pandemic. The study compiled a DVD with basic HIV AIDS information and is a continuing research programme that forms part of a PhD to investigate the access of Deaf patients in public health care facilities and experiences with hearing health care providers.

Ms Natasha Parkins-Maliko is a researcher, language practitioner and PhD scholar at the University of the Witwatersrand.

12:15-13:15 Breakout Group 5E
Game Changers? Multilingual Learners in a Cape Flats Primary School
Dr Caroline Kerfoot, Stockholm University

This presentation engages with Bourdieu's notion of field as a 'space of play' (Bourdieu & Wacquant, 1992). It explores what happens to the educational field, and the linguistic regimes within it, in a site in which "what was once thought of as separate -- identities, spaces, histories -- come together or find points of intersection in unexpected ways" (Nuttall, 2009, p. 10). The context is a primary school in the largely poor and working class Cape Flats, South Africa, where new discourses and practices of identity, language, 'race' and ethnicity become entangled with local economies of meaning. In such a situation, the regulative principles of the field are constantly contested and renegotiated. We will analyse classroom and playground data from observations, interviews, and recorded peer interactions among multilingual 10-12 year olds in Grade 6 within a framework of Linguistic Ethnography (LE). LE brings together the counterhegemonic potential of ethnography and the illuminative power of Interactional Sociolinguistics (IS) for contexts in which the field of play is uneven and regularly disrupted. Findings illuminate the complex processes of identification and

identity formation constructed in everyday practices and interactions, and highlight the tensions between these dynamics and a language-in-education policy based on essentialised understandings of ethnicity, 'race', and language. They further highlight the capacity of local actors to change not only the rules of the game, but the game itself.

Caroline Kerfoot is a Research Fellow in the Department of Swedish Language and Multilingualism at Stockholm University. She was previously Head of Department of Language Education at the University of the Western Cape, South Africa (UWC).

14:20-15:10 Breakout Group 6A
Learning, Literacy and Sustainable Education Development Post-2015
Dr Angeline Barrett, University of Bristol

International and national surveys provide evidence that substantial proportions of young people in many low income countries complete primary education without achieving more than a basic level of literacy. This has led influential global actors, including the World Bank and the Brookings Institute to advocate for a focus on learning to replace the current education Millennium Development Goal's focus on universal primary education. Whilst a focus on learning is to be welcomed, there are critical questions to be asked of an agenda that elides learning with measurable learning outcomes. These questions concern who measures learning and how measurement influences the processes of learning. Analysis needs to recognize that the learning agenda is being promoted by actors mainly located in the North, including large consulting companies, increasingly positioned as leading experts in education research and measurement. Meanwhile, some governments in the global South have been advocating for a sustainable development agenda post-2015. There is still much work to do in mapping out a sustainability agenda for education, which values the knowledge of local ecologies that are held within local languages.

Angeline Barrett is a lecturer in education at the University of Bristol. She leads a research project developing language supportive textbooks and teaching for secondary schools in Tanzania. Her research interests relate to improving the quality of education, particularly in Sub-Saharan Africa.

14:20-15:10 Breakout Group 6B
Meeting the Needs of Learners with Special Educational Needs: An Essential Requirement in Achieving Universal Primary Education Standards
Phil Dexter, British Council

In this presentation I will relate specifically to Millennium Development Goal 2 – achieving universal primary education. The right to inclusive education is widely recognised in international human rights law. In 1994 the United Nations conference representing 92 governments and 25 agencies adopted the Salamanca Statement 'Reaffirming the right to education of every individual, as enshrined in the 1948 Universal Declaration of Human Rights, and renewing the pledge made by the world community at the 1990 World Conference on Education for All to ensure that right for all regardless of individual differences'. Almost all governments have now adopted positive policies to inclusion but the challenge remains on how to implement inclusion in practice. Addressing and meeting the needs of learners with additional and special needs remains a significant challenge at all levels of education but especially at primary level. For a significant number of learners in any learning community the learning challenges are related as much to issues of learning differences as to disability and often associated with language processing differences where a single lock step

approach to curriculum, teaching and testing does not meet most learners needs. I will present some of the innovative work the British Council is involved in globally in the field of Special Education Needs (in both English and wider Education) working with governments and partners and how this is enhancing and open up opportunities ensuring access to successful educational standards for all learners. Issues such as the importance of ensuring that special educational needs is factored into the planning of curricula, course books, materials, lesson planning and initial teacher training will be discussed and this session will be focused on how a needs based person centred approach to learning can be implemented based on good practice and sensitivity to culture and learning contexts.

Phil Dexter is the Global Teacher Development Adviser for the British Council, UK responsible for primary and special educational needs. Phil previously worked for the Council in Bulgaria, Czech Republic, Slovakia, Croatia, Saudi Arabia and Libya. Phil has an MA in English language studies from the University of Newcastle upon Tyne and a Diploma in Special Educational Needs.

14:20-15:10 Breakout Group 6C

Early Literacy Writing Practices in Multilingual Classrooms: Pedagogical Implications

Dr Vuyokazi Nomlomo, University of the Western Cape

Many South African classrooms are multilingual as they accommodate learners from diverse cultural and linguistic backgrounds. Language diversity has provoked debates about the most appropriate languages and pedagogical approaches to be used in multilingual classrooms as English remains the dominant language of teaching and learning. A number of pupils start reading and writing in English rather than their home languages, and this practice seems to have negative effects on children's early literacy development as recent reports show that many South African children perform below the expected levels in international and national literacy assessments. In this presentation, I report on a research study which investigated literacy writing practices in a Grade 1 multilingual classroom in the Western Cape Province, South Africa. The focus was on how Grade 1 learners developed writing skills, and the extent to which the learners' home language skills facilitated the acquisition of literacy writing skills in English which was their second language. Data were collected by means of classroom observations, semi-structured interviews and document analysis. Through the lens of a Multimodal Approach to literacy development, the findings showed that exposure to multilingual texts enabled the Grade 1 learners to produce meaningful texts that showed written and visual features. The conclusion is that the teacher's input and teaching strategies play a big role in developing learners' writing skills as Grade 1 learners move through writing phases before they develop into early writers.

Dr Nomlomo is a Senior Lecturer in the Language Education Department at the University of the Western Cape. Her research lies in these broad areas: Language in Education Policy and Planning, Multilingualism, Literacy, Teacher Education and Gender Equality in Education.

14:20-15:10 Breakout Group 6D

Mother Tongue Based Active Language Learning in Multilingual Jharkhand, India

Binay Pattanayak, UNICEF and former Chief Advisor to Ministry of Education, Govt. of India

Jharkhand in India is a multilingual state based on rich cultural traditions from 32 tribal communities and more than 18 languages. In every village of the state, children relate and communicate in various types of languages, other than Hindi. However, the education of children in pre-school

learning centres and Primary schools is initiated in Hindi, which is not the mother tongue of a majority of children in the state. In a majority of cases, a child does not understand the teacher or text in the classroom, and *vice versa*. Consequently, majority of children drop out of class I and II. The dropout of the state is highest in the country. To understand the cause and factors of this issue we conducted a state wide Socio-Linguistic survey to find out that 96% children in the state communicate in Mother Tongues at home, in fields, in markets and with peers. These are very much different from school's language, Hindi. We set up a language research centre called 'Mother Tongue Based Active Language Learning' (M-TALL) akhra (forum) that intends to understand the issues related to children's learning, language disadvantage, particularly in early years, and also the factors contributing to these.

We designed some inputs to address this issue.

- Worked with the government and succeeded in putting pre-school learning programme as the first step towards children's school readiness in pre-school centres.
- Designed Bhasha Puliya, a children's School Language Readiness Package to enable pre-school teachers initiate the learning related interaction in children's Mother Tongues.
- Designed children's Bilingual Picture Dictionaries in 9 tribal and regional languages on 60 themes related to life and culture of children in rural areas.
- Initially we tried out the M-TALL package in 10% of the pre-school centres and class 1 of primary schools. It showed significant improvement in children's presence, participation and learning.
- Based on the success, now there is a move to scale it up.

Binay Pattanayak worked as Chief Educational Advisor/Consultant to Central Ministry of Education, Government of India for 10 years before joining UNICEF. He has been promoting MLE in India for around 25 years.

14:20-15:10 Breakout Group 6E

Quality Teacher Training in English First Additional Language in South Africa – A Partnership between the Department of Basic Education and the British Council

Haroon Mohammed Department of Basic Education and *Caroline Grant, British Council, SA*

This talk will outline how the Department of Basic Education (DBE) is developing literacy and English language skills by introducing English as a subject from grade one in South Africa. The British Council/DBE partnership will be discussed focusing on the British Council primary and secondary teacher training courses, CIPELT and CiSELT, and their relevance for South Africa. In response to the need to improve the quality of English teaching in South African state schools, the British Council is working in partnership with the Department of Basic Education. A key intervention to address this need is quality teacher training for primary and secondary school teachers. The talk will focus on the importance of working in partnership to customise the British Council's Certificate courses in Primary and Secondary English Language Teaching (CiPELT and CiSELT) so that they align to the South African curriculum. An overview of the current language policy in South Africa will be provided, highlighting the challenges faced by teachers, the partnership between the British Council and the Department of Basic Education and the implementation of CiPELT and CiSELT. The two courses are extremely practical, do not depend on costly resources to implement, are rooted in sound educational theory, and will equip teachers to teach English in schools, with confidence. They can be used in teacher training courses such the PGCE, BEd and also in in-service training courses. The methodology of the courses is experiential, communicative and reflective. CiPELT and CiSELT aim to expand teachers' knowledge of and use of a range of methodologies and resources. They

focus on key curriculum themes and topics and develop teachers' reflection and action planning skills. Lessons learnt will be shared and the talk should be of interest to policy makers, consultants, teacher trainers and organisations working in the field of Education and Development.

Haroon Mahomed is Director for Continuing Professional Teacher Development in the Department of Basic Education South Africa.

Caroline Grant is English Language Adviser for the British Council South Africa. As a teacher of English with a Master's degree in Education and Development, she has worked in Ethiopia, Senegal and Belgium.

15:35-16:25 Breakout Group 7A

The Roles of Languages in Public and Private Domain in Timor-Leste: Do the Existing Languages Contribute to the Nation's Development?

Agustinho Caet, Universidade Nasional Timor-Leste (UNTL), Timor-Leste

Timor-Leste is known as one of the multilingual nations in the Asia and Pacific region. At least more than 16 languages are in existent and spoken throughout the country. The language provision in the constitution defines Tetun (a lingua franca) and Portuguese as co-official languages, with Indonesian and English as working languages. While Portuguese is spoken by less than 10% of the total population, it's the preferred language of government used in all public institutions. Each language plays different roles in different spheres. At the state level, Portuguese is dominant in many official documents in facilitating the communication among the elites and public servants. Tetum, which is supposed to be used interchangeably with Portuguese, is not found in a series of government's documents with the argument it is not ready yet in written. At the practical level, Indonesian has been regarded the second largest in terms of the number of speakers and it is a language of business. It plays critical roles in commerce, media and education. English plays various roles in this modern society; and particularly in Timor-Leste it plays various roles as the language for entertainment and media, as the language of diplomacy, as the language for commerce and tourism, as the language for international communication, as the language for national/international employment opportunities, as the language for global education, as the language for academic success, as the language for unlocking development opportunities and accessing information, and last but not least it is the language for regional integration with ASEAN countries as English is the sole official language of ASEAN. I will discuss the roles of each language in public and private domains. In particular, I will the question 'Do the existing languages contribute to the development of Timor-Leste?'

Agustinho Caet is from Timor-Leste. He was employed by the Ministry of Education to help design the new policy on language in education that is being piloted in the country. He received his bachelor degree from the University of Hawaii, with a specialized discipline in international education.

15:35-16:25 Breakout Group 7B

Barron's Learning Ecology: What is its Relevance to the Learning of English in Africa?

Professor Gregory Kamwendo, University of KwaZulu Natal, SA

The teaching of English in Africa faces a number of formidable challenges such as: unqualified and/or poorly trained teachers, inadequate learning and teaching materials, teachers whose command of the English language is poor, and limited environments within which learners can have opportunities

to speak the language. In this presentation, I argue for the relevance of Barron's (2006) learning ecology framework to the critical importance of spaces within which learners of English in non-English-dominant contexts have exposure to the target language. A learning ecology can be defined as a 'set of contexts found in physical or virtual spaces that provide opportunities for learning' (Barron 2006: 195). This situation implies that 'studies of learning typically take place in school settings or labs, focus on school subject domains, and are bound to narrow time frames. By focusing on schools and labs as primary research sites we miss opportunities to investigate learning when it flows from the initiatives of the learner and his or her companions across time and settings' (Barron 2006: 193). The session outlines an application of Barron's learning ecology to the learning of English in Africa.

Gregory Kamwendo is Professor of Language Education and Dean of Education at the University of KwaZulu-Natal in South Africa.

15:35-16:25 Breakout Group 7C

Challenges of Successful Teaching and Learning in Multilingual Public Primary Classrooms in Ibadan, Nigeria: A Participant's Experience

Professor Clement O Kolawole, Dept. of Teacher Education, University of Ibadan, Ibadan, Nigeria

Nigerian public primary school children and their teachers are expected, by the provisions of the National Policy on Education (2004), to be multilingual because children come to school with little proficiency in their first language and the policy expects them to be taught using the first language (FL) or what is termed the language of the immediate community (LIC). In addition, pupils are also expected to receive instruction in one out of the three identified national languages (Hausa, Igbo and Yoruba), which is different from their first language. English is also offered as a subject. There is inadequate provision to promote successful teacher classroom practices in any of the languages: first, national or English. This situation has left teachers with no other option than to resort to what they believe is adequate to meet children's demand in the process of instructional delivery. Most teachers resort to direct translation from the first language or language of the immediate community to English or give instruction using the child's first language at the expense of either of the LIC or English language. This situation has, instead of helping the children to receive adequate instruction and learn properly, left most of them confused language-wise and without meaningful learning. This presentation reports a participant's observation of selected public primary school classroom encounters of both pupils and teachers in multilingual classroom setting in Ibadan, Nigeria.

Clement Kolawole is a Professor of Language Education, Literacy Development and Curriculum and Instruction. He is currently the Dean in the Faculty of Education at the University of Ibadan in Nigeria.

15:35-16:25 Breakout Group 7D

Local Languages: Good for the Informal Marketplace, but not for the Formal Classroom?

Professor Zubeida Desai, University of the Western Cape, SA

The intention of this presentation is to critique two inter-related perspectives on the role of African languages in the broader society, but particularly in the domain of education. The first perspective

views language as a living phenomenon that cannot be regulated easily. Such a view has led to concepts such as 'multilingualism from below' and 'linguistic citizenship' (Stroud & Heugh, 2003) being widely propagated. The second perspective is a criticism of the notion of mother tongue education. Makoni and Pennycook (see Makoni & Pennycook, 2007) criticise the ideologically-laden nature of the term 'mother tongue' and its corollary 'mother tongue education'. Referring to African languages, they argue that there is a disjuncture between the 'standard' variety and the language used in communities. I propose that present practices in South Africa, and other African countries, continue to privilege English-speaking learners and cautions against a binary approach towards English and local languages. It argues that linguistic practices from below cannot change power dynamics in unequal societies such as South Africa. It is only when local languages are used in high domains such as education that they will develop fully and remain vibrant.

Zubeida Desai is Dean of Education at the University of the Western Cape. She was the South African co-ordinator of the Language of Instruction in Tanzania and South Africa (LOITASA) project on extending mother tongue education.

15:35-16:25 Breakout Group 7E

The Promise of Early Book-Sharing: Research on the Benefits of Providing Training to Mothers in South Africa

Professor Peter Cooper, University of Reading

The low rates of child literacy in South Africa are cause for considerable concern. One intervention strategy yet to be explored is to focus on providing families with a means for supporting early infant development. Research from the developed world shows that parental sharing of picture books with their infants and young children is beneficial for child language and cognitive development, as well as for developing literacy skills. Training in book-sharing for families living in conditions of marked socio-economic adversity could similarly benefit child developmental progress. We developed a book-sharing training programme, combining the provision of didactic information with modelling and individual instruction and support, for delivery in isiXhosa in South Africa. Then, in a pilot study of 30 South African mothers and their 14-16 month old infants, we compared mother and child outcomes where mothers were trained in book sharing (by local people we had recruited and trained) with those where training in toy play was provided. The mothers receiving book sharing training engaged well with the programme, and they also benefited from it: compared to the comparison group mothers, they became more sensitive, more facilitating, and more elaborative with their infants during book sharing, and they also became more sensitive to their infants during toy play. In addition, infants whose mothers received the book-sharing training showed greater benefits than the comparison group infants in terms of both their attention and language. Following these promising preliminary findings, we initiated a full RCT (n=91). We have just completed this study. Maternal behaviours and child outcomes have been systematically and independently assessed before and after training. The findings of this RCT will be presented and the implications will be discussed of rolling out training in indigent settings, both for child language and literacy development, as well as for the development of child social understanding.

Peter Cooper is Professor of Psychology at the University of Reading (UK) and Professor Extraordinary at Stellenbosch University (South Africa). Together with his colleagues he has, for several years, been conducting research on maternal mental health and child development in South Africa.

16:30-17:30
Open Session to Meet the Conference Trustees: Practical Steps to Continue the Conference Series

Evening Sessions – Wednesday 16th

17:35-18:20 Evening Session 1
The English Language in Francophone West Africa
PANEL DISCUSSION led by *Arnauld Aguidissou* and *Hywel Coleman*, which will launch a new British Council publication, The English Language in Francophone West Africa.

This is a panel discussion which will launch a new British Council publication, The English Language in Francophone West Africa. The book is the culmination of a two year study of how English is learnt and taught in eight West African countries - Benin, Burkina Faso, Côte d'Ivoire, Guinea, Mali, Mauritania, Senegal and Togo (all of which use French as their official language) – and the roles that English plays in the economic and human development of those countries. This is the first time that a study of this type has been carried out in Francophone Africa. Arnauld Aguidissou, an English teacher in Benin, was one of the fourteen survey team members while Hywel Coleman coordinated the project. The presentation identifies a few of the most important findings, including:

- The social, developmental and economic roles played by African languages, French, Arabic and Chinese in the region
- The role of English in human and economic development
- The routes that people follow to become English teachers
- The characteristics of English language classrooms and how English is taught
- The extent to which secondary school pupils manage to learn English.

The session also briefly considers implications for the future of English in Francophone West Africa.

Arnauld Aguidissou teaches English in the secondary education sector in Benin. His scope includes Business English in vocational schools. In 2011, he participated in the English in Francophone West Africa survey initiated by British Council Senegal.

Hywel Coleman is interested in exploring the roles which languages play in human and economic development. His publications include Dreams and Realities: Developing Countries and the English Language (British Council 2011). He is a Trustee of the Language & Development Conference Series and he lives in Indonesia.

17:35-18:20 Evening Session 2
The African Storybook Project: Literacy for the Future
PANEL DISCUSSION led by *Tessa Welch,* Project Leader for the African Storybook Project and Programme Specialist for teacher education at the South African Institute for Distance Education (SAIDE). Co-presenters include *Professor Bonny Norton, Dr Juliet Tembe, Dorcas Wepukhulu* and *Judith Baker*.

Extensive research shows that the reading literacy levels of African children after the first three years of schooling are far from adequate, both in the basic ability to read as well as the literacy necessary to proceed to the next level of schooling. A key obstacle to learning to read is the drastic

shortage of appropriate stories for early reading in languages familiar to the young African child. Conventional publishing models which rely on economies of scale are unable to provide sufficient numbers or variety in the multitude of languages on the continent. SAIDE, with a range of partners, is embarking on the African Storybook Project, an initiative to stimulate the provision and use of openly licensed stories in local African languages for early reading. We are constructing a website, through which users will be able to:

- find enjoyable stories for children to read,
- translate them into a local language or dialect,
- adapt them for the reading level needed,
- download and print them, or
- read them on a variety of devices.

To encourage and learn from use, pilots will be conducted in 12 rural and urban sites across Kenya, Uganda and South Africa. We hope to increase dramatically both the numbers of stories for early reading and the African languages in which these stories are available. Plentiful provision will assist literacy organisations and schools in their quest to embed reading as a social practice in African countries. The research programme that supports and is derived from this initiative will be focusing on the key question: How does the African Storybook Project digital publishing model using open licensing facilitate or hinder access (creation, versioning, and distribution) and use of stories for early reading in a variety of African contexts?

Tessa Welch is Project Leader for the African Storybook Project and Programme Specialist for teacher education at SAIDE.

Bonny Norton is Professor and Distinguished University Scholar in the Department of Language and Literacy Education, University of British Columbia, Canada.

Juliet Tembe is coordinator of the African Storybook Project in Uganda. Her PhD from the University of British Colombia was Language education policy and multi-literacies in Ugandan Primary School.

Dorcas Wepukhulu is coordinator of the African Storybook Project in Kenya. As a Ford Foundation Scholar, she obtained an MA in Sustainable International Development at Brandeis University with a focus on educational and humanitarian issues.

Judith Baker together with Ms Wepukhulu, conceived of the African Storybook Project and is now its main literacy advisor.

17:35-18:20 Evening Session 3: MA and PhD Student Thesis Clinic
A 'clinic' to offer advice and support to students on their current research.

The 'clinic' will be facilitated by Professor Jean Baxen of Rhodes University and led by Ajit Mohanty who will offer advice and support to the following students on their current research.

PhD students : Xoliswa Magxala and Jabulani Sibanda and Jimmy Harmon
Masters students: Anna Tshuma and San Knoetze.
(South Africa, Uganda, Kenya and Mauritius)

THURSDAY 17 OCTOBER 2013

09:00-09:50 Breakout Group 8A
Enabling English for Development in Schools: The Case of Ethiopia
H.E Fuad Ibrahim Omar Minister of State for Education

As part of a comprehensive Government economic and social vision, the Federal Government of Ethiopia (FDRE) formally introduced English as a Medium of Instruction (MOI) in Ethiopian State schools in 1994. How has the introduction of English in the Ethiopian curriculum fared and what were the key challenges faced in implementing this reform? In this presentation, the Hon. Minister of Education of the FDRE will provide background information about Ethiopia's educational system with a focus on Ethiopia's multilingual challenges and will outline some of the reasons why English is taught in Ethiopia as a subject from Grade 1 to Grade 7 and as Medium of Instruction (MOI) from Grade 7 onwards. The presentation will then highlight areas of critical importance in the implementation of Ethiopia's English MOI strategy with a focus on teacher training for improved teacher language proficiency. The key messages are that the implementation of English as an MOI is central to Ethiopia's educational vision, but a meaningful strategy requires English teaching to co-exist with local languages. The implementation of an MOI policy requires strong partnerships in place at the outset with clear commitment to long term investment. There are no quick fix solutions.

H.E. Mr Fuad Ibrahim Omer is State Minister for General Education at the Ministry of Education of Ethiopia. He is a former teacher and occupied various senior government positions at Federal and Regional levels including President of Harari Regional State and Head of its Education Bureau. He has a BEd degree in pedagogical sciences, post graduate diplomas in teacher education and special education and MA degree in special education. Mr Fuad speaks Amharic, Harari, English and Arabic.

09:00-09:50 Breakout Group 8B
Beyond language: Socio-economic Issues, Gender and Politics in Language Teaching
Professor Zakia Sarwar, Society of Pakistan English Language Teachers (SPELT), Pakistan

This presentation poses questions that need to be asked in relation to the human and professional dimensions of language teaching and its impacts on socio-economic structures dealing with identity, gender and politics. It focuses not only on English, but builds a discussion around local languages as well. I begin with a questioning of power differentials between languages in context of education; i.e. one may ask what are some differences in teachers' status, role, and behaviours of English and other local languages; how do these aspects reflect and reinforce the social capital associated with these languages; how do these relate to human resources associated with the profession; how the overall politics of a country effects language teaching policies. I will share some insights from a small-scale baseline survey of teachers in Pakistan, which was undertaken to find out how do language teachers – not just English language teachers, but teachers of other languages perceive their status or identity and their role in the complex socio-political and economic structures. I also look at issues of gender, empowerment, and mobility in relation to professional development in language teaching. In order to raise and contextualize these questions, I will draw from work done by SPELT – the Teachers' professional forum in Pakistan, over the last 30 years, sharing insights gained through its innovative educational initiatives and organizational structure. Using the base line study and SPELT data, I will bring teachers' own voices to show how the language policies that result from politics have a deep impact on the teachers' perception of identity/self, and hinder professional development. Similarly, the socio-economic structures, which provide very little support

to teachers – especially female teachers – prevent them from realizing their full potential and leave a very deep impact on the overall quality of education.

Zakia Sarwar, founder member SPELT, a veteran TESOL and IATEFL leader, is a teacher educator, materials writer and a classroom researcher with over 45 years of experience in teaching/learning of English.

09:00-09:50 Breakout Group 8C

Strategies Developed for Managing Language Diversity Among Patients and Healthcare Providers in Multilingual HIV and AIDS Clinics in Lesotho.

Dr Konosoang Sobane, Human Science Research Council (HSRC) South Africa

Multilingual healthcare is a common characteristic of many HIV/AIDS care centres in Lesotho. Patients and many of the nursing and administrative staff are mostly first language (L1) speakers of Sesotho and second language speakers of English. A majority of physicians are L1 speakers of foreign languages, with varying degrees of competence in English and Sesotho. This has resulted from the country's employment of a considerable number of expatriate physicians to respond to the current burden of disease and escalating HIV/AIDS prevalence. Clinical interactions in these settings are therefore often language discordant and prone to communicative challenges. These challenges become proliferated in the treatment of HIV where the treatment protocol and the nature of the disease dictate a demand for effective communication. Despite this extent of language discordance and consequent complications of communication in such situations, national health policies are silent on multilingual healthcare and they provide no guidance on resources and strategies to be used in these contexts. This leaves healthcare providers and patients with a responsibility to develop strategies that will facilitate achievement of communicative goals in their interaction. This presentation explores strategies healthcare providers and patients have developed to facilitate communicative success in two HIV/ AIDS care centres in Lesotho. I collected data through semi-structured interviews and focus group discussions. The sample comprised physicians, nurses, lay interpreters, administrative staff and patients. The analysis shows that patients and healthcare providers use and array of relational, communicative, literary and non-verbal strategies. Results further indicate challenges that are associated with each of these strategy types, thereby suggesting that they cannot be solely relied upon as means of managing language. I therefore make policy recommendation on multilingual HIV/AIDS care and professionalization of health interpreting.

Konosoang Sobane is a Researcher at the Human Sciences Research Council, (Research Use and Impact Assessment Unit).

09:00-09:50 Breakout Group 8D

Mother Tongue Instruction for Lower Primary School Level in Zimbabwe – A Half Hearted Commitment to the Development of Her Indigenous Languages

Dr Busani Maseko, Lupane State University, Zimbabwe

This presentation interrogates the government's commitment to the development of indigenous languages in the primary school system as mirrored in the languages in education policy. The amended Education Act of 2006 dictates that in Zimbabwe's primary schools, early learning must be done via mother tongue instruction and later on English is to be introduced, both as medium of instruction and also a school subject (L2), taught on equal time basis with other indigenous languages. By the nature of lower primary education, mother tongue instruction is viewed as a necessity as it bridges the gap between the child's home environment and the new school

environment as well as reducing culture shock associated with the rapid introduction of a new language. It has generally been agreed that children tend to understand better if they are taught in their mother tongue (L1). In this session, we argue that this proclamation in the education act seems to be a half-hearted commitment to the growth and development of Zimbabwe's indigenous languages insomuch as several other systems like teacher training and deployment practices are not in tandem and in synch with this requirement. The non-availability of literature in a host of other indigenous languages mainly regarded as minor does not help the case either. Our presentation is both a critique of the Zimbabwean policy of languages in the education sector as enshrined in the education act as well as a proposal for remedial future action to try and redress the predicament that indigenous languages have to contend with as far as early primary school education is concerned. We argue that the non committal attitude by the government to invest in indigenous languages is symptomatic of a culture that has been manifest since the early days of independence that gains expression in the absence of a comprehensive national language policy and articulates clearly the need for the uplifting and consequent development of Zimbabwe's indigenous languages leading to equal and universal access to primary education (MDG 2)

Busani Maseko is currently a lecturer in the department of language and communication at Lupane State University in Zimbabwe, a holder of a Bachelor degree in Linguistics and Masters degree in Applied Linguistics from the University of Zimbabwe.

09:00-09:50 Breakout Group 8E

Strategies for the Development of a Reading and Writing Culture in Mozambique Universities: Case Studies Catholic University of Mozambique - Faculty of Economics and Management

Amalia Dickie, Catholic University of Mozambique

This presentation is based on a study carried out with the purpose of providing strategies for developing a reading and writing culture among students in Mozambique universities and particularly at the Catholic University of Mozambique. Many experts suggest that inefficient reading and writing materials and their accessibility, poor reading and writing facilities and non involvement of parents inhibit the progress of reading and writing culture among students. The findings indicate that there is unplanned frequency of reading and writing by students and the only reading and writing that happens is limited to available reading and writing materials and resources. I discuss the formation of book clubs in schools that would involve teachers and possibly parents participating in reading and writing activities and conclude by recommending that the government adopts policies or strategies to ensure a lifelong learning environment in Mozambique's universities.

Amalia Dickie completed her Honours degree in Applied Literacy and Language Development at Cape Town University and is currently studying for a PhD in Mozambique.

10:00-10:50 Breakout Group 9A

National Policy on Social Integration in Sri Lanka

Hon Minister Vasudeva Nanayakkara, Minister for National Languages and Social Integration

10:00-10:50 Breakout Group 9B

Language as a Contributor to Post-MDG Objectives

Emeritus Professor Sammy Beban Chumbow, ICT University of Cameroon & University of Yaounde 1

Whatever the post 2015 MDGs may be, there is a need to review failed aspects of the MDG implementation strategies in Sub-Saharan Africa to enhance the achievement of better results in the next phase. In this session I present empirical evidence that language and communication are

contributory factors to the region's lagging behind other regions as stated in the current MDG Report (2012). Whereas 'comprehension of new knowledge and innovations is a *sine qua non* condition for their appropriation' (Chumbow 2010), MDG information, in many African countries, is presented to target populations in the official (foreign) minority languages (English, French, Portuguese). Thus, the masses of the rural communities, who speak uniquely or essentially an African language, are excluded or marginalised. For a remediation of this situation, I present a model of participative communication that is concomitant with the participative development paradigm. The model consecrates the development and use of African languages in conjunction with the official languages in the process of development communication. Participative communication also differs significantly from the present unidirectional transmission of information and knowledge to target populations by government agents in an official language. It is an interactive bidirectional bilateral process characterised by active participation of beneficiaries' from conception of projects through implementation to appropriation and ownership; the model also provides for feedback via effective communication within a framework of structured social dialogue. I discuss challenges in the development of the languages, agents and channels of communication within the tier stratification model of language planning for national development. The participative communication model stands to enhance a better rate of attainment of development goals because it favours the democratisation of access to development-information and the acquisition of development- relevant knowledge by all citizens with the use of the language they know best.

Professor Chumbow is Emeritus Professor of Linguistics and distinguished professor of the ICT University USA in Cameroon. He is specialist in Generative Phonology and a well-known expert in Language Planning (with major research contributions to the theory /models of Language planning for development. He has over 100 publications in linguistics, sociolinguistic and language education and national development studies. He is a founding member of ACALAN.

10:00-10:50 Breakout Group 9C

Language in Education in Uganda: Analysis of Policy Instruments, Projections beyond 2015 and Key Areas for Research.

Prosperous Nankindu, Kyambogo University, Kampala, Uganda

The 1992 Government White paper on Education, the 1995 Constitution of the Republic of Uganda and the National Primary School Curriculum, clearly show the hegemony of English that exists within Uganda. This hegemony of English relates to a complex range of circumstances including the country's colonial heritage, the value attached to regional and local languages within public domains and the power of English within the interactive global issues. The instruments above take the many languages in Uganda as a problem to be solved other than a resource as per Ruiz's (1984) orientations model which Hornberger (1994:83) characterizes as: language as a problem, a right and a resource. On the other hand, the most recent instrument, the Uganda Education Sector Strategic Plan 2004-2015, presents a positive and different perspective towards all languages including English and local languages. Considering this perspective, in the future, we will see all languages seen as a resource in education and for national development.

Prosperous Nankindu is a lecturer at Kyambogo University, Kampala-Uganda and a linguistics PhD candidate at the University of Western Cape. She is a researcher with considerable experience in indigenous language teaching. Her future research interests are around language policies and multilingual education.

10:00-10:50 Breakout Group 9D

Recognise Learners with Learning Disabilities to Achieve Universal Education Goals.

Jesca Nakibirango, Rise and Shine Dyslexic Organisation (RASDO), Uganda

Universal Primary Education (UPE) was introduced in Uganda 1997. Universal Secondary Education was also introduced in 2007, but with few strategies for learners with learning disabilities. Personal experience shows many people with these children regard them as unproductive including teachers who spend most of the time with them. However, they lack skills to cater for a diversity of children in schools despite the fact that an inclusive (but undeveloped) education policy was also established to ensure best practices for children with disabilities. As stakeholders in the education, Rise and Shine Dyslexic Organization (RASDO) started an initiative of the Learning Centre in 2010 as a pilot project for Four years in Kampala District with an opportunity to ensure that learners with learning disabilities are catered for, for a better performance after primary level. This has been reached to through individualized and differentiated approaches as we put in mind the medium of language(s), biological background and both social and cultural setup. For quality education, RASDO has included parents, teachers and the Uganda National Examination Board, and we have started talking to key policy actors to be informed to act accordingly as we widely expand the program after this pilot program. Since the inception of the Learning Centre, so far 10 learners sat for their final examinations under this program. They have all passed and some now look independent and valuable resources for the society who can contribute enormously to the well-being of their families and communities in the future. All children should have equal opportunities for high quality primary and secondary education that equips them for employment and an enjoyable life besides their mental abilities. Governments and the private sector should work together to provide opportunities for lifelong learning and skills development.

Jesca Nakibirango is Director and Founder of Rise and Shine Dyslexic Organization and works mainly with children with learning disabilities in schools.

10:00-10:50 Breakout Group 9E

The Fallacy of Multilingual and Bilingual Policies in African Countries

Dr Mompoloki Mmangaka Bagwasi, University of Botswana

Many language experts believe that the problematic language situation in Africa can be resolved by allowing and encouraging Africans to find a balance in their use of African and international languages. They believe that this balance will result in a multilingual and bilingual Africa in which, on one hand, African languages are promoted and their speakers actively participate in the activities of their countries using their own languages and, on the other hand, speakers of Africans languages become competent in international languages so that they can use to access the outer world. However, in this presentation I argue that multilingualism and bilingualism are not easy and straight forward processes. Bagwasi (2012) argues that multilingual language policies, in which languages with varying influences are put together, are often very difficult to implement. In such situations, one language with numeric, socio-political, cultural and economic strength often dominates others and ends up being used more often regardless of what the policy says. This is because languages and their speakers are neither neutral nor impartial. Further, Bagwasi argues that multilingualism is increasingly becoming a challenge not only for multilingual nations and organizations but for individuals. She suggests that in the same way that 'many people would prefer a bank card, car or attire that they can use in many places and for many purposes, they would also prefer a language that they can use in many places and for many functions'. In addition, despite all the arguments favouring globalization, the notion of globalization inherently suggests oneness and exclusion. Thus, in a way, globalization actually promotes a single form of communication. Now, the question arises:

how is Africa expected to maintain its multilingualism in this era of globalization? This presentation attempts to answer this question by exploring the relationship between multilingualism and globalization in Africa.

Dr. Mompoloki Bagwasi is a Senior Lecturer in the English Department at the University of Botswana where she teaches sociolinguistics and pragmatics courses. Her research interest and publications are mostly on non-native varieties of English, multilingualism, language and education and language and development.

11:15-12:30 Plenary

Working at the Interface of Mother-Tongue and English Language: Policies, Practices and Ways Forward

John Knagg and *Dr John Simpson, British Council*

This session summarises the themes and messages of the conference, and attempts to distil some principles for organisations involved in language and development issues. In particular we look at the positions that The British Council and similar organisations should adopt in dealing with language in education and language in society issues. We look at some specific case-studies of projects where the English language sits alongside local languages, and address how best to engage at that interface. We will look forward to the role of language in supporting development over the coming two decades and look at how the lessons learned from language and education policies and practices of the past can inform future decisions so as to facilitate socio-economic development while allowing for inclusive societies that welcome a range of cultural identity.

John Knagg is Head of Research and Consultancy for English at The British Council in UK. He has worked as a teacher, teacher trainer, adviser and project manager in many parts of the world. He has had responsibility for British Council research projects and publications in English and has advised governments and institutions on language and education policy. John coordinated the 2012 Juba Conference concluding statement of principles, which guides British Council policy on language-of-instruction issues.

John Simpson is the British Council's Regional Education and English Adviser in Sub-Saharan Africa. He has over 30 years' experience in language and education, including 15 years in UK higher education and 10 years in Sub-Saharan Africa. He has been a technical adviser to the Governments of Rwanda (2009 – 2011) and Ethiopia (2007–08) on large-scale English language reform programmes.