

Language Rich **Africa**

Policy dialogue

The Cape Town Language and Development Conference: Looking beyond 2015

Edited by Hamish McIlwraith

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10th INTERNATIONAL
Language and Development
CONFERENCE

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The Cape Town Letter: to our leaders

This open letter is a simple summary of observations, lessons, conclusions and recommendations arising from the tenth Language and Development Conference in Cape Town in October 2013. It is for decision makers and policy makers, has been drafted by John Knagg of the British Council and is based on the ideas and wisdom of conference participants, in particular Sozinho Francisco Matsinhe, Ayo Bamgbose, Angelina Nduku Kioko and Hywel Coleman.

Leaders who might benefit from receiving this letter include:

- Those working to develop and implement international, regional and national education and development policies and targets.
- National political leaders including presidents and ministers.
- Decision makers in national, regional and local education systems.
- All those responsible for communicating important information to the public.
- Owners and leaders of media channels.
- School leaders and teachers.
- Parents and community leaders.

Dear Leader

The importance of language in social and economic development

Our conference observed that good communication in the right language helps social and economic development in many areas¹. However, we are disappointed that the vital issue of language is often

neglected in official documents² on international development. Choosing the wrong language can do serious damage to individuals, societies and states. The proceedings of our conference give many examples of the damage that can occur when the wrong language is chosen.

These include:

- Children at school do not learn when the teacher tries to teach them.
- People cannot understand important public information or access government services, including health services and information.
- People are unable to participate fully in democratic processes.
- Local communities and their cultures are weakened or can disappear.
- People who do not know certain languages are discriminated against.
- There is reduced economic development as a result of all the above.

Using people's home language in official contexts helps them to feel that their community and culture is valued

¹ Arguments for the importance of language have been well summarised in the paper 'Why Language Matters for the Millennium Development Goals', by Sandy Barron, published by UNESCO Bangkok (2012).

² The 2013 report published by UNICEF and UNESCO 'Making Education a Priority in the post-2015 Development Agenda' mentions language in one paragraph in its 61 pages, calling for teaching in local languages and the teaching of national languages, and expressing concerns about the exclusion of linguistic minorities. The 2013 UN report of the high-level panel of eminent persons on the post-2015 development agenda *A New Global Partnership: Eradicate Poverty and Transform Economies Through Sustainable Development* mentions language twice in its 81 pages – firstly to refer to some reductions in linguistic inequities, and to state that the high-level panel has disseminated information in multiple languages. The United Nations Development Group 2013 report 'The Global Conversation begins: Emerging Views for a New Development Agenda' makes no mention of language.

within a multilingual nation. There are many examples of successful multilingual states. The conference urges you to use your influence to implement the following recommendations, which are not expensive to implement and will show excellent social and economic returns:

- **Include the issue of which languages to use in all your policy setting.** In addition, encourage those deciding higher- and lower-level policies to thoughtfully consider language issues.
- **Ensure that school children are taught in a language they understand.** This usually means starting primary education in the language they use at home and delaying the use of English (or other widely used languages) to teach other subjects in schools for several years, until children are familiar with that language and ready to be taught in it.
- **Actively communicate to parents and wider society the fact that children cannot learn things in a language that they do not understand.** The best way to learn English and other important languages is by teaching those languages gradually at the same time as using a familiar language as the main language of instruction. This is the model of mother tongue-based multilingual education advocated by UNESCO. Parents must understand the difference between using English (or another language) to teach the other subjects in school and teaching it as a subject.
- **Ensure that teaching in schools is of good quality.** The international development focus has moved beyond access to school to include the question of quality teaching in classrooms. Train teachers to use familiar languages in the classroom and show them that it can often be effective to use more than one language in lessons.
- **Allow local communities the freedom to devise the right language solutions to their local problems.** The mix of languages is complex in many contexts including some school classrooms. This means that it is impossible to impose an effective single policy on what languages should be used in all contexts in a national system.
- **Offer good teaching of important national, regional and international languages.** Teach important national, regional and international languages as subjects in secondary school, or use them as medium of instruction in secondary school if the children are ready. These languages of wider communication should be taught as a subject in primary school unless the children already have such

a mastery of the language that it can be used as a medium of instruction. Ensure teachers are trained in modern methods of teaching languages as subjects.

- **Explain and demonstrate the benefits of knowing more than one language, of being multilingual.** Successful countries such as Canada, Switzerland and Singapore have made a strength of their multilingual nature. Different languages can be used for different purposes; the use of local languages can increase participation, especially of marginalised groups, increase equity and increase the chances of success of development programmes. For individuals, knowing more languages is shown to improve cognitive abilities³.
- **Ensure that important public services and information are provided in languages that the target population will easily understand.** This includes health and justice services, and information including perinatal healthcare, HIV and AIDS, and malaria.
- **Encourage the media to use both local and more widely used languages to increase multilingualism.** Knowledge of national and international languages can be improved a great deal when people are exposed to these languages in the media. Use of local languages in the media can validate the importance of those languages in the community.

Our conference took place in South Africa a few weeks before the death of Nelson Mandela. Mr Mandela told us that education is the most powerful weapon that we can use to change the world. People can only be educated and included in a language that they understand. He also told us: 'If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.'

We hope you will support and apply these principles wherever you can.

Yours sincerely

Delegates of the tenth International Conference on Language and Development

3 See the research of Ellen Bialystok and others on this theme.

Foreword

Sir Martin Davidson KCMG,
Chief Executive, British Council

Language is one of the defining features of our species. Languages are central in giving us our identity and in defining and limiting the range of people we work, talk or engage with. Yet language has often been neglected as an important factor in human development, and a crucial issue in education. We should also recognise that learning a language in addition to our mother tongue implies choices. Choosing to learn a second language (or, frequently in Africa or other parts of the world, a third, fourth or a fifth language) is often more than a purely practical decision. It implies aspirations and status.

We know that Africa is the world's most linguistically diverse continent. Most Africans are multilingual, with competence in one or more local languages as well as regional languages, African lingua francas and European languages. Each of these languages is predominant in its own domain: between family members, when trading across borders, when dealing with officialdom. African multilingualism is to be celebrated. It is a huge advantage Africa has over other parts of the world, which is all too often underestimated. The challenge is to find a way to harness it so that it makes a real contribution to the social and economic development of the continent.

Of course, multilingualism is not unique to Africa. The European Union is a vibrant multilingual space – or at least parts of it are – and I have often argued for much more recognition of the value of languages in my own country, the United Kingdom, which is seen with some justification as being too monolingual for its own good. Indeed, it may well be that monolingualism is a huge disadvantage in a globalising world, not an advantage at all. Within the British Council's broad remit of international cultural relations, our mission includes the promotion of education, encouraging international educational collaboration and developing a wider knowledge of the English language. I know there may sometimes seem to be tensions between these aims, but I think it is quite possible to ensure that they work in harmony. Above all, our support for English is as a language *in addition* to the languages spoken by individuals, not instead of them. It is English in the context of multilingualism that we wish to promote, not English as a dominant or domineering language.

High quality education is essential for any nation wishing to build a knowledge economy, encourage international trade, improve public health or increase equality. The Millennium Development Goals, inasmuch as they have addressed education, focused on access, and in particular universal access to primary education. But in the years since the publication of the Goals, more and more focus has been given to the issue of quality. While there can be no quality without access, it is equally true that there will be no learning without quality; and this unfortunately is the situation in which far too many poorer states find themselves. By quality I mean the attainment of good learning outcomes. There has been an improvement in availability and take-up of school places, but many studies have shown that the results are inadequate.

Learning outcomes are the result of a number of factors – some of which are at first glance unrelated to education. For example, a child who is hungry cannot learn. This is as true for early childhood education as it is for university and adult education systems. There is a lot to be done in each of these areas. You only have to look at the most recent Programme for International Student Assessment (PISA) results for my own country, the UK, to understand how the drive for constant improvement is not something of which we can say: 'right, we've done that, let's move on to the next thing'. The job of ministries of education and other education authorities is to create policies that improve learning outcomes. But ministers are also expected to listen to the people, and in the case of education that means listening to parents.

At the British Council we are often asked by parents: 'How can I get my child to learn English? How can I give my child better English than I have?' Parents see English as the language of opportunity. It is seen as a key to getting a good job, moving out of poverty, aspiring to a better life. It is often seen as a way to change the fortunes of the whole family. But it is also the route to genuine international opportunity: to being part of a global world, not just part of a local world. But for most people there is an equally strong motivation to maintain personal ties with their community and history. Everyone knows stories of people who have moved so far from their home culture that they become rootless. We do not want language to be a source of rootlessness. One of the key objectives for the conference was the need to find the right balance between these two competing forces.

Healthy children, the appropriate curriculum, good teaching and adequate resources form the basis of a successful education system. The ingredient that is too often neglected is language, and in particular the *language* of instruction; the choice of which language, or languages, to use in any educational context is crucial, and may be made at different levels in different situations. What does seem difficult to argue against is the fact that you cannot learn something in a language that you do not understand.

If you want to teach me chemistry, mathematics or history, and I want to learn, and you use a language that I do not understand, then we will not be successful – neither you as a teacher, nor I as a learner. The right language does not guarantee learning, but the *wrong* language guarantees not learning. It is true that in the right circumstances a young person is able to learn a language much more quickly than someone of my age. But we should be careful not to underestimate the time needed even for a young child to reach a level to benefit fully from what is happening in the classroom. Also, we should be aware that while children can learn languages quickly under the right circumstances, those circumstances are very often not in place. What learners need is rich linguistic input at the right level, motivating and age-appropriate activities, and attention to the learner's individual needs.

It is because of these factors that the academic consensus for home language medium of instruction, or mother tongue-based multilingual education, has developed. And while this consensus is not new (UNESCO argued for this language-in-education approach 60 years ago), it remains a matter of debate in wider society. Policy makers and politicians do not always pay attention to the academic consensus when it conflicts with other views.

So how should a policy maker deal with a strong lobby from parents who demand a high quality education for their child – who see education as the key way to lift their children into a better economic environment than the one they were born into? All of us want a better life for our children than we had for ourselves. And often parents see one of the most important parts of that education as being access to English.

One reason for this is that English is emerging as one of the 21st century skills that can lift children and families from the local – even from the national – into the *international* community. We know, and studies have shown, that in some parts of Africa children who have access to English are 30 per cent more likely to get a job. The parents are not wrong: English is a critical skill that children need. Parents often see their society's elite getting a high quality education, usually in the private sector, and with an English medium approach. So if it's good enough for you, why isn't it good enough for my child also?

This is happening in many areas of the developing world, and certainly in South Asia and parts of Africa: a rise in the provision of education designated as English medium at a range of quality levels and prices. It appears to be what parents want, and if it is what parents want, then why should policy makers deny it to them? And if the provision is in the private sector and for the elite, why should policy makers not aim to make it available in public education systems?

To solve the conundrum, we need to unpick some of the concepts. The underlying desire of parents is for their children to leave school with a good education and with well-developed English language skills. It is not English medium education in itself that they want. But it can often be difficult to explain the difference between the concept of teaching a language as a subject, and using that language as a medium for learning. In Europe we see many peoples – Danes, Germans, Finns, for example – who have learned English to an excellent level through their schoolroom classes in English as a subject, but still learn subjects like science and history to a high level in their native tongue.

It is significant that both the US Agency for International Development (USAID) and the Department for International Development (DFID) have statements in their education policies in support of home language medium of instruction in primary school. The challenge is to get this over to the general population, and to make it absolutely clear that this initial mother tongue-based approach is not an alternative to English, but an approach that goes alongside the teaching of English, as exemplified in the approach in the South Africa Department for Education welcome note to the conference, and in the Minister's own speech.

In South Africa, English is introduced as a first additional language in the first year of primary school. Policy makers must indeed listen to parents. What parents want is a high quality education for their children: a curriculum that is appropriate to a modern global society. That ideal curriculum is highly likely to include English as a component. But it is not the only component, nor necessarily the most important part. The development of general numeracy and literacy skills, and the social skills that will allow young people to grow into adults who make a full contribution to society, is as vital as ever. It is what we all seek to achieve.

We are all looking to find ways of providing that opportunity for our young people. Many parts of the world have not yet succeeded in providing this aspect of quality education. There are many factors preventing its achievement, from the need for children to work in the fields and markets before study, to malnutrition and disease, to a lack of adequate teachers. And we have all heard stories where a class teacher spoke neither the official language of instruction of the school, nor the same language as the students. And, of course, the language curriculum also needs to be *socially* relevant. Children must be able to speak to their grandparents in their own tongue.

Devising and implementing the right language-in-education policy for any given context is no easy matter. Too often the wrong decision is made in relatively straightforward situations where children in a class share a common language. How much more difficult it is in complex environments where the children in a class have no common language and where multiple languages are spoken, as often happens in modern cities like London or Cape Town.

These situations are not amenable to simple solutions. No simple centrally driven policy will solve the problem. There needs to be room for local communities to develop their own answers, drawing on whatever resources that community can provide. Underlying the problems is the role and perception of the teacher in society. It is a difficult, taxing and challenging job at the best of times. In a society where the role of teacher is one of low prestige, the challenge of producing good educational institutions and systems is even greater. Governments need to develop ways of recognising the value of the teaching profession, to ensure a future supply of well-educated and motivated school teachers and leaders. A special challenge for authorities is that of listening to parents.

Some key principles were set down once again in 2012 in Juba, South Sudan by delegates from a number of organisations including the United Nations Educational, Scientific and Cultural Organisation (UNESCO), DFID and the African Academy of Languages (ACALAN), as well as the British Council and numerous universities. In addition to celebrating multilingualism and linguistic equity, they stress the benefits of children learning in a language that they know very well, and that languages that the child does not know well should be taught as *subjects*, in good time for them to be introduced as a language or a medium of instruction.

And how do we address that question of how to respond to parents' desire for English language? It is also important that the change from one medium of instruction language to another should be gradual rather than sudden. Unfortunately many systems still fail to follow this guideline, and stipulate a *sudden* change from mother tongue to English medium, thus often placing an unbearable cognitive load on the child. There are a number of guidelines and models for implementing a gradual shift to English medium. The Juba Statement also emphasises the need to improve the teaching of reading and writing, and the importance of training teachers in these skills.

At the Juba Language-in-Education conference in 2012, Professor Sozinho Francisco Matsinhe, Executive Secretary of ACALAN, asked us if we would prefer to live in a garden filled with one beautiful flower or with a great variety of beautiful flowers. I would prefer to live in the garden with many flowers. It is practically inevitable for the foreseeable future that the greatest proportion of all education in African universities and upper secondary schools will be in the medium of English. Indeed, it may well be one of Africa's great opportunities and strengths that it has access to the international medium of trade and education.

But I for one do not want to live in a homogenised world. I can think of nothing worse than a world that does not celebrate difference. The English language is not there to homogenise the world. It is an invaluable tool of international communication, but not at the expense of all the beautiful difference of our world expressed through language. I think we need to celebrate diversity in language, in culture and in identity. Every new language adds a new skill, a new perception of the world, a new way of looking at others, a new way of looking at difference. The need to embrace multilingualism is nowhere more evident than in my own country, the United Kingdom. That is why we in the British Council have started a new campaign to encourage people in Britain to learn 1,000 words of a new language. Not because we want people to be linguistically fluent in thousands of languages, but because we want people to be *culturally* fluent in thousands of different cultures.

The conference was about the role of language in development. We can send a message on this theme to policy makers as we move towards the post-2015 development era. I encourage working towards a statement that gives language the central place that it deserves, and that speaks to policy makers of all kinds about the need to take language into account when we are developing our educational context. We should also be sending a message that seeks to place the world languages, whether English or any other, within the context of multilingualism, which does not seek to find a single language or a single form of human interaction.

Introduction

Hamish McIlwraith, Editor

The tenth biennial International Language and Development Conference was hosted by the British Council and took place in Cape Town in October 2013. It was the second in the series since 1993 to be convened in Sub-Saharan Africa and coincided with reviews of progress towards the eight United Nations Millennium Development Goals (MDGs) due for completion in 2015. So, it was an opportunity to explore the role of language in contributing to the achievement of the MDGs, specifically:

- MDG 2: Achieving universal primary education.
- MDG 3: Promoting gender equality and empowering women.
- MDG 8: Developing a global partnership for development.

It was also a chance for the delegates to create a collective *language* perspective for all those involved in education – from parents to policy makers – to consider when discussing, creating or implementing language policies. This is articulated in the Cape Town Letter that heads this collection of conference papers.

The conference focused on a range of language-related issues common, but not unique to, developing countries across the African continent. The main theme was ‘Opportunity, Equity and Identity beyond 2015’ structured in four sub-themes of ‘Language Policy’, ‘Language, Literacy and Education’, ‘Language in Socio-economic Development’ and ‘Language, Cultural Identity and Inclusion’. These sub-themes provide the framework for this book. Of course, language and development is a complex topic with multiple themes, strands and arguments that cross over, mingle and get tangled up together. So, naturally, some authors deal with more than one theme in their papers.

In the first paper on Language Policy, Professor Herman Batibo describes the current language policy options for Africa and argues for an ideal language policy that is inclusive and makes particular provision to allow parents and community leaders to interact with a school. Professor Angelina Nduku Kioko examines the development of language policies across East Africa and poses two important questions for development agencies: What do we need to do differently to convince parents of the need for a solid literacy foundation in mother tongue?

What approaches can we use to convince policy makers to separate measures of language proficiency and educational achievement? Dr Jennifer Joshua’s paper has a more straightforward objective: to describe the history of language planning in South Africa and to outline the South African government’s resolve to ensure that multilingualism is implemented in all schools through a policy on the Incremental Introduction of African Languages (IIAL).

In her paper, Dr Mompoloki Mmangaka Bagwasi argues that our concept of multilingualism is flawed and that policy makers should strive to create policies that recognise many languages and do not, for example, simply promote one language for nation building or global trade.

The first section concludes with a paper from a different perspective. Professor Andy Kirkpatrick looks at the use of lingua francas as languages of education in four separate settings in East and South-East Asia and argues there is a shift taking place in Asia (and possibly Africa too) whereby there are declining numbers of people who are multilingual in local languages and a corresponding increasing number who are bilingual in the national lingua franca and English.

The second section, on Language, Literacy and Education, starts and ends with examinations of reading and storytelling projects. The first is the Nal’ibali Reading-for-Enjoyment Campaign described by Dr Carole Bloch of The Project for the Study of Alternative Education in South Africa (PRAESA). The second is a report by the leaders of the African Storybook Project, which was launched in 2013 by the South African Institute for Distance Education (Saide).

These two texts bookend three papers that focus on literacy and two more that consider multilingualism. Professor Hassana Alidou and Dr Christine Glanz of UNESCO present the core elements of a frame of reference for youth and adult literacy in multilingual and multicultural contexts. Professor Mastin Prinsloo and Professor Brian Street take a starting point in their paper that policy making should be based on a close understanding of what language and literacy are and how they are practised, not what we project on to them. Dr Angeline Mbogo Barrett looks at how policy making, in terms of developing literacy, needs to be informed by different kinds of assessment and warns against a 2015 debate on education that focuses almost exclusively on how to measure learning outcomes.

Professor Kathleen Heugh lists three main aims in her paper on multilingualism. The first is to explain how multilingualism is understood in different parts of the world. The second is to show why some forms of multilingual education might be appropriate in one context and not another. The third is to argue that for multilingual education to be successful, educators and linguists need to look at language in a more complete and comprehensive fashion. In contrast, Dr Nancy Ayodi simply makes the case for Kiswahili in broadening the political and economic opportunities for millions of Africans.

There are three papers in the third section, on Language in Socio-economic Development. Professor Ayo Bamgbose argues that development cannot be achieved unless it involves the participation of all in the development process, and such participation inevitably requires that people are reached and are able to reach others in the language or languages in which they are competent. Professor Sozinho Francisco Matsinhe of the Academy of African Languages (ACALAN) takes a theme of 'Cultural Renaissance' developed to celebrate 50 years of the African Union and applies it to the linguistic context in Africa with a view to allow Africans to become both agents and beneficiaries of change in their lives. The section concludes with a text by Professor Birgit Brock-Utne who asks where, linguistically and in terms of quality, education in Africa might be heading.

The final section, on Language, Culture, Identity and Inclusion, has a wide mix of topics. Professor John Joseph takes as a starting point the three MDGs that the conference focused on and examines entrenched ideas about endangered languages, mother tongues and cultural essentialism. In a piece co-authored by Kathleen Heugh, Godfrey Sentembwe looks at inclusion at a local grassroots level from the perspective of Literacy and Adult Basic Education (LABE), a Ugandan NGO. The final piece is written by Phil Dexter who looks at the British Council's approach to the inclusion and provision of special educational needs (SEN) with particular reference to MDG 2: Achieve universal primary education and ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.

Together, these papers reflect the wide and diverse approaches taken in the almost 60 presentations and workshops delivered over the two-and-a-half days of the conference. But, as you read them, try to keep in mind what binds them together: the principles and recommendations set out in the Cape Town Letter.

A final note. Gathering a collection such as this is complex and has involved a great many people. With this in mind I would like to thank colleagues at the British Council, but in particular, Fiona Pape, Holly McKenzie and Adrian Odell, who have been extremely supportive and constructive in drawing the text together for it to be ready for publication. My thanks are also due to Jean September of the British Council and the British Council Sub-Saharan Africa team who took the lead in organising and hosting the conference working alongside the conference partners: the African Academy of Languages (ACALAN), the Project for the Study of Alternative Education in South Africa (PRAESA), UNESCO and the South African Department of Basic Education.



Contributors

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John Knagg is Head of Research and Consultancy for English at The British Council in the 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 co-ordinated the 2012 Juba Language-in-Education Conference concluding statement of principles, which guides British Council policy on language of instruction issues.

Sir Martin Davidson KCMG, British Council

Sir Martin Davidson took up the role as Chief Executive in April 2007. Prior to joining 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.

Professor Herman Batibo, University of Botswana

Herman M Batibo is Professor of African Linguistics at the University of Botswana. His main interest in African linguistics is the understanding of multilingualism, which is dominant in Africa, and how to make it a resource that can be planned and used optimally. He is also preoccupied with the description and documentation of highly endangered languages. His central concern is to investigate the circumstances and processes of language endangerment and marginalisation. He has researched extensively in eastern and southern Africa, particularly Tanzania and Botswana, and has published widely in both descriptive and sociolinguistic domains. He is the former President of the World Congress of African Linguistics (WOCAL). Moreover, he is a member of several United Nations Educational, Scientific and Cultural Organisation (UNESCO) and African Academy of Languages (ACALAN) committees concerned with the safeguarding, promotion and effective use of African languages.

Professor Angelina Nduku Kioko, United States International University, Nairobi, Kenya

Angelina Nduku Kioko is currently a professor of English and Linguistics and holds a BEd in English and an MA in Linguistics, both from the University of Nairobi. She obtained her PhD in Linguistics at Monash University in Australia. She has taught English and Linguistics in various universities in Kenya for the past 27 years. Her publications are in syntax, morphophonology, sociolinguistics and English language teaching materials. Her current research interests are in the field of language and education in multilingual contexts, especially the development and use of mother tongues as languages of instruction in schools.

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Dr Mompoloki Mmangaka 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.

Dr Jennifer Joshua, Curriculum Implementation and Quality Improvement (GET) in the South African Department of Basic Education (DBE)

Dr Joshua's experience in education spans 35 years and she has served in different capacities as a Foundation Phase teacher, teacher trainer, subject adviser and provincial curriculum co-ordinator. Her responsibilities in the DBE in the last ten years include the curriculum project manager for GET (2003–06); Teacher Recruitment: Funza Lushaka project manager (2006–08); Director: Foundations for Learning (2008–11); Director: Learning and Teaching Support Material (LTSM) (2011–13); and Director: Curriculum (June 2013 to date). She has a keen interest in issues of language and the research for both her Master of Education and Doctor of Education degrees were on language policy implementation.

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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 co-ordinated the Stories Across Africa Project for ACALAN between 2004 and 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.

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Hassana Alidou obtained her MA and PhD in Linguistics in 1991 and 1997 respectively as well as an Advanced Certificate in Gender Roles in International Development in 1995 from the University of Illinois. Currently, she works at the UNESCO Regional Office for Education in Africa in Dakar, Senegal as the Chief of Section, Basic to Higher Education and Lifelong Learning. She is also the Regional Director and Representative of UNESCO Multi-sectoral Office in Abuja, Guinea, Liberia, Sierra-Leone and Togo. Her publications include: *Women, Religion, and the Discourses of Legal Ideology in Niger Republic*; *Promoting Multilingual and Multicultural Education in Francophone Africa: Challenges and Perspectives*; and *Cultural wars and teaching multicultural education in pre-dominantly White Universities*.

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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.

Professor Brian Street, King's College, London University and Visiting Professor, University of Pennsylvania

Brian Street is Professor of Language in Education at King's College, London University and Visiting Professor of Education in the Graduate School of Education, University of Pennsylvania. Over the past 25 years he has undertaken anthropological field research and been consultant to projects in countries of both the North and South. He has a commitment to linking ethnographic-style research on the cultural dimension of language and literacy with contemporary practice in education and in development. He has been involved in writing and editing ten books and has published over 60 scholarly articles. He is best known for *Literacy in Theory and Practice* (CUP, 1985), edited *Cross-Cultural Approaches to Literacy*, (CUP, 1993) and brought out a collection of his essays with Longman under the title *Social Literacies* (1995), which was cited in his receipt of the David S Russell award for distinguished research by the National Council for Teaching of English in the US. He recently edited *Literacy and Development: Ethnographic Perspectives* (Routledge, 2000; shortlisted for the BAAL Book Prize, 2002) as part of a commitment to link ethnographic-style research on the cultural dimension of literacy with contemporary practice in education and in development.

Dr Angeline Mbogo Barrett, University of Bristol, UK

Dr Angeline Mbogo 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.

Associate Professor Kathleen Heugh, University of South Australia

Kathleen Heugh is a socio-applied linguist whose work has focused on language policy and planning and multilingual education in Sub-Saharan Africa, particularly South Africa. More recently she has engaged in collaborative research in India and among migrant communities in Australia. She has led several small, medium and large-scale countrywide and multi-country studies of literacy, mother tongue and multilingual education; and large-scale assessment of students in multilingual settings. She teaches English to international students at the University of South Australia using pedagogical practices informed by research, theory and grounded practices of multilingualism and multilinguality, including translanguaging, as these have emerged in Africa and South Asia.

Dr Nancy Kahaviza Ayodi, Maasai Mara University, Kenya

Nancy K Ayodi currently serves as Co-ordinator, Maasai Mara University, Nairobi Campus, Kenya. Among her key responsibilities at the campus are the co-ordination and planning of academic and administrative activities, providing academic leadership, developing satellite campuses' budget proposals and preparing reports. She has taught Kiswahili in Kenya's secondary schools and teacher training colleges for 19 years. She holds a doctoral degree in Kiswahili from Egerton University, Kenya. She also holds a master's degree in Kiswahili from Moi University, Kenya. She attained a BEd from Kenyatta University, Kenya. She enjoys writing and presenting academic papers at local and international conferences and undertaking research.

Tessa Welch, Professor Bonny Norton, Dr Juliet Tembe, Dorcas Wepukhulu and Judith Baker

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 co-ordinator of the African Storybook Project in Uganda. Her PhD from the University of British Columbia was on language education policy and multiliteracies in Ugandan primary schools. **Dorcas Wepukhulu** is co-ordinator 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 the African Storybook Project and is now its main literacy adviser.

Emeritus Professor Ayo Bamgbose, University of Ibadan, Nigeria

Ayo Bamgbose is Emeritus Professor of Linguistics at the University of Ibadan in Nigeria. He took his PhD 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, University of Cambridge 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 1997–99. 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.

Professor Sozinho Francisco Matsinhe, AU-ACALAN

Professor Sozinho Francisco Matsinhe is from Mozambique and studied linguistics at Eduardo Mondlane University and Dar es Salaam University. He was awarded a PhD in Linguistics from the University of London with special reference to Bantu languages. Since December 2009, Professor Matsinhe has been Executive Secretary of 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.

Professor Birgit Brock-Utne, University of Oslo, Norway

Birgit Brock-Utne works as a consultant and professor in Education and Development around the world. She is affiliated to the Department of Education at the University of Oslo. She was a professor at the University of Dar es Salaam from 1987 to 1991 and is a fluent speaker of Kiswahili, as well as Norwegian, German, English and French. In 1997 she took the initiative to build up a Master of Comparative Education course at the University of Oslo and was the Director of Studies for most of the years 1998 to 2008. She has published many books and articles in the area of education in Africa (including *Whose Education for All?* 2000, 2006) and language of instruction in Africa (e.g. the book series from the LOITASA project; see www.loitasa.org). In 2011 she was President of the British Association for International and Comparative Education (BAICE). In March 2013 she received the Joyce Cain award for her 2012 article Language and Inequality. Global challenges to education, *Compare* 42/5: 773–793.

Professor John Joseph, University of Edinburgh, UK

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

Godfrey Sentumbwe

Godfrey Sentumbwe is Head of Programmes at Literacy and Adult Basic Education (LABE), Uganda. He worked as a school teacher in Ugandan secondary schools before switching to non-formal adult basic education. He instructed literacy in local languages and English to adult learners before becoming a trainer of adult literacy instructors for local community groups, NGOs and the Ugandan government's Functional Adult Literacy programme. Among Godfrey's key responsibilities is designing and developing basic education curricula for use by multiple partners of LABE as well as supporting partners in the production of instructional and learning materials in different languages. He has supported the government of Uganda and several local and international NGOs in implementing their programmes.

Phil Dexter, British Council, UK

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 British 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.

The British Council hosted the tenth International Language and Development Conference in Cape Town in October 2013. The conference coincided with reviews by development professionals and policy makers worldwide of progress towards the eight 2015 UN Millennium Development Goals (MDGs). It was an opportunity to focus on a range of language-related issues common – but not unique to – developing countries across the African continent. This collection is drawn from papers and presentations across the four main strands of discussion: language policy; language, literacy and education; language in socio-economic development; language, culture, identity and inclusion. The writers look at African languages, varieties of English and other languages from policy level to practical application in the classroom, and in the home and wider community.

Hamish McIlwraith, editor of this publication, is founder of McIlwraith Education, an international education consultancy based in Edinburgh. He has worked as a teacher, lecturer, trainer and consultant in China, Asia, North Africa, the Middle East and Central Europe.

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