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## Message from the Language Issues SIG Chair

Happy New Year! The Language Issues SIG has had an exciting year of growth – both in members and activity. I would like to take this opportunity to welcome all of the new members to our group and invite you to become involved in the activities we are embarking on this year.

In our efforts to stay connected, in Fall 2009 we published a newsletter (also available online) including a member profile, conference announcements, recent publications, and notes from the CIES conference in Charleston SC. The current officers have established the First Annual Language Issues SIG Dissertation Competition to honor the achievements of young scholars entering our field. In addition, we have discussed a proposal to select one paper from the Language Issues SIG pool to be presented at the SIG business meeting beginning at the 2011 CIES conference.

This year we invite everyone to mark their calendars for the Language Issues SIG meeting at the CIES conference in Chicago on Monday, March 1<sup>st</sup> at 11:45am (Palmer Hotel, Clark 2). The business meeting has always been a chance to catch up with old friends and meet new ones, but this year it is more important than ever as it is an election year. We plan to elect new officers for the 2010-2012 term at the SIG business meeting. Everyone is encouraged to consider taking on a leadership role in the SIG so that we can continue to build on the progress we have made in the Comparative and International Education Society. Please send nominations or letters of interest to me, Leah, at ([lm2119@columbia.edu](mailto:lm2119@columbia.edu)). All nominations or letters of interest should include name, affiliation, email address, position for election, and a short paragraph describing current research interests and accomplishments. Nominations will also be accepted at the meeting.

I would like to take this opportunity to thank those in leadership positions for the hard work and dedication they demonstrated this year – Carol Benson (newsletter), Kara Brown (treasurer), and Jeff Bale (program chair). Thank you!

Regards,  
Leah Mason  
EdD Candidate  
Teachers College, Columbia University



### NOTE TO ALL: PLEASE USE OUR E-MAIL LIST RESPECTFULLY

If you have an announcement for the group or anything you'd like to go out to everyone, please send it to Carol (SIG newsletter committee) at: [carol.benson@upc.su.se](mailto:carol.benson@upc.su.se)

## Appreciation

Many thanks are extended to the reviewers of this year's proposals to the Language Issues SIG. We received many strong proposals, too many for the space allocated to our SIG. Because of the reviewers' efforts, each proposal received three reviews.

Thanks go to:

Stephen Bahry	Andrea Clemons
Jeff Bale	Halla Holmarsdottir
Kara Brown	Diane Napier

Special thanks also to Kara Brown and Leah Mason for their input and assistance in building the SIG sessions.

-Jeff Bale, interim program chair

## Member Updates

### Birgit Brock-Utne

In 2009 I presented the following papers at conferences:

Policy on the language of instruction issue in Africa – a spotlight on South Africa and Tanzania. Presented at the LOITASA workshop at the University of Western Cape, 3-7 May 2009.

Researching Policy on the language of instruction issue in Africa and its implications. Presented at the Oxford conference, 15 -18 September 2009.

Education for development in hard times: The implementation of language of instruction policies in Africa. Key-note lecture at the SACHES conference in Stellenbosch, South Africa, 3 November 2009.

(With Azaveli Lwaitama, University of Dar es Salaam) African philosophy – a Tanzanian perspective. Presented at the conference on African Philosophy at the University of Dar es Salaam, 18 -20 November 2009.

Looking forward to see you all. I now work in the US (and go from here to meetings in Tanzania and South Africa). Many of my colleagues here have spent much time in Tanzania but they do unfortunately not know the language.



Birgit

Wartburg College

Waverley IA 50677

birgit.brock-utne@wartburg.edu

### Update on work on language and education issues in Asia



### Kimmo Kosonen

**Kimmo Kosonen, SIL International & Payap University, Chiang Mai, Thailand**

In addition to advising MA thesis students at Payap University on their research in China, Myanmar and Thailand (the focus of all of these theses is on some aspect of non-dominant language use in education), I've been involved in a number of language and education related activities in Asia. The more important work has included working as a technical consultant to the Southeast Asian Ministers of Education Organisation (SEAMEO) on their project "Mother Tongue as Bridge Language of Instruction"

([http://www.seameo.org/index.php?option=com\\_content&task=blogcategory&id=63&Itemid=156](http://www.seameo.org/index.php?option=com_content&task=blogcategory&id=63&Itemid=156)).

This work has included research, workshop coordination, editing a publication and speaking at various meetings, for example, presenting the findings of the study to the 11 Southeast Asian Ministers of Education. A report is available for a free download. The project will continue through 2010, and will include a regional advocacy workshop and more focused capacity building for selected Southeast Asian nations wishing to use non-dominant languages as languages of instruction.

Another major endeavor in 2009 was doing a desk study for UNESCO-Hanoi on the state of minority languages in education in Vietnam. My draft report is being used as the basis for Phase II of a project which includes extensive data collection on actual practices of non-dominant language use in education in Vietnam. The final report will be released some time in 2010.

I have also been involved in advocacy for multilingual education in various Asian countries as well as in "indigenous Australia". This advocacy included participation in CONFINTEA VI (the 6<sup>th</sup> International Adult Education Conference) in Belem, Brazil. Nations of the world gathered together and adopted the Belem Framework of Action (<http://www.unesco.org/en/confinteavi/>), which shows the direction in adult learning and education (ALE). Though language of instruction and local language issues are mentioned in the final document, the statements are weaker than many of us would have hoped for, or even than earlier drafts. SIL International has produced a brochure on language issues in adult education and distributed hundreds of copies in four languages (you can request the English version from me at [kimmo\\_kosonen@sil.org](mailto:kimmo_kosonen@sil.org)).

Finally, I was involved with Carol Benson in writing a chapter to an important upcoming book on Multilingual Education based on the Ethiopian experience:

Benson, Carol & Kosonen, Kimmo (2010). Language-in-education policy and practice in Southeast Asia in light of the findings from Ethiopia. In K. Heugh & T. Skutnabb-Kangas (eds.), *Multilingual Education Works: From the Periphery to the Centre*. New Delhi: Orient Black Swan).

## Member Profile—Desmond Odugu

Desmond Odugu holds degrees in Philosophy from University of Ibadan, Nigeria and *Pontificia Università Urbaniana*, Rome in 2001. He obtained master's degrees in Philosophy from Nnamdi Azikiwe University Awka, Nigeria in 2004 and in Educational Psychology from Loyola University Chicago in 2006. Currently, he is completing his doctoral research in Comparative and International Education at Loyola University Chicago under Prof. Erwin H. Epstein. Since 2002, Desmond has been engaged in research and teaching in Nigeria and the United States. His research interests include the linkages between multilingualism and metacognition, and between ethnolinguistic awareness and social responsibility in multilingual societies. He is specifically interested in understanding how language in education informs cognitive and psychosocial outcomes that shape attitudes to social responsibility. Some of his recent research projects explore historical awareness and language attitudes as factors of social identity. He has also published in the area of African American mental health.

Desmond Odugu's doctoral research, titled Education Language Policy Process in Multilingual Societies: Global Visions and Local Agendas in India, Nigeria and UNESCO, investigates education language policymaking in highly multilingual but educationally challenged societies. Rejecting the idea of language policymaking as the exclusive preserve of governments and their authorized agencies, this research interrogates the varied activities of and networks among government policymakers, academics, (I)NGOs, grassroots organizations, language activists, public media and international organizations (particularly UNESCO) in instituting, rethinking and challenging a variety of language policies and practices in education. In 2009, Desmond

travelled through India, Nigeria and France, working with various institutions in collecting data for his current research: in New Delhi, he worked with the Department of Higher Education at the Ministry of Human Resource Development, University of Delhi, National Council of Educational Research and Training (NCERT), Pratham/ASER, SIL, Central Institute for Indian Languages (CIIL), UNESCO field office, international and local language activists and scholars, media agencies and grassroots organizations; in Nigeria, he worked with the Federal Ministry of Education Abuja, University of Lagos, Babs Fafunwa Center for Yoruba Language Engineering (BAFCYCLE), Ibadan, National Educational Research and Development Council (NERDC), Linguistic Association of Nigeria (LAN), UNESCO field office, language activists and media agents; and in Paris, UNESCO headquarters and national Delegations to UNESCO. Some of the findings from this research, which are being presented at the CIES 2010 conference, illustrate (a) the complex politico-economic and sociocultural conditions of education language policymaking, (b) that various policy actors and educators have widely conflicting ideas of and interests in multilingualism and mother tongue education, and (c) that the future of education language policymaking lies in rethinking the paradigms and theories of international networks in language research and intervention.

Recently, Desmond Odugu has been designing a times series cross-sectional (TSCS) cross-national study of language attitudes, historical awareness and social identity and how they shape social responsibility in multilingual societies. He also teaches at Lake Forest College and currently the president of Comparative and International Education Graduate Students Association (CIEGSA) at Loyola University Chicago.



Desmond Odugu

*...the future of education language policymaking lies in rethinking the paradigms and theories of international networks in language research and intervention.*



Chicago Skyline

### CIES 2010 in Chicago—Theme: *Reimagining Education*

Comparative and International Education Society 54th Annual Conference will be held March 1-5, 2010 in Chicago, Illinois. The organizer is Michigan State University, College of Education.

For more information go to: <http://cies2010.msu.edu/>

### Communication from members

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Hello,

Any advice, information, or referrals are most welcome!  
I am a recent graduate of Teachers College, Columbia University with an MA in International Education Development looking for a government, non- profit organization or consulting firm that works on education development locally or internationally.

Many thanks,

Lesley Suss  
[ls2728@columbia.edu](mailto:ls2728@columbia.edu)  
Tel 347-920-6400



Photos of bilingual classrooms in Mozambique taken by Carol B. in October 2009

### Call for Note Takers

In the last newsletter we included notes that had taken by Language Issues SIG members on language-related conference sessions. We wonder if there are volunteers to take notes during any language-related sessions in Chicago and share them in the next newsletter? If you're interested, please contact Carol at [carol.benson@upc.su.se](mailto:carol.benson@upc.su.se).

## Language-related Sessions at CIES 2010

### Language Issues SIG Highlighted Session - Language Policy & Change: Multiple Stakeholders' Perspectives

The problem of "language problem" in multilingual societies: Language policy and democratic participation

\*Desmond Odugu (Loyola University Chicago)

Let teachers from Hmong communities in Northern Viet Nam draw their professional realities

\*Constance Lavoie (UQAC), Carol Benson (Stockholm University)

Institutionalising multilingual education: What are the prospects for large-scale change?

\*Elizabeth Pearce (Save the Children), Helen Pinnock (Save the Children)

Consulting in mother tongue-based multilingual education: Examining the outsider's role in the change process

\*Carol Benson (Stockholm University)

**Wed, Mar 3 - 1:30pm - 3:00pm**  
Palmer House Hotel / Sandburg 5

**The politics of language policy in Morocco: The 2003 Berber language initiative**

\*Jeremy Todd

**Tue, Mar 2 - 12:00pm - 1:15pm**

Language and Learning: The Role of Communities, Schools and Teachers

**Understanding what the teacher is saying – Kiswahili and English medium primary schools in Tanzania**

\*Birgit Brock-Utne (Inst for Educational Research), Martha Qorro (University of Dar es Salaam), Mwajuma Vuzo (university of Dar es Salaam)

**The role and challenges of community schools: A Portuguese-American case study**

\*Natali L Martins (Teachers College, Columbia University)

**Are English language learners proportionately represented in charter schools? Evidence from New York state**

\*Carolyn Sattin-Bajaj (New York University), \*Jack Buckley (New York University)

Chair: Carolyn Sattin-Bajaj (New York University)

Discussant: Yusef Waghid (Stellenbosch University)

**Wed, Mar 3 - 1:30pm - 3:00pm**  
Palmer House Hotel / Burnham 2  
Palmer House Hotel / Sandburg 4

## Upcoming Conferences

*Our Changing Environments: Cultivating New Spaces, Tools, and Ideas in Language Learning*

MAALLT and SEALLT

March 10-13, 2010

Georgetown University, Washington, DC

[www.maallt.org](http://www.maallt.org)

*Georgetown University Roundtable for Arabic Language 2010*

March 12-14, 2010

Georgetown University; Washington, DC

<http://www8.georgetown.edu/college/gurt/2010/>

12th Annual CIBER Business Language Conference

*Global Literacies: Integrated Approaches to Cross-Cultural Training*

March 24-26, 2010

University of Pennsylvania; Philadelphia, Pennsylvania

<http://lauder.wharton.upenn.edu/2010ciberblc/index.html>

2010 Global Language Convention

*Many Cultures, One Community: Language, Knowing, and Power*

April 8-11, 2010

Wesley College Institute for Education and Innovation & the IB at Wesley College;

Melbourne, Australia

<http://www.wesleycollege.net/convention.cfm>

*Preserving the Future: Sustainability of Language, Culture and Nature*, April 15-17 2010 Reykjavik, Iceland

<http://vefir.hi.is/vigdisconference2010/>

Alliance for Multilingual Multicultural Education

*Equal Educational Access and Opportunity Children First: Policies, Practices, Pedagogies, Responding to the Demographic Imperative*

May 19-21, 2010

Albuquerque, New Mexico

<http://www.ammeglobal.org/index.html>

*International Conference on Language Education Policies*

June 7-10, 2010 Jyväskylä, Finland

<https://www.jyu.fi/hum/laitokset/solki/tutkimus/projektit/kieliverkosto/ajankohtaista-1/conference>

*Plurilingualism and Pluriculturalism in a Globalised World*

June 17-19, 2010 Paris, France

Contact: Geneviève ZARATE

Web Site: <http://www.plidam.fr/>

*Multilingualism and Education: Global Practices, Challenges and the Way Forward*

Co-Hosts Kenyatta University and the University of Pennsylvania

July 22-23, 2010 Kenyatta University Conference Centre (KUCC),

Nairobi, Kenya

*Fourth Symposium on Language Policy*

*Linguistic processes and globalization*

Centro Peninsular en Humanidades y Ciencias Sociales, UNAM

October 27-29, 2010 Mérida, Yucatán, México

[www.cele.unam.mx/politicaslenguaje/](http://www.cele.unam.mx/politicaslenguaje/)

**PLEASE ATTEND,  
AND TELL YOUR FRIENDS  
AND COLLEAGUES!**

**Language Issues SIG  
meeting**

**Monday, March 1 2010 11:45-  
1:45 Palmer Hotel, Clark 2**

**Agenda:**

Welcome & Background (Kara Brown on behalf of Leah Mason)

Program Chair (Jeff Bale):  
conference proposal and review  
process this year

Treasurer (Kara Brown):  
membership fees, money for  
dissertation award, other

Newsletter (Carol Benson): ideas  
and volunteers for committee

**Announcements:**

First Annual Language Issues SIG  
Dissertation Competition

Discussion of proposal for  
speaker at 2011 SIG business  
meeting

Election of Officers

## Language Issue SIG Registration



### REGISTER TODAY & BECOME A MEMBER!

We welcome all interested CIES members to register for membership. The only requirement is that you belong to CIES (see CIES website for membership information), and that you pay the SIG membership fee of \$10.

Please make your check out to **Comparative and International Education Society**, with "**Language Issues SIG**" in the memo area.

Send payment to:  
Dr. Hilary Landorf  
CIES Treasurer  
College of Education, ZEB345B  
Florida International University  
11200 SW 8th Street  
Miami, FL 33199

If you are not able to send a U.S. check please contact CIES secretariat for instructions ([secretariat@cies.us](mailto:secretariat@cies.us)).

### REGARDING YOUR PUBLICATIONS

The Comparative Education Review (CER) Bibliography documents journals that publish articles of interest to our readership. We review about 839 journals annually for articles that embody comparative and international educational themes. However, there are far more journals than we can review and often-times good publications are not recognized. If you have an article that was published in 2009 or will be published in 2010 in a paper academic journal that is published in English, please send me your full citation for inclusion in future Bibliographies. If we get enough journals on Language Issues, we can even create a new theme for the Bibliography to reflect this interest.

Thank you  
Rosalind Latiner Raby  
CER Bibliography Editor  
[rabyrl@aol.com](mailto:rabyrl@aol.com)

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#### Interesting reading/links:

Home language and education in the developing world:

<http://unesdoc.unesco.org/images/0017/001787/178702e.pdf>

D'Emilio, Anna Lucia (2009) State of the World's Minorities and Indigenous Peoples 2009. Indigenous Languages: A View from UNICEF.

<http://www.minorityrights.org/7948/state-of-the-worlds-minorities/state-of-the-worlds-minorities-and-indigenous-peoples-2009.html>

Pinnock, Helen (2009) Language and education: The missing link. How the language used in schools threatens the achievement of Education For All.

[http://www.savethechildren.org.uk/en/54\\_9851.htm](http://www.savethechildren.org.uk/en/54_9851.htm)



**One of the language resources  
Carol B. found in Guinea-  
Bissau in 2009**

## RECENT PUBLICATIONS

### ...BY SIG MEMBERS

**Note from Carol:** Because we got so many responses to our request for publications for the last newsletter, we excluded the “forthcoming” ones and included only those which had already been published and would be available. The following have been published or submitted to us since the last Language Issues SIG newsletter.

Brock-Utne, Birgit and Garbo, Gunnar (eds) (2009) *Language and Power. Implications of Language for Peace and Development*. Dar es Salaam: Mkuki na Nyota. Oxford: ABC. East Lansing: Michigan State University Press. ISBN 978-9987-08-032-8

Brown, Kara (2009) Market models of language policy: A view from Estonia. *European Journal of Language Policy* 1.2, 159-168.

Prah, Kwesi Kwaa and Brock-Utne, Birgit (eds) (2009) *Multilingualism - An African Advantage. A paradigm Shift in African Languages of Instruction Policies*. Cape Town: CASAS. ISBN 978-1-920447-30-4

Qorro, Martha, Desai, Zubeida and Brock-Utne, Birgit (eds) 2008. *LOITASA reflecting on Phase I and entering Phase II*. Dar es Salaam: E & D Vision Publishing Ltd. Oxford: ABC. East Lansing: Michigan State University Press. ISBN 978-9987-521-45-6 (This book actually came out in May 2009)

### ... OF INTEREST TO SIG MEMBERS

Brock-Utne, Birgit (2009) Book review of Hornberger, Nancy (ed) (2008) *Can Schools Save Indigenous languages? Policy and Practice on Four Continents*. Hampshire: Palgrave Macmillan, 182 pp. Published in: *Compare* 39:3, 426-428.

Brock-Utne, Birgit (2009) Book review of Johnson, David (ed) (2008) *The Changing Landscape of Education in Africa. Quality, Equality and Democracy*. Oxford: Symposium, 187 pp. Published in: *International Review of Education* 55:4, 451-454.

## CURRENT OFFICERS AND CONTACTS

**CHAIR:** Leah Mason—[lmm2119@columbia.edu](mailto:lmm2119@columbia.edu)

**TREASURER:** Kara Brown—[brownk25@mailbox.sc.edu](mailto:brownk25@mailbox.sc.edu)

**SECRETARY:** OPEN—Any volunteers?

**PROGRAM CHAIR:** Jeff Bale

**NEWSLETTER COMMITTEE:** Jeff Bale—[jbale@msu.edu](mailto:jbale@msu.edu)

Carol Benson—[carol.benson@upc.su.se](mailto:carol.benson@upc.su.se)

Desmond Odugu—[dodugu@luc.edu](mailto:dodugu@luc.edu)

Lesley Suss—[ls2728@columbia.edu](mailto:ls2728@columbia.edu)

**We would like to thank Desmond Odugu for the much-improved layout of this issue!**

Visit us on the web at: [http://cies.us/SIGS/Language\\_Issues/index.htm](http://cies.us/SIGS/Language_Issues/index.htm) (soon to be updated)