



LANGUAGE ISSUES SIG

Newsletter

MESSAGE FROM THE SIG CHAIR

Greetings! In following with the theme of this year's CIES conference *Reimagining Education*, it is time to *reimagine* our Language Issues SIG! Each year we come together at CIES filled with excitement about how our group is growing and eager to move forward. We've grown to include members focused on a range of topics from language education policy and literacy development to minority and bilingual education in diverse contexts around the world. At this year's annual meeting our membership brought together professors, graduate students, and NGO representatives who shared research interests and a desire to stay connected. This is your call to stay connected, get involved, and contribute to the Language Issues SIG. While we are seeking monetary contributions to give our SIG a stronger presence at the CIES conference this year, contributions of messages announcing other conferences, job opportunities, or language related events and contributions of time as reviewers and officers are equally as important in attracting members to our SIG. Our March 2009 discussion included a request by members to tell colleagues and friends about CIES and our language SIG.

As CIES is not a language conference, many individuals with important language related research may only find their way to us through you as individual members of our language SIG. I hope everyone will step up to take our SIG to the next level, and I look forward to seeing everyone in March 2010 when we can *reimagine* our SIG together!

Leah Mason, Chair
CIES Language Issues SIG

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

IN THIS ISSUE

- **Message from the SIG chair**
- **Current officers**
- **CIES 2010 conference**
- **Call for reviewers**
- **Communication from members**
- **Notes from our March 2009 SIG meeting**
- **Notes from CIES 2009 language sessions**
- **Member profile**
- **Announcements**
- **SIG registration**
- **Recent publications**



CURRENT OFFICERS AND CONTACTS:

CHAIR:	Leah Mason	imm2119@columbia.edu
TREASURER:	Kara Brown	brownk25@mailbox.sc.edu
SECRETARY:	OPEN	Any volunteers?
PROGRAM CHAIR:	Jeff Bale	Volunteers so far to help with proposals: Andrea Clemons, Carol Benson, Diane Napier
NEWSLETTER COMMITTEE:	Jeff Bale Carol Benson Desmond Odugu Lesley Suss	jbale@msu.edu carol.benson@upc.su.se dodugu@luc.edu ls2728@columbia.edu

CIES 2010 ►►► Conference 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/>

NOTE! Proposal submission deadline has been extended to October 15th!

Call for Reviewers

Once conference proposals are sent in, the Language Issues SIG will need volunteers to review submissions sent in to the SIG. For the last couple of years, CIES conferences have delegated the review process of submissions earmarked for SIGs to the SIGs themselves. Reviewing proposals provides an excellent opportunity to get a sense of cutting-edge research on language issues in international and comparative contexts, and helps SIG members to have greater input into the structure and content of SIG-sponsored sessions at the CIES conference. If you're interested, please contact Jeff Bale at jbale@msu.edu.

COMMUNICATION FROM MEMBERS

Hi all:

Thanks for the update and the needed suggestions. I want to let everyone know that I will not be attending CIES in Chicago, having a full travel schedule between now and next summer including Morocco and Costa Rica in Nov/Dec, and Costa Rica all spring when I am teaching at our CR campus in Monteverde.

Although I will not be submitting a paper, I will be happy to serve as a reviewer of papers for the Language SIG as before. Please let me know.

Diane

Dr. Diane Brook Napier
Program Coordinator
Social Foundations of Education Program
WELSF

Hello,

I have a recent position at Université du Québec à Chicoutimi. I am putting together a action research project with Canadian indigenous communities on multi-literacies.

I wish to present in Africa, but it needs to be in a conference or on a special 'formal' invitation. Can you give me some ideas of major conferences that are coming this year?

Constance

Dr. Constance Lavoie



Language Issues SIG meeting

Monday, March 23 2009 2:00-3:00pm Charleston, SC



Notes by Carol Benson

Leah Mason opened the meeting.

Carol Benson gave some history of the SIG, with help from others present.

Everyone introduced him/herself and gave a brief description of language-related work.

People gave suggestions for activities of the Language Issues SIG:

- Who are our officers—do we need to elect new ones? Leah is acting chair, Kara is treasurer... (Leah will look into the situation.)
- We know that Halla Holmarsdottir started a really nice LI SIG website but we need to develop it, putting together a database of resources and contacts. (Jeff volunteered to help with IT-related issues.) It would be nice to have a site link to other associations like NABE.
- There is a need to address the disconnect at CIES between language-related and education-related development work.
- We need to find out from the conference organizers how to organize thematic panels and how to keep language-related papers from being given at the same time. At one CIES conference all of the language sessions were in the same room so that conflicts were avoided, but this year there were conflicts again. (Jeff volunteered to talk to the 2010 conference organizers about this.)
- We need to reach out to our colleagues, who may be specialists in language issues but do not usually come to CIES.
- Regarding conference papers, there are many on policy (macro) and schools (micro) but not yet many about meso-level, i.e. community advocacy, which is greatly needed.
- One idea would be to develop a forum with questions and answers about language issues in education.
- For listing ourselves on the website, maybe we could identify key words and/or descriptors to code our research/work interests. This would help us look for each other if we need information/ideas.
- A newsletter would be preferable to a listserve, and everyone agrees that they would be willing to receive the newsletter every couple of months via e-mail. (Volunteers for the newsletter: Desmond, Carol, Jeff and Lesley.)

Kara Brown collected names, contact information and 10 USD from those who paid dues. We wondered why we should be the ones collecting the dues—isn't this part of the CIES dues process? (Kara will look into this.) We also need to know how many paying members we need to officially be a SIG. Carol will help with the list of members.

For the next SIG meeting, we need to be clear about officers, have an agenda and try to get a better time for a meeting during the CIES conference, i.e. one that doesn't conflict with other activities.



Report on some language sessions of CIES 53rd Annual Conference:
“THE POLITICS OF COMPARISON” (Charleston SC, 22-26 March 2009)

Notes by Kimmo Kosonen, Diane Dekker and Greg Dekker

A searchable full program is available online at: <http://convention3.allacademic.com/one/cies/cies09> or http://www.tc.edu/cies2009/Documents/Program_CIES2009_Final.pdf

Language Issues SIG Highlighted Panel: Highlighted Research in Language and Language Policy in Education

- *Indigenous minorities and national language policy in Cambodia* by **Yoko Tanabe** (Teachers College, Columbia University)
- *Policy and practice in mother tongue-based education: Comparing Ethiopia with Southeast Asia* by **Carol Benson** (Stockholm University) & **Kimmo Kosonen** (SIL International / Payap University)

Yoko Tanabe worked previously with UNESCO BKK. She got interested in non-dominant languages (NDLs) and multilingual education there, and as a result wanted to pursue an MA in this field. She gave an interesting description on the language and education issues in Cambodia (references to the work of Care International and ICC).

The co-authored paper by Carol and Kimmo is for a book edited by Tove Skutnabb-Kangas and Kathleen Heugh and it compares selected aspects of the use of NDLs in education in Ethiopia and four countries in Southeast Asia. Carol mentioned inconsistencies between school language of instruction (LOI) and that of teacher training programs, which can threaten success of L1 implementation. Kimmo talked of dominant and non-dominant languages, acknowledged and un-acknowledged languages, script and orthography issues, access issues and using “foot in the door” strategies to begin change that can be expanded in SE Asia. Discussion point: The use of L1-based MLE as an option gives governments time to develop materials and teacher training before implementing on a wider scale.

Unfortunately Eva Gerente, the fourth speaker, was not well and didn't make it, so there was more time than usual for general discussion in this session. Quite a good general discussion arose and we had some 25 min for that. Some skeptical questions were asked.

We've Tested Them: Now What? Four Strategies for Improving Early Grade Reading Outcomes

- *Cameroon: Rationalizing curricular structure in a multilingual education innovation* by **Steve Walter** (Graduate Institute of Applied Linguistics)
- *Literacy Boost: Active learning focused on skills* by **Amy Jo Dowd** (Save the Children)
- *Training teachers to teach in the first language for the first time in the Philippines: What is required?* by **Diane Dekker** (SIL International)
- *EGRA Plus: Liberia, interventions to improve reading* by **Medina Korda** (RTI International)

Steve Walter's paper is based on the longitudinal studies project in Cameroon. The baseline before an intervention (when the language of instruction was English only) shows very poor tested learning achievement. A project has been started and this innovation teaches math and language arts through the learners' L1 without compromising too much on the content of the national curriculum. The study shows that L1-based education improved learning achievement dramatically (also in oral English). Steve was careful in emphasizing that many other improvements introduced may also have contributed to the good learning results, but using the learners' L1 must have influenced the positive results.

Amy Jo Dowd of “Save-US” presented on Save's recent initiative in a number of countries. This program tries to create a better environment for children's literacy development. In some countries these projects also use non-dominant languages.

Diane Dekker presented a paper on the development of the Lubuagan L1-based education program in the Philippines. The focus was on teacher training, though the impact of the project was also highlighted.

Finally, there was a paper on EGRA which means Early Grade Reading Assessment.

Steve's and Diane's presentations were in delivery and content very persuasive (few will argue with hard data). Indeed, the designated respondents for the panel acknowledged this and presented additional data to reinforce the points they made.



Preservation and Promotion of Indigenous Communities in Latin America: Politics, Language, and Policy

- *Effective models of public awareness-raising and education programs to reduce economic exploitation of indigenous children in Latin America* by **Azra Kacapor** (World Learning)
- *New policy approaches toward forming indigenous education teachers in Latin America* by **Paul Tanner** (Michigan State University)
- *The rise of intercultural bilingual education programs in Latin America* by **Jonathan Stern** (Vanderbilt University)
- *Indigenous education in Mexico: Past, present and future* by **Jennifer Elliott** (University of South Carolina)
- *When global 'best practices' meet local constructions of knowledge: Lessons from the Bolivian Chaco* by **Lisa Heaton** (Pacific Lutheran University)

This was a very interesting and informative session on various Latin American countries and their use of NDIs in education. Some of the issues are rather similar to the Asian context which we are best aware of. Some points observed and learned:

On **Mexico** by Paul Tanner & Jennifer Elliot:

- The use of NDIs is declining
- Indigenous schools don't fare as well as "others" in assessments
- Though a law on linguistic rights exists (indigenous people have a right to have bilingual teachers), few teachers or rural folk understand what this means in practice
- Many minority parents speak only Spanish to their children, though their own skills are poor, as they believe this will help children's education, but in fact the kids are doing poorly in school.
- It's difficult to find teachers who speak NDIs.
- Wide gap between policy and practice exists, and even though a very supportive policy is in place, the implementation of it is very poor in most places.

On **Peru & Bolivia** by Jonathan Stern & Lisa Heaton:

- Both countries have strong policies that support the use of NDIs in education.
- In Peru the policy is mainly top-down and the implementation is by the government, UN agencies and INGOs.
- In Bolivia the policy is also top-down, but there are some local level bottom-up initiatives as well.
- As people generally see Spanish as 'a' or 'the' way to improved economic status, most people want Spanish-only education and are not interested in education that also uses their first languages. They don't understand how using L1 in bilingual education can help in education in general or in the improved acquisition of their Spanish skills.
- The involvement of indigenous communities is limited in education and MLE-related activities.
- It seems that in these two – but also many other – Latin American countries the top-down and bottom-up approaches to L1-based MLE are competing.

The open discussion included a bit about MLE advocacy of various multilateral agencies and NGOs in Asia. When asked who's advocating for L1-based education (including MLE, though usually called BL Ed or intercultural education there) in Latin America, the almost unanimous reply from the panel as well as the audience was "no one". They were also surprised to hear that agencies such as UNESCO and UNICEF are involved in Asia. An interesting quote from the audience: "*The World Bank says 'there's too much emphasis on diversity at the cost of uniformity'.*"

Assessing across Languages: Curriculum Reform and Implementation Issues in Uganda

- *Managing curriculum reform across languages* by **Albert Byamugisha** (Ministry of Education, Uganda) & **Martin Opolot** (UNITY Project / Creative Associates International, Inc.)
- *Test development issues when assessing across languages* by **Mark Lynd** (Creative Associates International, Inc.)
- *Sampling and analysis issues when testing across languages: The case of the UNITY Project in Uganda* by **Richard Bertrand** (GAUSS)



This was a very interesting and informative session on how to manage a number of languages in an education system and how to test learning achievement in a multilingual context. People working on MLE and conducting any kind of achievement tests would benefit from the work of this team and project.

- The work discussed in this session is USAID-funded education project on the Ugandan Lower Primary Curriculum Reform Program.
- Currently 9 NDLS are used as the media of instruction in Uganda in addition to English. Initial literacy is in these 9 languages.
- These languages are mostly LWCs, but many speakers of smaller NDLS are claimed to be bilingual in these languages.
- A parent: "*The schools are no longer alien*". Parents have generally become supportive of L1-based education, as they see the children learning better. They can now read school texts to their parents, whereas in the past they couldn't, as they were in English.
- As a result, some parents are taking their children away from English-medium private schools and enrolling them in L1/LWC-based government schools.
- It's not straightforward to conduct tests in many languages, as languages are so different.
- Back-translation and "language-neutral-content" are used to ensure the accuracy of translations.
- Learning achievement is currently conducted in 6 of the 9 NDLS.
- Policy vs. practice: in the past English was the LoI, but in practice NDLS were used orally, now some NDLS are the LoI (materials as well as instruction), and the policy has been adapted to reflect the practice.

Dr. Bertrand presented on the methodology of these tests, mainly on the statistical analysis and challenges they faced. He concluded, however, that "*we are very confident in saying that in spite of differences in difficulty of the different languages in which pupils were tested, local language pupils had better results in language than baseline pupils who studied through English.*"

Bilingual and Multilingual Language Policies in Sub-Saharan Africa

- *Grounding policy in local context: Understanding school responses to South Africa's Language in Education Policy* by **Saskia Stille** (OISE / University of Toronto)
- *Ideologies and technologies of literacy among youth in Limpopo Province, South Africa* by **Andrew Babson** (University of Michigan)

Both papers were on South Africa. Saskia Stille talked about four kinds of responses to the official language-in-education policy; 1) fulfillment, 2) accommodation, 3) compliance and 4) resistance. She argued that generally the language-in-education policy still separates different language groups and they study through their own languages, though the goal is the integration of different ethnolinguistic groups.

Andrew Babson's paper (he's recently finished his PhD on South African language and education issues) discussed the dilemma of rural San youth on how to balance the "tradition" (their roots, local language and culture) and "modernity" (as represented by English language, modern technology etc.). He argued that there's very little research in SA on this topic, and most LiE research in SA doesn't focus on rural areas. His data shows some interesting trends:

- Many youth still have a strong connection to their "roots".
- They have ambivalent attitudes about literacy.
- Women are more concerned than men about the effect of English on their identity.
- Cell phone use (texting in particular) seems to support the use of the local language. (Personal conversation with Andrew about this point revealed that it seems that most texting is in English, but many mix in quite a bit of LLs. All 3 LLs in the area have standard written forms.)

Teacher Practice and Student Outcomes in Sub-Saharan Africa

- *Assessing the impact of primary school quality on adolescent educational transitions in Malawi* by Paul C Hewett (Population Council), Barbara Mensch (Population Council), Cynthia B Lloyd (Population Council), Joseph Chimombo (Chancellor College, University of Malawi)
- *School infrastructure and teaching and learning experiences in South Africa* by Christina E Amsterdam (University of Pretoria)
- *The lion in the snowing street: The teacher's challenge in an African multi-lingual classroom* by **David Billy Wandera** (Teacher)



- *Implementing active learning in Ethiopia* by Carolyn Frances Casale (Teachers College, Columbia University)

Kenyan teacher David Billy Wandera spoke of language interference as traditionally meaning unwanted intrusion but suggested we view this phenomenon as confluence of two languages. We should view the phenomenon as healthy rather than incorrect usage of the L2, and using it to teach to maximize learning during this convergence of languages was his focus.

From the Village to the Global City: Local and Urban Settings of Educational Reform

- *Village movement and township school policy change in Tibet* by Paul Olson (OISE / University of Toronto), **Jia Luo** (OISE / University of Toronto)
- *The impact of globalization on public education in Charlotte, NC* by **Howard Menand** (Educator)

There were only two presenters, Jai Luo of OISE and an educator from North Carolina. Jia Luo talked much of the fight in Tibet for L1-based education and local curriculum as opposed to Chinese dictated curriculum that has little to do with the lives of Tibetans.

After the session questions were asked about how the presence of outsiders affects educational reform and development including advocacy for L1-based MLE. The co-author, Paul Olson, interestingly said that the language issue was an old one that researchers are no longer discussing because of the plethora of data proving use of L1 in education. He went on to talk about the greater importance now given to funds of indigenous knowledge is as opposed to language issues. Return comment that while the language issue may be already proven, the vast majority of the world does not implement education based on research in language issues but rather on language dominance and power issues.

Howard Menand's paper dealt with a marginalized community in NC and the resulting lack of opportunity to move out of the community into wider society.

Language Minorities and Educational Policy: Comparative Case Studies

- *Globalization and linguistic migrations: Missed opportunities and the challenges of bilingual education in the United States* by **Theresa Perez** (University of North Carolina, Charlotte) & **Greg Wiggan** (University of North Carolina, Charlotte)
- *Language issues in educational policy relating to cultural and ethnic minority students in South Korea* by **Heejin Park** (University of Pittsburgh)
- *The impact of the EU accession process on Turkey's language and education policies* by **Elise Soyun Ahn** (University of Illinois, Urbana-Champaign)
- *Travelling policy in China: School-based curriculum reform and endangered minority language maintenance/revival, the case of Yughur* by **Stephen Bahry** (OISE / University of Toronto)

Greg Wiggan talked about North Carolina and missed opportunities in the challenge of bilingual education in the US.

Elise Soyun Ahn presented probably her PhD thesis outline describing the language and minority policies and challenges in Turkey.

Heejin Park talked about the recent challenge regarding language and education in South Korea which in the past didn't exist due to a highly homogenous population. Nowadays there are tens of thousands of foreign-born wives and their children and about a million migrant laborers and their children. Many of these people have difficulties in education, as they are not fluent Korean speakers. It's estimated that about 30% of what she called "marriage immigrants" (mostly women from China and Vietnam) have Korean language problems. An additional challenge is that many "foreign" mothers only speak their less than perfect Korean to the children and at the same time say that they want their children to be bilingual.

Finally, Stephen Bahry gave an interesting paper about the plight of Yughur within the Chinese Mandarin-medium education system regarding language maintenance. This paper is based on his PhD research and his advisor is Jim Cummins. The Yughur case is a familiar story. The parents of minority language children want to support their children's education by shifting to the dominant language, in this case Mandarin Chinese. As a result, the local language may die. Steve gave a very realistic account (based on interviews and observations in the Gansu province), why L1-based education is not happening. For this particular community, it may already be too late.



Assessing Literacy Acquisition: Application of EGRA and CaP in Three Countries

- *Concepts about print: A methodology for penetrating below the floor effect in assessing reading* by **Amy Jo Dowd** (Save the Children)
- *Developing and implementing a program-focused EGRA in local and national language in Guatemala* by **Eva Grajeda** (Academy for Educational Development) & **Elizabeth Adelman** (Academy for Educational Development)
- *Developing and implementing a program-focused EGRA where you do not speak the language of instruction* by **Nawsheen Elaheebocus** (World Bank) & **Elliott Friedlander** (Save the Children)

This session focused on literacy testing, particularly “early grade reading assessment” (EGRA) in Guatemala, Nepal and Ethiopia. Two presenters from Save the Children plus others gave these papers and said their aim was to improve the way literacy is assessed.

However, unfortunately much of these presentations focused on the problems in the local context these researchers faced, e.g. local holidays, floods, storms, misunderstandings between researchers and local personnel and comprehension problems due to local people’s “poor English skills” (the researchers didn’t speak the national languages of these countries with the exception of Guatemala) and other points were made, all hindering rigorous research. The overall message seemed to be that it’s very difficult to test literacy in low-income countries.

However, many of us know that it’s not necessarily so if you work in close collaboration with the local people and have a basic understanding of the local culture. Some points observed:

- In Ethiopia Save is supporting some schools with good teachers and facilities, but the reading skill levels are still surprisingly low even in these “better” schools.
- A conclusion: large populations in Ethiopia and Nepal are basically functionally illiterate. This study shows that in Ethiopia 36%, in Nepal 42% and in Guatemala 4% of children struggle with reading skills.
- Not many reasons were given, but it was acknowledged that many of the underachievers are girls and members of communities who do not speak the language of instruction.

We felt the session was interesting, but could have been stronger in dealing with the language issue, because language was a key point in the title of two papers.

Improving Educational Quality through Literacy: Understanding the Beginning Literacy Program for Malawi in Context.

- *Integrating songs, stories and pupils experiences in the development of the Beginning Literacy Program/Malawi* by **Nancy Clair** (Miske Witt & Associates Inc.)
- *The Beginning Literacy Program of Malawi: Lessons, challenges and ownership in a TOT workshop series* by **Steve Sharra** (Miske Witt & Associates Inc.)
- *Creating supportive environments for teaching and learning literacy: Lessons from USAID’s PSSP:SFP* by **Odala Banda** (American Institutes for Research), **Cassandra Jessee** (AIR/PSSP-SFP Project) & **Jennifer R Anderson** (American Institutes for Research)

This session was quite interesting regarding the development of materials and teaching strategies for initial literacy programs in Malawian languages.

MEMBER PROFILE

Observing a tradition begun in 2006, we will use this section of our newsletter to profile different members of our SIG. In this edition we would like to present Steve Bahry, who recently completed his dissertation at OISE:

Bahry, Stephen (2009) Perspectives on quality in minority education in China: The case of Sunan Yughur Autonomous County, Gansu. Unpublished doctoral dissertation. Ontario Institute for Studies in Education, University of Toronto, Ontario, Canada.

Stephen Bahry studied languages and linguistics at the University of Toronto, completing a MA in Linguistics in 1981 and his CTESL in 1984. He taught English as a Second/Foreign Language at University of Toronto and at the Canada-China Language Centre in Beijing from 1984-85 and 1987-88. Besides language teaching, he has been extensively engaged in teacher education in Canada and Tajikistan, where he taught English linguistics for EFL teachers and teacher trainers and coordinated a TEFL curriculum development project. His research interests include curriculum reform and teacher education focusing



on language and education issues in multilingual, multicultural contexts such as Asia. His doctoral thesis (supervised by Jim Cummins) deals with implementation of the education for quality reform in China focusing on perceptions of educational stakeholders, principals, teachers, parents and students in one minority district where two smaller languages, Sarigh (West) Yughur and Shira (East) Yughur have not been used as languages of instruction. As a result of parental efforts to assist their children in learning Chinese, this community is in the early stages of language shift. Using Ruiz' language orientations as a framework, the study found that among Sunan County educators there were three visions of quality in education: (a) the regular, monolingual model of education, in which minority language is seen as a problem; (b) a monolingual, multicultural model of education, where minority culture is seen as a right, but minority language is seen as a problem, and (c) a bilingual, multicultural model of education, in which minority language and culture along with national (Chinese) language and culture are seen as rights, forming an incipient language as resource orientation. While each of these models is being realized in different schools, the study found that among local parents and students, regardless of ethnicity, there was strong support for a bilingual, multicultural approach.

Steve is currently interested in the issue of competition in developing countries between minority language and foreign languages in the curriculum, and the possibility of developing foreign language curriculum and pedagogies that are not parasitic on local languages.



ANNOUNCEMENTS

International Conference on Language Education Policies Jyväskylä, Finland, June 7-10, 2010

We would like to invite you to the international conference on **Who needs languages? Micro and macro perspectives into language education policies** in Jyväskylä, Finland, June 7-10, 2010. The conference is hosted by the Centre for Applied Language Studies, Department of Languages and the Language Centre at the University of Jyväskylä. The conference offers fresh outlooks on language education policy, acknowledging its multidisciplinary & multidimensional nature, and its social, cultural and economic dimensions.

The keynote speakers are **Joseph LoBianco** (University of Melbourne, Australia), **Clara Keating** (Centro de Estudos Sociais, Universidade de Coimbra, Portugal), and **Sue Wright** (University of Portsmouth, England). In addition, invited workshops are organised by **Christine Helot** (University of Strasbourg) and **Muiris ÓLaoire** (Institute of Technology, Tralee).

The programme of the conference consists of plenary sessions, invited workshops, parallel paper sessions, and poster sessions. We encourage participants to discuss issues which focus on the conference theme. Proposals for papers (20 min + 10 min for discussion) and posters should not exceed 500 words. The paper and poster proposals are submitted via the conference website (see the link at www.jyu.fi/kieliverkosto). **The deadline for submissions is January 15, 2010.** Notification of acceptance or rejection will take place by February 28, 2010, after the conference board has reviewed the submissions. Conference site:

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

Plurilingualism and Pluricultural Education: Focus on 'Languages of the Wider World', London, 19-20 February 2010

An international conference organised by 'Languages of the Wider World CETL' and INALCO SOAS, University of London, UK

This conference will bring together researchers and practitioners to discuss plurilingual and pluricultural education with a particular focus on 'languages of the wider world': the languages of Asia, the Middle East, Africa, Eastern Europe, Scandinavia and the Netherlands. Plurilingualism refers to the capacity of individuals to communicate in more than one language or dialect. Individuals may be plurilingual from learning languages through formal education or from their experiences in multilingual contexts. Keynote speakers confirmed thus far: **Jim Cummins** (OISE, Ontario, Canada) and **Claire Kramsch** (University of Berkeley, California, USA).

Proposals are invited for papers in any area of plurilingual and pluricultural education, but those under the following themes would be particularly welcome: 1) Plurilingualism, multilingualism, language policies and planning; 2) Plurilingualism, identity and citizenship; 3) Language and intercultural education and innovation. For an ABSTRACT SUBMISSION-FORM and further details about the conference please visit:

<http://www.soas.ac.uk/events/event52607.html>

LANGUAGE ISSUES SIG REGISTRATION

REGISTER
TODAY &
BECOME A
MEMBER!

The Language Issues SIG invites *you* to become a member! There are many exciting benefits of membership including extensive networking possibilities, eligibility for LI SIG award contests, and participation in highlighted panels at CIES.

The SIG warmly welcomes practitioners, scholars, researchers, and policy makers interested in language issues broadly defined. **To join:**

- Please send your name and e-mail address to Kara Brown at brownk25@mailbox.sc.edu
- If you have not yet paid your annual membership fee, please send a check for \$10 to:
Kara Brown 136 Wardlaw Hall College of Education USC Columbia SC 29208



RECENT PUBLICATIONS...

...WRITTEN BY SIG MEMBERS

Bahry, Stephen, Darkhor, P. & Jia Luo. (2009) Educational diversity in China: Responding to globalizing and localizing forces. In Wiggan, G. A. & Hutchison, C. B. (eds) *Global Issues in Education: Pedagogy, Policy, Practices, and the Minority Experience*, 103-130. Lanham MD: Rowman & Littlefield.

Bahry, Stephen, Niyozov, S. & Shamatov, D. (2008) Bilingual education in Central Asia. In Cummins, Jim & Hornberger, Nancy (eds), *Encyclopedia of Language and Education*, 2nd ed., Vol. 5: Bilingual Education, 205-221. New York NY: Springer Science/Business Media LLC.

Benson, Carol (2008) Language “choice” in education. PRAESA Occasional Papers No. 30. Cape Town: University of Cape Town. <http://web.uct.ac.za/depts/praes>

Benson, Carol (2009) Designing effective schooling in multilingual contexts: The strengths and limitations of bilingual “models.” In Mohanty, Ajit, Panda, Minati, Phillipson, Robert & Skutnabb-Kangas, Tove (eds) *Multilingual Education for Social Justice: Globalising the Local*. Hyderabad: Orient BlackSwan. Also in Skutnabb-Kangas, Tove, Phillipson, Robert, Mohanty, Ajit & Panda, Minati (eds) *Social Justice Through Multilingual Education*, Chapter 4. Clevedon UK: Multilingual Matters.

Brock-Utne, Birgit & Skattum, Ingse (eds) (2009) *Languages and Education in Africa: A Comparative and Transdisciplinary Analysis*. Oxford: Symposium Books. Paperback 368 pages US\$64.00 ISBN 978-1-873927-17-5

Brown, Kara D. (2008). Regional Identity and Schools in Estonia: Creating a "We" Feeling? *European Education* 40 (3): 8-26.

Brown, Kara D. (2009) Market Models of Language Policy: A View from Estonia *European Journal of Language Policy* 1 (2): 159-168.

Holmarsdottir, Halla (2009) Cultural identity and implementing a new language-in-education policy in South African schools. In Zajda, Joseph; Daun, Holger & Saha, Lawrence J. (eds) *Nation-Building, Identity and Citizenship Education: Cross Cultural Perspectives*, 155-170. UK: Springer.

Holmarsdottir, Halla (2009) A tale of two countries: researching language policy and practice in Namibia and South Africa. In Holmarsdottir, Halla B. & O’Dowd, Mina (eds) *Nordic Voices: Teaching and Researching Comparative and International Education in the Nordic Countries*, 221-238. Rotterdam: Sense Publisher.

Holmarsdottir, Halla B. & O’Dowd, Mina (eds) (2009) *Nordic Voices: Teaching and Researching Comparative and International Education in the Nordic Countries*. Rotterdam: Sense Publishers. ISBN: 978-90-8790-971-0.

Hopson, Rodney K. & Hays, J. (2008) Schooling and education for the San (Ju|hoansi) in Namibia: Between a rock of colonialism and the hard place of globalization. In Hopson, Rodney K., Yeakey, C.C. & Boakari, F. (eds) (2008) *Power, Voice and the Public Good: Schooling and Education in Global Societies*. Oxford, UK: Elsevier.

Kosonen, Kimmo (2008) Literacy in local languages in Thailand: Language maintenance in a globalised world. *International Journal of Bilingual Education and Bilingualism* 11 (2), 170–188.

Kosonen, Kimmo (2009) Language-in-education policies in China and South-East Asia. In *Proceedings of the International Conference on National Language Policy: Language Diversity for National Unity*, 44-61. Bangkok: The Royal Institute of Thailand.

Kosonen, Kimmo & Young, Catherine (eds.) (2009) *Mother tongue as bridge language of instruction: Policies and experiences in Southeast Asia*. Bangkok: Southeast Asian Ministers of Education Organization (SEAMEO).

http://www.seameo.org/images/stories/Projects/2009_MotherTongueBridgeLang/MT_compendium_Final_Book-08-05-09.pdf

Lavoie, Constance & Tapsoba, C. (2008, juillet) Perspectives didactiques culturellement durables: éducation bilingue au Burkina Faso. Dans P. Blanchet, D. Moore & R. Asselah. *Perspectives pour une didactique des langues contextualisée*. Paris : éditions des archives contemporaines. ISBN-978-2-914610-78-0.

Lavoie, Constance (2008) Famine éducative en Afrique, j'ai soif de comprendre: éducation bilingue au Burkina Faso. *McGill Journal of Education* 43 (2), 21-32.

Lavoie, Constance (2008) Hey, teacher, speak black please: The educational effectiveness of bilingual education in Burkina Faso. *International Journal of Bilingual Education and Bilingualism* 11(6), 661-677.

Lavoie, Constance (2008) Developing multiliteracies through bilingual education in Burkina Faso. *Educational Research and Review* 3 (11), 344-350.

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

... OF INTEREST TO SIG MEMBERS

Pinnock, Helen (2009) *Steps Toward Learning. A guide to overcoming language barriers in children's education*. London: Save the Children U.K.

http://www.savethechildren.org.uk/en/docs/Steps_Towards_Learning_LR.pdf