

# 11<sup>TH</sup> INTERNATIONAL LANGUAGE & DEVELOPMENT CONFERENCE

## Multilingualism and Development

CONFERENCE PROGRAMME

New Delhi, 18–20 November 2015

#LangDev2015

IN PARTNERSHIP WITH



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## Message from British Council India



The British Council is delighted to be hosting the 11th International Language and Development Conference in New Delhi. It is our honour to co-host this prestigious event in collaboration with the conference board of trustees, and supported by the Ministry of Rural Development of the Government of India, National

Resource Consortium of Jawaharlal Nehru University, Research Councils UK and the Digital Empowerment Foundation.

The British Council is the UK's leading cultural relations organisation. We aim to foster a friendly understanding between the UK and the rest of the world. We value equality and diversity and we promote multilingualism, recognising its highly significant cultural and social importance. We work to develop a wider knowledge of English across the world, but as an addition to an individual's linguistic toolbox, not as a replacement for his or her mother tongue, or any other community language. Through this conference, we hope to further deepen our collective understanding of how languages and literacies can co-exist and reinforce each other, helping young people to reap the benefits associated with multilingualism and multiliteracies.

India is the ideal location in which to hold a conference exploring the theme of multilingualism and development. While living in India I have been continually impressed with the ease at which people are able to switch from one language to another and fascinated by the ways that different languages have different functions for their users at work, at school or at home. India has the linguistic diversity befitting a continent, with two official languages, 22 languages scheduled in the Indian Constitution, and over 700 more languages estimated to be in everyday use. This diversity is to be celebrated, but it is clear that it also raises some critical issues around equality of access to services, education, rights, technology and economic development – both in urban and rural environments.

Growing access to technology is widely recognised to present huge potential for development but there remain

many advantages for users of a few dominant languages. While the digital world is increasingly accommodating, access to that gateway is still linguistically restricted. It is still unclear whether or not these barriers to access will disappear, or whether the digital divide will continue to grow, to the disadvantage of speakers of minority languages.

The function of language as a gatekeeper to information or opportunity is not limited to the digital world. Marginalised groups can face problems in accessing education, employment or justice due to a lack of proficiency in a majority language. On the other hand, it has been shown that individuals who are multilingual can demonstrate more advanced cognitive skills. Pursuing an education in a majority language at the expense of others can perhaps be as detrimental in some ways as not pursuing it at all.

Issues of multilingualism are by no means limited to India or South Asia. Countries around the world have struggled with retaining linguistic identities while at the same time seeking development and economic growth. This conference presents an excellent opportunity to explore these matters in depth, considering both the problems and potential solutions – a conversation we hope will continue for many years to come. We are committed to ensuring there is a legacy programme for what is sure to be a thought-provoking and productive three days.

### **Rob Lynes**

Minister (Cultural Affairs) British High Commission  
Director British Council India  
[www.britishcouncil.in](http://www.britishcouncil.in)



## Message from Ministry of Rural Development



Deen Dayal Upadhyaya – Grameen Kaushalya Yojana (DDU-GKY) invests in socio-economic transformation through skills for human capital creation. Trained youth form its core product and industry, its market.

55 million aspiring youth from rural India survive on casual or marginal work. Globally, there is an expected demand of over 47 million

skilled workers by 2022. Rural youth, if trained and made employable, can cater to this global demand and help India realise its demographic advantage. As a result, the big challenge facing DDU-GKY is 'employability'.

To ensure employability as the outcome, we have put in place Guidelines (2013) and Standard Operating Procedures (SOPs) (2014/15), with norms including mandating a minimum of 576 hours, salary top-ups, well-equipped domain labs and On-the-Job Training. We have strengthened training delivery using technology, like an internet-enabled programme monitoring system, using CCTV recordings to replicate inspections as well as analyse classroom interaction, appraise trainers and use of lesson plans. We have provided for multimodal engagement with employers including Industrial Internships. Under each, we encourage and fund employers for custom-designed training projects. This is a win-win-win where all three core stakeholders gain – candidates gain better jobs and choice, trainers gain access to new technology, and employers gain a 7-8% cost saving in strategic talent management.

We are today sponsoring training for over 450 job-roles like Arc Welder, Back Office Specialist, Technician, Call Agent, Bedside Nursing Assistant and Automobile Repairman among others, in over 680 Centres across 22 states. The curricula are from the National Council for Vocational Training (NCVT), or as identified by NSDC's Sector Skills Councils through QPs based on National Occupancy Standards.

Technology is changing how we work and live. One example is the growth of e-commerce through mobile. Youth are consuming discounts through FlipKart, executives access emails, notes and data through ERP. Years ago, the pen was the instrument of the administrator, today, it is the smartphone. At work, blue collar jobs are no exception. The worker is expected to work in a computerised environment, capturing, processing data and taking actions on advice of software. The English language has therefore become an essential skill. Recognising this, we have introduced 60 hours of training in functional English and 80 hours in basic IT skills. These along with other soft skills also aid in the cultural integration of rural youth in the multi-hued workforce of the organisation.

We consider it an honour and privilege to partner with British Council India for this conference on Language and Development. In this august forum, we hope to learn about newer technology, teaching-learning aids, assessment tools and techniques, appropriate pedagogical models for language training and linguistics for cross-border mobility. We are also eager to identify trainers and domain experts for running a 'Training of trainers' program and share our insights in training the workforce of tomorrow.

### **Dr. A Santhosh Mathew, IAS**

Joint Secretary (Skills and IT)

Ministry of Rural Development, Government of India

[www.ddugky.gov.in](http://www.ddugky.gov.in)

[www.rural.nic.in](http://www.rural.nic.in)

1. Derived eligible population of rural poor youth between 15 and 35 years of age and employed as casual or marginal workers, from the National Census of India, 2011.
2. Independent BCG study
3. As on 30 September 2015



## Message from Digital Empowerment Foundation



Each one of us is born with a language of our own. Over the years as we go and grow, we choose various mediums to express that language which we call our mother tongue. For several centuries, while the natural medium of human language and expression has been oral, it is the written medium that has been able to make a developmental difference.

It is well accepted that the masses choose the medium they are endowed with naturally, i.e., the spoken language, for expressing themselves. Nonetheless, it is the adoption and control of the written medium that makes them heard and sometimes even counted. This is evident from the rapidly depleting numbers of persons who listed many of the 122 Scheduled and non-Scheduled languages as their mother tongues in the Census of India over the decades from 1971 to 2011. However, in the recent years and probably for the first time in the history of humanity, the natural medium of language and expression of a normal human being has become the medium of the mass media. This is due to the advent and phenomenal growth of the mobile and digital technology as the medium of expression, a lot of which is oral. This powerful media is now available to the masses to express themselves as naturally as the verbal faculty they are born with. Also at a time when a lot of languages are facing the threat of extinction, this tool has come as a blessing, providing an opportunity for arresting the trend and making the vernacular and its associated culture prosper for posterity.

It is here that Digital Empowerment Foundation finds its own vision of bridging digital barriers mirrored. To strive and to be able to secure the prosperity of these languages, their speakers and their heritage would be our humble goal in keeping with our mission of a journey undertaken 12 years ago. If a language is to be espoused digitally, all it takes is a device to be able to view, connect and

share. Once this is enabled, the power to spur a language movement is completely in the hands of its speakers. According to a survey conducted by Digital Empowerment Foundation across five major states of India recently, it was observed that though 72% respondents were tech-ready and wanted to access information in their native language, they were unable to do so due to its non-availability. The need of the hour is therefore to develop applications, document and archive all cultural heritages so that all languages and cultures sustain and thrive in the digital age.

We consider it an honour and a privilege to partner British Council India for this conference where language and development is brought to the forefront of discussion for all stakeholders, including policy makers, researchers and linguists to address and deliberate on an issue that touches our lives so intricately individually as well as collectively.

**Dr Neena Jha**  
Programme Director  
Digital Empowerment Foundation  
[www.defindia.net](http://www.defindia.net)



## Message from Research Councils UK

Research and innovation are increasingly developed and transferred through international co-operation. India is the most populous liberal democracy and one of the fastest growing economies in the world.

Research Councils UK (RCUK) India office based at the British High Commission in New Delhi represents all the seven UK Research Councils. Our aim is to facilitate research collaboration between the UK and India in order to develop a sustainable, strategic partnership that:

- Promotes high impact research that improves lives
- Demonstrates long term commitment
- Focuses on agreed priorities
- Forges strong links between academia and business in both India and the UK
- Delivers innovation and prosperity

Since 2008, RCUK, Government of India funding agencies and other partners have together invested over £150 million in joint research and innovation projects. India is in transition and, of crucial importance, is understanding the societal dimension of the rapid change. One of the key themes of the Arts and Humanities Research Council's strategy is on Translating Cultures ([www.ahrc.ac.uk/research/fundedthemesandprogrammes/themes/translatingcultures/](http://www.ahrc.ac.uk/research/fundedthemesandprogrammes/themes/translatingcultures/)). An important aim of this theme is to engage with key concepts such as multiculturalism, multilingualism, tolerance, intolerance and identity. That is why we are delighted to be associated with the 11th Language and Development Conference being organised by our sister agency, the British Council.



Research Councils UK – India team



## Message from National Multilingual Education Resource Consortium, Jawaharlal Nehru University



Message from the National  
Multilingual Education  
Resource Consortium,  
Jawaharlal Nehru University

The National Multilingual  
Education Resource  
Consortium (NMRC, JNU)  
works towards realization of  
a broader vision of inclusive  
education for equity and  
excellence that maximizes  
development of linguistic

resources, respects linguistic human rights, and fosters positive cultural-linguistic identity through development of multilingual proficiency based on a strong foundation of mother tongue development. NMRC believes that both individuals and societies are multilingual by default. The internationally driven efforts to promote dominant languages like English at the cost of indigenous languages can be seen as a problem rather than the solution for universalization of quality school education and reduction of poverty. No society that has successfully developed has depended as heavily on foreign resources, foreign political models, foreign languages, and foreign laws as many developing countries in Asia and Africa typically do today. NMRC views the 11th International Language and Development conference in India as well as the pre-conference research symposium on 'Language and Poverty' in JNU as opportunities for promoting better understanding of the role of languages in addressing issues of poverty and development in multilingual societies. We believe that with Multilingualism and Development as its central theme, LDC would raise some counter intuitive questions on the political semiotics of the language and development discourse in multilingual societies of Asia and Africa.

### **Professor Minati Panda**

Director National Multilingual Education Resource  
Consortium, Jawaharlal Nehru University  
<http://nmrc-jnu.com>



# THE LANGUAGE & DEVELOPMENT CONFERENCE SERIES



This is the eleventh event in the Language & Development Conference Series. The conferences take place every two years and they bring together professionals who share an interest in the roles that languages play in development. The conferences address issues of world, national, second and minority languages in relation to human, social, cultural and economic development. Details of the conference trustees, publications, sponsors and conference hosts are available through the Language & Development Conference Series website at [www.langdevconferences.org](http://www.langdevconferences.org).

## CONFERENCES IN THE SERIES

1	1993	Bangkok, Thailand	Language Programmes in Development Projects
2	1995	Bali, Indonesia	Language and Communication in Development: Stakeholders' Perspectives
3	1997	Langkawi, Malaysia	Access, Empowerment, Opportunity
4	1999	Hanoi, Vietnam	Partnership and Interaction in Language and Development
5	2001	Phnom Penh, Cambodia	Defining the Role of Language in Development
6	2003	Tashkent, Uzbekistan	Linguistic Challenges to National Development and International Cooperation
7	2005	Addis Ababa, Ethiopia	Language and Development
8	2009	Dhaka, Bangladesh	Language and Development: Socio-Cultural Issues and Challenges
9	2011	Colombo, Sri Lanka	Language and Social Cohesion
10	2013	Cape Town, South Africa	Opportunity, Equity and Identity beyond 2015
11	2015	New Delhi, India	Multilingualism and Development

## CONFERENCE TRUSTEES

The Language & Development Conference Series is overseen by a group of ten Trustees. The Trustees are drawn from among those who have played a significant role in organising the conferences in the past or who have made other contributions to the conference series. Their roles are to ensure the continuation of the spirit and principles of the series and to facilitate the selection of future conference organisers and host countries in a transparent way.

## INVITATION

It is expected that four of the Conference Trustees will be present at the New Delhi conference. At the end of Day 1, Wednesday 18 November, from 17.35 to 18.15, there will be an informal open meeting for all conference participants who would like to meet the Trustees, to learn more about how the Conference Series works and to discuss possible themes and venues for the 12th Language & Development Conference in 2017. All are welcome.

## CONFERENCE PUBLICATIONS

All ten Language & Development Conferences so far have led to the appearance of published proceedings. They can all be accessed and downloaded free of charge at [www.langdevconferences.org](http://www.langdevconferences.org). (Some of the volumes which were published by the British Council can also be accessed at [www.teachingenglish.org.uk/teacher-development/publications](http://www.teachingenglish.org.uk/teacher-development/publications).) The 11<sup>th</sup> Conference is no exception: British Council India plans to publish a volume of selected and edited proceedings.

## LANGUAGE & DEVELOPMENT CONFERENCE GUIDING PRINCIPLES

- Whenever and wherever possible, the conference should be held in a developing country.
- Conference themes and focus areas should encompass a broad understanding of Language & Development issues, both internationally and in the host country.
- The conference should provide a forum for discussing change and contribute to the professional development of people involved.
- The conference programme should be designed so that it is participatory and builds towards a collective outcome.
- Participation should be balanced among national and international delegates.
- Strategies – including a flexible fee structure and a plan for attracting funding – should allow for maximum participation by delegates who would not otherwise be able to participate.
- Previous conference organisers should be involved in planning subsequent conferences.
- It is the prerogative of the current organiser to invite other co-organisers as they see fit.
- Current organisers should have access to administrative documents and files from previous conference hosts, including budget details, mailing lists and results of evaluations.

# INTRODUCTION TO THE CONFERENCE PROGRAMME



The 11th Language & Development Conference takes ‘Multilingualism and Development’ as its main theme.

In 1984 DP Pattanayak, the first Director of the Central Institute of Indian Languages, made this deliberately provocative statement about the ubiquity of multilingualism in developing countries:

**In the developed world ... two languages are considered a nuisance, three languages uneconomic and many languages absurd. In multilingual countries, many languages are facts of life; any restriction in the choice of language is a nuisance; and one language is not only uneconomic, it is absurd.**

It is certainly the case that linguistic diversity is a fact of life in developing countries. India is a good example, with two official languages, 22 languages ‘scheduled’ in the Indian Constitution, and a further 780 languages estimated to be in everyday use. India is therefore a highly appropriate context in which to hold a conference on multilingualism and development. (We might add that, in the thirty years since Pattanayak made his statement, many countries in the developed world have also had to come to terms with multilingualism, because of global migration.)

Since 2010 more than half of the world’s population has been living in urban areas and, by 2050, 66 per cent of people will be living in cities. Developing countries throughout Asia, Africa and Latin America face multiple challenges, including providing access to quality health care, education and opportunities for sustainable livelihoods for their people. The increasing cultural and linguistic diversity of urban centres raises critical issues, such as the language requirements necessary to provide minimum safety and security to migrants, access to civic amenities and public services, and support for the transition to urban lifestyles and consequent requisite life skills. The phenomenon of linguistic super-diversity is a feature of all megacities throughout the developing world. Again, India provides an illustration: rapid urbanisation means that by 2031 India will have 70 of the world’s 100 most populous urban centres.

The rapid growth of technology has been a significant factor in many developing countries, particularly through widespread access to mobile telephones and the Internet. This presents huge potential to leapfrog more traditional forms of information access and dissemination. However, there are clear implications for the diversity of the linguistic landscape. Much information shared on the Internet and through other digital channels is available only in majority languages, in particular English. Questions remain about how this imbalance can be redressed or whether there will continue to be a digital divide, with speakers of minority languages at a significant disadvantage. A recent example has been the urgent need to provide information about Ebola in multiple West African languages and their respective writing systems - and to make that information available on mobile phones and through other media.

In addition, there is growing recognition of the impact of multilingualism on marginalised groups, including women, indigenous peoples (referred to as ‘tribal groups’ in India) and speakers of minority languages, all of whom are at risk of being denied full access to health, education, other government services, legal redress and participation in democratic processes if these are possible only through mainstream languages. A related issue is the rapidly growing phenomenon in many developing countries – including India – of demand for private ‘English-medium’ schooling, fuelled by parental dissatisfaction with education provided through the national language by free state schools. Some parents from the poorest and most marginalised groups are willing to pay for this so-called ‘English-medium’ schooling, even though it may be of dubious quality.

The conference focuses on the issues highlighted above and it therefore has three broad sub-themes:

- Multilingualism and the Metropolis
- Language, Technology, Multi-literacies
- Multilingualism, Marginalisation, Empowerment.

The conference programme consists of more than 70 presentations, including plenary addresses by Indian and international experts, parallel papers, workshops, a book launch and other events.

Just over half of the presentations report on developments within India. The rest are by international speakers who will be discussing their work in a total of 20 different countries, including several different parts of Africa and Europe and a dozen countries in other parts of Asia.

It is intended that the conference will generate a number of Agendas for Research and Agendas for Action relating to multilingualism and development.



# Day 1 – Wednesday, 18 November 2015

07.00–09.00	<b>On-site registration</b>
09.00–10.00	<b>Opening</b>
10.15–11.15	<b>Plenary 1: Ajit Mohanty</b>
11.15–11.45	<b>Break</b>
11.45–12.45	<b>Parallel session 1</b>
12.45–13.45	<b>Lunch</b>
13.45–14.45	<b>Parallel session 2</b>
14.45–15.15	<b>Break</b>
15.15–16.15	<b>Parallel session 3</b>
16.30–17.30	<b>Plenary 2: Srikant Sarangi</b>
17.35–18.15	<b>Meet the Language &amp; Development Conference Trustees</b>

## Sub-theme colour coding:

- **Sub-theme 1:** Multilingualism and the Metropolis
- **Sub-theme 2:** Language, Technology and Multi-literacies
- **Sub-theme 3:** Multilingualism, Marginalisation and Empowerment

## OPENING: 09:00–10:10

### PLENARY 1: 10.15–11.15

<b>Ajit Mohanty</b> Multilingualism, Education, English and Development: Whose Development?	Ballroom
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### PARALLEL SESSION 1: 11.45–12.45

1a Giridhar Rao	<b>Featured speaker 1:</b> The (Illusory) Promise of English in India: Democracy, Language and Marginalization	Ballroom
1b Kyi Shwin	Institutional Implementation Matters: Bilingualism in Myanmar	Regency 1
1c Emma-Sue Prince and S.Manish Singh	The Impact of Language Capabilities on Employability Skills within a Multilinguistic Socio-economic Environment and Implications for the Standardisation of Qualification Systems	Regency 3
1d Niladri Sekhar Dash	Multilingualism and Social Development: A Case Study from West Bengal	Regency 5
1e John Simpson	<b>Featured speaker 2:</b> Moving from Monolingual Models to Plurilingual Practices in African Classrooms	Regal
Lizzi O.Milligan	Exploring the Potential for Language Supportive Learning in English: A Rwandan Case Study	

### PARALLEL SESSION 2: 13.45–14.45

2a Panel members expected from China, Nepal, Sri Lanka, South Africa and Uganda	<b>Ministerial Panel:</b> Government Responses to Multilingualism <b>Session Chair:</b> Carol Benson	Ballroom 1
2b Kirti Kapur	Translingualism as a Bridge between Languages and a Tool for Empowerment?	Ballroom 2
2c Sandra Steiger	<b>Workshop 1:</b> Language Policy in Classrooms: The Potential of Action Research to Transform Teachers' Perspectives and Practices	Regency 1
2d Seemita Mohanty	Mother-Tongue-Based Multilingual Education in the Indian State of Odisha: Issues, Challenges and Impact	Regency 3
2e Indranil Acharya	Multilingualism and Marginalisation: A Study of Some Endangered Languages of West Bengal	Regency 5
2f Tejshree Auckle	<b>Featured speaker 3:</b> The Inclusion of Vernacular Languages in an English-Dominant Education System: Mauritian Creole and Bhojpuri and the Politics of Ethnicity in Multilingual Mauritius	Regal

### PARALLEL SESSION 3 15.15–16.15

3a Baela Jamil and Saba Saeed	<b>Featured speakers 4:</b> Reflections on Access and Learning within the Low Cost Private English Medium Sector in Pakistan	Ballroom
3b Wang Chao and Zuo Ping	Promoting Ethnic Minority Students' Social Emotional Learning in Xinjiang Province of China: A Good Practice of Mother-Tongue-Based Multilingual Education	Regency 1
3c Trang Thi Thuy Nguyen Sujoy Sarkar Sajida Sultana	<b>Research Student Forum 1</b>  Language Attitudes, Language Maintenance and Identity Empowerment: A Case Study of Vietnamese Ethnic Minority Students  A Castle in the Air: Right to Education without Ensuring Linguistic Rights for Tribal Children  Muslim Education and Multilingual Contexts: A Study of Madrasas in Hyderabad	Regency 3
3d Binay Pattanayak Sikha Nayak and Pradeep Kumar Sahoo	M-TALL <i>akhra</i> : An Attempt to Address 'Multilingualism, Marginalisation and Empowerment' in Multilingual Jharkhand, India  Red Card for Indigenous Languages: A Question of Identity	Regency 5
3e Panel members include D.P.Pattanayak, Minati Panda and Giridhar Rao	<b>Panel Discussion:</b> Multilingualism in India: Where Are We Now? <b>Session Chair:</b> Ajit Mohanty	Regal

### PLENARY 2: 16.30–17:30

<b>Srikant Sarangi</b> Mind the Gap: 'Communicative Vulnerability' and the Mediation of Linguistic/Cultural Diversity in Healthcare Delivery	Ballroom
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### MEET THE LANGUAGE & DEVELOPMENT CONFERENCE TRUSTEES: 17.35–18.15

John Knagg, Jonathan Shaw, Geoffrey Crewes and Hywel Coleman	Regency 1
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# Day 2 – Thursday, 19 November 2015

09.00–10.00	<b>Plenary 3:</b> Osama Manzar
10.15–11.15	<b>Parallel session 4</b>
11.15–11.45	<b>Break</b>
11.45–12.45	<b>Parallel session 5</b>
12.45–13.45	<b>Lunch</b>
13.45–14.45	<b>Parallel session 6</b>
14.45–15.15	<b>Break</b>
15.15–16.15	<b>Parallel session 7</b>
16.30–17.30	<b>Plenary 4:</b> Birgit Brock-Utne
18.30	<b>Conference dinner and cultural entertainment</b>

## Sub-theme colour coding:

- **Sub-theme 1:** Multilingualism and the Metropolis
- **Sub-theme 2:** Language, Technology and Multi-literacies
- **Sub-theme 3:** Multilingualism, Marginalisation and Empowerment

### PLENARY 3: 09.00–10.00

<b>Osama Manzar</b>	Ballroom
Digital Media and the Internet: Threats or Opportunities for Local Languages, Culture and Knowledge?	

### PARALLEL SESSION 4: 10.15–11.15

4a Sozinho Francisco Matsinhe	<b>Featured speaker 5:</b> Multilingualism, Marginalisation and Empowerment in Africa with Special Reference to Southern Africa: Dynamics, Good Practices and Paradoxes	Ballroom
4b Stanley V. John	Unleashing Potentials in Multilingual Classrooms: The Case of Chhattisgarh State, India	Regency 1
Ram Gulati	Homogeneity in Diversity: Using a Healthcare-based Survey as a Role Model to Make India Truly Multilingual	
4c Nicola McCartney	<b>Workshop 2:</b> Imagine if All the Women and Girls Could Read ...	Regency 3
4d Zubair Torwali	Reversing Language Shift through Identity-Based Multilingual Educational Planning: The Case of the Torwali Language	Regency 5
4e Megan Davies	<b>Featured speaker 6:</b> Empowerment of the Pashai of Afghanistan through Language Development and Multilingual Education	Regal

### PARALLEL SESSION 5: 11.45–12.45

5a Carol Benson	<b>Featured speaker 7:</b> Empowering Non-dominant Languages and Cultures through Multilingual Curriculum Development	Ballroom 1
5b Velayuthapillai Kandeepan and Francis Thevanesan Croos	Building Mutual Understanding through Second National Language Education among School Children in a Multilingual Society in Sri Lanka	Ballroom 2
5c Firoz Ahmed	Effectiveness of Mother-Tongue-Based Multilingual Education in Semi-urban and Rural Multilingual Communities of Bangladesh: An Investigation	Regency 1
5d Ambarin Mooznah Auleear Owodally	<b>Workshop 3:</b> Supporting English Language Learning: The Role of Parents in Multilingual Mauritius	Regency 3
5e Vuyokazi Nomlomo	Literacy for All? Exploring Literacy Instructional Practices in a Grade One Multilingual Classroom	Regency 5
Noah Jonas Mtana and Kalafunja Mlang'a O-saki	Empowering the Marginalised through Language Supportive Pedagogy in Tanzanian Secondary Education	
5f Juldyz Smagulova and Elise Ahn	<b>Featured speakers 8:</b> Medium of Instruction, Literacy and Educational Equity: Survey of Almaty High School Students	Regal

### PARALLEL SESSION 6: 13.45–14.45

6a Debating teams include Nigussie Negash Yadete, Hywel Coleman, Lizzi Milligan and Baela Jamil	<b>Debate:</b> 'English medium instruction does not bring the benefits that people expect' <b>Session chair:</b> John Knagg	Ballroom 1
6b Jessica Long Manu Gulati	Understanding Community Needs: Scalable SMS Text Processing for UNICEF Digital Literacy: An Equal Opportunity for Language Learning	Ballroom 2
6c Brendan Rigby Sadeqa Ghazal Sakshi Manocha	<b>Research Student Forum 2</b> Picturing Literacy: What Participant-led Photography Research Reveals about Literacy, Schooling and Development in Northern Ghana English as a Medium of Instruction: Challenges for Low-Cost Private School Teachers Comparing the Participatory and Learning Trajectories of Saora Children in Multilingual-Education-plus and Odia-Medium Schools in Odisha	Regency 1
6d Ramanujam Meganathan	Linguistic Landscape of New Delhi: A Precursor and a Successor of Language Policy	Regency 3
6e Padmini Boruah	Learning English in a Low Cost Semi-urban English Medium School: Challenges, Interaction Patterns and Domains of Use	Regency 5
6f Zubeida Desai Haroon Mahomed and Caroline Grant	<b>Featured speaker 9:</b> Learning through the Medium of English in Multilingual South Africa: Enabling or Disabling Learners? Strengthening the Incremental Introduction of African Languages: Empowering or Marginalising South African Learners?	Regal

### PARALLEL SESSION 7: 15.15–16.15

7a S. Perera, T. Thanaraj, H. Coleman, F.T. Croos and B. Norton	<b>Book Launch:</b> <i>Language and Social Cohesion in the Developing World</i> <b>Session Chair:</b> Debanjan Chakrabarti	Ballroom
7b Nigussie Negash Yadete	Language Use Contestation in Ethiopian Higher Education: Conflicts between Formal Policy and Informal Practices in the Classroom	Regency 1
7c L.Ramamoorthy Freda Wolfenden and Lina Adinolfi	Multilingualism and Linguistic Poverty: Status of Indian Languages in the Digital Context Harnessing Open Practices for Linguistically and Culturally Sensitive Pedagogy	Regency 3
7d C.Uma Maheshwari and M.Udaya M.Udaya	Monolingual Mindset and Access to Educational Opportunities: A Study of Statute, Policy and Practice of Languages in Education in Multilingual India Multilingualism and Educational Attainment of Tribal Groups in Andhra Pradesh: A Survey	Regency 5
7e Kirk R.Person Xinia R.Skoropinski	<b>Featured speaker 10:</b> The Multilingual Education Working Group and Recent Language-in-Education Policy Developments in Southeast Asia Identifying Early Evidences of the Impact of Mother-Tongue-Based Multilingual Education in Mindanao: The Story Behind the Numbers	Regal

### PLENARY 4: 16.30–17.30

<b>Birgit Brock-Utne</b> Multilingualism in Africa: Marginalisation and Empowerment	Ballroom
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### CONFERENCE DINNER AND CULTURAL ENTERTAINMENT: 18.30



# Day 3 – Friday, 20 November 2015

09.00–10.00	<b>Plenary 5:</b> James Simpson
10.15–11.15	<b>Parallel session 8</b>
11.15–11.45	<b>Break</b>
11.45–12.45	<b>Parallel session 9</b>
12.45–13.45	<b>Lunch</b>
13.45–14.45	<b>Parallel session 10</b>
15.00–16.00	<b>Plenary 6:</b> Rukmini Banerjee
16.00–16.30	<b>Closing</b>

## Sub-theme colour coding:

- **Sub-theme 1:** Multilingualism and the Metropolis
- **Sub-theme 2:** Language, Technology and Multi-literacies
- **Sub-theme 3:** Multilingualism, Marginalisation and Empowerment

## PLENARY 5: 09.00–10.00

<b>James Simpson</b>	Ballroom
Translanguaging in the Contact Zone: Language Use in Superdiverse Urban Areas	

## PARALLEL SESSION 8: 10.15–11.15

8a Geetha Durairajan	<b>Featured speaker 11:</b> Empowering ESL Learners by Deliberately Using First Language Capability as a Positive Resource in English Classrooms in Multilingual Contexts: Evidence from Indian Research	Ballroom
8b Anand Mahanand	<b>Workshop 4:</b> Contextualising English Language Education for Language Minority Learners	Regency 1
8c Mamta Saluja	Digital Media: A Renaissance for Minority Languages	Regency 3
8d Shivani Nag	Theoretical Assumptions Regarding Mind-Culture-Language Relationships Underlying Multilingual Education Models of Odisha and Their Impact on Socio-cultural Inclusion of Children and Power Structures in the Classrooms	Regency 5
8e Anuradha Kanniganti	<b>Featured speaker 12:</b> Language and Inequality in India: English for All or Empowerment of Indian Languages?	Regal

## PARALLEL SESSION 9: 11.45–12.45

9a Bonny Norton, Mary McKenna and Sam Andema	<b>Featured speakers 13:</b> The African Storybook Project and its Impact in Nepal and the Global Community	Ballroom A
9b Sadananda Kadel	Exploring Language Shift among Linguistic Minorities in the Multilingual Setting	Ballroom B
9c Laxman Ghimire	Multilingual Education: A Paradigm Shift in Learning Approaches for Ethnolinguistic Minority Children in Nepal	Regency 1
Pushker Kadel	Multilingual Education in Nepal	
9d Kristina Hultgren, Lina Adinolfi, Alison Buckler, Mark Mukorera	Implementing English-medium Instruction in Lower and Middle Income Countries: Teacher Challenges and Strategies	Regency 3
9e Sonali Vijay Rode	Educating Girls in Multilingual and Rural Indian Society	Regency 5
9f Martin Benjamin	<b>Featured speaker 14:</b> Excluded Linguistic Communities and the Production of an Inclusive Multilingual Digital Language Infrastructure	Regal

**PARALLEL SESSION 10: 13.45–14.45**

10a Thaiyamuthu Thanaraj, Chandra Gunawardena and M.B.Ekanayake	<b>Featured speakers 15:</b> Multilingualism: A Viable Strategy to Forge National Harmony and Social Cohesion? A Sri Lankan Case	Ballroom
10b Garima Bansal Manasi Jayant Kelkar	<b>Research Student Forum 3</b> ‘Science for All’: Examining the Construct from a Multilingual Perspective The Role of Cultural Practices in Home Language Maintenance and Loss: The Case of Thanjavur Marathi, a Multilingual Context	Regency 1
10c Yeasmin Ali, Zakia Sultana and Tania Islam Michael Carrier	Empowering Marginalized Professionals through Digital Media Digital learning as a benefit not a threat: Technology’s contribution to access, equity, outcomes and multilingualism	Regency 3
10d Thomas Kral and Shannon Smith Similo Ngwenya and Nozizwe Dhlamini	Empowering Primary School Teachers in Peripheral Communities: The Successes and Challenges of the British Council’s English Language Teacher Development Project in Malaysian Borneo The Edward Ndlovu Memorial Library in Zimbabwe as a Conduit for Women’s Empowerment in a Multilingual Community	Regency 5
10e Sayeedur Rahman	<b>Featured speaker 16:</b> Women, English and Empowerment: Voices from Rural Bangladesh	Regal

**PLENARY 6: 15.00–16:00**

<b>Rukmini Banerjee</b> Language and Learning: The Challenges of Primary Education in India	Ballroom
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**CLOSING: 16.00–16:30**

## SUMMARY

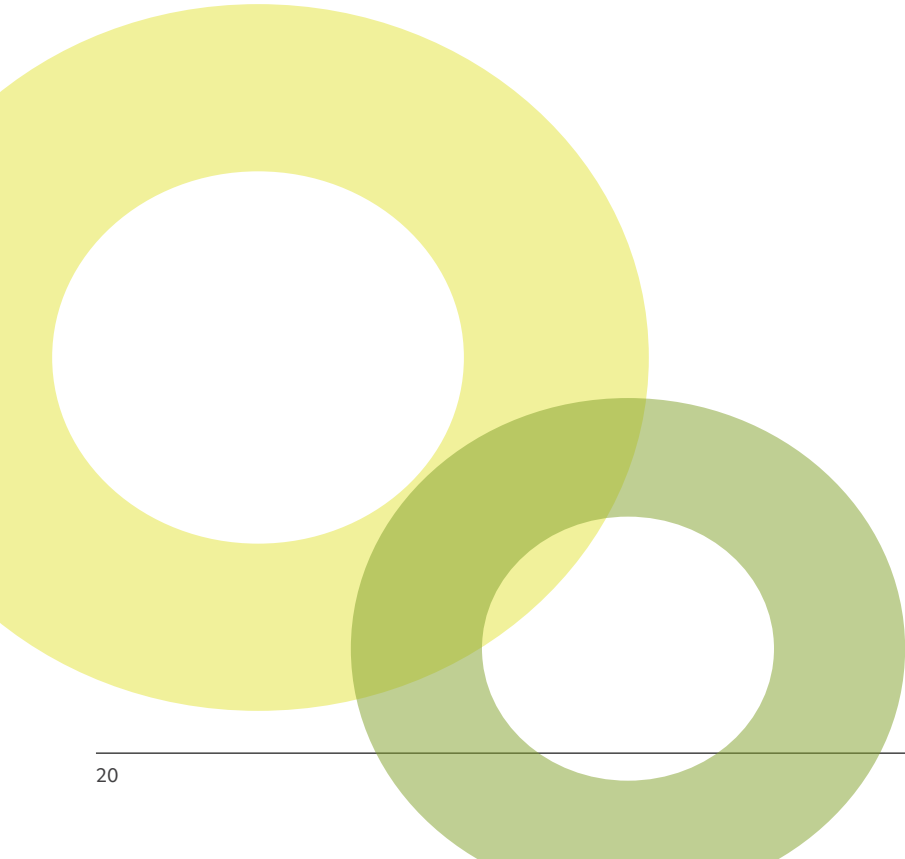
TYPE OF SESSION	SESSION NUMBER
Plenaries	Plenary 1–Plenary 6
Featured Events	2a (Ministerial Panel), 3e (Panel Discussion), 6a (Debate), 7a (Book Launch)
Workshops	2c, 4c, 5d, 8b
Featured Speakers	1a, 1e, 2f, 3a, 4a, 4e, 5a, 5f, 6f, 7e, 8a, 8e, 9a, 9f, 10a, 10e
Research Student Forums	3c, 6c, 10b

SUB-THEME	SESSION NUMBER
1. Multilingualism and the Metropolis	1b, 1d, 2c, 3b, 4b, 5c, 6e, 9b
2. Language, Technology, Multi-literacies	6b, 7c, 8c, 9f, 10c
3. Multilingualism, Marginalisation, Empowerment	All sessions apart from those listed above



PLENARY 1		
10.15–11.15	<p><b>Multilingualism, Education, English and Development: Whose Development?</b></p> <p><b>Ajit Mohanty</b></p>  <p>The presentation interrogates the roles of English or other global/post-colonial languages in multilingual societies, including India, which tend to be hierarchical in nature characterised by a double divide: one between the elitist language of power and the major regional languages ('vernaculars') and, the other, between the regional languages and the dominated indigenous languages. The 'double divide' is associated with loss of linguistic diversity, marginalisation and progressive domain shrinkage of the indigenous languages. Inequalities in the place of languages in education contribute to capability deprivation, poverty and dispossession of linguistic capital disempowering many and empowering some. In India, as in most post-colonial societies, the privileged position of English in education has led to elite formation and social exclusion at different levels of schooling resulting in 'a new caste system being perpetuated'. Our research on school practices in the teaching of English in India shows that the complex challenges of negotiating the linguistic double divide lead to divergent pedagogic practices and compromises in the standards of English in schools. While English has a role in multilingual structure, its promotion in education needs to foreground the development of mother tongues. For English to be a healer language and not a 'killer language' and to promote social justice, we need egalitarian language policy and practice, rethinking of the duality/multiplicity in the system of school education and a shift from the current emphasis on democratisation of English to democratisation of quality in education.</p> <p><b>Ajit Mohanty</b> says 'I am Founder Director and Chief Adviser of the National Multilingual Education Resource Consortium (NMRC) in Jawaharlal Nehru University (JNU). I have been Professor and Indian Council of Social Science Research National Fellow in JNU, a Fulbright Visiting Professor (Columbia University), a Fulbright Senior Scholar (Wisconsin) and a Killam Scholar (Alberta). I am Fellow of the Association of Psychological Science, USA, and of the National Academy of Psychology, India. I developed the Multilingual Education Policy for Nepal (with Tove Skutnabb-Kangas) and for Odisha in India.'</p>	Ballroom
PARALLEL SESSION 1		
11.45–12.45	<p><b>PARALLEL 1A FEATURED SPEAKER 1</b></p> <p><b>The (Illusory) Promise of English in India: Democracy, Language and Marginalization</b></p> <p><b>Giridhar Rao</b></p> <p>As in many other countries, in India too one sees English as the key to a better life. As a result, private (fee-paying) English-medium schools are mushrooming all over, even in rural areas. Besides, especially for Dalits (the so-called 'Untouchables' in the Indian caste-system) and for Indigenous peoples, English promises to by-pass the discrimination within the linguistic hierarchies in the various Indian languages. But we argue that this is a false promise for two reasons. The first reason is the poor condition of the education system in the country. A recent study by the Azim Premji Foundation shows that private schools do not give better academic results compared to government schools. The second reason is that the introduction and teaching of English do not emerge out of a mother-tongue-based multilingual education. In fact, quite the opposite: the education system is trying to replace the mother tongue earlier and earlier and seeking to teach everything in English. There are however in the country some initiatives to resist the hegemony of dominant languages, including English. We will sketch a few. Thus, this paper seeks to tease out the complexities of empowerment in a multilingual context and the new marginalisations that might well result.</p> <p><b>Giridhar Rao</b> of Azim Premji University, Bengaluru, India, says, 'My teaching and research interests include linguistic diversity, language policy and multilingual education. I write and blog on these topics in English and Esperanto. My blog in English on language and education is at <a href="http://bolii.blogspot.com">bolii.blogspot.com</a>.'</p>	Ballroom

<p>11.45–12.45</p>	<p><b>PARALLEL 1B</b></p> <p><b>Institutional Implementation Matters: Bilingualism in Myanmar</b></p> <p><b>Kyi Shwin</b></p> <p>English has been the official medium of instruction in higher education in Myanmar since 1981 (Myo Myint and Poe Poe 2003). Nevertheless, very few teachers use English. This presentation, from a team of researchers at Banmaw University, a higher education institution in Kachin State which caters to diverse ethnic groups, explores possible reasons why the English language policy is not working in Myanmar and ends with a model believed to be applicable in developing countries with multilingual issues.</p> <p>The research finds that a lack of institutional strategies and leadership is the main reason. This is compounded by other factors: (1) the low proficiency levels in English of students and teachers at universities, (2) the attitudes of university administrators, (3) unrealistic workloads of heads of academic departments and (4) knowledge of stakeholders. An understanding of the multiple dimensions of this complex issue is crucial particularly in the context of a rapidly transforming education system such as Myanmar's, which is trying to cope with multiple languages, cultures and ethnic groups, while also recognising the importance of English for economic and academic benefit.</p> <p>The research ends with a proposed model which balances top down and bottom up approaches effectively. It suggests the formulation of a practical language policy at the national level and other supporting measures to implement the policy successfully so that developing countries can emerge and play their part in the global academy and workforce.</p> <p><b>Kyi Shwin</b> says 'I graduated from Mandalay University in 1985 specialising in English and received one of the first PhDs in English at Yangon University. I am currently the Rector of Banmaw University. I concurrently hold various senior positions in working groups and task forces contributing to Myanmar's national education reforms.</p>	<p>Regency 1</p>
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11.45–12.45	<p><b>PARALLEL 1C</b></p> <p><b>The Impact of Language Capabilities on Employability Skills within a Multilingualistic Socio-economic Environment and Implications for the Standardisation of Qualification Systems</b></p> <p><b>Emma-Sue Prince and S.Manish Singh</b></p> <p>This presentation builds on the authors’ recently published research report ‘English Skills for Employability’. The report explored the context of integrating language learning into the national framework for technical and vocational education and training (TVET) in India. It built on evidence indicating a need for varying language requirements in different job contexts across and within the healthcare, hospitality and construction sectors.</p> <p>The presentation focuses on continuation of the authors’ work, exploring in further detail research findings around the role of various languages (English, Hindi and regional languages) and their impact on employment prospects, including progression across various job contexts and related social impact. We also look at whether and how the general educational and TVET systems acknowledge, address or indeed cope with these demands, especially within the context of standardised qualification and educational frameworks, guidelines and practices.</p> <p>The findings of this research support recommendations for creating a user-friendly, ground-up framework of languages needed for employability across both the organised and informal sectors. This is important given that the majority of people, especially in the developing countries of South Asia, work in the informal sector. We also explore factors that contribute to enhanced employability and mobility across these varied contexts.</p> <p>The presentation contains primary research from Bangladesh, India and the UK covering a range of stakeholders from policy, primary, secondary, further/continuing and higher education, training and professional education, aspirants and incumbents in the workforce from different sectors of employment. A key outcome is an improved way of identifying, communicating and aligning the understandings of stakeholders to differential needs for language, together with implications for employability in a multilingual, socio-economic context.</p> <p><b>Emma-Sue Prince</b> is Managing Director of PROGILENCE Capability Development Pvt. Ltd., India. She says, ‘I work in employability research and training. I support teachers and trainers with materials and professional development. I have researched the link between soft skills, English language and employability. My book <i>The Advantage</i> (Pearson) has been published in six languages.’</p> <p><b>S.Manish Singh</b>, Managing Director of UNIMENTA, India, says ‘I have a strong background in TVET, skills development, consulting, training, content, standards and qualification development. I work with several national level bodies. I am currently an entrepreneur and consultant with the UK Department for International Development programme ‘Skills-for-Jobs’. I have worked with the British Council in English Language for Vocational Purposes, Employability and Teacher Training.’</p>	Regency 3
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11.45–12.45	<p><b>PARALLEL 1D</b></p> <p><b>Multilingualism and Social Development: A Case Study from West Bengal</b></p> <p><b>Niladri Sekhar Dash</b></p> <p>This paper reports the findings of an empirical survey which tries to track the link between multilingual proficiency and development of communities in West Bengal, India. For years now, the argument that linguistic diversity plays a crucial role in overall development of a community has aroused the curiosity of scholars of various disciplines. Since the very existence of such a vibrant link is not often evident, most development research works - including those of development economics - tend to ignore languages on the grounds that the economic processes at play, being universal in nature, transcend linguistic diversities. It is against this backdrop that the present research work is undertaken.</p> <p>The survey was carried out in four districts of West Bengal, namely, Kolkata, Nadia, North 24 Parganas and South 24 Parganas. It was conducted on the basis of a questionnaire. Data were elicited from informants through personal interviews carried out at their localities in their own socio-cultural settings. The questionnaire was prepared in such a way that it allows examination of the main issue from multiple angles. To avoid selectional bias, informants were chosen from four occupational backgrounds: service, business, students and home makers. Each respondent took nearly 25 to 30 minutes to answer the questionnaire. The study was conducted over a period of three months. Elegant software was used to analyse the data, find out important results and deduct appropriate inferences.</p> <p>The results attest the emergence of multilingual communities as an important feature of urbanisation in Bengal. They imply that knowing many languages and having communicative skills in several languages are advantages, particularly for the younger generation. The knowledge of many languages is not only a positive factor for the economic and social growth of an individual but also a crucial element for the overall development of a community.</p> <p><b>Niladri Sekhar Dash</b> is an Associate Professor in the Linguistic Research Unit, Indian Statistical Institute, Kolkata, India. She says, 'I am a linguist with interests in corpus linguistics, language technology and language documentation. I am an expert in language data collection through linguistic field surveys, the generation of Free Discourse Text, language diversity and social development. I train scholars in linguistic field surveys, language data collection, digitisation and processing.'</p>	Regency 5
11.45–12.45	<p><b>PARALLEL 1E FEATURED SPEAKER 2</b></p> <p><b>Moving from Monolingual Models to Plurilingual Practices in African Classrooms</b></p> <p><b>John Simpson</b></p> <p>Despite Africa being one of the most multilingual continents, many countries still practise a monolingual model of education, with early exit from an African language to English as the medium of instruction (EMI). This is in contrast to European Union states where English is used <i>in addition to</i> the national language rather than as the medium of instruction. Further, language in education policy in Sub-Saharan Africa rarely allows for the concurrent use of languages (mother tongue and English) in the classroom for learning or teaching.</p> <p>The session begins with a presentation based on analysis of what compliance with the policy of 'one language one classroom' - a seeming microcosm of the 19<sup>th</sup> century European notion of 'one language one nation' - means in terms of the monolingual classroom practices (MCPs) which this model entails. The disempowering effect of a monolingual model and MCPs on learning is highlighted through their failure to realise the necessary conditions for scaffolding new learning in English onto existing learning in the 'mother tongue' (MT). This is a process that is vital to maintaining learning during the transition from MT to EMI where there is considerable evidence of drop off in learning.</p>	Regal

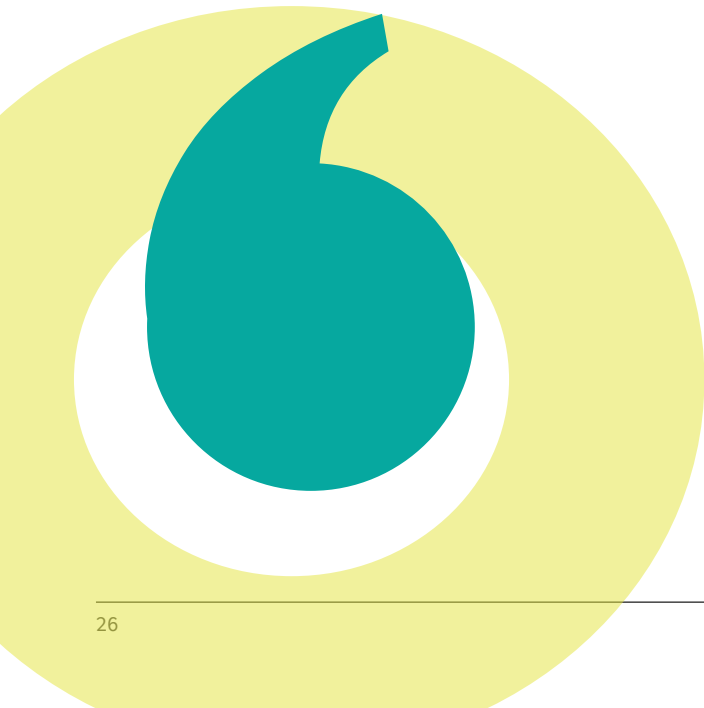


	<p>The presentation argues that a carefully planned and well managed transition from learning in MT to EMI - rarely evidenced in sub-Saharan Africa but observed in recently revised language in education policy - opens up a space for bilingual or plurilingual classroom practices (B/PCPs) that connect the African language(s) with English in support of learning. The B/PCPs illustrated include the strategic use of code switching or translanguaging and dual language techniques in learning and teaching materials (LTMs).</p> <p><b>John Simpson</b> is Senior Adviser, English for Education Systems Sub-Saharan Africa, with the British Council. He says, 'I assist ministries of education on language policy revision and the British Council's work in English for development across sub-Saharan Africa. I direct the STEM (Supporting Teachers' English through Mentoring) project and I provide technical advice to Bristol University's LaST (Language Supportive Textbooks and pedagogy) innovation, both research studies in Rwanda.</p> <p><b>Exploring the Potential for Language Supportive Learning in English: A Rwandan Case Study</b></p> <p><b>Lizzi Milligan</b></p> <p>Across Sub-Saharan Africa, there is evidence that learning with English as the medium of instruction (EMI) significantly impacts on learners' well-being and outcomes, particularly in rural communities. In Rwanda, EMI starts in Primary 4 and there is little expectation that the policy will change in the immediate future. Within this context, it is therefore important to consider strategies that can be used in classrooms to enable learning across the curriculum so that EMI does not marginalise children in rural communities. This presentation argues for language supportive learning for learners in English medium classrooms based on the findings from a mixed-methods study in Rwanda.</p> <p>The presentation first reviews the relevant literature and research which looks at the concept of language support, focusing on textbooks and pedagogy in Sub-Saharan African countries which have a second language medium of instruction. The scant literature which exists suggests that current teaching practice and textbook design are not targeted for learners learning in a second language. This frequently results in English acting as a major barrier to effective learning across the curriculum.</p> <p>The potential of 'language supportive textbooks and pedagogy' for addressing such a barrier is then considered through an analysis of a recent intervention in Primary 4 Rwandan classrooms. Findings suggest that language supportive learning can lead to significant improvements in learner outcomes and more effective engagement with subjects across the curriculum. Conclusions consider implications for transitional bilingual education policies and strategies to prevent marginalisation of learners who struggle to access the English medium curriculum.</p> <p><b>Lizzi O.Milligan</b>, a Lecturer at the University of Bath, UK, says 'I have been involved in research projects that look at educational quality in Sub-Saharan Africa. I am interested in issues of social justice and equity. I am particularly interested in identifying suitable interventions for education for all to translate into learning for all, with a focus on medium of instruction.'</p>	
13.45–14.45	<b>PARALLEL SESSION 2</b>	
13.45–14.45	<p><b>PARALLEL 2A: FEATURED EVENT</b></p> <p><b>Ministerial Panel: Government Responses to Multilingualism</b></p> <p>In this session the discussants will examine various aspects of government policy level responses to challenges and opportunities posed by multilingualism, identifying similarities and differences.</p> <p>This session is expected to involve those with unique perspectives on language policy from China, Ethiopia, India, Rwanda, South Africa and Sri Lanka.</p> <p><b>Session Chair:</b> Carol Benson</p>	Ballroom 1

13.45–14.45	<p><b>PARALLEL 2B</b></p> <p><b>Translingualism as a Bridge between Languages and a Tool for Empowerment?</b></p> <p><b>Kirti Kapur</b></p> <p>This presentation offers observations (with examples) of on-the-ground practice of multilingualism in English language learning in India’s K-12 setup, gathered through field studies in schools and interactions with teachers through numerous teacher training programmes conducted over the last five years.</p> <p>On-the-ground analysis reveals that compartmentalising languages and demanding equal competencies in each language is, in fact, yielding a plurilingual model of language indigenous to India. Moreover, translingualism is emerging as a communicative competence. This is consistent with recent hypotheses by researchers in this area (Canagarajah 2013).</p> <p>However, translingualism, particularly with respect to the English language, must be critically evaluated in the context of National Missions such as <i>Swachh Bharat</i>, Smart Cities and Digital India wherein engaging citizens (specifically the young) through appropriate messaging is vital for bridging the gap between multilingual citizens and technology interventions. This is undertaken in the presentation.</p> <p>Furthermore, with 50 per cent of India’s population aged below 25 years, language education at the school level will play an important role in building the functional competencies, critical thinking and knowledge essential to prepare children for higher education, empower them for a new economy and equip them to navigate the challenges of modernisation. Furthermore, with an urgent need to prioritise skills for an urbanising digital economy, effective communication, as opposed to excellence in language, may be a superior outcome.</p> <p>Cutting across themes of this conference the presentation discusses the benefits and potential challenges posed by translingualism in the classroom while examining the shortcomings of well-intentioned policies. It undertakes an appraisal of translingualism as a strategy to accommodate multiple socio-cultural contexts and linguistic competencies. It also looks into the propensity of translingualism towards fostering critical inquiry that is essential to understand differences/varieties in language and use them as a resource.</p> <p><b>Kirti Kapur</b> is Associate Professor in the National Council of Educational Research and Training, New Delhi, India. She says ‘I develop textual material and conduct workshops in English language teaching. With over 60 papers (presented and published) to my credit, I have contributed to national and international studies on cultural contexts, multilingual education, problems of learning among tribal children, and language learning. I am interested in language and development.’</p>	Ballroom 2
13.45–14.45	<p><b>PARALLEL 2C: WORKSHOP 1</b></p> <p><b>Language Policy in Classrooms: The Potential of Action Research to Transform Teachers’ Perspectives and Practices</b></p> <p><b>Sandra Steiger</b></p> <p>My workshop introduces participants to the use of Action Research as a method for gathering data while simultaneously being a tool for teachers to engage with language-related challenges. Action Research invites teachers to collaboratively interrogate and find solutions to challenges at their own pace. It is an approach which narrows the gap between teachers in situ and the assumptions of the external researcher whose experience of education is not rooted in the same historical and socio-political context. While the role of external researcher as observer and facilitator remains important, the teachers in context are empowered to be at the centre of planning and driving change where it is needed most.</p>	Regency 1

	<p>I will share a comparative case study I conducted in two very different primary schools in rural Kenya, exploring why teachers did not adhere to the official policy of mother tongue instruction in Lower Primary, using English instead. Beliefs about early exposure being the best path to language learning drove this choice, as well as more practical issues such as Lower Primary examination papers being printed only in English. All factors were rooted in the association of English language with success.</p> <p>It was found that when teachers engaged with language-related issues, they drew upon their knowledge of progressive pedagogical approaches to resolve challenges. It was also evident that a school language policy inclusive of local languages was more effective than a strict English-only approach, which is consistent with current research. However, most importantly, the excitement and enthusiasm created when teachers were given space to take a risk and experiment with different approaches was contagious.</p> <p>In this practical component of the session, participants will break into small groups to experience the early stages of the Action Research process.</p> <p><b>Sandra Steiger</b> is a teacher of English as an additional language in the International School of Geneva, Switzerland. She says 'I am passionate about language as a carrier of knowledge, culture and emotion and thus fundamental to peace-building and change. My interest lies in participatory and collaborative approaches to problem solving, especially as ways to challenge ineffective policy. I enjoy gardening, yoga and learning local dances wherever I travel!'</p>	
13.45–14.45	<p><b>PARALLEL 2D</b></p> <p><b>Mother-Tongue-Based Multilingual Education in the Indian State of Odisha: Issues, Challenges and Impact</b></p> <p><b>Seemita Mohanty</b></p> <p>Mother-tongue-based multilingual education (MTB MLE) as a strategy for addressing high student drop-out rate and poor educational performance in school education in tribal regions is well-established today in India. Odisha is one of the pioneering states to have adopted this policy in primary schools in tribal regions. The MTB MLE programme in the state of Odisha has been functioning since 2007. As per a government notification in July 2014, the MLE programme in Odisha 'shall be continued and extended to all tribal children in the state in a phased manner.'</p> <p>Initial data for a qualitative study in the tribal dominated district of Sundargarh have been collected from language teachers, school headteachers, the District Welfare Office, the District Education Office and the Integrated Tribal Development Agency. The data reveal that even though the programme is progressing on the right track there are still numerous issues that need to be handled at the implementation level before it can be designated a success. It is also apparent that certain other language and social issues exist at a latent level which the MTB MLE approach has not yet been able to address.</p> <p><b>Seemita Mohanty</b> is Associate Professor, Department of Humanities of Social Sciences, National Institute of Technology Rourkela, Odisha, India. She says 'I am interested in English language teaching and learning in the Indian context, and in the tribal languages and culture of western Odisha. I have authored three books, the most recent one being <i>Impact of English and Major Indian Languages on the Tribal Languages of Western Odisha</i>, funded by the Indian Council of Social Science Research.'</p>	Regency 3

<p>13.45–14.45</p>	<p><b>PARALLEL 2E</b></p> <p><b>Multilingualism and Marginalisation: A Study of Some Endangered Languages of West Bengal</b></p> <p><b>Indranil Acharya</b></p> <p>In the 1961 census the language count in India was 1,652. But the 2001 census recorded a sharp decline in the number of languages, identifying only 122 languages. The most obvious factors responsible for this major slump were the government policy of recognizing only those languages that have a speaker base of more than 10,000 and the ever increasing importance of Hindi and English as killer languages at the national level. But on a deeper probe the main reason of the death of so many languages turns out to be the absence of livelihood options for the speech communities in their own languages. Rapid industrialisation has forced large scale ‘language migrations’ and the smaller speech communities have been coerced to speak other languages of greater political significance.</p> <p>Against this dismal picture of endangerment of languages the nine critically endangered languages of North Bengal are studied in this presentation. The languages are Tharu, Hajong, Jaldā, Kaya, Dhuliya, Rautiya, Shabar, Asur and Magar. The tenth language - Tundu - is totally extinct now. Field research on these endangered languages was initiated by the People’s Linguistic Survey of India a couple of years ago. To recognize a ‘language’ as such the field researchers set up two major criteria: whether the language has its own set of grammatical rules and whether it possesses a unique vocabulary. It was found that out of the nine endangered languages only four - Hajong, Shabar, Asur and Magar - have distinct vocabulary and certain recognisable grammatical features. In the remaining five languages these features were difficult to retrieve. The presentation shows how minor languages and livelihoods are threatened by the majoritarianism of some state and regional languages.</p> <p><b>Indranil Acharya</b> is Associate Professor at Vidyasagar University, West Bengal, India. He says, ‘I have been the State Coordinator of the People’s Linguistic Survey of India, West Bengal Chapter. I am also engaged as Principal Investigator in a project on Adivasi languages in transition. I am particularly interested in the study of the nature and extent of endangerment of some Adivasi languages.’</p>	<p>Regency 5</p>
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10.15–11.15	<p><b>PARALLEL 2F: FEATURED SPEAKER 3</b></p> <p><b>The Inclusion of Vernacular Languages in an English-Dominant Education System: Mauritian Creole and Bhojpuri and the Politics of Ethnicity in Multilingual Mauritius</b></p> <p><b>Tejshree Auckle</b></p> <p>Following its independence from the United Kingdom in 1968, postcolonial Mauritius has maintained its commitment to an English-medium education system, paying scant consideration to the vernacular languages of Mauritian Creole (MC) and Bhojpuri. Consequently, the introduction of MC and Bhojpuri at the primary level in 2011 was initially greeted with cautious optimism. However, as the country's latest contribution to UNESCO's International Bureau of Education (2011) reveals, official provision for the inclusion of these two subjects in the weekly timetable of primary school students is yet to be made. While the highest Weekly Time Allocated (WTA) of 500 hours is dedicated to the teaching of English, at the moment, despite the Government's purported aim to promote multilingualism in both the vernacular languages and English (Education and Human Resources Strategy Plan 2008-2020), in practice, this does not seem to be the case. The aims of this presentation, therefore, are two-fold. Firstly, following Ramanathan (2005: 2), it assesses the ways in which language policy and planning in postcolonial contexts such as Mauritius eventually end up pitting vernacular languages against English, thus creating 'power/knowledge inequalities between those who have access to English and those who do not.' Secondly, it explores the ethnic ramifications of such power differentials by focusing on the strategic benefits of the under-emphasis on vernacular languages for traditionally privileged ethno-linguistic groups in Mauritius. In keeping with Tollefson (1991:7), therefore, this presentation views the uneasy and unequal co-existence between vernacular languages and English as being the consequence of a language policy that prioritises MC and Bhojpuri alongside English while 'simultaneously creat[ing] conditions which ensure that vast numbers of people will be unable to acquire that competence.' Multilingualism, thus, remains a challenge that the Mauritian socio-educational landscape is yet to fully address.</p> <p><b>Tejshree Auckle</b>, a Lecturer at the University of Mauritius, says, 'My area of specialisation is sociolinguistics, most specifically language contact. I have previously worked on code switching and other forms of language alternation phenomena in multilingual Mauritius. I am also interested in issues such as language policy and planning in postcolonial contexts such as Mauritius.'</p>	Regal
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15.15–16.15	<b>PARALLEL SESSION 3</b>	
15.15–16.15	<p><b>PARALLEL 3A FEATURED SPEAKERS 4</b></p> <p><b>Reflections on Access and Learning within the Low Cost Private English Medium Sector in Pakistan</b></p> <p><b>Baela Jamil and Saba Saeed</b></p> <p>Pakistan’s educational landscape has been changing fast in the last two decades or so. A prominent feature of this change is mushrooming in the low cost private schools both in absolute and relative terms, which now enrol over 40 per cent of all school-going children in Pakistan. This massive growth has thrown up many important questions on the causes of this phenomenon and the effectiveness of these schools. Against this background, this study accounts for the diversity in low cost private school providers by distinguishing between schools which are English-medium and those which are not. It then seeks to establish the extent to which low cost English-medium private schools are affordable for the poor and the poorest at different fee levels. Based on this, it considers who goes to which schools; this might vary, for example, according to gender, household wealth, family size and parental education. Learning outcomes in English are matched against household incomes and level of school fees to ascertain proficiency levels by school type. In addition, while learning levels in Pakistan’s low cost private schools are higher on average than in its government schools, the study seeks to identify whether any apparent differences are distributed equally across the sector or restricted only to the English-medium schools (which only the better-off are able to afford).</p> <p><b>Baela Jamil</b> is Director of Programmes, Idara-e-Taleem-o-Aagahi, Pakistan. She says ‘I am a member of the Technical Advisory Group of the UN Secretary General’s Global Initiative on Education. I am currently a member of the Advisory Boards of the Global Monitoring Report, UNESCO Institute of Statistics, Paris, and the Global Business Coalition. I am also professionally associated with BAICE, the Comparative and International Education Society, the South Asian Forum for Education Development and the Asia-Pacific Regional Network for Regional Childhood.’</p> <p><b>Saba Saeed</b> is Coordinator of the Learning Metrics Task Force, Idara-e-Taleem-o-Aagahi, Pakistan.</p>	Ballroom
15.15–16.15	<p><b>PARALLEL 3B</b></p> <p><b>Promoting Ethnic Minority Students’ Social Emotional Learning in Xinjiang Province of China: A Good Practice of Mother-Tongue-Based Multilingual Education</b></p> <p><b>Wang Chao and Zuo Ping</b></p> <p>With the historic focus of schools on academic achievement and teaching through rote learning, the Social Emotional Learning (SEL) project initiated by the Ministry of Education China and UNICEF China in 2011. The objectives are to create a safe, happy, inclusive and participatory living and learning environment for children and to help them to establish positive self-awareness, to gain the knowledge and skills needed to communicate with others, to face challenges, to seek support and to solve problems.</p> <p>Empirical research approaches have been applied to understand the current status of the students’ social emotional development and to analyse relevant factors including school management, classroom teaching and learning, the school environment, family-school collaboration and so on. Through theory-based training on SEL, improving school management and teaching models, developing a school-based curriculum and encouraging parent-school collaboration, a ‘mutual-respect, mutual-understand and</p>	Regency 1

	<p>mutual-support' ethos has been formed inside and outside of the schools. To promote SEL in ethnic minority areas (Xinjiang serving as a good example), the following steps have been taken: 1) setting up two expert training expert teams in Mandarin and Uighur at provincial and county levels, 2) translating the curriculum and training manual into Uighur and using mother-tongue-based training and classroom teaching and 3) using painting as a tool to promote SEL as this breaks through the barrier of language.</p> <p>Social emotional learning is critical to child development, especially for the most disadvantaged. With the implementation of the project, the importance of social emotional learning and psychology support are now recognised by frontline teachers and education officials. SEL ideas are used in daily teaching and activities in schools. It is expected that the SEL project will be extended to more schools and that it will contribute to China's education reform.</p> <p><b>Wang Chao</b> is an Education Consultant at UNICEF China and is interested in social emotional learning and education equity.</p> <p><b>Zuo Ping</b> is a Special Education Specialist in the Xinjiang Expert Database, China, and has been working with UNICEF China on Child Friendly Schools (CFS) for more than 10 years.</p>	
15.15–16.15	<p><b>PARALLEL 3C: RESEARCH STUDENT FORUM 1</b></p> <p><b>Language Attitudes, Language Maintenance and Identity Empowerment: A Case Study of Vietnamese Ethnic Minority Students</b></p> <p><b>Trang Thi Thuy Nguyen</b></p> <p>In Vietnam, minority languages are not generally considered important or valuable as compared with Vietnamese, the national and mainstream language, while English, although it is a foreign language, is increasingly becoming important for citizens. In this presentation, I talk about individual language attitudes in relation to identity and language attitudes as one of the key factors in language maintenance in the context of this sociolinguistic make-up of the Vietnamese polity. Interviews with eight college-age Vietnamese ethnic minority students are used as the main source of data in the study. The students' home language (L1), Vietnamese and English are the three main languages that are taken into consideration. Findings reveal that the students displayed their integrative orientation in valuing their L1 and their instrumental orientation in valuing Vietnamese and English. Although the students expressed a desire to identify themselves with both of the two orientations in their language attitudes, they were still influenced more by the utility of the respective languages in facing choices. This reflected their willingness to be involved in mainstream society regardless of the cost to their L1 and ethnic-cultural values. Positive attitudes towards the L1, hence, are not enough to ensure L1 maintenance and L1 identity empowerment. Institutional support for minority language use in many domains is necessary to construct positive attitudes – at the individual and society levels - towards minority languages. Such attitudes are important for preserving endangered languages and cultural values of minority groups.</p> <p><b>Trang Thi Thuy Nguyen</b>, a research student at the University of Queensland, Australia, says 'I am interested in language and identity, bilingualism and the education of linguistic minority students.'</p> <p><b>A Castle in the Air: Right to Education without Ensuring Linguistic Rights for Tribal Children</b></p> <p><b>Sujoy Sarkar</b></p> <p>The Right of Children to Free and Compulsory Education Act or Right to Education (RTE) Act, 2009, introduces a number of changes in primary education in India. The RTE Act, Article 29.2.f, states, 'The medium of instruction shall, as far as practicable, be the child's mother tongue.' What is clear is that the States do not follow the law in practice. How is it possible for RTE to be inclusive of 'all' other than providing mother tongue education for linguistic minorities? This Act also mentions active learning (Article 29.2.d) in a child-friendly and child-centred manner. The obvious questions that comes to the mind is: Is it possible to provide a child-friendly education without securing the language rights of tribal children (where the school language is totally different from the home language)?</p>	Regency 3



To ensure free and compulsory education for children aged 6-14 we need to ensure linguistic rights, i.e. mother tongue education at the primary level for linguistic minorities.

The presentation explores how the RTE has failed to secure linguistic rights in primary education for the linguistic minorities, focusing on the Toto Tribe (population 1,536). After leaving the home for the first time to go to school Toto children are left without any choice but to learn and accommodate Bengali (an Indo-Aryan language), which is unintelligible to the children whose mother tongue is Toto (a critically endangered, Tibeto-Burman language). This story depicts the politics of language imposition on the Totos by the people belonging to the dominant language community who are in charge of implementation of all education policies. The policy makers are not bothered about the Totos who are gradually losing their language and cultural identity and in the process succumbing to pressure from the major language groups and their cultural hegemony.

**Sujoy Sarkar**, a research student at Jawaharlal Nehru University, Delhi, India, says 'I have been working in the field of educational linguistics since 2010. I am interested in mother-tongue-based multilingual education, tribal education, politics of language imposition and language endangerment. Right now, I am working on linguistic human rights and language discrimination in primary education for tribal children.'

### **Muslim Education and Multilingual Contexts: A Study of Madrasas in Hyderabad**

#### **Sajida Sultana**

This presentation investigates the purpose, practice and development of English language education in seven *madrasas* (Islamic schools) in Hyderabad, India. The observations and conclusions are based on fieldwork, qualitative in nature, conducted in the past two years comprising semi-structured interviews and classroom observations as research tools.

The presentation is structured in three sections. The first section foregrounds the educationally backward status of Muslims by engaging with the Sachar Committee's report of 2006 and consequent discussions about that report. It underscores the significance of the role played by *madrasas* in the educational development of Muslims.

The second section elaborates the multilingual context of *madrasa* education. The idea of multilingual context is used broadly to emphasise the linguistic, socioeconomic and cultural diversity of *madrasa* learners. It appreciates the ways in which the mother tongue has been effectively used for pedagogic purposes to enable the acquisition of basic proficiency in English.


The third section focuses on the factors that resulted in English gaining prominence in *madrasa* curriculum. It discusses how the needs and aspirations of the learners, necessity of English in the employment opportunities, and constant thinking within the *madrasa* administration in terms of curriculum reform together constitute the contemporary significance of English in *madrasas*.

The presentation concludes that there is a need to have a greater understanding of *madrasa* education and also to relate research insights into curricular innovations in the teaching of English in non-native contexts. It is hoped that this will lead to opening up of traditional frameworks to accommodate learning of English for utilitarian purposes so that those who follow *madrasa* education are not excluded from mainstream education and employment opportunities.

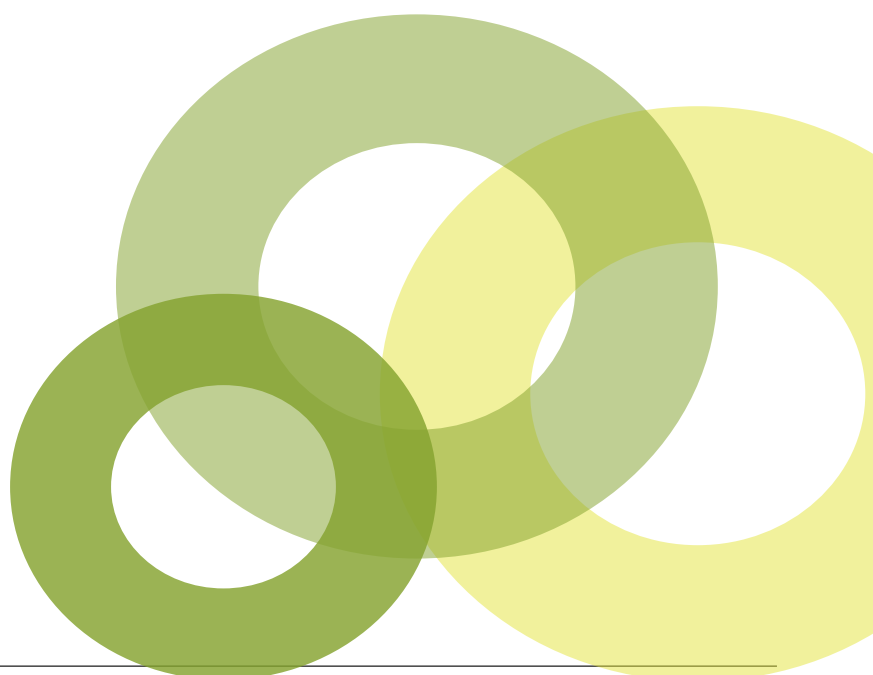
**Sajida Sultana** is a research student at the English and Foreign Languages University, Hyderabad, India. She says 'I am interested in researching the educational development of Muslims, the curriculum structure of madrasas and the policies concerning the education of minorities. In these areas, I have recently presented a paper at Maulana Azad Urdu University and published an article with Anveshi Research Centre for Women's Studies, Hyderabad.'



<p>15.15–16.15</p>	<p><b>PARALLEL 3D</b></p> <p><b>M-TALL <i>akhra</i>: An Attempt to Address Multilingualism, Marginalisation and Empowerment in Multilingual Jharkhand, India</b></p> <p><b>Binay Pattanayak</b></p> <p>Research has proved that language is one of the key tools of domination, emancipation and dignity in education and development. As our state-wide sociolinguistic survey in multilingual Jharkhand shows, around 96 per cent of children from 32 communities speak about 19 languages at home, in the playground and market places. The majority of children reach school without any pre-school education. However the pedagogical process in Class 1 starts in Hindi, which is a very different language for most children. They fail to understand the teacher and textbooks. Jharkhand registers the highest percentage of drop outs in Class 1. The dominant Hindi language rejects the home language of the majority of children in an unscrupulous manner. It affects children’s learning and higher education in a severe manner.</p> <p>We set up a research cell on children’s languages, the Mother-Tongue based Active Language Learning (M-TALL) <i>akhra</i>. Based on the findings and recommendations of our sociolinguistic survey we designed three aids: child-friendly bilingual picture dictionaries in nine languages; <i>Bhasha Puliya</i>, a children’s language readiness package for bridging home languages with the school language; and other teaching learning materials. This initiative empowered and motivated the concerned communities in a big way. The speakers of at least nine neglected languages in the state have benefited from this process.</p> <p><b>Binay Pattanayak</b> is an Education Specialist with UNICEF in India. He says ‘I worked as Chief Consultant (Quality Education) to the Ministry of Education, Government of India for a decade before joining UNICEF. I also worked on multilingualism, marginalisation and empowerment for more than twenty years. I have authored more than 140 books on education and science.’</p> <p><b>Red Card for Indigenous Languages: A Question of Identity</b></p> <p><b>Sikha Nayak and Pradeep Kumar Sahoo</b></p> <p>Today, many minority speech communities are shrinking and their languages will ultimately vanish if their viability is not determined now. Children may no longer acquire languages even when they are still spoken by many thousands of elderly speakers. The present scenario states that most tribal communities continue to struggle to retain their native tongues due to attrition, assimilation and lack of use, and sadly, some have lost them forever. Our tribal colleges and schools are our only line of defence or hope when it comes to saving our languages at this point, because we have, for the most part, refrained from speaking our languages fluently at home and with each other. In addition, complete information on all of these indigenous languages is not available. This presentation describes the processes that underlie this severe threat to the indigenous languages in many districts in Odisha. The central focus of discussion will be on aspects related to how these languages can be saved from extinction, maintained and revitalised, encouraging linguistic diversity at all levels of education, wherever possible, and fostering the learning of several languages from the youngest age, or using the native language as an alternative or as a base for reference. The presentation also includes a case study of one tribal school, the Kalinga Institute of Social Science.</p> <p><b>Sikha Nayak</b> is a Lecturer in Centurion University of Technology and Management, Odisha, India. She says ‘I have been in the teaching profession for three years. I teach communicative English and business English to Bachelor of Technology students. I am interested in English language teaching and am planning to pursue my research in this field.’</p> <p><b>Pradeep Kumar Sahoo</b> teaches at Centurion University of Technology and Management, Odisha, India.</p>	<p>Regency 5</p>
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15.15–16.15	<p><b>PARALLEL 3E: FEATURED EVENT 2</b></p> <p><b>Panel Discussion:</b> Multilingualism in India – Where are we now?</p> <p>In this session the discussants will examine India’s vibrant multilingual society and culture from various perspectives, celebrating the successes and highlighting the challenges.</p> <p><b>Session Chair:</b> Ajit Mohanty</p> <p><b>Participants to include:</b> Minati Panda, Giridhar Rao and DP Pattanayak</p>	Regal
<b>PLENARY 2</b>		
16.30–17.30	<p><b>Mind the Gap: ‘Communicative Vulnerability’ and the Mediation of Linguistic/Cultural Diversity in Healthcare Delivery</b></p> <p><b>Srikant Sarangi</b></p>  <p>The landscape of multilingualism/multiculturalism in the developed and developing countries is a consequence of the ever-increasing migration flows, globally and locally. A unique institutional/professional site of interest is the complexly mediated healthcare delivery system characterised by the linguistic and cultural diversities of not only patients and their families but also of healthcare professionals. Such diversities, however, are not reciprocated by adequate communicative resources within the healthcare sector, thus resulting in instances of ‘communicative vulnerability’ At a general level, the gap between the needs/expectations of the patient populations and the affordances in terms of financial and human resources of healthcare institutions and professionals is widening at a faster rate over the years. More commonly understood as the prevalence of ‘health inequalities,’ such an upward looking trajectory is easily noticeable across the divide of developed and developing countries. Among other socio-economic determinants, poor levels of health literacy (constitutive of linguistic and communicative competencies) are often argued to be a contributing factor, with the consequences of increased adverse events in terms of patient safety, morbidity and even mortality.</p> <p>In countries like India, as in many other developing countries, linguistic and cultural diversities are taken as ‘facts of life’ and, by extension, there is a widespread assumption that such diversities do not necessarily impede routine healthcare practice. However, in the developing world there is very little applied linguistic and communication/discourse-oriented research addressing ‘the everyday facts of life and death,’ especially in the context of mediated healthcare encounters. In acknowledging the current knowledge gap, in this presentation I set out an agenda for future research on the focal theme of healthcare delivery in multicultural/multilingual societies. As part of this agenda-setting exercise, I characterise the above scenario as a case of displacement-cum-engagement and draw particular attention to the interplay of linguistic advantages and communicative vulnerabilities in differentially mediated healthcare delivery in multicultural societies. Focusing on the delivery and receipt of healthcare, I draw upon my recent and ongoing work cross-cutting the developed and the developing worlds to reassess the nature of the contribution applied linguists and communication/discourse researchers can make to reduce the identified gaps in knowledge-cum-practice in the domain of global and just healthcare.</p> <p><b>Srikant Sarangi</b> says ‘I am currently Professor in Humanities and Medicine and Director of the Danish Institute of Humanities and Medicine (DIHM) at Aalborg University, Denmark. I am Honorary Professor at Cardiff University and Fellow of the Academy of Social Sciences, UK. My research interests are in institutional/professional discourse studies (e.g. healthcare, social work, bureaucracy, education) and applied linguistics. I am author and editor of twelve books, guest-editor of five journal special issues and have published nearly two hundred journal articles and book chapters. I am editor of <i>Text &amp; Talk; Communication &amp; Medicine</i> and <i>Journal of Applied Linguistics and Professional Practice</i>.’</p>	Ballroom

	MEET THE LANGUAGE & DEVELOPMENT CONFERENCE TRUSTEES	
17.35–18.15	<p><b>John Knagg, Jonathan Shaw, Geoffrey Crewes and Hywel Coleman</b></p> <p>This meeting is open for all conference participants. It provides an opportunity to find out about the Language &amp; Development Conference series, which began in Bangkok in 1993. At this meeting it is expected that four of the ten Trustees of the Language &amp; Development Conference Series will be present.</p> <p>The Trustees are also keen to invite participants to discuss the organisation of the subsequent and future conferences. The Trustees can respond to queries and provide advice on preparing formal proposals to host the next conference. This is followed up by posting a formal 'Request for Expressions of Interest' on the Language &amp; Development Conference website (<a href="http://www.langdevconferences.org">www.langdevconferences.org</a>). Expressions of interest may also be communicated to the Trustees at any time by email to <a href="mailto:langdev@ialf.edu">langdev@ialf.edu</a>.</p> <p>Formal proposals are then considered by the Trustees and a decision about the next conference is taken and confirmed, ideally at least one year before the conference takes place. Ideally, one or two Trustees are appointed to provide advice and support to the new conference organisers.</p> <p>The role of the Trustees is to guide the continuation and evolution of the conference series. They aim to ensure that future conferences are thematically consistent with previous conferences and that the principles of the conference series are maintained and strengthened. They maintain the Language and Development website and are committed to developing a community interested in issues of language in development.</p> <p>The Trustees are individuals who have played significant roles in organising previous conferences or in facilitating the ongoing development and promotion of the conference series. Membership is reviewed every two years; new members are invited to join based on perceived needs, after discussion and consensus among current Trustees.</p> <p><b>John Knagg</b> is Head of Research and Consultancy for English at the British Council. He is based in the UK.</p> <p><b>Jonathan Shaw</b> is Executive Director of AIT (Asian Institute of Technology) Extension and Deputy Director of the Regional Resource Centre for Asia and the Pacific. He is based in Thailand.</p> <p><b>Geoffrey Crewes</b> is the Programme Director for the Timor-Leste English Language Programme. He is based in Sydney, Australia.</p> <p><b>Hywel Coleman</b> is Honorary Senior Research Fellow in the School of Education, University of Leeds, UK. He is based in Jakarta, Indonesia.</p>	Regency 1





PLENARY 3

<p>09.00–10.00</p>	<p><b>Digital Media and the Internet: Threats or Opportunities for Local Languages, Culture and Knowledge?</b></p> <p><b>Osama Manzar</b></p>  <p>The online space is expanding phenomenally and it is brutally democratic and open. This presentation aims to critically examine the role of digital media in posing a threat or opportunity to minority languages. It is not a refutable fact that many scholars, academicians and even governments feel that digital media are annihilating minority languages rather than allowing them to thrive. At the same time it cannot be denied that digital media are an effective tool to preserve, revitalize and spread culture globally, beyond linguistic geographies. If a language is to be upheld digitally, all it takes is a device to be able to view, connect and share. Once thus enabled, the power to spur a movement is in the users' hands. Understandably, the Internet is English-centric by its very invention, character and culture. Moreover, in the context of local languages, India is highly oral with minimal written documentation. India is also fascinated by English as a language which has made localising digital content a highly challenging issue. More so, the responsiveness and real-time dynamism of various applications on digital world entice people even if they do not know the language of the prevailing practices. And because multi-diversity oriented people are joining the digital platform, application providers are turning their apps and websites multilingual to grab the eyeballs of such people and their active participation. In fact it would be in order of things that speech recognition and translation technologies for local languages be customised as soon as possible to facilitate the next generation of security for people in digital seclusion. The earnest need is to document and archive cultural heritage so that languages are sustained in the digital age. The pen is definitely mightier than the sword. However a smartphone can and will do wonders as a digital tool.</p> <p><b>Osama Manzar</b> says, 'I am the Founder Director of the Digital Empowerment Foundation, India. I am a social entrepreneur, author, speaker, editor, columnist and new media specialist. I have been fervently on a mission of eradicating information poverty from India using digital tools for over twenty years. I worked in the areas of journalism and software enterprise before creating the Digital Empowerment Foundation. I am on the advisory and working committees of numerous bodies of the Ministry of Communication &amp; IT and the Ministry of Information &amp; Broadcasting, Government of India. I am also actively engaged with various policy initiatives with the UN and Internet governance forums.'</p>	<p>Ballroom</p>
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PARALLEL SESSION 4

<p>10.15–11.15</p>	<p><b>PARALLEL 4A FEATURED SPEAKER 5</b></p> <p><b>Multilingualism, Marginalisation and Empowerment in Africa with Special Reference to Southern Africa: Dynamics, Good Practices and Paradoxes</b></p> <p><b>Sozinho Francisco Matsinhe</b></p> <p>Most urban areas in Africa, particularly Southern Africa, have reached remarkable levels of multilingualism with their dwellers speaking more than one African language in addition to the former colonial language(s). In fact, in cities such as Johannesburg and Pretoria, one can enter a shopping centre or a government office and speak in any of the eleven official languages and still receive help or service. Inherently this is a factor that can be harnessed to empower African languages and their speakers. Paradoxically, however, that is not the case, as African languages and their speakers continuously remain marginalised and kept on the periphery of all that matters: the economic mainstream, education and politics.</p> <p>This presentation argues that, in order to change the situation for the better and support multilingualism as a factor for empowerment; language researchers should explore available and opening spaces, such as those provided by the implementation of Africa's Agenda 2063 and the interplay between information and communication technology (ICT) and African languages, to focus on applied research, which produces ICT multilingual applications that can be used in the socio-economic mainstream. Furthermore, the presentation also discusses the m-pesa success story in Kenya as an example of good practice that can lend credence to the argument it brings forward, stating that, contrary</p>	<p>Ballroom</p>
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	<p>to what has been suggested, the success of m-pesa, as a form of banking and sending money throughout Kenya and beyond, does not derive from the high rate of availability of cell phones in that country, but because of the use of the Kiswahili language.</p> <p><b>Sozinho Francisco Matsinhe</b> is Executive Secretary of the African Academy of Languages (ACALAN), a body of the African Union Commission, which is based in Mali. He says 'I am interested in theoretical linguistics, with special reference to Lexical Functional Grammar; language planning; mother tongue and multilingualism in education with special reference to Africa; the interplay between language and conflict management and resolution; and language and sustainable development.'</p>	
10.15–11.15	<p><b>PARALLEL 4B</b></p> <p><b>Unleashing Potentials in Multilingual Classrooms: The Case of Chhattisgarh State, India</b></p> <p><b>Stanley V. John</b></p> <p>The study discusses a set of approaches used by teachers in Chhattisgarh State to create an environment for learning in multilingual classrooms. Schools are constituted by students who bring more than one language and set of language skills into classroom situations. Teachers, on the other hand, are monolingual, with little or no knowledge about the diverse cultural background of the students. The State has recently introduced books for Classes 1 and 2 in which Hindi (the school language) words in language lessons are tabulated with equivalent words in six prominent languages (Chhattisgarhi, Surgujia, Kudukh, Halbi, Gondi of Kanker district and Gondi of Dantewara district), five of which are tribal. These text books provide space for teachers and students to use a word in different languages and cultural situations during teaching-learning processes. Students were found to respond by associating words in their language provided in text books with their home settings, also enjoying words in other languages. Teachers have reported learners' interest in identifying relations among different words of different languages while a lesson progresses, allowing them to relate with other languages as well as enabling an environment of interaction and collaborative learning. Teachers were observed encouraging students to use their mother tongue as a resource and were also engaged in collecting traditional stories, games and tribal knowledge systems to make learning more culturally responsive. Suggestions include integrating English words in the tabulated format to make learning more inclusive. Classroom experience communicates respect for students' languages and cultures and motivates them to engage in literacy and invest their identities in the learning process, making the multilingual classroom a reflection of society.</p> <p><b>Stanley V. John</b> is Assistant Professor in the District Institute of Education and Training, Bastar, Chhattisgarh, India. He says 'My area of concern is development of a culturally responsive pedagogy for tribal children in Chhattisgarh, India. I have been working in this area since 2003 and have presented papers in the 9<sup>th</sup> International Language and Development Conference (Colombo 2011) and the International Conference on Language, Development and Identity (Bandung, Indonesia 2012).'</p> <p><b>Homogeneity in Diversity: Using A Healthcare-based Survey as a Role Model to Make India Truly Multilingual</b></p> <p><b>Ram Gulati</b></p> <p>Unity in diversity has always been the pillar statement that has defined secular and democratic India. Assortment of languages has been like a colourful bouquet. However, it has been an impediment to effective migration as well. To an extent, it plays an important role in creating and maintaining the north-south east-west divides, whereby migrants feel alienated.</p> <p>Currently surveying staff across three hospitals in my city, preliminary findings ratify the aforementioned statement. The healthcare sector witnesses regular migration across states with doctors, nurses and technicians moving about in search of better avenues, both academic and monetary. Effective communication is a must for them to know what patients say and subsequently to let the patients know what ailment they have and how they can help them. A foreign language can be a significant obstacle in fulfilling their roles effectively. At times, this can dissuade them enough to make them return to their native place, not only causing academic and financial loss, but also psychological trauma.</p>	Regency 1

	<p>Some ways advocated to tackle this age old concern include staff getting induction training which includes basic language training and provision of small books which include translation of commonly used phrases. Nevertheless, this still leaves a large gap as far as effective medical personnel-patient communication is concerned. With evidence from my survey, I propose incorporating the commonly spoken official Indian languages as part of school education across India, where one language is introduced each year, giving a taster to the students. As the students progress through the school years, they can be provided a choice of retaining the language they like for higher education. Over the years, it is highly likely that we would have a more homogeneous multilingual population lessening the divide we witness today.</p> <p><b>Ram Gulati</b> is Associate Professor in the Department of Dermatology, Mahatma Gandhi University of Medical and Technological Sciences, Jaipur, India. He says ‘I am a dermatologist working at Mahatma Gandhi Hospital, Jaipur. Having spent many years in India and some years in the Western world in a multilingual multicultural environment, I strongly advocate the beauty of it. Homogeneity in diversity is what we need, and we can get it.’</p>	
10.15–11.15	<p><b>PARALLEL 4C WORKSHOP 2</b></p> <p><b>Imagine If All the Women and Girls Could Read ....</b></p> <p><b>Nicola McCartney</b></p> <p>We know the statistics. In 2015, of the 774 million adults (15 years and older) who cannot read or write, two-thirds of them (493 million) are women. Reading can improve lives and reading-able women are especially important. A woman who can read can help her children complete their education, improve her own health and that of her family, benefit from increased earnings, participate in socio-economic opportunities and communicate in a digitally rich environment (mobile devices, computers and the internet). Conversely, an inability to read well risks a life of poverty and struggle for too many of today’s children in both developing and developed countries. In England a fifth of all children, and close to a third of the poorest children, are unable to read well when they leave primary school.</p> <p>We have the research, we have global goals, we have policy and we have high powered individuals and organisations with the common vision for improving the lives of women and girls. What can we do to bridge the reality with the aspiration?</p> <p>This workshop looks at some practical and accessible steps on how we can bring reading to the many women and girls who have missed out. Based on my ‘Reading to Learn’ manual I propose an evidence-based approach to teaching reading. The approach considers the reading process, reading strategies and reading resources that can be used by both trained and untrained teachers to reach the many in need. The strategies are easy to use and are effective. The reading resources use whatever we have at the local level. The audience will be invited to engage with the strategies and exchange ideas. Imagine if all the women and girls could read. What would the world look like?</p> <p><b>Nicola McCartney</b> is Associate Director of the National Centre of Literacy and Numeracy for Adults, University of Waikato, New Zealand. She says, ‘My interest is in literacy and specifically in enhancing the lives of women and girls through literacy. Voluntary work in a Girl’s Learning Centre in a Mumbai slum inspired my latest manual, ‘Reading for Change’. In my spare time I write manuals on teaching reading and numeracy.’</p>	Regency 3
10.15–11.15	<p><b>PARALLEL 4D</b></p> <p><b>Reversing Language Shift through Identity-Based Multilingual Educational Planning: The Case of the Torwali Language</b></p> <p><b>Zubair Torwali</b></p> <p>Torwali is an Indo-Aryan ‘definitely endangered’ language spoken by about 90,000 people in the idyllic valley of Bahrain in the Swat district in Pakistan.</p>	Regency 5



	<p>In 2006, a local civil society organisation, Idara Baraye Taleem-o-Taraqi (IBT) or Institute for Education &amp; Development, started revitalisation work on the language. The organisation adopted a holistic approach: it developed a script for the language, designed a course and established a mother-tongue-based multilingual education programme for the schoolchildren in the community. Secondly, the organisation's researchers carried out research on the ethnic identity of the Torwali community and tried to infuse that into the youths, women and men of the community. Before 2006 nobody called himself or herself Torwali. Now more than 1,200 young people proudly write Torwali with their names.</p> <p>The children at IBT's schools can now read and write Torwali. Because of the informal literacy programmes provided by IBT for the adults many of them can now write and read their language as well. They now assert their identity among the dominant community and take pride in it. My presentation is a case study, showing how language shift has been reversed and the identity of this endangered speech community has been re-established.</p> <p><b>Zubair Torwali</b> is Executive Director of Idara Baraye Taleem-o-Taraqi, Pakistan. He says, 'I have been engaged in research on language, education and culture for the last eight years. I am the author of the book <i>Muffled Voices</i> which discusses cultural, religious and ethnic diversity. Currently I am heading IBT, an organisation working for the preservation and promotion of the endangered languages and cultures in northern Pakistan.'</p>	
10.15–11.15	<p><b>PARALLEL 4E FEATURED SPEAKER 6</b></p> <p><b>Empowerment of the Pashai of Afghanistan through Language Development and Multilingual Education</b></p> <p><b>Megan Davies</b></p> <p>Over the past two decades, significant progress has been made in the areas of language development and multilingual education among the Pashai people of Nangarhar, Afghanistan. Prior to this time, there was no writing system for this minority language and the only education available was in Pashto, an official language of the country. With the development of a writing system, literature in the Pashai language and a preschool and after-school programme that provides mother-tongue education, the prospects for the Pashai people have improved. And perhaps even more telling is the fact that their prospects have improved in the midst of a deteriorating security situation in the areas around them. However, this progress has not always come easily. Challenges both large and small have been faced in the process and some continue to this day.</p> <p>Through a combination of personal accounts and research data, this presentation provides an overview of the effects of language development and multilingual education in Pashai communities. Attention will be given to changing language attitudes among both the Pashai and the majority Pashtuns in the surrounding areas and the implications of these changes. Finally, the audience will be invited to compare and contrast their own experience in minority language development and education with the challenges and effects seen among the Pashai.</p> <p><b>Megan Davies</b> is Technical Coordinator for Language Development with Save Afghanistan. She says, 'I received my BA in Linguistics from the University of Tulsa in the United States. After graduating, I moved to Afghanistan and began working among the Pashai minority language group. My current work is focused on the development of a multilingual dictionary and expanding the Pashai literature base.'</p>	Regal



PARALLEL SESSION 5		
11.45–12.45	<p><b>PARALLEL 5A FEATURED SPEAKER 7</b></p> <p><b>Empowering Non-dominant Languages and Cultures through Multilingual Curriculum Development</b></p> <p><b>Carol Benson</b></p> <p>As the world becomes more connected, globalising forces raise people’s aspirations for proficiency in internationally dominant languages. Some believe that survival in the global linguistic market means abandonment and loss of non-dominant languages; however, this presupposes that individuals must give up one language to acquire another, a myth representing monolingual, subtractive thinking. People who are best adapted to bridging local, regional and global worlds will be able to speak, read and write a repertoire of languages and, in addition, promote intercultural understandings. Educational curricula of the present and future should thus maximise learners’ existing linguistic and cultural resources and build on them, not attempt to erase them only to impose a single dominant language and culture. Likewise, monolingual speakers of dominant languages need opportunities to learn local as well as international languages.</p> <p>The purpose of this presentation (based on Benson &amp; Elorza, forthcoming) is to describe multilingual curriculum development in theory and practice. The theory pulls together well-established principles of language learning and cognitive development. The perspective is comparative and international, inspired by the Spanish Basque Country’s Integrated Plurilingual School model. Some examples come from low-income contexts where learners’ own languages are being brought into the curriculum or expanded to permit access to quality basic education; others come from revitalisation contexts where community languages brought close to extinction through suppression are brought back into use through educational programmes. What they have in common is the recognition, promotion and protection of non-dominant local or heritage languages in combination with the teaching of regional and international languages - for all learners.</p> <p><b>Carol Benson</b> is Associate Professor, International and Comparative Education (Language focus) at Teachers’ College, Columbia University, New York, USA. She says, ‘I am a researcher and consultant in educational development focusing on language issues in multilingual societies. I work in bilingual teacher education, curriculum development, literacy and gender equity in Asian, Latin American and African contexts.’</p>	Ballroom 1



<p>11.45–12.45</p>	<p><b>PARALLEL 5B</b></p> <p><b>Building Mutual Understanding through Second National Language Education among School Children in a Multilingual Society in Sri Lanka</b></p> <p><b>Velayuthapillai Kandeepan and Francis Thevanesan Croos</b></p> <p>This presentation asks why Second National Language (2NL) education is important in Sri Lanka. It explores the reasons for and the results of language and identity barriers in marginalisation in the education system and suggests interventions in 2NL education which can encourage social integration among schools in Sri Lanka.</p> <p>Sri Lanka's schools use two media of instruction: Sinhala (majority) and Tamil (minority). English is used in higher education. Schools continue to be divided by ethnicity, language and religion. Because of the segregated schooling structure disparities in allocated resources are a common phenomenon. Consequently groups compete along ethnic, language and religious lines for access to privileged schools, higher education and employment. Mistrust among different groups and lack of recognition of the minority culture and language cause stereotypes and prejudices to appear. Eventually a 'Sri Lankan Identity' becomes difficult to develop.</p> <p>Bearing in mind this situation, the Government of Sri Lanka launched the Trilingual Policy, aimed at building mutual understanding between the two major linguistic communities. The Lessons Learned and Reconciliation Commission recommended the implementation of 2NL Education. However, the implementation of the trilingual policy has faced challenges in human resources, infrastructure, curriculum, co-curricular activities and assessment and monitoring.</p> <p>The GIZ Education for Social Cohesion Programme has supported the Ministry of Education in 2NL education by developing and piloting a teaching methodology model and establishing a pool of trainers. In pilot schools children from one language community use their second language basic communication skills to interact with the other community. The Ministry of Education is now mainstreaming the 2NL Education Model in all schools and in pre-service teacher education institutes. It aims to build understanding and social integration by encouraging all children to learn the second national language.</p> <p><b>Velayuthapillai Kandeepan</b> and <b>Francis Thevanesan Croos</b> work with the GIZ Education for Social Cohesion Project, Sri Lanka. Kandeepan is Technical Advisor Adults Learning and Facilitation Skills. He says, 'I have been working in education, governance, conflict transformation and food security in Sri Lanka since 2002.' Croos, who is Technical Advisor Adults Learning and Second National Language, says 'I have been working in education, governance, peace and conflict transformation in Sri Lanka since 2003 in Sri Lanka.' Both presenters say that they are interested in developing teaching and learning skills and best practices for second language education.</p>	<p>Ballroom 2</p>
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11.45–12.45	<p><b>PARALLEL 5C</b></p> <p><b>Effectiveness of Mother-Tongue-Based Multilingual Education in Semi-urban and Rural Multilingual Communities of Bangladesh: An Investigation.</b></p> <p><b>Firoz Ahmed</b></p> <p>In recent years, the government as well as some non-government organisations have introduced initiatives and projects in mother-tongue-based multilingual education (MTB MLE) in the hill-tracts area of Bangladesh. The primary objectives of these projects are to provide primary level education to multilingual communities through different institutes, educational centres and schools, in order to make education more easily accessible and to reduce the drop-out rate of children by encouraging education in their own mother tongue. The presentation focuses on the effectiveness of MTB MLE in semi-urban and rural hill-tracts, looking at the capabilities of the institutes, centres and schools which deliver the programmes and identifying implementational problems. The study is primarily quantitative in nature. Suggestions are made for overcoming these problems.</p> <p><b>Firoz Ahmed</b> is a Lecturer at Comilla University, Bangladesh. He says ‘Before working in Comilla University, I worked at Gono University as an Assistant Lecturer of English. I am interested in sociolinguistics and its implications for society.’</p>	Room 1
11.45–12.45	<p><b>PARALLEL 5D WORKSHOP 3</b></p> <p><b>Supporting English Language Learning: The Role of Parents in Multilingual Mauritius</b></p> <p><b>Ambarin Mooznah Auleear Owodally</b></p> <p>Uninhabited three centuries ago, colonised successively by the French and the British, populated by migrants from Europe, Africa, India and China, Mauritius is now an independent state and is described as a developing country. However, at the heart of the education system of multilingual Mauritius lies a linguistic paradox. While Kreol is the main language of social oral communication for most Mauritians, English (which has the status of a foreign language) is the dominant language of education; it is the initial language of literacy and the official written medium of instruction. With such a language-in-education policy in force, social actors such as schools, families and communities contribute in their own ways to children’s English language development. This presentation investigates parents’ involvement in and contribution to their children’s English language learning experiences. Drawing on Palfreyman’s (2006) use of the term ‘resources’ in its physical/tangible sense (materials) and in its more abstract/non-tangible sense (attitudes, beliefs, behaviours), I focus on the features of the family context which contribute to shape learners’ English language and literacy learning experiences.</p> <p>For this study, data were collected from a sample of university students, who were asked to reflect back on their parents’ contribution to their English language learning experiences, through an open-ended personal reflective writing task and a questionnaire. The data indicate that since education is valued by parents, since English is seen as a passport to social and educational mobility, parents have invested in physical resources that could help their children develop their English language competencies and skills. However, because of the specificities of the local socio-historical context, exacerbated by their own socio-educational, professional and linguistic constraints, parents have found it more challenging to invest in some of the non-tangible resources. This study throws light on the limits of extra-curricular contextual factors in children’s English language development in certain contexts.</p> <p><b>Ambarin Mooznah Auleear Owodally</b> is a Senior Lecturer in English in the University of Mauritius. She says ‘For the past 15 years, I have been teaching university courses in Linguistics, Sociolinguistics, and Second/Foreign Language Teaching. My research interests lie in early literacy development in English as a Foreign Language contexts, children’s reading practices, religious literacies and the status of creoles in education in multilingual contexts.’</p>	Regency 3

<p>11.45–12.45</p>	<p><b>PARALLEL 5E</b></p> <p><b>Literacy for all? Exploring Literacy Instructional Practices in a Grade One Multilingual Classroom</b></p> <p><b>Vuyokazi Nomlomo</b></p> <p>Many children start schooling in languages other than their home languages in primary schools in South Africa, despite a democratic and inclusive Language-in-Education Policy which promotes multilingualism in the country. The lack of multilingual materials, teacher training and the teachers' lack of proficiency in the learners' home languages are some of the factors which often hinder multilingual literacy practices in linguistically diverse classrooms. This presentation reports on a literacy pilot project which investigated teacher instructional practices in a multilingual Grade One classroom in one primary school in the Western Cape Province, South Africa. The aim of the project was to determine whether the use of reading materials in Afrikaans, English and isiXhosa, which are the dominant languages in the province, could enhance learners' multilingual literacy skills. Data were collected by means of classroom observations and semi-structured interviews with the Grade One teachers. Through the lens of social constructivist theory and the notion of alternative literacies, the paper argues that there is value in exploring how Grade One teachers exploit cross-language transfer to facilitate learners' equal access to reading and writing in a multilingual classroom. The presentation concludes that biliteracy in teacher training and at school level should be prioritised as a fundamental means of enhancing alternative literacies in multilingual classrooms.</p> <p><b>Vuyokazi Nomlomo</b>, Head of the Language Education Department, University of the Western Cape, South Africa, says 'I am an Associate Professor in Language Education. My research interests are in language education, early literacy development, teacher education and gender equality in education.'</p> <p><b>Empowering the Marginalised through Language Supportive Pedagogy in Tanzanian Secondary Education</b></p> <p><b>Noah Jonas Mtana and Kalafunja Mlang'a O-saki</b></p> <p>In many African countries, Tanzania inclusive, the teaching and learning process in lower classes is conducted in local languages while in secondary and higher education it is conducted through European languages. The change in the medium of instruction demands pedagogies that support the learning of both subject content and the language of instruction, especially in the early years of transition. However, because of monolingual teaching principles and inadequate awareness on the part of teachers and textbook writers, classroom pedagogy does not support subject learning and language development. In such a situation, many learners, especially those whose exposure to European languages in their early years is limited, are likely to face learning difficulties and marginalisation. Research in this area should illuminate the issues and raise awareness on the part of policy makers, teachers, textbook writers, parents, school owners and education leaders about language supportive principles and pedagogy.</p> <p>This presentation discusses a research project being implemented in Tanzania that addresses the issue of language supportive pedagogy in the teaching of English, Biology and Mathematics in the first year of secondary education when students have just switched from Kiswahili (the local language) to English. It discusses the policy context, learners' language level and the pedagogical approach used and it reflects on reactions from teachers, students and other practitioners. Lessons for future language practices are drawn.</p> <p><b>Noah Jonas Mtana</b> is a Lecturer at Jordan University College, Morogoro, Tanzania. Noah taught in primary schools for nine years. In teacher education, he has been teaching language, linguistics and education.</p> <p><b>Kalafunja Mlang'a O-saki</b> is a Professor at the University of Dodoma, Tanzania. He has taught science in secondary schools and curriculum and science education in teacher education.</p> <p>The presenters say that they share a research interest in teaching, learning in schools and school development.</p>	<p>Regency 5</p>
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11.45–12.45	<p><b>PARALLEL 5F FEATURED SPEAKERS 8</b></p> <p><b>Medium of Instruction, Literacy and Educational Equity: Survey of Almaty High School Students</b></p> <p><b>Juldyz Smagulova and Elise Ahn</b></p> <p>Over the past two decades the city of Almaty in Kazakhstan has been undergoing urbanisation due to internal emigration, regional immigration, suburbanisation and the development of new economic activities throughout the cities. In this context, former socio-spatial segregation between urban and rural areas has become more apparent and new patterns of social and spatial inequality have been increasing. At the same time, there has been a rapid increase of Kazakh-medium schools in Almaty, but the majority of schools are located in city outskirts or new micro districts and they attract children from lower socio-economic backgrounds whose parents recently arrived in Almaty from rural areas.</p> <p>While the socio-demographic factors matter in and of themselves, these processes have important implications for educational equity. Findings from the Programme for International Student Assessment (PISA) in 2012 revealed a wide gap in academic achievement between students of Russian-medium and Kazakh-medium schools. Both language groups performed below the OECD average, but students from the Kazakh schools had significantly lower results in all subject areas; the difference was highest in the area of functional literacy (OECD 2014). Authors of the report noted that these results might be explained by differences in access to pre-school education as well as socio-economic and cultural differences between Russian and Kazakh speaking populations.</p> <p>This presentation, drawing on survey data collected among 2,954 students in Almaty comprehensive schools during the spring of 2014, examines the disparity in literacy practices and multilingual language proficiency as seen through the lens of the medium of instruction. The findings are discussed within the context of educational equity and access to educational resources.</p> <p><b>Juldyz Smagulova</b> is an Assistant Professor at KIMEP University, Kazakhstan. She says ‘My research interests include language policy, bilingualism and literacy. I co-authored the Kazakh-Russian <i>Dictionary of Sociolinguistics</i> and the <i>Dictionary of Linguistics</i>. My articles have been published in <i>Journal of Sociolinguistics</i>, <i>International Journal of Bilingual Education and Bilingualism</i> and <i>Innovation: European Journal of Social Science Research</i>.</p> <p><b>Elise Ahn</b>, an Assistant Professor at KIMEP University, Kazakhstan, says ‘My research interests include language and education-related issues, the sociology of language and education, comparative education and the internationalisation of higher education.’</p>	Regal
<b>PARALLEL SESSION 6</b>		
13.45–14.45	<p><b>PARALLEL 6A FEATURED EVENT 2</b></p> <p><b>Debate:</b> The motion for debate is ‘English medium instruction does not bring the benefits that people expect.’</p> <p>The debating team members include Nigussie Negash Yadete, Lizzi Milligan, Baela Jamil and Hywel Coleman.</p> <p><b>Session Chair:</b> John Knagg</p>	Ballroom 1

<p>13.45–14.45</p>	<p><b>PARALLEL 6B</b></p> <p><b>Understanding Community Needs: Scalable SMS Text Processing for UNICEF</b></p> <p><b>Jessica Long</b></p> <p>U-Report is a UNICEF initiative that enables young people in developing countries to communicate directly with UNICEF representatives via text message. This programme, which has grown to serve 15 countries in three years, is already outpacing the ability of UNICEF’s human workforce to review incoming messages. Below, we describe our ongoing collaboration with UNICEF to develop a Natural Language Processing system to automatically classify incoming messages by language, topic and urgency, thus ensuring that the most important U-Report messages are seen first.</p> <p>Traditional techniques for automatic topic classification mostly focus on English language data, in part because of the disproportionate availability of digital text data in English. Developing technology to accurately process new languages is a critical capability as more of the world comes online. The algorithms we have developed are based on millions of messages sent to U-Report in a dozen languages. Using clustering algorithms, we can identify common themes across tens of thousands of messages in a few minutes. Unlike other approaches for understanding large message corpora, ours is data-driven and language-agnostic.</p> <p>We then build classifiers to automatically identify future messages related to topics like health and personal security. We seed the models with a combination of human-labelled messages and responses to relevant open-ended poll questions. Our system uses these data to learn what patterns of letters and words indicate that a new message is related to a previously seen topic. From thousands of daily incoming messages, we automatically categorize 95 per cent, with 88 per cent predictive accuracy.</p> <p>As a case study, we compare and contrast an English-based model from UNICEF Nigeria with a Kirundi-based model from UNICEF Burundi to show how we build classification models in languages we do not speak. We see these use cases as important examples of how technology can support multilingual communication and increased engagement with underserved populations.</p> <p><b>Jessica Long</b> is a senior computational linguistics engineer with Idibon in San Francisco, USA. She says, ‘My work focuses on finding scalable ways to understand linguistic data in many languages. After graduating from Stanford with a BS and MS in artificial intelligence, I spent 1.5 years building health systems at a hospital in rural Burundi. I’ve since worked for a few technology start-ups in San Francisco.’</p> <p><b>Digital Literacy: An Equal Opportunity for Language Learning</b></p> <p><b>Manu Gulati</b></p> <p>India, today, is consistently making efforts towards becoming an equitable information society and a powerful knowledge economy. In this regard, the role of education and how it is being imparted are of prime importance. To make the educational process of teaching and learning more interesting and enriching, we must create opportunities to educate our school students in a digitally conducive environment. As far as learning English is concerned, the challenge for first generation learners studying in government schools with little or no exposure to English is huge. This challenge is even bigger for girls as they do not get favourable opportunities for English language learning due to the pervading gender inequality in India. However, this can be faced by integrating English language learning with Information and Communication Technologies (ICT). The digital environment encompassing classroom activities that provide sufficient motivation and scope to the girl students for practising a language will encourage, motivate and foster language learning. Using audio-visual inputs, broadband connectivity, availability and e-books is immensely valuable as these provide girls with the opportunity to become ‘digital natives’. This, in turn, will help to remove the digital divide amongst students of various socio-economic backgrounds within the next few years. Making efforts in enabling the girls studying in government schools to use ICT in enhancing their learning abilities and in making their lives better is the need of the hour.</p>	<p>Ballroom 2</p>
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	<p><b>Manu Gulati</b> is a Trained Graduate Teacher (English) in the Directorate of Education, National Capital Territory of Delhi, India. He says ‘I am a Certified Change Maker Innovator in Teaching of English from the University of Roehampton, London. I am a Master Trainer of the Central Board of Secondary Education (India), trained by Trinity College London. I am a material developer for the National Council for Educational Research and Training, the State Council for Educational Research and Training and the Directorate of Education. And I am an e-content developer for the Digital Equaliser Programme of the American India Foundation.’</p>	
13.45–14.45	<p><b>PARALLEL 6C RESEARCH STUDENT FORUM 2</b></p> <p><b>Picturing Literacy: What Participant-led Photography Research Reveals about Literacy, Schooling and Development in Northern Ghana.</b></p> <p><b>Brendan Rigby</b></p> <p>An estimated 59 million children are not attending formal schooling. 250 million children are labelled as being ‘unable to read or write’. This assumption of deficiency, although persistent, has been challenged through sociocultural approaches that have created social frameworks for understanding literacy. These frameworks have drawn a sharp demarcation between in-school and out-of-school literacies. Complementary Basic Education (CBE) is a space that disrupts this demarcation, a semi-formal literacy intervention that sits parallel to formal education systems. Children who attend CBE seemingly occupy two spaces at the same time. They are both in-school and out-of-school, caught in a tense place between competing ideas about development, education and literacy.</p> <p>This presentation examines how girls and boys from a minority ethnic group in northern Ghana understand literacy in the context of multilingualism, development and education. It also examines the relations between literacy, CBE and education service delivery. Ten children attending CBE were given digital cameras for two weeks and were invited to explore literacy materials, events and actions. They were then invited to discuss their photographs as data, for which they produced over 4,000 images. Interviews were also conducted with parents/guardians and NGO staff involved in CBE.</p> <p>First, the research reveals the broad patterning of literacy practices as mediated by CBE, which has significant policy implications for both language and education. The children’s literacies are materialised in things, events and places and are mediated by notions of identity, development and education. Second, the research provides a generative framework for using photographs as data and advances our understanding of the practice of children’s literacies. Last, the tensions and literacies revealed call for a reimagination of how basic education is delivered to marginalised children. I would also like to involve the audience in an interpretation of the children’s photographs during the presentation.</p> <p><b>Brendan Rigby</b> is a research student at the University of Melbourne, Australia. He says ‘I’m an education specialist with nine years’ experience working as a teacher, researcher and consultant. I’m passionate about literacy, schooling for out-of-school children and development. Formally, I was an Education Officer with UNICEF, Director of Venture Support for StartSomeGood and Senior Researcher and Project Manager at Macquarie University.’</p> <p><b>English as a Medium of Instruction: Challenges for Low-Cost Private School Teachers</b></p> <p><b>Sadeqa Ghazal</b></p> <p>English as a medium of instruction has gained wide popularity over the last decade in India. The National University of Education, Planning and Administration (NUEPA) reported that the number of children studying in English-medium schools increased by 274 per cent between 2003 and 2011, to more than 20 million students (2012). As students from economically marginalised groups join the throng of students seeking English-medium education, there has been a surge in low-cost private English medium schools across India, including Bihar. However, there is a noticeable paucity of research investigating micro-level aspects of the use of English as a medium of instruction in such schools in Bihar. This is a micro-level study which primarily focuses on the challenges faced by the teachers in the implementation of English as a medium of instruction in actual classroom</p>	Regency 1



situations. It aims to give voice to the concerns and observations of teachers who possess the actual agency on the micro-level of classrooms. The study covers three low-cost private English medium schools in Patna, Bihar. Located in an urban non-metropolitan context, a considerable percentage of the students in these schools come from the economically marginalised section of the society. The data were collected using semi-structured interview with teachers. Findings reveal that teachers are challenged by students' language limitations, their own language abilities and lack of awareness of teaching methods, pedagogical issues and lack of professional development. Based on these findings practical and contextually relevant suggestions are made to ameliorate the situation for both the teachers and the students.

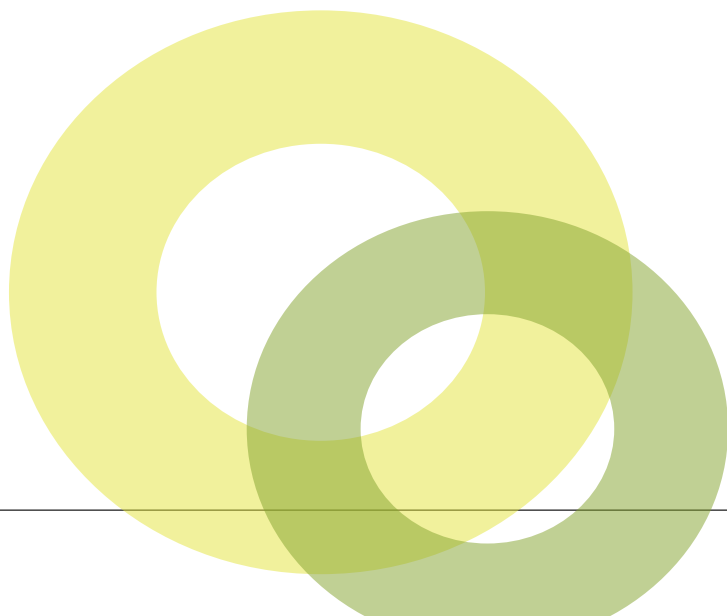
**Sadeqa Ghazal**, a research student at the Indian Institute of Technology, Patna, India, says 'I have taught English in a low-cost private school of Patna for five years and have been researching in this context for the past one and a half years. I am interested in action research in English language teaching in the Indian context, learner autonomy in English for Speakers of Other Languages (ESOL) classrooms and Teaching Unplugged (Dogme).'

### **Comparing the Participatory and Learning Trajectories of Saora Children in Multilingual-Education-plus and Odia-Medium Schools in Odisha**

#### **Sakshi Manocha**

The education system in India maintains a linguistic hierarchy and the status quo by excluding the majority of tribal and minority languages from the schools on the grounds of low vitality. Neither do schools use tribal languages in pedagogic processes nor do they create spaces for tribal children to learn by establishing links between their everyday and academic knowledge. Can we expect tribal children even to participate - never mind learn - in classrooms where they cannot use their language and see no link between their cultural and academic knowledge? This presentation conceptualises classrooms as communities of practice and compares the experiences of participation and learning of Saora children in Odia-medium and MLE (Multilingual Education) Plus schools of Odisha. It also discusses how conventional teaching-learning practices of Odia-medium schools reduce learning to memorisation, repetition and copying. Saora children who enter the classroom as novices cannot learn to use their linguistic and cultural resources competently nor can they participate in classroom and academic discourses. Children cannot make shifts in participation as they face difficulties in engaging and connecting to academic concepts and emotional resources in the classroom. In contrast, the teaching-learning practices in MLE Plus classrooms are founded on children's everyday linguistic and cultural resources. They open spaces for interactional engagement as well as for conceptual learning. The sense of belonging in the MLE Plus classroom and participation in academic discourses enable the children to develop themselves into a community of learners.

**Sakshi Manocha** is a research student at Jawaharlal Nehru University, Delhi, India. She says 'Multilingual Education has been the area of my research for the past five years. I have kept abreast of various issues and debates in MLE and have extensive field experience as a part of my academic research and work as Research Associate (MLE Pedagogy) in NMRC for three years.'

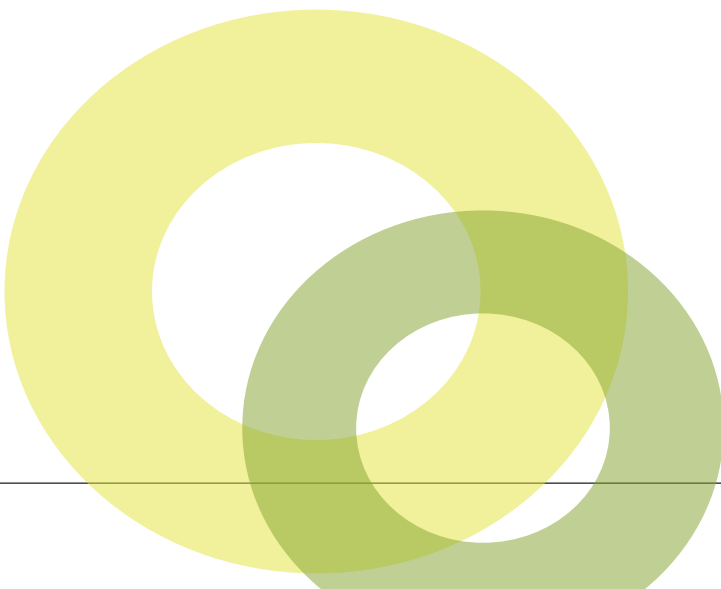




13.45–14.45	<p><b>PARALLEL 6D</b></p> <p><b>Linguistic Landscape of New Delhi: A Precursor and a Successor of Language Policy</b></p> <p><b>Ramanujam Meganathan</b></p> <p>New Delhi, the capital of India, is one of the top ten most multilingual cities in the world for it harbours almost fifty languages in its landscape and its 'official' and 'carnival' lives. Delhi has four languages - Hindi, Urdu, English and Punjabi - as the official languages of the state. Besides these four many other languages are explicitly seen in day-to-day engagements and in its landscape. This presentation attempts to present the linguistic landscape (LL) of Delhi and the multiple components beyond written texts in public spaces in different dimensions as practised, conceived and lived (Lefebvre 1991).</p> <p>Research in LL shows how instrumental it is for language revival and exercising power and language hegemony (Shohamy 2015). The closer study of signage of Delhi (the language of public road signs, advertising billboards, street names, commercial shop signs and signs on government buildings, restaurant menus, examination question papers and so on), reveals how the LL acts as a mechanism of 'engaged language policy' and an instrument for broader theory and practice of multilingual language policy. Data collected through photographs of the signage and ethnographic observation of LL in places where different linguistic communities are located will be presented and interpreted to understand how the LL serves both as a successor of existing language policy (which has created a language hierarchy and power equations in the socio-political and linguistic ecology) and a precursor for a linguistically harmonious policy for accommodating languages of different communities. The predominance of English (as a global language) in the hierarchy, the 'communicative' function of the majority language, Hindi, and democratic space for the minority language, Urdu, and other languages with their own identities are revealed in the study.</p> <p><b>Ramanujam Meganathan</b> is Assistant Professor of English in the National Council of Educational Research and Training, New Delhi, India. He says 'I am interested in language policy, classroom research and materials development. My recent papers are 'Medium of Instruction and the Demand of English Medium' published in <i>Indian Educational Review</i> and 'English Language Education Situation' published in <i>Journal of English as an International Language</i>.'</p>	Regency 3
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13.45–14.45	<p><b>PARALLEL 6E</b></p> <p><b>Learning English in a Low Cost Semi-urban English Medium School: Challenges, Interaction Patterns and Domains of Use</b></p> <p><b>Padmini Boruah</b></p> <p>Until recently an unaffordable dream for the lower middle and working classes, English medium education (EME) is now considered both a privilege and a necessity and a way out of poverty and social exclusion.</p> <p>This presentation reports on a modest audit of the English language skills of 130 students studying in a low cost private English medium primary school (Classes I through IV) in a semi-urban context. The study seeks to understand:</p> <p>the challenges of learning English as a language of communication in school, in a situation where English is neither the students’ mother tongue nor the language of communication in the community</p> <ul style="list-style-type: none"> <li>• the degree of competence achieved by primary students to cope with the domains of use of English (the conversational and the academic).</li> </ul> <p>The findings of the study indicate that</p> <ul style="list-style-type: none"> <li>• in the classroom, students are encouraged to behave like monolingual speakers, interacting with teachers and classmates only in English (except in other language classes)</li> <li>• language interaction in the classroom predominantly follows the IRF (Interaction-Response-Feedback) model (Sinclair &amp; Coulthard 1975)</li> <li>• the language of the classroom is routinised, formulaic and ritualistic; this is reflected in the students’ oral and written English</li> <li>• compulsory interaction in English develops some degree of communicative competence, but does not guarantee grammatical competence, as evidenced in students’ spoken or written English.</li> </ul> <p>A tentative conclusion is that an EME may lead to increased confidence in speaking and writing in English, even among students who come from disadvantaged backgrounds. However, the pseudo-immersion exercise that informs the methodology of teaching does not guarantee grammatical competence, shows a mismatch between students’ cognitive development and their proficiency in English and does not lead to development of originality and creative use of language.</p> <p><b>Padmini Boruah</b> is Associate Professor in the ELT Department at Gauhati University, Assam, India. She says ‘My areas of work include teaching methodology courses on the MA (ELT) programme and supervising PhD research. I am involved in English language teacher education and materials development, both in print and OER (Open Educational Resource) formats. I am especially interested in teaching and learning of English in multilingual and underprivileged contexts.’</p>	Regency 5
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13.45–14.45	<p><b>PARALLEL 6F FEATURED SPEAKER 9</b></p> <p><b>Learning through the Medium of English in Multilingual South Africa: Enabling or Disabling Learners?</b></p> <p><b>Zubeida Desai</b></p> <p>Increasingly, there is a move towards using global languages such as English as media of instruction. Does one swim against this growing tide or does one look at strategies to accommodate English in multilingual contexts such as prevail in South Africa? In this article I examine the debates in South Africa about the role of English in education. I argue that the success or otherwise of using English as a medium depends a great deal on the context learners and teachers find themselves in. There is a world of difference between those who are learning an additional language voluntarily to expand their linguistic repertoire and those who are forced to learn an additional language in order to gain access to education and to participate in the wider society. One can sub-divide the latter group into two, that is, those learning the language in an immersion context and those who are learning the additional language primarily in a school context. This presentation examines learners' proficiency in English in two different contexts to illustrate ways in which to address issues of quality, equity and social justice with regard to the medium of instruction issue. It suggests that there may not be one solution for all contexts.</p> <p>Zubeida Desai is Dean of the Faculty of Education in the University of the Western Cape, South Africa. She says 'I have been involved in research on language policy and planning for almost three decades. I have published widely in the above field in various international and local journals and edited collections. I also have extensive postgraduate supervision experience and have served on several governmental advisory boards on language policy.'</p> <p><b>Strengthening the Teaching of English: Empowering or Marginalising South African Learners?</b></p> <p><b>Haroon Mahomed and Caroline Grant</b></p> <p>The presentation addresses the collaboration between the Department of Basic Education (DBE) in South Africa and the British Council. It involves the implementation of a national English First Additional Language teacher development programme aimed at strengthening the implementation of the DBE's language policy. The presentation discusses aims, progress, challenges and future directions of the programme.</p> <p>South Africa has eleven official languages with the majority of the population using indigenous African languages as their first language whilst English is the main language used for teaching and learning in schools and in most official and commercial settings. Unsurprisingly, most research reports on schooling performance show that learners struggle with understanding and using English; analysis of scripts of national assessments confirms that most assessment questions are not properly understood by learners and their poor responses are due to low levels of English proficiency.</p> <p>The collaboration programme involves strengthening English language proficiency and training skills of Subject Advisors and teachers of Grades 1-12. Components include technical support and materials developed by the British Council, the Certificates in Primary and Secondary English Language Teaching (CiPELT and CiSELT), Aptis English Language proficiency assessments, and audio-life-players which broadcast recordings of lessons and radio programmes through solar-powered devices. The Department of Basic Education provides the institutional support, policy direction, human resources and budget for the roll-out of the programme. To date, the materials have been aligned with the national curriculum, training has been provided to over 300 Subject Advisors, university lecturers, and union representatives and +/- 30,000 teachers, mainly at the primary school level.</p> <p>The presentation is underpinned by discussion of the extent to which the programme, with its focus on improving the teaching of English in a multilingual context, has the potential to marginalise or empower its intended beneficiaries.</p>	Regal
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	<p><b>Haroon Mahomed</b> is Director of Continuing Teacher Professional Development in the Department of Basic Education, South Africa. He says ‘I am responsible for planning, policy, monitoring and support in teacher development. I have worked previously in curriculum development, lecturing, teaching English and in a variety of non-formal and NGO institutions.’</p> <p><b>Caroline Grant</b> is Head of English for Education Systems in the British Council in West and Southern Africa. She says ‘I have been working in the field of English in Education for more than 30 years. My experience of working with ministries of education in Sub-Saharan Africa has fuelled my interest in addressing the critical role that effective language learning and teaching has on the learning outcomes for African children.’</p>
<b>PARALLEL SESSION 7</b>	
15.15–16.15	<p><b>PARALLEL 7A FEATURED EVENT 4</b></p> <p><b>Book Launch:</b> <i>Language and Social Cohesion in the Developing World</i> is the proceedings of the 9<sup>th</sup> Language &amp; Development Conference, Colombo, Sri Lanka, 2011. It is published in Colombo jointly by GIZ and the British Council. The book is being formally launched in this event.</p> <p><b>Debanjan Chakrabarti</b> (British Council, India) introduces and chairs the session.</p> <p><b>Sasanka Perera</b> (Professor of Sociology, South Asian University, New Delhi, India) talks about the highlights of his chapter.</p> <p><b>Thaiyamuthu Thanaraj</b> (Dean, Faculty of Education, Horizon Campus, Sri Lanka) discusses some salient aspects of his chapter.</p> <p><b>Hywel Coleman</b> (University of Leeds, UK), who edited the volume, identifies eleven lessons about the relationship between language and social cohesion which can be drawn from this book.</p> <p><b>Francis Thevanesan Croos</b> (Technical Advisor Adults Learning and Second National Language, GIZ, Sri Lanka) gives an independent review of the book from a Sri Lankan perspective.</p> <p><b>Bonny Norton</b> (Professor at the University of British Columbia, Canada) evaluates the book from the perspective of an international specialist in language education.</p> <p>There will be time for questions and discussion and then the session chair will bring the session to a close.</p>

15.15–16.15	<p><b>PARALLEL 7B</b></p> <p><b>Language Use Contestation in Ethiopian Higher Education: Conflicts between Formal Policy and Informal Practices in the Classroom</b></p> <p><b>Nigussie Negash Yadete</b></p> <p>My chapter ‘English in Africa: An impediment or a contributor to development?’ (published in <i>Dreams and Realities: Developing Countries and the English Language</i>, Coleman (ed.) 2011), presented a broader continent level language use contestation. That is, conflicting opinions between ‘experts’, who argue for caution in adopting English as a medium of instruction and the views of many non-experts who have a more positive view of the language. This presentation attempts to go beyond public opinion, to show language use contestation in tertiary level classrooms in Ethiopia.</p> <p>Since its introduction into Ethiopia’s education system in the 1940s, English has coexisted with more than 85 indigenous languages in the country. However, it seems to have had a very frosty relationship with its rival, Amharic, which is the national lingua franca and official language. English has been taught as a subject from primary to tertiary levels with the aim of helping students achieve the required level of competence for studying through English in secondary and tertiary education. Nonetheless, many academics still perceive English as a ‘medium of obstruction rather than instruction.’ Although, normally, students are proficient users of their first language(s) and Amharic, not many of them seem to attain the required competence in English.</p> <p>An ethnographic research into language use practices reveals more evidence for the struggle for hegemony between Amharic, a national language, and English, a foreign language used as a second official language. Although English is the official medium of instruction, it is common practice for students and teachers to code-switch to navigate the language use ideological contestation or the related classroom social hierarchy and power struggle between the students and teachers. Classroom language use seems also to involve pragmatic decisions relating to instructional ease.</p> <p><b>Nigussie Negash Yadete</b> is an English teacher at the Abu Dhabi Vocational Training Institute, UAE. He says ‘I have been teaching English at tertiary levels in Ethiopia and the Middle East for more than 20 years. I have been involved in many curriculum, assessment and teacher development projects. I am interested in examining how language use ideologies marginalise or empower the target speakers.’</p>	Regency 1
15.15–16.15	<p><b>PARALLEL 7C</b></p> <p><b>Multilingualism and Linguistic Poverty: Status of Indian Languages in the Digital Context</b></p> <p><b>L. Ramamoorthy</b></p> <p>Multilingualism in India is part of Indian tradition. The special features of Indian multilingualism have been studied by scholars such as Pattanayak (1984), Annamalai (1986), Khubchandani (1983), Srivastava (1977) and Pandit (1979). Multilingualism has been recognised as a resource in the educational context. This being the era of globalisation and the era of information and communication through technology, proficiency in technology has become an economic imperative. The Government of India plans to bring the internet to <i>gram panchayat</i> level to bridge the digital divide. The challenges in achieving this include low literacy level, broadband connectivity and computer skills in rural areas. Compounding this, the non-availability of local languages for accessing the computer and information is a major stumbling block for economic prosperity.</p> <p>Computers are mediated through English. Fewer than five 5 per cent of people in India can read and write English. Over 95 per cent of the population is normally deprived of the benefits of English-based information technology (IT). Interestingly IT and the Internet belong mostly to English-knowing and -speaking people. The content that is available on the Internet for the masses is mostly in the elite languages, the highest of which is English. The Indian languages lack digital content, operating systems and Office Suits. The content or corpus is the basic ingredient for language technology and the available contents are also not adequate for developing language technology tools. Indian languages belong to different language families and use different scripts. There are challenges to the creation of standards for content development and inputting methods. The grammars available for</p>	Regency 3

	<p>Indian languages are written for specific purposes such as teaching. Writing computational grammars for Indian languages is yet another challenge and a lack of linguistic resources is the major hurdle in the evolving of rules for computers.</p> <p>In this context the presentation analyses the status of Indian languages at different stages such as corpora development, inputting methods, scripts and corpus annotation for the development of language technology tools.</p> <p><b>L. Ramamoorthy</b>, a Research Officer with the Central Institute of Indian Languages, Mysore, India, says 'I am heading the Linguistic Data Consortium for Indian Languages and I coordinated the scheme for protection and preservation of endangered languages in India. I have written books on language modernisation, language loyalty and so on.'</p> <p><b>Harnessing Open Practices for Linguistically and Culturally Sensitive Pedagogy</b></p> <p><b>Freda Wolfenden and Lina Adinolfi</b></p> <p>Enabling full participation in learning demands an expansive pedagogy which takes account of how both language and culture function in educational settings. This presentation explores the potential for open practices - in particular those associated with the creation, adaptation and use of Open Educational Resources (OER) - to reshape and improve the educational experiences of learners from diverse linguistic and cultural backgrounds.</p> <p>Whilst much has been written on the role of OER in improving access to educational materials, to date less attention has been given to the ways in which OER are appropriated and made meaningful by and for their end users.</p> <p>In this presentation we outline the three stage model employed to support the process of linguistic and cultural appropriation – or localisation – of a suite of OER across a range of distinct learning contexts in a large scale, multiple state, multilingual teacher education project in India (<a href="http://www.tess-india.edu.in">www.tess-india.edu.in</a>).</p> <p>Focusing on a selection of OER, we then share our analysis and comparison of the nature of the changes made in different sets of reversioned materials by the various localising teams involved in this task. We conclude by inviting conference participants to consider whether this model of user appropriation has the potential to support movements towards linguistically and culturally sensitive learning opportunities in other developmental sectors, such as health education.</p> <p><b>Freda Wolfenden</b> is Academic Director of TESS-India. She says 'Having begun my career as a secondary school science teacher in London, I have since participated in and led a number of innovative projects involving the use of OER and new technologies to support learning and teacher development in LMICs such as Malawi, Sierra Leone, Sub-Saharan Africa and India.'</p> <p><b>Lina Adinolfi</b> is OER Academic for TESS-India at the Open University UK. She says 'In addition to a PhD, I have 30 years' professional experience in the field of language education and teacher development in Asia, South America and Europe. I continue to be passionately committed to this area of work, which provides me with ongoing opportunities for research, reflection and learning.'</p>	
15.15–16.15	<p><b>PARALLEL 7D</b></p> <p><b>Monolingual Mindset and Access to Educational Opportunities: A Study of Statute, Policy and Practice of Languages in Education in Multilingual India.</b></p> <p><b>C. Uma Maheshwari and M. Udaya</b></p> <p>The pan-Indian search for employment and access to socioeconomic gains have triggered new migration patterns. A direct result of migration is rampant diversity in the Indian classrooms. Such pedagogic spaces across primary, secondary and tertiary levels of education in India present two paradoxical realities. First, learner populations are progressively characterised by social, linguistic, cultural and intentional diversity that makes their learning spaces more diversely multilingual than ever where positive synergistic learning assemblages could emerge and catalyse learning. Secondly, the</p>	Regency 5

curricular policies and practices in these contexts are linguistically bound to a language namely English and so are driven by ideologies that are exclusionary and monoglossic in nature. There exists an internal conflict. If the Indian federal commitment is to enable access to educational opportunities then two major questions need to be addressed given the multilingual context: Is the manifestation of multilingualism as multilingual practices and strategies valued in the very same spaces where they are created? What is the nature of the conflict with regard to the role of languages in enabling access to educational opportunities?

Correspondingly, drawing on Bernstein's theory of official discourses (1990) and Clyne's notion of monolingual mindset (2008), we investigate the nexus of conflict in enabling access to educational opportunities with regard to languages in the classroom space cutting across three levels of analysis, namely: Statutes on languages in the Constitution of India; educational policy documents and language teacher responses on a survey questionnaire on how they perceive other languages in their classroom space. The analysis highlights the polygonal ways in which the monolingual mindset is manifest; its impact on access to educational opportunities and the inherent conflict in the conceptualisation and operationalisation of languages across the three levels of analysis. Implications for policy and practice are drawn.

**C. Uma Maheshwari and M. Udaya** say 'As English language teachers and teacher educators, our interests pertain to how power, empowerment and access are mediated by language in a multilingual context. Hence our areas of work are language policy and planning, agency, access and power through language, sociocultural variables in language learning and multilingual practices.'

### **Multilingualism and Educational Attainment of Tribal Groups in Andhra Pradesh: A Survey**

#### **M. Udaya**

Languages are important for building a knowledge base and ushering in a new era of understanding and thought. Since the dawn of human civilisation, different ethnic groups have struggled to keep their languages alive as languages have been deprived of their legitimate place, marginalised, kept out of the domains of power, privileges and resources and, in the process, they have become impoverished. Mother tongues must be maintained – along with multilingualism and English - as cognitive, educational and social resources for tribal groups. In Andhra Pradesh, tribal groups such as the Kondha, Kоди, Kodhu, Kuvinga, Gadaba and Konda Dora have been facing various linguistic problems in education. Consequently, the literacy rate of these tribal groups is only 24.5 per cent (Census 2011) and their interest and enrolment in higher education are drastically low.

In order to overcome these linguistic problems, a Multilingual Education (MLE) programme was introduced in Andhra Pradesh in 2004 for selected tribal groups. The objective of the programme was to strengthen children's mother tongues through their use as the languages of teaching for a few years; later competence in the dominant state language, Telugu, is gradually developed. In this context, research has shown that 'the MLE programmes in Andhra Pradesh clearly provide a better quality of education' (Mohanty, Mishra, Reddy & Gumidyala 2009). Besides, the same study emphatically states, '... systematic formative evaluation of the state programmes seems to be necessary to make them more effective in dealing with the language content barriers that tribal children face in the mainstream schools' (2009:289).


This presentation is based on a survey conducted during 2013-2014 in Srikakulam District of Andhra Pradesh. The analysis highlights the essence of multilingual education among the MLE and non-MLE tribal groups in improving the cognitive competence and communication skills of these tribes.

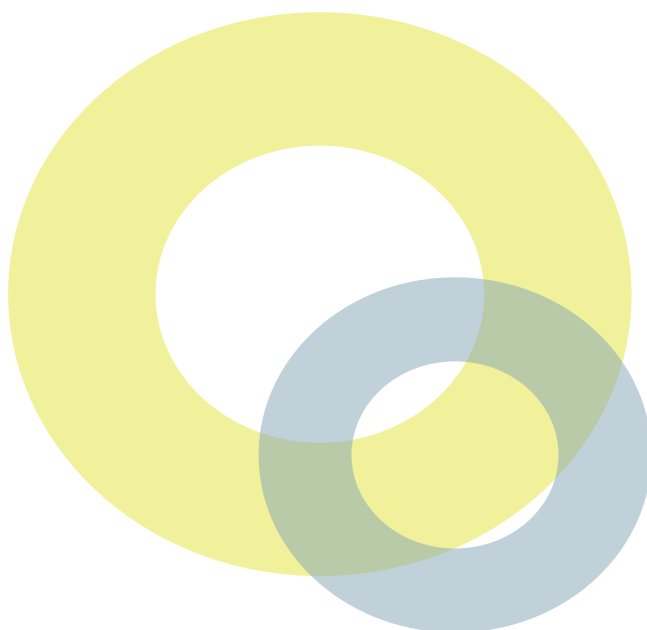
**M. Udaya** says 'As an English language teacher and teacher educator, my interest pertains to how language learning and community development take place in a multilingual context. My areas of work are second language acquisition, tribal language policy and planning, sociocultural variables in language learning and multilingual practices.'




<p>15.15–16.15</p>	<p><b>PARALLEL 7E FEATURED SPEAKER 10</b></p> <p><b>The Multilingual Education Working Group and Recent Language-in-Education Policy Developments in Southeast Asia</b></p> <p><b>Kirk R. Person</b></p> <p>Despite globalisation and the onslaught of English, several East Asian countries have recently developed language in education policies which are supportive of the right of children to receive early education in their mother tongue. These policies have been developed in response to the success of pilot Mother-Tongue-Based Multilingual Education (MTB MLE) projects in several Asian countries in a variety of non-dominant languages. The Philippines, Cambodia, and Thailand are in the vanguard of this movement, with encouraging signs from Vietnam, East Timor, Myanmar and others.</p> <p>One significant participant in this movement has been the Asia Multilingual Education Working Group (MLE-WG), a consortium of United Nations agencies, universities and international development organisations, hosted by UNESCO Bangkok. For nearly a decade, the MLE-WG has sought to provide support and encouragement to language activists and educators through conferences and training events, while also informing policy makers of the benefits of mother-tongue-based education.</p> <p>This presentation provides an overview of recent MTB MLE projects and policies in Southeast Asia, highlighting the cooperation between academics, communities, governments and international organisations that has proven crucial for successful MTB MLE implementation.</p> <p><b>Kirk R. Person</b> is associated with SIL International and Suan Sunandha Rajabhat University, Thailand. He says ‘I am a Thailand-based linguist focused on minority language issues. I’ve served on UNESCO’s Multilingual Education Working Group, the Royal Institute of Thailand’s National Language Policy Drafting Committee and various NGO and university advisory committees. I recently attended UNESCO’s World Education Forum, aimed at setting global education priorities for 2015-2030.’</p> <p><b>Identifying Early Evidences of the Impact of Mother-Tongue-Based Multilingual Education in Mindanao: The Story Behind the Numbers</b></p> <p><b>Xinia R. Skoropinski</b></p> <p>This presentation explores the responses of stakeholders to a mother-tongue-based multilingual education (MTB MLE) programme in three of ten pilot schools in Mindanao, Philippines, in which Save the Children has been managing the implementation of MTB MLE as part of a nationwide transition to using the mother tongue as the medium of instruction in Grades 1 to 3.</p> <p>The goal of this study is to identify early evidences of the potential impact of MTB MLE through first-person accounts of immediate stakeholders, primarily parents and teachers of Grade 1 pupils. The qualitative Most Significant Change (MSC) methodology and direct observation in MTB MLE classrooms were used to monitor changes throughout one academic year in two domains: (1) changes in teachers’ practices and attitudes toward the MTB MLE programme and (2) changes resulting from the use of the MTB MLE instructional materials. The findings revealed that, formerly, the non-mother-tongue educational materials were largely ineffective. Educators and parents were frustrated to see the pupils’ low rate of success and lack of enjoyment in their educational experience, but they were sceptical that the new programme would do any better. When MTB MLE was implemented, however, stakeholders reported increased comprehension by pupils, success in learning to read and improved teacher-pupil relationships. Stakeholders then saw the MTB MLE programme as the starting point in the repair of a dysfunctional system.</p> <p>Analysis of emergent domains in stakeholder accounts revealed overwhelmingly positive perceptions of mother tongue (MT) instruction. It is seen not only as motivating children and invigorating them to learn, but also improving teachers’ morale, thus supporting the high value the community places on education for their children as revealed in this study.</p>	<p>Regal</p>
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	<p><b>Xinia R.Skoropinski</b> is Coordinator of the SIL Language, Education and Development (LEAD) Programme in the Philippines. She says 'My twelve years of experience in the Philippines include designing and developing vernacular literacy materials; implementing, qualitative monitoring and evaluating a mother tongue-based multilingual education (MTB MLE) programme; and planning and conducting teacher training for MTB MLE. I recently supported a bilingual education programme in Uganda in partnership with RTI and USAID.'</p>	
	<p><b>PLENARY 4</b></p>	
16.30–17.30	<p><b>Multilingualism in Africa: Marginalisation and Empowerment</b></p> <p><b>Birgit Brock-Utne</b></p>  <p>In this talk I explore the implications of linguistic diversity with a special focus on Africa. Most Africans are multilingual in African languages. Under which circumstances can the multilingualism of Africans be looked at as an advantage and a source of empowerment? Under which circumstances does multilingualism lead to marginalisation? In contexts where a specific African language is spoken by the great majority of people, why is the language of instruction still a foreign language mastered only by a small minority? To what extent is the use of English as a language of instruction in multilingual African countries empowering or marginalising? Who is empowered by this use and who is marginalised? What is the role of parents in the multilingual contexts of Africa? What language do they want their children to be learning in? What are the reasons for their choice? Many of my examples will be taken from Tanzania, a country of special interest since one African language, Kiswahili, is mastered by 95 per cent of the population and is the language of instruction for the seven years of primary school. Yet Kiswahili is still not the language of instruction in any secondary school. In the rural areas among small children Kiswahili is not a language they master well. The 2014 Education and Training Policy, which promotes the use of Kiswahili as the language of instruction in secondary school and higher education, makes Tanzania an interesting case. The fact that the 2010 education policy of the island of Zanzibar, where everyone speaks Kiswahili, has reverted back to the use of English as the language of instruction in mathematics, science and ICT from the fifth grade in primary school, illustrates some of the confusion surrounding the language of instruction problem among politicians, parents and the general public in Anglophone Africa.</p> <p><b>Birgit Brock-Utne</b> says, 'I am a Professor in the University of Oslo (<a href="http://www.uv.uio.no/iped/english/people/aca/bbrock/index.html">www.uv.uio.no/iped/english/people/aca/bbrock/index.html</a>; see also <a href="http://www.loitasa.org">www.loitasa.org</a>) and Director of EDCON (<a href="http://www.edcon.no">www.edcon.no</a>). I have been a Professor at the University of Dar es Salaam, for four years, and a Visiting Professor at several universities in the USA, New Zealand, Japan, Austria and Spain.'</p>	Ballroom





PLENARY 5		
09.00–10.00	<p><b>Translanguaging in the Contact Zone: Language Use in Superdiverse Urban Areas</b></p> <p><b>James Simpson</b></p>  <p>How do people communicate multilingually across diverse languages and cultures? This question is increasingly significant as the world's urban areas become ever more linguistically and culturally diverse. In this presentation I discuss a current project, <i>Translation and Translanguaging: Investigating Linguistic and Cultural Transformations in Four UK Cities</i> (2014-2018). In this work we are conducting detailed linguistic ethnographic investigation in order to find out how communication occurs (or fails) when people bring different histories and languages into contact. I will outline the relevance of the research to superdiverse contexts of language use generally.</p> <p>The data discussed will be from the early phase of the project, as carried out by the research team in Leeds. The focus is on the interactions of two key participants: (1) A freelance interpreter/translator who works mainly with Czech and Slovak Roma migrants, many of whom are linked with 'the business of poverty', of being poor; and (2) A Czech Roma community activist who is attempting to instigate a range of activities relating to the cultural heritage of the Roma population of Leeds. We will look at interaction in the key participants' work, personal and online spaces as well as visual data from a linguistic landscape study of the area where they work.</p> <p>The presentation will involve critical examination of two concepts in urban sociolinguistics, <i>translanguaging</i> and <i>superdiversity</i>. In the multilingual communities which we are studying, speakers are not confined to using languages separately but rather they translanguage as they make meaning. This is done in a context of superdiversity. Superdiversity is a multi-dimensional approach to diversity in a globalised, mobile world, which I consider a heuristic aid towards refined perspectives on contemporary linguistic and semiotic phenomena. I end by discussing the significance and utility of the two central concepts to development contexts, referring to preliminary research in South Asia.</p> <p><b>James Simpson</b> says 'I am a Senior Lecturer in Language Education in the University of Leeds, where I research language learning and migration. I lead the Language Education group in the School of Education at the University of Leeds. I am the co-author of <i>ESOL: A Critical Guide</i> (OUP), the editor of <i>The Routledge Handbook of Applied Linguistics</i> and the co-editor of <i>Adult Language Education and Migration</i> (Routledge 2015).'</p>	Ballroom
PARALLEL SESSION 8		
10.15–11.15	<p><b>PARALLEL 8A FEATURED SPEAKER 11</b></p> <p><b>Empowering ESL Learners by Deliberately Using First Language Capability as a Positive Resource in English Classrooms in Multilingual Contexts: Evidence from Indian Research</b></p> <p><b>Geetha Durairajan</b></p> <p>In India, despite awareness of bi-/multilingualism, which finds mention at least in policy documents, language classrooms remain largely monolingual. The formal syllabus structure, built on separate subjects, including languages, does not provide the spaces for joint presence or mutual interaction. Individual teachers acknowledge occasional use of learners' first/home language. However, such use is restricted to classroom communication, transaction and explanation; incidental learner use is never advocated, even though not avoidable. It is therefore conceded but not contended with.</p> <p>For more than 30 years a Cumminsean Common Underlying Proficiency has been universally accepted but student capabilities in one language are rarely perceived as transferable to another. In grassroots multilingual contexts, the world is mediated and knowledge processed normally through the L1 (defined here as the more enabled home language of the child); it is not merely a tool for communication in specific settings.</p>	Ballroom

	<p>Over the last decade research has been carried out in small pockets, particularly with first generation learners and others whose only exposure to English is almost entirely through the English as a Second Language classroom. Capability in the more enabled language has been deliberately used by the teachers in these settings as a resource to enable better skill development in English. The findings include, amongst other features, better reading strategies, lexical density in writing and meta awareness of language choice. Such deliberate exploitation also builds learner confidence and self esteem – an important step towards empowerment.</p> <p>This presentation reviews the work done in the Indian context over the last decade and uses the findings and suggestions to posit, along with an articulation of implications at different levels, a differently imagined English classroom where the more abled language and English can share mutual space.</p> <p><b>Geetha Durairajan</b> is a Professor at the English and Foreign Languages University, Hyderabad, India. She says ‘My area of specialisation is language testing, particularly pedagogic evaluation. I am particularly interested in working with first generation learners and students from disadvantaged backgrounds.’</p>	
10.15–11.15	<p><b>PARALLEL 8B WORKSHOP 4</b></p> <p><b>Contextualizing English Language Education for Language Minority Learners</b></p> <p><b>Anand Mahanand</b></p> <p>We live in a multilingual world. But our classrooms are largely monolingual. Learners (from tribal, dialect speaker and migrant backgrounds) come to the classroom with rich and varied resources in their first languages, but these are not recognised and used in the classroom. As a result, they find it difficult to connect themselves to the new learning. They also feel alienated and unaccepted and consequently give up their studies. This gives rise to high dropout rates.</p> <p>Many educationists have proposed that learners should be taught through aspects that they are familiar with. Rabindranath Tagore says that the child’s education should be ‘in harmony with the world around it.’ Our <i>National Curriculum Framework</i> (2005) also recommends the use of children’s local and folk traditions in the classroom. One of the unique features of our cultural heritage is its rich and varied folk traditions including tales, riddles, songs, proverbs and so on. These cultural practices have been performing the role of educating people since time immemorial. There is a need to use them in our classroom too by integrating them into English language education.</p> <p>In the workshop, I will sensitise participants to the multilingual nature of language minority learners. Then I will help them discover the actual classroom situation and highlight the fact that learners’ resources are not used in all-English classrooms. After that, I will demonstrate how to develop materials, tasks and activities using learners’ cultural and linguistic resources such as folk tales, folk songs, riddles and proverbs. The techniques to be used include translation, retelling, change of genre, pictures, interpretations, drawings and so on.</p> <p><b>Anand Mahanand</b> is an Assistant Professor at the English and Foreign Languages University, Hyderabad, India. He says ‘I am interested in English Language Education in Multilingual Contexts. I have taught courses, guided research and published materials and papers in this area.’</p>	Regency 1

10.15–11.15	<p><b>PARALLEL 8C</b></p> <p><b>Digital Media: A Renaissance for Minority Languages</b></p> <p><b>Mamta Saluja</b></p> <p>We need to understand the term ‘Digital Media’ before we examine them as being an opportunity or a threat to minority languages. The format of media which is ‘machine readable’ is called digital. Digital Media are easy to copy, store, share and create. Individuals have become much more active in the creation of content for Digital Media. The internet has contributed to the world of social media and its use has encouraged the use of mother tongues and minority languages. Digital Media have led to a spurt in socialisation. They are being used for local, national, international and even transnational communication. They offer innumerable opportunities for the promotion of indigenous languages, cultures and self-representation. A language is a process and the impact of our daily activities develops it. The inroad that Digital Media have made into our lives has led to the revitalisation of our languages. Undoubtedly, the traditional media favoured the established <i>linguae francae</i>, but in the contemporary context the minority languages are preferred for use in the media, be it for writing or messaging. For browsing, however, the use of minority languages is still marginalised. Digital Media inform and result in the dissemination of languages. I-language and e-teaching (classes using the internet) are flourishing and contributing positively to the learning of languages. The COD model of language (Competence in using a language; getting Opportunities to use it in daily life; and Desire of people to use it) derives strength from the Digital Media. Users of minority languages are actively using their languages and thereby producing content for the Digital Media.</p> <p><b>Mamta Saluja</b> is a Lecturer in English in the Directorate of Education, National Capital Territory of Delhi, India. She says ‘I teach Intermediate classes and am a teacher trainer for my organisation. In 2013, I participated in the International Leaders in Education Programme, a programme of the United States-India Educational Foundation, as a Fellow in James Madison University, Virginia, USA. My teaching aims at providing my students with a participatory classroom with opportunities for expansion, equity and excellence.’</p>	Regency 3
10.15–11.15	<p><b>PARALLEL 8D</b></p> <p><b>Theoretical Assumptions Regarding Mind-Culture-Language Relationships Underlying Multilingual Education Models of Odisha and Their Impact on Socio-cultural Inclusion of Children and Power Structures in the Classrooms</b></p> <p><b>Shivani Nag</b></p> <p>The presentation is based on a study conducted in two different models of multilingual education (MLE) schools in Odisha, i.e. the state MLE model and the MLE Plus model (a special MLE intervention programme). The study was aimed at exploring the theoretical underpinnings of the MLE models in terms of the assumptions held about the relationship between mind, culture and language and examining the impact of these assumptions on the socio-cultural inclusion of children and the nature of power distribution in the resulting classroom practices. The data sources included relevant MLE documents, non-participant classroom observations, semi-structured interviews with the teachers and the researcher’s field notes. The data were analysed using discourse analysis procedures. The analysis revealed that in the state MLE model, mind and culture were understood as fundamentally different concepts, having no relation to each other. Language was at best seen as one of the competencies of mind and its relationship to other academic concepts was seen in the form of it being a passive vehicle for reaching the latter. This resulted in extremely restricted socio-cultural inclusion where the socio-cultural context was rarely integrated to the development of academic concepts and the power between students and teachers remained asymmetrically distributed. On the other hand, the MLE Plus model was based on the premise of a mutually constitutive relationship existing between mind and culture. Language was seen as a potent cultural tool capable of mediating both interpersonal and intrapersonal processes. The socio-cultural inclusion envisioned by this perspective was found to be aimed at meaningfully integrating children’s everyday experiences with academic discourses. The power structures in the classroom were also observed to be closer to a symmetrical distribution of power between students and teachers. The research has significant implications for curriculum development and the design of teacher training programmes.</p>	Regency 5

	<p><b>Shivani Nag</b>, an Assistant Professor at Ravenshaw University, India, says ‘I have worked as a Research Officer in the National Multilingual Education Resource Consortium, focusing mainly on documenting and assessing the impact of MLE practices. For my pre-doctoral and doctoral thesis, I focused on the socio-cultural inclusion of children in education. I teach Psychology at the postgraduate level. I am also associated with the Right to Education movement.’</p>	
10.15–11.15	<p><b>PARALLEL 8E FEATURED SPEAKER 12</b></p> <p><b>Language and Inequality in India: English for All or Empowerment of Indian Languages?</b></p> <p><b>Anuradha Kanniganti</b></p> <p>Language is a key factor in questions of educational access and socio-economic mobility in multilingual societies. However, studies of these issues have largely focused on linguistic minorities. Little attention has been given to the developmental stakes of a more equitable terrain for widely-spoken but economically marginalised languages - a typical feature of post-colonial societies.</p> <p>In the case of India, a striking divide between English and the major regional languages - covering 95 per cent of the population - in education, training and access to livelihoods, has been identified as a structural factor in educational failure and poverty. In a context of rising expectations, the acquisition of English is thus perceived, cutting across all social classes, as a sine qua non for participation in economic growth. Should language-based inequalities then be palliated through equalising policies such as ‘English for All’ or by promoting linguistic rights for marginalised language groups? Both approaches are politically attractive, but might well be impracticable mirages.</p> <p>In this contribution, we put forward an alternative angle: that of economic empowerment of local language populations and narrowing the opportunity divide with English. We first illustrate the economic impact of the linguistic educational divide in India, with case studies highlighting communicational, learning and performance inefficiencies in production contexts, bearing on productivity and growth. Secondly, we pose the question of the design of Human Capital Formation (HCF) in a multilingual nation, that would reconcile the requirements of economic integration and mobility, with an enhanced economic role of ‘vernaculars’ in their delineated territories, that I propose to designate as ‘vernacular economies’. We sketch a preliminary model for the design of such an HCF system that would factor in the economic costs and outcomes to be had by investment in inputs such as local language-based infrastructure and the modernisation of traditional ‘vernacular’ economic sectors.</p> <p><b>Anuradha Kanniganti</b> is a Lecturer and Researcher in the National Institute of Oriental Languages and Civilisations, Paris, France. She says ‘After a PhD in Statistics, I switched to development questions, getting training in linguistic anthropology and Indian studies, and starting a second doctoral project on Language and Development. I’m interested in particular in the emergence of technical culture in Indian languages, multilingual work spaces and description of ‘vernacular economies’.’</p>	Regal
<b>PARALLEL SESSION 9</b>		
11.45–12.45	<p><b>PARALLEL 9A FEATURED SPEAKERS 13</b></p> <p><b>The African Storybook Project and its Impact in Nepal and the Global Community</b></p> <p><b>Bonny Norton , Mary McKenna and Sam Andema</b></p> <p>The recently established Southern Multilingualisms and Diversities Consortium (<a href="http://southernmultilingualisms.org/">http://southernmultilingualisms.org/</a>) has made the case that there needs to be greater recognition of the ‘experiences, knowledge and expertise that southern and marginalised communities have of multilingualism and diversity.’ This presentation will discuss findings from an exciting collaboration between the African Storybook Project (ASP, <a href="http://www.africanstorybook.org/">http://www.africanstorybook.org/</a>) and the Nepal Education Support Trust (NEST, <a href="http://www.nestusa.org/">http://www.nestusa.org/</a>), arguing that it exemplifies how organisations in the Global South can promote multilingual literacy for children in poorly resourced communities beyond the African context. In Nepal, as in many African countries, a key obstacle to learning to read is the drastic shortage of appropriate stories for early reading. To help address this challenge,</p>	Ballroom 1

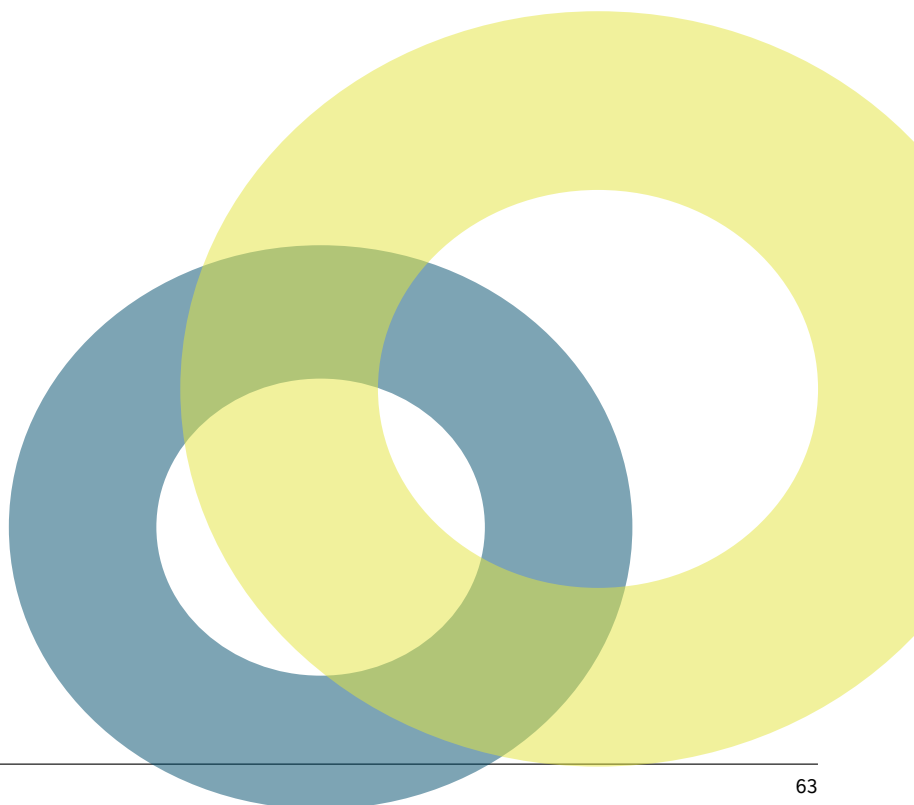
	<p>the innovative African Storybook Project, launched in 2013 by the South African Institute for Distance Education (Saide), promotes multilingual literacy development for early reading through open-access digital stories in multiple African languages, as well as English, French and Portuguese. There are currently over 350 unique illustrated stories on the website, with over 1,000 translations, in more than 40 languages. Given that NEST is centrally concerned with Nepalese requests for support with English instruction, NEST has been drawing on a range of stories in the ASP that have relevance to young learners in Nepal. This presentation discusses which stories have been chosen for use in Nepalese schools, why they have been chosen and how they are being used in Nepal. The presentation also discusses the relevance of the ASP for other poorly resourced communities and the ways in which the ASP is benefiting from this international cooperation. The presentation concludes suggested principles for productive global collaboration in the interests of promoting both multilingual literacy and social change in poorly resourced communities.</p> <p><b>Mary McKenna</b> is Director of the Nepal Education Support Trust.</p> <p><b>Bonny Norton</b> is a Professor in the University of British Columbia, Canada, and Research Advisor to the African Storybook Project.</p> <p><b>Sam Andema</b>, University of British Columbia, Canada, is Policy Advisor to the African Storybook Project.</p> <p>The presenters say ‘We are committed to innovative and sustainable use of open-access digital and print stories to promote multilingual literacy for children in poor communities and teacher professional development.’</p>	
11.45–12.45	<p><b>PARALLEL 9B</b></p> <p><b>Exploring Language Shift among Linguistic Minorities in the Multilingual Setting</b></p> <p><b>Sadananda Kadel</b></p> <p>In recent years, Nepalese society appears to be increasingly multiethnic and multilingual due to a growing trend of urbanisation and internal migration. This situation has triggered language shift among the migrant linguistic minorities. This presentation explores the context, processes and effects of language shift among linguistic minorities in the multilingual setting. It also examines the inter-generational language shift among Tamang and Chepang ethnic groups and takes a critical look at why and how language shift occurs in the community and in school. The methodology includes secondary data, in-depth and life history interviews, observations and focus group discussions.</p> <p>The data reveal that language shift is increasing among the third generation due to the absence of inter-generational transmission of the mother tongue, inter-caste and inter-ethnic marriages, dialectal variations in language use, reduced language loyalty towards the mother tongue, the influence of the ‘one language one nation’ policy in the past and the role of the school as a site for language shift. As the school system emphasises education in dominant languages, linguistic minority children are forced to change their mindsets in favour of such languages. The second-generation migrants pay more attention to their children’s skill in Nepali instead of transmitting their mother tongue. Decisions regarding the choice of Nepali as the medium of communication at home seem to have been guided by children’s schooling and the influence of the dominant language in various other domains. Interestingly, language shift within families influences the choice of medium of instruction in school. Likewise, the exclusion of minority mother tongues from the classroom context also exacerbates language shift in families.</p> <p><b>Sadananda Kadel</b> is Chairperson of the Innovative Centre for Social Science and Development, Kathmandu, Nepal. He says ‘I have been working as a consultant in education and the social development sector in Nepal. Recently, I worked as a national consultant for a study on Medium of Instruction and Languages for Education in Nepal carried out by the Ministry of Education. I am interested in mother-tongue-based multilingual education.’</p>	Ballroom 2



<p>11.45–12.45</p>	<p><b>PARALLEL 9C</b></p> <p><b>Multilingual Education: A Paradigm Shift in Learning Approaches for Ethnolinguistic Minority Children in Nepal</b></p> <p><b>Laxman Ghimire</b></p> <p>The aim of this paper is to examine the learning situation for ethnolinguistic minority children in the schools of Nepal in the context of mother-tongue-based multilingual education (MTB MLE). MTB MLE has changed the monolingual teaching system, which led to underachievement and education failure for the many ethnic minority children who speak a different language at home, to multilingualism. The multilingual approach in education is not just about employing multiple languages in teaching but about beginning education through the most familiar language of students and also teaching other languages that are useful in wider society. In addition, MTB MLE is a paradigm shift in learning approaches because it promotes collaborative power relations in the classroom and is based on indigenous culture, knowledge, as well as tradition and values.</p> <p>This study is based on data gathered from eight sample schools representing different kinds of language policy in teaching in Nepal. The data were gathered with research instruments such as interview, questionnaire, classroom observation and focus group discussion with stakeholders (including teachers, students, parents, head teachers, community members and education officials). The findings indicate that multilingual education can contribute significantly to improvement in the educational attainment of ethnic minorities. First, increased enrolment and decreased dropout have been observed. Second, students' engagement in classroom learning activities was found to be better. Third, the data clearly indicate that MTB MLE has positive impacts not only in improving education but also in social, cultural and political matters for ethnolinguistic minority people in Nepal.</p> <p><b>Laxman Ghimire</b> says 'I have a PhD in Linguistics with a specialisation in mother tongue/multilingual education. I have been working independently in the field of language and education for about a decade. At present, I am conducting a study on the learning situation of ethnolinguistic minority children in Nepal commissioned by UNESCO Bangkok.'</p> <p><b>Reviewing Multilingual Education in Nepal</b></p> <p><b>Pushker Kadel</b></p> <p>This presentation reviews the background to education policies addressing minority language use in basic education in Nepal. The post-conflict 2007 interim Constitution states that every child has the right to receive basic education in its own language. Only 44.64 per cent of the population use Nepali as their mother tongue, meaning over half of all Nepalese do not speak Nepali as their first language (Census 2011).</p> <p>The presentation examines Nepal's commitment to international agreements and national policies that provide the framework for implementing multilingual education (MLE) in Nepal. The impact of pilot MLE programs (initiated through the Department of Education in eight languages) and MLE projects initiated by domestic and international non-governmental organisations (NGOs) on the community, students and teachers is also examined.</p> <p>Recommendations are based upon the reported outcomes of existing MLE projects and draw upon the author's own experience working with two local NGOs that support MLE projects in two primary schools in the Dangaura Tharu community in Dang and two primary schools in the Limbu community in Panchthar.</p> <p><b>Pushker Kadel</b> is Director of the Language Development Centre, Nepal. He says 'I am a practitioner and education activist involved in implementing language-based development projects. I support government and community schools through facilitating multilingual awareness workshops, training facilitators and teachers to prepare contextual graded reading materials in the mother tongue. I also provide technical support for designing and implementing multilingual education programmes.'</p>	<p>Regency 1</p>
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11.45–12.45	<p><b>PARALLEL 9D</b></p> <p><b>Implementing English-medium Instruction in Lower and Middle Income Countries: Teacher Challenges and Strategies</b></p> <p><b>Kristina Hultgren, Lina Adinolfi, Alison Buckler and Mark Mukorera</b></p> <p>Across low- and middle-income countries, there is a growth in English as a medium of instruction from primary through to tertiary levels. Low achievement is a chronic issue in the majority of these education systems and research demonstrates that this is at least partly language related (Alidou et al. 2006, Clegg 2010, Pinnock 2009). Thus, in accordance with the UNESCO guidelines from 1953, the use of home languages in schools is advocated, particularly in the early years. However, there is tension between the demonstrated benefits of mother-tongue education in the early years and the desire of many parents for their offspring to be taught in English to enhance their life opportunities (Mukorera 2015). Moreover, home language education has been interpreted in rural areas as a way of perpetuating marginalisation and economic inequity (cf. Kamwangamala 2013). The situation is further complicated by the fact that, in some contexts, the ‘home language’ promoted in policy does not actually correspond to the language that students speak outside school and therefore English is defaulted to (cf. Singh &amp; Bengay 2014, Woodhead et al. 2013). These complicating factors only strengthen the demand for English.</p> <p>Despite this demand, teachers face significant challenges in implementing English as a medium of instruction (EMI). These include low levels of English among teachers and students and lack of teaching resources in English. Although these issues are well documented, fewer than a third of a total of 55 countries offering EMI in a recent study have guidelines in place to support teachers in teaching through English (Deardon 2014). Based on a review of the research into EMI over the last 15 years, this presentation gives an overview of guidelines and interventions to support teachers in implementing EMI. It also investigates the practices that emerge for teachers who, in the absence of guidelines, develop their own strategies for implementing EMI.</p> <p><b>Lina Adinolfi</b> is OER Academic for TESS-India at the Open University UK. She says ‘In addition to a PhD, I have 30 years’ professional experience in the field of language education and teacher development in Asia, South America and Europe. I continue to be passionately committed to this area of work, which provides me with ongoing opportunities for research, reflection and learning.’</p>	Regency 3
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11.45–12.45	<p><b>PARALLEL 9E</b></p> <p><b>Educating Girls in Multilingual and Rural Indian Society</b></p> <p><b>Sonali Vijay Rode</b></p> <p>India is characterised by rich ethnic, cultural and linguistic diversity. This diversity makes educating girls from different backgrounds a major challenge. At the World Education Forum in Dakar in 2000, one of the main agreed goals was ‘to ensure that by 2015 all children, particularly girls and children from ethnic minorities, have access to complete free and compulsory primary education of good quality, ... improving levels of literacy, particularly among women.’ Since effective teaching depends on clear and understandable communication, the language of instruction is at the heart of any learning process. Although much has been done to promote education policies certain groups like girls and women remain underserved. Promotion of the mother tongue and multilingual programmes at all levels of education also help in achieving social and gender equality. Women and girls, the poor and groups with different languages are most affected by unjust language policies and planning in education.</p> <p>Policies that promote mother-tongue-based (MTB) education often stimulate conditions beyond language that are also conducive to participation by girls. The following measures can be helpful in increasing the rate of literacy and empowerment amongst girls and women:</p> <ul style="list-style-type: none"> <li>• Supportive family and social environment</li> <li>• Education programmes encouraging gender equality</li> <li>• Creating awareness of girls’ education and mobilisation at local, state, national and international levels</li> <li>• MTB teaching and learning materials ensuring success in examinations</li> <li>• Assessment that includes reading, writing, listening and speaking</li> <li>• MTB staff with the training and support needed for long term success</li> <li>• Evaluation of girls’ academic progress and support for enhancement in grades.</li> </ul> <p><b>Sonali Vijay Rode</b> is Assistant Professor in the Government Vidarbha Institute of Science and Humanities, Amravati, India. She says ‘I’m interested in working for the cause of women. I also deal with feminist literature. I’m a member of the Board of Studies at SGB Amravati University. I run Communication Skills in English courses for the students and faculty members of our University.’</p>	Regency 5
11.45–12.45	<p><b>PARALLEL 9F FEATURED SPEAKER 14</b></p> <p><b>Excluded Linguistic Communities and the Production of an Inclusive Multilingual Digital Language Infrastructure</b></p> <p><b>Martin Benjamin</b></p> <p>The consequence of linguistic digital exclusion is the inability of billions of people to access vital knowledge and economic resources that contribute to prosperity in an era of globalisation. However, rectifying linguistic inequity is mostly absent from development discourse and the agendas of governments and agencies that undertake development activities. Most efforts to produce content for excluded languages depend on the haphazard occurrence of a commercial, academic or programmatic purpose for an activity in a given language at a particular moment. The Kamusi Project seeks to address the digital linguistic divide by engaging communities in the systematic collection of codified data for any language that can be used in advanced knowledge and technology resources. This presentation explores assumptions about participants’ motivations and behaviours that underlie the project’s methods, including participation in online games and interactive mobile apps intended to elicit speakers’ knowledge of their own languages in ways that can be shared by others. While the system aims to welcome all, disparities may continue to exclude those without substantial time, network access, equipment, digital experience or literacy, leaving international members of a diasporic language group as its most active contributors. Further, smaller and more remote languages have, by definition, fewer potential participants and less access for participation, thus perpetuating their inability to jump the digital divide. Without external support for the time and effort necessary to gather linguistic knowledge, even the most carefully</p>	Regal

	<p>constructed tools will fail for thousands of languages spoken by millions of people, including many languages near to extinction. This paper raises, without definitively resolving, the social challenges of a multilingual digital infrastructure platform that has the technical capacity to document every word in every language, but can only approach accomplishing this objective through the involvement of those who have the least access to taking part.</p> <p><b>Martin Benjamin</b> is a Senior Scientist at the École Polytechnique Fédérale de Lausanne, Switzerland. He says 'As director of the Kamusi Project, I work to produce dictionary and data resources for languages worldwide. I studied development as an anthropologist in rural Tanzania, leading to a focus on language and technology as a way to address inequity. I am based in a data science department, but I am oriented toward the people who build and use what we create.'</p>	
<b>PARALLEL SESSION 10</b>		
13.45–14.45	<p><b>PARALLEL 10A FEATURED SPEAKERS 15</b></p> <p><b>Multilingualism: A Viable Strategy to Forge National Harmony and Social Cohesion? A Sri Lankan Case</b></p> <p><b>Thaiyamuthu Thanaraj, Chandra Gunawardene and M.B. Ekanayake</b></p> <p>Sri Lanka, with its colonial legacy, is a multi-ethnic country with a population of about twenty million people comprised of Sinhalese, Tamils and Muslims. Sinhala, the language of the majority Sinhalese, was made the official language in 1956 replacing English. This was detrimental for national harmony. Since then the country has witnessed much bloody ethnic violence which led to the emergence of Tamil militancy. Subsequently the most powerful militant movement was defeated by the Government of Sri Lanka in 2009.</p> <p>In the post-conflict recovery phase the Government took initiatives through a number of organisations - including the National Institute of Language Education and Training (NILET) - to strengthen the provision of services to the public by promoting multilingualism. The mission of NILET is to facilitate the trilingual delivery of public services at all levels of governance and to promote a linguistically diverse Sri Lankan society. NILET provided Tamil language training to Sinhala public officers and Sinhala training to Tamil officers.</p> <p>A study was commissioned to evaluate the effectiveness of the language training programmes of NILET and to determine how far the public officers were able to offer their services in the second language, particularly in oral communication. Data were collected from a representative sample of trainers, trainees and managers through a document survey, key informant interviews, focus group discussions and classroom observations. The study revealed that about thirteen per cent of public officers became competent and about 30 per cent became somewhat competent in offering their services in the second language. Ten recommendations were made to expand the training programmes and improve their effectiveness.</p> <p><b>Thaiyamuthu Thanaraj</b>, who has served at the Open University of Sri Lanka and the National Institute of Education, is presently the Dean of the Faculty of Education of the Horizon Campus, Sri Lanka. He has published in local and international journals and also authored books on education. His research interests are education management, teacher education and language education. He is also an active member of several professional organisations in Sri Lanka.</p> <p><b>Emeritus Professor Chandra Gunawardene</b> was the Founder Dean of the Faculty of Education, Open University of Sri Lanka, where she served as a Senior Professor of Education. She has published widely in local and international journals. At present she works in the Centre for Women Research (CENWOR) as a Board Member. She is also the Vice-President of the Sri Lanka Association for the Advancement of Education.</p> <p><b>Dr M.B.Ekanayake</b>, who was one of the Directors at the National Institute of Education, now serves as a Resource Person at several postgraduate institutions in Sri Lanka. His research interests focus on information and communication technology for education, teacher education, online distance learning and curriculum development. He is also a member of the Board of Studies at the Postgraduate Institute of Education of the University of Peradeniya, Sri Lanka.</p>	Ballroom

13-45–14.45	<p><b>PARALLEL 10B RESEARCH STUDENT FORUM 3</b></p> <p><b>‘Science for All’: Examining the Construct from a Multilingual Perspective</b></p> <p><b>Garima Bansal</b></p> <p>Science education, while valuing its idealised neutrality and objectivity, has long been ignoring the importance of students’ cultural and linguistic ‘funds of knowledge’ (Moll 1992). While placing students’ cultural and linguistic concerns at the centre of science education, theory and practice, this study examines the ways in which students’ language and literacy practices in a science classroom facilitate or obstruct their participation in bilingual secondary science classroom interactions. This is a case study of a teacher who has been teaching science for several years in a bilingual urban school in India where the students’ first language is Hindi. However, some of the students in the particular class which is the focus of the study have opted for Hindi as their medium of expression in examinations while others have chosen English as their medium of expression. Thus, this is a class having students from both English and Hindi medium studying the language of science together.</p> <p>Qualitative means of data gathering, such as classroom observations and interviews with the teacher and students are used. The data show that the teacher’s pedagogical content knowledge, her own academic training in a particular language coupled with her beliefs regarding a particular language impact on students’ social identities, their opportunities to participate in classroom discourse and their comprehension of scientific content. It emerges that, with English performing a gate keeping function in science classroom interactions, students who had opted for Hindi as a medium of expression were increasingly likely to achieve negative academic outcomes. In closing, use of ‘instructional congruence’ (Lee &amp; Fradd 1998) for mediating academic disciplines with linguistically diverse populations is recommended for the attainment of educational equity for all students. The specific focus of this study is on non-English language background students.</p> <p><b>Garima Bansal</b> is a research student at the Central Institute of Education, University of Delhi, India. She says ‘I have a Masters’ in Physics. I am a science teacher teaching on the Bachelor of Elementary Education - a bilingual teacher education programme - at the Department of Elementary Education in the University of Delhi. I am interested in understanding the role of communicative languages in teaching-learning in bilingual secondary science classrooms.’</p> <p><b>The Role of Cultural Practices in Home Language Maintenance and Loss: The Case of Thanjavur Marathi, a Multilingual Context.</b></p> <p><b>Manasi Jayant Kelkar</b></p> <p>The aim of this paper is to identify patterns of language acquisition, maintenance and loss that occur among Thanjavur Marathi children during early childhood. The central research question is: What personal and environmental factors (including gender, languages spoken by parents, presence of a grandparent or older sibling in the home, specific cultural practices) are associated with patterns of language use, maintenance and loss in Thanjavur Marathi multilingual children?</p> <p>There are a number of circumstances in which children possibly become multilingual. One such setting is a minority ethnolinguistic community in which a child belongs to a language-minority group within the larger community. The case of Thanjavur Marathi comes into this category. It is a community where simultaneous subtractive multilingualism has been present for the past 400 years. Thanjavur Marathi is a dialect of Marathi (a member of the Indo-Aryan language family) which is geographically present within the Dravidian language area. In this case, children are exposed to two or more languages regularly from birth or soon after birth.</p>	Regency 1
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	<p>However, one of these languages is more developed and the other suffers from reduced structures.</p> <p>In order to become multilingual, children need to obtain adequate acquaintance with and provision for all of the languages they are learning (Patterson &amp; Pearson 2004). The home environment plays a vital role in providing children's early models of language (Lyon 1996; Weigel, Martin &amp; Bennett 2006). The family language policy is defined as explicit and overt planning in relation to language use within the home among family members (Schiffman 1996; Shohamy 2006). The Thanjavur Marathi community has a very complex structure based on religious beliefs and cultural practices depending upon caste. On the basis of this composition, the nature of language maintenance and loss differs.</p> <p><b>Manasi Jayant Kelkar</b> is a research student at Jawaharlal Nehru University, Delhi, India. She says 'I am working on contact linguistics and I am mainly interested in language development and language planning in case of minority languages.'</p>	
13.45–14.45	<p><b>PARALLEL 10C</b></p> <p><b>Empowering Marginalised Professionals through Digital Media</b></p> <p><b>Yeasmin Ali, Zakia Sultana and Tania Islam</b></p> <p>The presentation looks at the contribution a teachers' professional development (TPD) programme can make in addressing issues of marginalisation, low prestige and low motivation among school teachers. It explores ways in which the programme's materials and activities are empowering marginalised teachers, many of them women, and their students. It draws on findings from a small-scale study located in English in Action (EIA), a TPD programme working across Bangladesh.</p> <p>Preliminary analysis of the data clearly indicates that the programme creates opportunities for teachers to develop socially and professionally by increasing their capacity and confidence. The locally specific audio-visual materials, including the digital, self-access English language improvement component, guide teachers to develop independently as these are accessed offline on teachers' own mobile phones. This reinforces teachers' autonomy as there is no need for travel, fees or an internet connection. This model of TPD is feasible in rural areas and the offline digital nature of the materials has great potential for sustainability: they can be used as stand-alone resources even after the life span of the project.</p> <p>EIA also considers bilingual aspects in programme delivery. For example, the programme has aimed to achieve a balance between developing teachers' English language proficiency and their first language by providing support through the mother tongue, Bangla, in many of the materials and activities, thus enabling equal access to all the teachers.</p> <p>We present data on how involvement in the project has improved teachers' confidence and competence and raised their status. For example, they use this new classroom approach when teaching other subjects, not only English. It has increased student attendance and strengthened teacher-student relationships. Seen as the best English teachers in their sub-districts, the EIA teachers frequently report being in demand for local teachers' events, to share their materials and for part-time tuition work.</p> <p><b>Yeasmin Ali</b> is Deputy Divisional Manager of English in Action, Bangladesh. She says 'I completed my MSc in Psychology from the University of Dhaka. I worked as a Lecturer in Psychology at BAF Shaheen College Dhaka before joining EIA. I have presented papers in different conferences including BELTA (Bangladesh English Language Teachers' Association) and e-Asia. My areas of interest are social media for education, m-learning and women empowerment.'</p> <p><b>Zakia Sultana</b> is Senior Coordinator (Teacher Development) with English in Action, Bangladesh. She says 'I have a Masters in Education from Dhaka University, a Diploma in Early Childhood Development and French language. I have experience in teacher training and materials development. I also taught at the Canadian International School and HiCARE School, Dhaka. I work in the areas of disability, multilingualism and language development.'</p>	Regency 3

	<p><b>Tania Islam</b> is Materials Development Officer for English in Action, Bangladesh. She says ‘I have a Masters in Education from Dhaka University. I have been working in the development sector for more than six years. I also have teaching experience in private English-medium and Government Bangla-medium schools. My areas of interest are educational research, early childhood development and social inclusion.’</p> <p><b>Digital learning as a benefit not a threat: Technology’s contribution to access, equity, outcomes and multilingualism</b></p> <p><b>Michael Carrier</b></p> <p>The affordances of new technology give teachers new ways to engage learners both in and out of the traditional classroom. The use of technological devices such as phones, tablets and laptops can provide greater access to language education and improved outcomes through greatly increased time on task and exposure to authentic language models and usage.</p> <p>Increasing access to the technologies is crucial, otherwise technology-enhanced learning is only available to privileged students. National projects such as English in Action in Bangladesh and Plan Ceibal in Uruguay have attempted to provide democratic access by providing technology to most if not all learners, making language education technology a component of a campaign for social inclusion.</p> <p>In this talk I address how such projects have improved equity and improved outcomes for disadvantaged learners and learners in low resource contexts, quoting research from these and other cases. I outline how different technologies can contribute to this improvement in access focusing on solar power technologies, solutions to poor internet connectivity and enhancements in classroom management.</p> <p>I give examples of the application of these various technologies to language education and exemplify cases where we see practical improvements not only in learning outcomes in terms of English language proficiency but also in development of mother tongue and multilingual proficiency. I also outline the research by Cambridge English in developing digital teaching competences for teachers, because no technology can bring benefits to learners if teachers are not given opportunity to develop their skills in how to use it and integrate it into their programmes. I show how a new framework of digital competences has been developed from our research and how this can inform the design and implementation of teacher development programmes in low resource contexts.</p> <p><b>Michael Carrier</b> is Head of Strategic Partnerships with Cambridge English Language Assessments, UK. He says ‘I have worked in language education for 30 years as teacher and director at International House, the British Council and Cambridge English. I focus on the application of digital technology to education. I am on the boards of EAQUALS (Evaluation &amp; Accreditation of Quality in Language Services), ICC (International Code Council) and <i>ELTJ Journal</i> and I am a Fellow of the Royal Society of Arts.’</p>	
13.45–14.45	<p><b>PARALLEL 10D</b></p> <p><b>Empowering Primary School Teachers in Peripheral Communities: The Successes and Challenges of the British Council’s English Language Teacher Development Project in Malaysian Borneo</b></p> <p><b>Thomas Kral and Shannon Smith</b></p> <p>The British Council’s English Language Teacher Development Project (ELTDP) aims to empower early primary English teachers in Malaysian Borneo by teaming them up with foreign mentors who provide individualised professional support. This large scale project has been running since 2011 as part of the Malaysian government’s impetus to improve English standards, within the context of attaining ‘developed’ nation status by 2020 (World Bank 2015).</p> <p>The project operates in an ethno-linguistically diverse region and works with multilingual participants. Dozens of indigenous and Chinese languages are used by the region’s various communities. Malay is the national language but English retains a strong post-colonial presence, primarily used by the urban and business elite (Ting 2014). Primary education is in Malay or Mandarin, languages not usually spoken in homes. English, Arabic and Iban classes also start in primary school.</p>	Regency 5



There is incongruence among project stakeholders on the perception of English. While the government envisions English as offering citizens opportunities for engaging with international education and commerce, project mentors report that teachers working in peripheral communities perceive such benefits to lack local relevance. In contrast, parents in such communities have shown support for English education. Also, structural barriers within Malaysia's education system challenge the project's 'development' agenda. The project defines 'development' as a transformative process promoting reflective practice and a learner-centred communicative pedagogy. However, institutional barriers undermine the mentors' efforts to transform the way English is taught and tested. Deeply politicised power structures discourage teachers from initiating change. The extensive and inflexible bureaucracy is perceived by mentors and project managers to inhibit bottom up 'development' from taking place on an institutional level.

This talk assesses the project's success in overcoming these challenges and initiates a discussion with participants on how English education development projects can empower peripheral communities while overcoming institutional barriers.

**Thomas Kral** is Project Manager of the ELTDP in Kuching, Malaysia. He says 'I have been involved in language education for nearly twenty years and have worked on two major language and development projects in Sri Lanka and Malaysia. My research interest is the impact of power structures on sociolinguistic landscapes and language education in post-colonial and post-conflict contexts.'

**Shannon Smith** is ELTDP Project Manager in Sibul, Malaysia. She says 'I have worked on English language and development projects in Borneo and Sri Lanka aimed at improving teaching and language skills of state school teachers. I have been involved in English language education for 20 years and am currently researching English language teaching as a tool of development in post-colonial contexts.'


#### **The Edward Ndlovu Memorial Library in Zimbabwe as a Conduit for Women's Empowerment in a Multilingual Community.**

##### **Similo Ngwenya and Nozizwe Dhlamini**

Libraries are traditionally known for their roles of storing, organising and providing information to communities. However, Edward Ndlovu Memorial library, located in Matebeleland South Province, one of the poorest provinces in Zimbabwe, stands to show that libraries have the potential to contribute significantly towards the empowerment of women in multilingual societies. The library uses provision of information to inspire women through the Study Circle developmental concept, which facilitates development through sharing experiences and working as groups in trying to mitigate poverty and the state of destitution. The library uses books translated into local languages to create solutions for women in communities. The provision of these books helps women get information, which they use to revive their literacy levels, develop new skills and make informed agricultural and health decisions. This paper provides testimonials on how libraries can support the empowerment of women in rural multilingual communities through the provision of books in local languages. The presentation narrates stories of change from women in the Study Circle programmes involved in soap making through to *Jatropha* beans, poultry, vegetable and nutritional gardening. These activities have transformed the lives of women living in one of the poorest communities in the country. Edward Ndlovu Memorial Library provides a perfect example of a framework of a community library that goes beyond its boundaries to provide a different kind of knowledge that empowers women who are 'the backbone all societies'.

**Similo Ngwenya**, a Research Fellow at the National University of Science and Technology, Zimbabwe, says 'I am interested in the dissemination and communication of information to marginalised people in communities in Zimbabwe.'

**Nozizwe Dhlamini** is a visiting lecturer at the National University of Science and Technology, Zimbabwe. She says, 'My interests lie in minority language studies, translation studies and indigenous knowledge systems in Zimbabwe.'

13.45–14.45	<p><b>PARALLEL 10E FEATURED SPEAKER 16</b></p> <p><b>Women, English and Empowerment: Voices from Rural Bangladesh</b></p> <p><b>Sayeedur Rahman</b></p> <p>The changing socioeconomic context of the world and the process of globalisation have enhanced the status of English in the world economy. As a result, even though no clear relationship between language and economic empowerment may be discerned, there has been an increasing awareness in the developing world that English language can mediate socioeconomic empowerment. In the last decades the world has witnessed significant increase in the demand for English language learning and shifts towards women’s empowerment as part of the Millennium Development Goals. Such movements obliged people to rethink current practices in English language learning in women’s empowerment.</p> <p>In Bangladesh, English language skills have the potential to create new economic and social opportunities. Indeed, such skills have the potential to enable women to become important stakeholders in the growing knowledge economy. Despite that, their use continues to be governed by existing power relations in society whereby women frequently experience relative disadvantage with regards to access to English education. Moreover, there has been inadequate attention to understanding of the relationship between English and its role on women’s empowerment in rural communities. Women in rural Bangladesh have marginalised socioeconomic status because of existing gender inequality based on traditional gender roles and male-governed sociocultural restrictions imposed on women’s mobility and participation in public spheres. In this context, the presentation identifies the extent to which English can contribute to improvement of the socio-economic status of Bangladeshi women. The research reported here also sheds light on the challenges a women faces in accessing English language skills.</p> <p>The findings are highlighted with case study narratives in the form of semi-structured interviews. While the research investigates the relationship between English and women’s empowerment, the findings also give future directions for similar studies in development contexts.</p> <p><b>Sayeedur Rahman</b> is Associate Professor and Teacher-in-Charge of English language in the University of Dhaka, Bangladesh. He says ‘I received my PhD in ELT from Jawaharlal Nehru University, New Delhi. I was awarded a UK Researchers’ Link fellowship by the British Council to conduct collaborative research with the Open University as a Visiting Scholar. I have worked in several research projects as consultant for UNICEF, UNDP, the British Council and English in Action. My research interests include the socio-psychological study of English as a foreign language, sociolinguistics, individual differences in language learning and English for Academic Purposes/English for Specific Purposes.’</p>	Regal
<b>PLENARY 6</b>		
15.00–16.00	<p><b>Language and Learning: The Challenges of Primary Education in India</b></p> <p><b>Rukmini Banerjee</b></p>  <p>Reading is one of the fundamental building blocks of learning. Without learning to read and to understand it is hard to make meaningful progress in the education system (and perhaps in life as well). Using twenty years of experience of working with children in communities and schools and ten years of evidence from the Annual Status of Education Report (ASER), the talk focuses on challenges of learning to read in India. Given the diverse language backgrounds that Indian children bring to school, the talk poses questions about how the foundations of teaching language in Indian schools need to be revisited, reimagined and reworked.</p> <p><b>Rukmini Banerjee</b> says, ‘I work with the Pratham Education Foundation, a non-government organisation focused on children’s education and youth skilling in India. I enjoy working with children, telling them stories and writing children’s books.’</p>	Ballroom



# ACKNOWLEDGEMENTS

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# TOWARDS A RESEARCH AGENDA AND AN ACTION AGENDA

## BUILDING COLLECTIVE OUTCOMES

One of the guiding principles of the Language & Development Conference Series is that conferences should be participatory and should 'build towards a collective outcome.' The 9th Conference (Sri Lanka), for instance, led to the identification of Eleven Lessons Learnt about the relationship between language and social cohesion in the developing world. Meanwhile, the 10th Conference (South Africa) issued The Cape Town Letter to our Leaders regarding the importance of language in social and economic development.

We are hoping that the 11th Conference will generate a number of Agendas for Research and Agendas for Action relating to multilingualism and development. It can be predicted that some of these agendas will be of local relevance, others will have national scope and still others will have international relevance.

## YOUR ROLE

On the pages that follow you will find three simple forms – one for each day – that ask you to record your thoughts in response to the presentations you have heard and the discussions that you have been involved in during the day.

Please note, these are not conference evaluation instruments – the conference feedback form follows separately later in the programme. What we would like you to do is just to note down on the front of each sheet your observations about the further research that you feel – in the light of the day's presentations and discussions - is required in your own institution, your country or more widely. Similarly, on the reverse of each sheet please note down your ideas for further action that you consider to be necessary in your institution, your country or more broadly.

Please tear out each daily sheet when you have completed it and then hand it in to one of the conference helpers or place it in one of the receptacles provided.

Your responses can be completely anonymous, if you wish. Alternatively, if your name is provided we may contact you to ask for further clarification of what you have written.

## NEXT STEPS

After the conference all the responses will be collated and a series of Agendas for Research and Agendas for Action will be produced. These will be incorporated into the conference proceedings volume which is due to be published by British Council India in 2016.

Items from the Research Agenda and Action Agenda which are relevant to the Indian context will also feed into the British Council's conference legacy programme for India during 2016-2017.

Many thanks for your cooperation with this.





# DAY 1 AGENDA FOR RESEARCH

After listening to the presentations and taking part in the discussions during Day 1, I feel that research into the following issues is needed.

---

## **Issue(s) to be researched**

*Please be as precise as possible.*

---

## **Context(s) where the research should be carried out**

*Please be as precise as possible.*

Please turn over

# DAY 1 AGENDA FOR ACTION

After listening to the presentations and taking part in the discussions during Day 1, I feel that the following action is required.

---

## Action needed

*Please be as precise as possible.*

---

## Context(s) where the action should be carried out

*Please be as precise as possible.*

---

### About you (responding to these questions is optional)

1. Did you come from outside India to attend this conference? YES / NO
2. Are you a presenter in this conference? YES / NO
3. What is your name? \_\_\_\_\_

# DAY 2 AGENDA FOR RESEARCH

After listening to the presentations and taking part in the discussions during Day 2, I feel that research into the following issues is needed.

---

## **Issue(s) to be researched**

*Please be as precise as possible.*

---

## **Context(s) where the research should be carried out**

*Please be as precise as possible.*

Please turn over

# DAY 2 AGENDA FOR ACTION

After listening to the presentations and taking part in the discussions during Day 2, I feel that the following action is required.

---

## Action needed

*Please be as precise as possible.*

---

## Context(s) where the action should be carried out

*Please be as precise as possible.*

---

## About you (responding to these questions is optional)

1. Did you come from outside India to attend this conference? YES / NO
2. Are you a presenter in this conference? YES / NO
3. What is your name? \_\_\_\_\_



# DAY 3 AGENDA FOR RESEARCH

After listening to the presentations and taking part in the discussions during Day 3, I feel that research into the following issues is needed.

---

## **Issue(s) to be researched**

*Please be as precise as possible.*

---

## **Context(s) where the research should be carried out**

*Please be as precise as possible.*

Please turn over

# DAY 3 AGENDA FOR ACTION

After listening to the presentations and taking part in the discussions during Day 3, I feel that the following action is required.

---

## Action needed

*Please be as precise as possible.*

---

## Context(s) where the action should be carried out

*Please be as precise as possible.*

---

## About you (responding to these questions is optional)

1. Did you come from outside India to attend this conference? YES / NO
2. Are you a presenter in this conference? YES / NO
3. What is your name? \_\_\_\_\_

Please complete this form to help us understand how well we met your expectations and how we can improve our conferences in future.

You do not need to write your name on the feedback form. The feedback you give will be collated in the form of a report which may be made publicly available

1	Were you a speaker at the conference? (please ✓)				
	<input type="checkbox"/> Yes		<input type="checkbox"/> No		
2	Were you sponsored by an organisation to attend the conference? (please ✓)				
	<input type="checkbox"/> Yes <input type="checkbox"/> No	Please write the name of your sponsor:			
3	How did you register for the conference? (please ✓)				
	<input type="checkbox"/> Online		<input type="checkbox"/> At the venue		
4	How did you find out about the conference? (please write your answer below)				
5	Please read the following sentences and tick (✓) one answer from the options given below.				
	a The registration process was easy				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
	b The conference was useful for my work.				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
	c The conference venue was excellent.				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
	d The sessions reflected the theme of the conference (Multilingualism and Development)				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
	e The choice of speakers was related to the theme of the conference.				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
	f I was able to share my knowledge and experience with others.				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
	g Overall, this event met my expectations.				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	
h Overall, this was a high quality event.					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	
i I have acquired new knowledge and/or skills from taking part in this event.					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	

6	I believe the discussions from this conference will directly impact on future research in the area of language and development.														
	<input type="checkbox"/> Strongly agree			<input type="checkbox"/> Agree			<input type="checkbox"/> Neither agree nor disagree			<input type="checkbox"/> Disagree			<input type="checkbox"/> Strongly disagree		
	<b>Please explain your answer:</b>														
7	Please rate your satisfaction with the different parts of the conference. (please circle a number: 0 = not at all satisfied   10 = extremely satisfied. If you did not attend, please circle N/A)														
	Plenaries	0	1	2	3	4	5	6	7	8	9	10	N/A		
	Panel discussion	0	1	2	3	4	5	6	7	8	9	10	N/A		
	Debate	0	1	2	3	4	5	6	7	8	9	10	N/A		
	Parallel sessions	0	1	2	3	4	5	6	7	8	9	10	N/A		
	Book launch	0	1	2	3	4	5	6	7	8	9	10	N/A		
	Research student forums	0	1	2	3	4	5	6	7	8	9	10	N/A		
	Workshops	0	1	2	3	4	5	6	7	8	9	10	N/A		
	Networking opportunities	0	1	2	3	4	5	6	7	8	9	10	N/A		
	Evening entertainment	0	1	2	3	4	5	6	7	8	9	10	N/A		
8	Have you used any of the following social media tools to share your experiences at LDC 2015? Choose <u>more than one option</u> if applicable. (please ✓)														
	Facebook <input type="checkbox"/>			Twitter <input type="checkbox"/>			LinkedIn <input type="checkbox"/>								
	Any other (please specify):														
9	On a scale of 0 to 10 how likely are you to recommend a Language and Development Conference to a colleague or a friend? (please circle a number: 0 = not at all likely   10 = extremely likely)														
	1	2	3	4	5	6	7	8	9	10					
10	Have you attended any previous Language and Development Conferences (LDC)? (please ✓)														
	Yes I have attended one other LDC							<input type="checkbox"/>							
	Yes I have attended two other LDCs							<input type="checkbox"/>							
	Yes I have attended three other LDCs							<input type="checkbox"/>							
	Yes I have attended four or more LDCs							<input type="checkbox"/>							
	I have not attended an LDC before							<input type="checkbox"/>							
11	Would you like to suggest a conference theme or speakers for the next LDC? (please write your answer below)														
12	Would you like to suggest a location or venue for the next LDC? (please write your answer below)														
13	What is your current profession? (please write your answer below)														
14	How would you describe yourself? (please ✓)														
	Student <input type="checkbox"/>				Early career <input type="checkbox"/>										
	Mid-career <input type="checkbox"/>				Late career <input type="checkbox"/>										
	Retired <input type="checkbox"/>														
15	What is your gender? (please V)														
	Female							<input type="checkbox"/>							
	Male							<input type="checkbox"/>							

Thank you for completing the feedback form. We very much hope that you have gained personally and professionally from your contact with the British Council and that you will continue to do so in future.

# NOTES





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