



2022 ECSPM
European Civil Society Platform for Multilingualism
Language(s) and the construction of knowledge in European HE

Joseph Lo Bianco
Prof Emeritus
University of Melbourne

Bessie Dendrinos, ECSP President

Program Introduction

- ...HE in Europe, where...the language of pedagogy and participation remain by and large monolingual.... contravenes contemporary multilingual societies and the multilingual turn in education ...
- this year's symposium: relationship between language(s), mono-/multilingualism and the construction of disciplinary knowledge, as well as disciplinary discourses in linguistics that shape ideologies towards language/discourse hybridity or purism and contribute to sustaining or changing one's understanding of how strict the boundaries between languages, language varieties and other semiotic modes are.
 - Englishisation of academic studies a pressing issue ...increasing number of universities and technological institutions aiming (to) be competitive players in the global market, access prominent international scholars, profit from fee-paying students, receive high world rankings for quality assurance...

Language problems in language policy and planning

- Pioneers of LPP imagined that language problems were a self-evident and relatively objective presence in policy making
- Critical sociolinguistics has problematised this taken-for-granted notion of what is taken to be a language problem
 - With the unfortunate side-effect of dismantling the search for a more inclusive notion of language problems.
- Bessie's introduction shows a research and reflection-informed alternative

Critical points in my presentation today

- Universities can and should be sites of LP development
- An explicit LP process that “we” (academics and activists) can and should actively promote in preference to just critique.
- Requires us to understand (research) the ‘language problems’ universities experience as they perceive them.
 - This is the beginning point of a LP of persuasion.

(See Soler, Björkman, Kuteeva, 2018)

Critical points in my presentation today

- We can do this by collecting intelligence on how administrators and senior academics and governing bodies 'name and constitute' communication problems they face
- We should not take these as anything other than how problems are represented to be (WPR, Baachi), meaning the experienced aspect of communication issues by the often unreflective needs of administration
- Sometimes/often these are driven by commercial, neoliberal considerations of attracting international students etc
 - This is part of the 'problem definition' phase of language planning, but one in which language planning activists begin the process
- We then approach these bodies with invitation to embark on an explicit process of language planning to address the 'needs of a modern university in a globalised knowledge circulating environment' and keep insisting that they support this (multiple ways to do this)
- Sometimes the initiative begins from the university itself, or some 'side stream' approach such as media pressure or criticism of something the university has done badly or is criticised for, this is a simple 'problem' solving mechanism
- Either way, once an interest or awareness of language issues is established, we need to propose an extended process of investigation of the totality of communication needs and seek to widen the university's idea of language issues to include questions of language rights and opportunities. There are multiple ways to do this, sometimes with limited and sometimes with extended aims.

Critical points in my presentation today

- A university (or faculty) wide process is often best, and this is best done by a team of people with different but coordinated roles and functions
- Once underway we can engage in 'opening' policy windows, i.e. expanding the sense of what counts as legitimate for a language policy for HE.
 - In my view this, maximally, includes academic literacy, multilingualism, support for 'non-native' students in the academic discourses of the institution, intercultural and transcultural awareness etc, expanding number and kind of languages taught, support for students who speak languages other than the dominant/official one; support for deaf, visually impaired learners, support for academic publishing in languages other than the official one and other than English, etc.

Critical points in my presentation today

- All LP involves intervention for change or anti-change of the existing communication environment.
 - It can take at least two forms: 1. an official text, 2. a series of structured arguments involving persuasion.
- My call is that we (academics and activists in HE sociolinguistics and language education) should be much more proactive and put our critique to work.

WPR: Carol Bacchi

(What is the problem represented to be)

- WPR “ aims to facilitate post structural policy analysis. It elaborates a post structural understanding of politics as strategic relations and practices, and of theorizing as political practice. The WPR ...analytic task of making politics visible. To this end it offers seven interrelated forms of questioning and analysis to critically scrutinize problematizations (the ways in which “problems” are produced and represented) in governmental policies and practices, understood in broad terms...to deploy WPR in practices of interrogating problematizations, reproblematicization, and self-problematization.

(Bacchi and Goodwin, 2016)

- One way to begin is to collect ‘intelligence’ on how administrators and senior academics and governing bodies ‘name and constitute’ communication problems they face

Language Interests and Problems

Writing on LP debates in India, Hans Dua claimed in 1985 that the "*characterization and systematic account of language problems of a speech community is a prerequisite to an adequate theory of policy formulation, language planning and language treatment*" (1985, p3, also Nahir 1984).

Language goals (Dua 2008a, 2008b), language management (Spolsky, 2009), social change (Cooper, 1989).

Dua's typology of language problems focuses on the

Who defines what is taken to be a language problem. Are they:

- insiders or outsiders?
- politicians or bureaucrats?
- researchers or professionals
- "the people."

From these perspectives Dua links language problems to four social needs, which he identifies as

normative (needs in which professionals or experts dominate)

felt (in which affected groups or individuals prevail in the process of defining)

expressed (referring to those felt needs that are converted into action)

comparative (which are social needs in language established through contrast with other needs faced by the community).

influence

As a form of LP authority (power) enables a more socially nuanced analysis of LP practices involving a continuum of activities around persuasion, promotion and attraction.

One institutionalized form of official LP influence is the establishment of state agencies for promoting national languages abroad.

The Japan Foundation 1972, The Korea Foundation 1991. National Office of Teaching Chinese as a Foreign Language (NOCFL) 1987 (Chinese Proficiency Test for Foreigners (HSK), cultural exchanges and tours, support networks for foreign teachers of Chinese, etc, and of course the joint venture language centres abroad, Confucius Institutes, are prime examples of influence based LP)

At a non-institutional level influence refers to how actors, mainly citizen insiders, use their agency to advocate language change.

Influence operates *legitimately* within the decision-making systems of a sovereign jurisdiction, but also *transgressively*, undermining established power systems.

LP always requires an authorisation, a reason why it occurs and how it is legitimised in the institution or polity in which it occurs. A LP that achieves its authority via influence is when agents mobilize power in economic markets or political and cultural domains.

Academics, for example, might achieve significant media coverage for a new early language learning scheme, or a critical evaluation of a new language learning method. A community of speakers of an endangered language might change policy or thinking to address their needs by building a political coalition that forces established powerbrokers to address their issues.

Approach to LP problem definition and solving through Deliberation Conferencing

A Temporary Speech and Writing Nation: Safe Containers for
Dissenting from Official Definitions of What is a Language
Problem.

Aim to produce policy conversations that generate mutual
understanding of positions, that frame problems in a shared way,
that have a clear idea of 'research knowledge utilisation, and that
generate new policy from the bottom up to complement top-
down implementation.

40-60 participants from

Community Organisations and Civil Society

Public Officials and Politicians

Academic Experts and Think Tanks

Locked away for 3-6 days of intensive facilitated work
45 FD in Myanmar between 2011 and 2019; 7 in Thailand; 10 in
Malaysia

Consultation

- * Observations, field visits, interviews all across Myanmar 2013-2016
- * Circulation of principles with working groups at the state and Union level
- * Incorporation of feedback and questionnaire responses

~ 20 Facilitated Dialogues

at Union, region and state levels

Specialist inputs

- * The languages of Myanmar
- * English in Myanmar and ASEAN
- * Special needs (Sign Language and education for disadvantaged groups)
- * Case studies of multilingualism, at community and local school level
- * Policy Environment Scan

The Mandalay Conference
Feb 8-11, 2016

Combining all these inputs into a consolidated policy proposal

An agreed draft language policy

(Approval will be requested from government of the principles, policy aims and implementation plans)

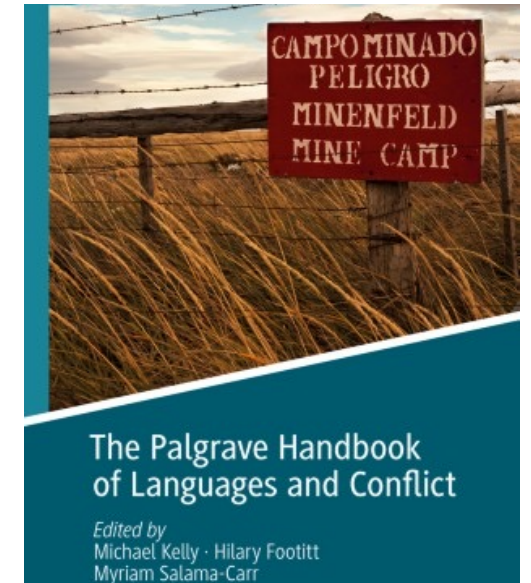
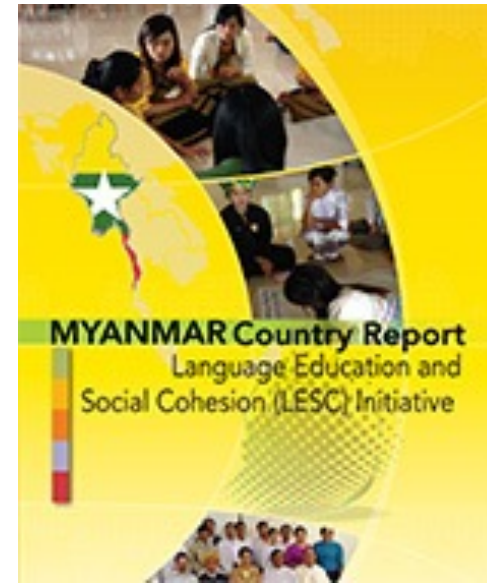
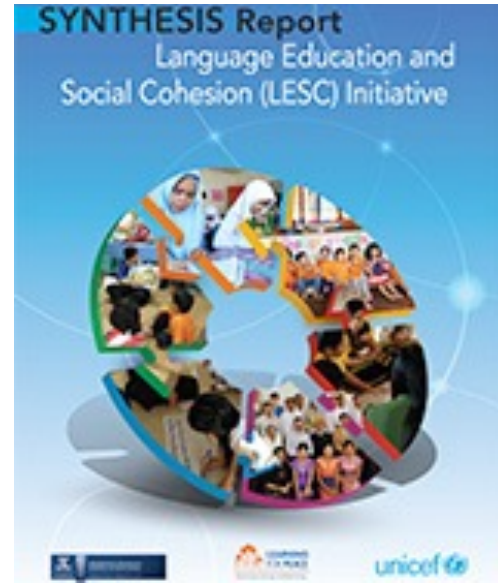




- ၁။ သစ်သီး (သစ်သီး)
- ၂။ အသီးအနှံ (သစ်သီးအနှံ)
- ၃။ အသီးအနှံ (သစ်သီးအနှံ)
- ၄။ အသီးအနှံ (သစ်သီးအနှံ)
- ၅။ အသီးအနှံ (သစ်သီးအနှံ)
- ၆။ အသီးအနှံ (သစ်သီးအနှံ)
- ၇။ အသီးအနှံ (သစ်သီးအနှံ)

၈။ ပြည်သူ့ဥပဒေရေးရာဌာနများ၏လုပ်ငန်းများ
 မွန်ပြည်နယ်သည်တိုင်းရင်းသား
 ပေါင်းစုံနေထိုင်သော ပြည်နယ်ဖြစ်ပါသည်။
 မွန်တိုင်းရင်းသားအများစုနေထိုင်ပြီး ဒုတိယ
 အများစုမှာဗမာလူမျိုးဖြစ်ပါသည်။ ကရင်လူ
 မျိုးနှင့် ပအိုဝ်လူမျိုးအနည်းစုနေထိုင်ကြသည်။
 သို့သော် ရိုးရာယဉ်ကျေးမှုကိုတိုင်းရင်းသားတိုင်း
 ထိန်းသိမ်းကြသည်။
 အခြေခံပညာကျောင်းများတွင်တိုင်းရင်း
 သားကလေးများအဖို့ မြန်မာဘာသာဖြင့်သင်ကြား
 ရာတွင်အခက်အခဲများစွာရှိပါသည်။ ထို့ကြောင့်
 ကလေးများဘာသာစကားကြွယ်ဝဖွံ့ဖြိုးရန်အ
 ထူးလိုအပ်လျက်ရှိပါသည်။ အထူးသဖြင့် မိခင်
 ဘာသာစကားနှင့် မူလတန်းပိုင်းတွင်ဦးစားပေး
 သင်ကြားရသဖြင့် ကျောင်းထွက်နှုန်းမြင့်မား
 လျက်ရှိပါသည်။

၁။ မိခင်ဘာသာစကားနှင့်မသင်ပါက ကလေး
 အခွင့်အရေးချိုးဖောက်သည်နှင့်တူသည်။
 ၂။ သင်ကြားသင်ယူမှုကိုအခက်အခဲဖြစ်စေ
 ဝန်ထုပ်ဝန်ပိုးဖြစ်စေသည်။
 ၃။ ဘာသာပြန်



2017 NATURE Human Behavior Comment.pdf (page 1 of 3)

PUBLISHED: 28 APRIL 2017 | VOLUME: 1 | ARTICLE NUMBER: 0085

comment

Resolving ethnolinguistic conflict in multi-ethnic societies

Joseph Lo Bianco

Language is a common underlying cause of conflict in multi-ethnic societies. Facilitated dialogue — a method of conflict mediation — is being used in countries such as Myanmar to mitigate language-based conflict, acknowledge language rights, and encourage societies to adopt a culture of dialogue.

Language is deeply significant in our personal and collective lives; it not only influences our educational and populations about survival of their distinctive cultures. Of special concern is how education systems typically ignore to master. Children are more successful in achieving these goals when education acknowledges the crucial role of the mother

Uncompromising talk, linguistic grievance, and language policy: Thailand's Deep South conflict zone. In M. Kelly, H. Footitt & M. Salama-Carr (Eds.), *201 Handbook on Languages at War* Palgrave Macmillan.

References

Selen Ercan and John Dryzek (2015) The Reach of Deliberative Democracy. *Policy Studies*, 36:3, 241-248.

Joseph Lo Bianco (2004). Language Planning as Applied Linguistics. In A. Davies and C. Elder, (Eds), *The Handbook of Applied Linguistics* (pp. 738-762). Malden: Blackwell.

Joseph Lo Bianco (2016a). *Myanmar Country Report*. Bangkok: UNICEF

Lo Bianco, J. (2018). Reinvigorating Language Policy and Planning for Intergenerational Language Revitalization. In L. Hinton, L. Huss & G. Roche, (Eds) *The Routledge Handbook of Language Revitalization* (pp. 36-48). New York: Routledge.

Joseph Lo Bianco (2016b). *Synthesis Report: Malaysia, Myanmar and Thailand*. Bangkok: UNICEF.

Joseph Lo Bianco (2016c). Building a National Language Policy for Myanmar. University of Melbourne.

Joseph Lo Bianco (2017). Resolving Ethnolinguistic Conflict in Multiethnic Societies. *Nature Human Behaviour*. 1 (5).1-3

Josep Soler, Beyza Björkman & Maria Kuteeva (2018) University language policies in Estonia and Sweden: exploring the interplay between English and national languages in higher education, *Journal of Multilingual and Multicultural Development*, 39:1, 29-43,

C. Bacchi and S. Goodwin (2016) *Poststructural Policy Analysis: A Guide to Practice*. New York: Palgrave Macmillan.

Leigh Oakes and Yael Peled (2018): *Normative Language Policy: Ethics, Politics, Principles*. Cambridge University Press.

Lo Bianco, J. (2009). Critical Discourse Analysis (CDA) and Language Planning (LP): Constraints and Applications of the Critical in Language Planning. In T. Lê, Q. Lê & M. Short, (Eds), *Critical discourse analysis : An interdisciplinary perspective* (pp. 101-118). New York: Nova Science Publishers. Lo Bianco, J. (2017). Resolving ethnolinguistic conflict in multi-ethnic societies. *Nature Human Behaviour*.

Bacchi, C. (2012), Introducing the 'What's the Problem Represented to be?' approach, pp. 21-24 in Angelique Bletsas and Chris Beasley, Editors, *Engaging with Carol Bacchi: Strategic Interventions and Exchanges*. University of Adelaide Press.

Some studies, especially in Europe, on University LP

- Josep Soler, Beyza Björkman & Maria Kuteeva (2018) University language policies in Estonia and Sweden: exploring the interplay between English and national languages in higher education, *Journal of Multilingual and Multicultural Development*, 39:1, 29-43
- Saarinen, T., & Rontu, H. (2018). University language policies: How does Finnish constitutional bilingualism meet the needs for internationalisation in English? *European Journal of Language Policy*, (1), 97.
- Airey, J., Lauridsen, K. M., Räsänen, A., Salö, L., & Schwach, V. (2017). The Expansion of English-Medium Instruction in the Nordic Countries: Can Top-Down University Language Policies Encourage Bottom-Up Disciplinary Literacy Goals? *Higher Education: The International Journal of Higher Education Research*, 73(4), 561–576.
- Maria Kuteeva (2014) The parallel language use of Swedish and English: the question of ‘nativeness’ in university policies and practices, *Journal of Multilingual and Multicultural Development*, 35:4, 332-344
- M. Obaidul Hamid , Iffat Jahan & M. Monjurul Islam (2013) Medium of instruction policies and language practices, ideologies and institutional divides: voices of teachers and students in a private university in Bangladesh, *Current Issues in Language Planning*, 14:1, 144-163
- Bernini, G. (2015). For a Language Policy in the Internationalized University. *Journal of Technology Transfer*, 40(3), 380–386.
- Rainer Enrique Hamel, Elisa Álvarez López & Tatiana Pereira Carvalhal (2016) Language policy and planning: challenges for Latin American universities, *Current Issues in Language Planning*, 17:3-4, 278-297
- Tran, D. T., Kettle, M., May, L., & Klenowski, V. (2016). Mediation of institutional English language policies on Vietnamese university teachers’ classroom practices. *Asia-Pacific Education Researcher* , 25(5–6), 791–799.
- Will Baker & Julia Hüttner (2017) English and more: a multisite study of roles and conceptualisations of language in English medium multilingual universities from Europe to Asia, *Journal of Multilingual and Multicultural Development*, 38:6, 501-516,