LANGUAGE PLANNING FOR GLOBALISATION TENSIONS AND TRENDS

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A Common Writing: Whereby Two, Although Not Understanding One the Others Language, Yet by the Helpe thereof, May Communicate Their Minds One to Another, 1647
The Differences are to be affixed unto that end which is on the left side of the Character, according to this order:

1 2 3 4 5 6 7 8 9

The Species should be affixed at the other end of the Character according to the like order:

1 2 3 4 5 6 7 8 9
uAI
INTERGALACTIC LITERACY

- **Environment**: e.g. hydrogen, distance, direction & time: + ways to calculate distance, time, dimensions and composition.

- **Human subjects**: association w. spacecraft, each other, distance, relations, height.

- **Intentions & capabilities**: good will, the opposable thumb & limbs that move.
It is the “fastest growing language in the galaxy”, with its very own Academy.

The Klingon Language Institute: a nonprofit 501(c)3 corporation facilitating scholarly exploration of the Klingon language and culture.
HoLQeD

• Klingon’s scholarly journal written in Klingon script, plqâD.
• Features research on Klingon linguistics, language & culture.
• Registered with Library of Congress (ISSN: 1061-2327) & cataloged by the (US) Modern Language Association.
LÁADAN SAMPLER

- Azháadin> to menopause uneventfully;
- Lewidan> to be pregnant for the first time;
- Loláad> to perceive internally, to feel;
- Rathom> non-pillow; a "lean on me so I can step aside and let you fall" person.
“...non-holiday, a time allegedly a holiday but actually so much a burden because of work and preparations that it’s a dreaded occasion; especially when there are too many guests and none of them help...”
NOUN GENDER

Rule: Gender not normally marked on nouns but when required the male category needs specification, achieved by addition of \textit{–id} as suffix, e.g:

\begin{itemize}
  \item \textit{Thul} = parent
  \item \textit{Thulid} = male parent
\end{itemize}
LE PEUPLE CAMEROUNAIS

- Fièr de sa diversité linguistique et culturelle.....The People of Cameroun,

Proud of its linguistic and cultural diversity, a key element of its national personality that it is committed to enrich, but deeply conscious of the pressing need of promoting its unity, proclaims solemnly that it constitutes a singular Nation...
“Elementary education will put an end to this strange inequality. In school all will be taught in the language of the Constitution and the Law and this mass of corrupt dialects, these last vestiges of feudalism will be forced to disappear”

MELE AND RANJIT

• Tili: middle-aged, lives Apia on Samoan island of Upolo, Teacher Trainer, Woman Chief, seniority affords right to speak on learning and teaching, culture and identity, Samoan & literacy but not, it seems, English and maths…..

• Ranjit: 14, lives Likarawela, upcountry tea plantation area, Sinhalese, Buddhist family, reputation as “no hoper” at school and “no English”, a kid with “nothing much to say”…..
“It is axiomatic that the best medium for teaching a child is his mother tongue. Psychologically, it is the system of meaningful signs, that … works automatically for expression & understanding. Sociologically, it is a means of identification among … the community to which he belongs. Educationally, he learns more quickly through it than through an unfamiliar linguistic medium….it is not always possible to use the mother tongue in school and, even when possible, some factors may impede or condition its use”
THE ROYAL UNIVERSITY OF PHNOM PENH

Teaching languages since 13 January 1960

• 1960s: mostly French
• 1970s: mostly French, gradual “Khmerisation”
• 1975-1978: closure & killings
• 1980s: initially Russian; later also Vietnamese; still later also Khmer;
• Late 80s ~ early 90s: first French then English, some Khmer
• Early 2000s, largely Khmer, booming English, residual French
“It should be priority one for Australia in the lead-up to the new millennium to proudly show the world its commitment to protecting indigenous languages. Speaking your own language is a basic human right.”

The Australian December 15 1998, p. 3
The only debate on Australia’s unique, and endangered, Indigenous languages in the House of Representatives in 10 Years. Last sitting day, 10 December 1998.

Discursive Politics: “the power to name and constitute, or disable, for state agency”
Anna Yeatman, 1990
Member for NT

(Turn 1)... Is PM aware of NT ...[decision]... to phase out bi-lingual education in Aboriginal schools? ........ [in light of Universal Declaration of Human Rights]... will you approach NT...asking...that bi-lingual education continues...in Aboriginal communities?
Minister for Education

• (Turn 2)....I find it incredible that a question about literacy amongst indigenous Australians should be raised by the Labor Party.
45 SPEAKING TurnerS FOLLOW

• Only 10 are broadly or specifically relevant;
• 35 are party bickering, banter or stirring;
• 15/45 are Speaker attempts to establish order;
• 8 are challenges to Speaker’s rulings;
• 9 are points of order against Minister’s reply;
• 3 are unclassifiable.

Drama because Speaker discharges original questioner and commotion ensues.
Member for Denison
(Turn 46. )...My point of order is again on relevance...
The question was ...whether education is to be conducted in a single language or in two... & the human rights ... entailed. He has avoided it.

Speaker
(Turn 47. )... The member ... will resume his seat. The minister had, in fact, dealt with the relationship he was having with the NT ...& was, in that sense, fully relevant.
It is the policy of the United States to preserve, protect, & promote the rights & freedom of Native Americans... to use, practice & develop Native American languages”.

Congressional Record 15024-30, 11/10/1990 p. 104
Language planning as a rational & technical process informed by actuarial data & by ongoing feedback is still a dream, but it is by no means so farfetched a dream as it seemed to be merely a decade ago.

Fishman 1971:111
ACCOUNTING SCHEMA FOR DATA

Distanced Describing, Predicting, Explaining and Theorising

• A template into which the investigator can pour the data, allowing it to cool, and then impose order, before dispassionately observing what has occurred.
Knowing is always a relation between the knower & known. The knower cannot be collapsed into the known, cannot be eliminated; the knower’s presence is always presupposed. To know is always to know on some terms, & the paradox of knowing is that we discover in its object the lineaments of what we know already. There is no other way to know than humanly, from our historical & cultural situation.

Dorothy Smith 1990: 33
EVERYONE HAS SCIENCE

• 87% of the research on bilingual education proves it works!

• 80% of the research on bilingual education proves it doesn’t work!
GLOBAL ENGLISH

• “...historical contingency arising from the mercantile & colonial expansion of the British Empire which was followed by American economic & technological hegemony...”

Two billion people – a third of the entire human race – could be learning English by 2010-2015;

This will mean that as many as 3 billion people, half the world’s population, could be speaking the language.
1) **critical awareness** (contesting negative characterisations & value of a language that its speakers have been taught);

2) **Local knowledges** (re-invigorating local, intra-family and intra-community, use-functions for the language);

3) **Living relationships** (in which children, & adults, separately & in interaction, re-create intact discourses in the language).
SCRIPT CHOICES

Panjabi in Gurmukhi script ~ Sikhs.

Hindi in Devanagari script ~ Hindus.

Urdu in Perso-Arabic ~ Muslims.
WHAT TREE TRUNKS TELL KIDS IN LIKARAWELA

Top Boys and Girls Know English!

Learn Proper English!

English for Work and Progress!
FROM “KNIFE” TO “FRIEND”

**KADUWA** (knife): cutting off communication, slicing the ancient culture, imposing anti-Buddhist ideology, alien identity, cutting out more ancient tongues, creating conflict between Sinhalese & Tamils;

Official Sinhala laws led to war (65 000 killed), slowly tri-lingual policy emerges; English as “link” language, expressing some local identities & AMITY, promoting “peaceful co-existence”.
....and other kids who “can’t learn” because
• ...”too poor”
• ...”too stupid”
• ...”won’t stop moving”
• ... you know, they are “of that group”
• ...”languages are for the brighter ones…”

...can sell elephants and carved Buddhas in six languages!
1. Decide what tourist really really must have, i.e. Elephants or Buddhas?

2. Size them up: local or foreign; rich or marginal; English, Japanese, Generic Latin, Former Colonial Types, “Unclassifiable Other”. Ignore locals!

3. Pick their language & GO HARD!. When in doubt use English
1. Supplies: E or B?
2. Tourist Sightings
3. Decide Language Strategy
4. English, Japanese
5. French, Spanish, Italian
6. German, Dutch, English

Vantage Point
Buses

Language Intelligence

Buddha
SIVA’S ENGLISH

• ...Buy, Buy! Sir Sir Sir SIIIIIRRRRRR Buy buy! Please You Buy! Lady Lady Elephant! Got gotta buy! Buy Get Elephant (indicating GIVE IT TO HER) SHE! For Lady Plis Plis man BUY! Black! 2000 rupiah! Cheap Cheap! America (Australia, England…) Take! Beuffil elephant Buy Buy!...Lady…
SIVA’S ITALIAN

• ….Elefanteee! Cumprare, cumprare! Bass-prezz! 2 mila rupiah! Italiyaa Port..ar..e! Poco poccco! Costaa poccco! Cumprare elefanteee! Si Si Si Please comprare! Bell.. elefanteee …bello! Costa 2 mil rupiah! Si Si Si…
LANGUrage policy and planning studies

- Status
- Corpus
- Acquisition
- Usage
- Esteem/Dignity
- Discourse
The events of September 11th have brought national attention to America's lack of language readiness as a threat to our well being. In the changing world environment, the levels of language expertise that were adequate in years past are not sufficient today.

To learn more, visit: www.learnlanguage.org