



Towards Quality Education: The Language Factor

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Impact of policy and curricular changes from Jomtien (1990) to Dakar (2000)

- Since Jomtien 1990 and Dakar 2000, we have observed the promotion of:
 - New policies
 - New programs
 - New curricula (Outcome-based curriculum for example)
 - have been promoted in Africa.
- In spite of these changes, African schools have not been able to improve their capacity to provide quality instruction for all children (see country reports from GMR (since 1990-2000))
- Why the majority of children attending primary and secondary schools in Africa are not able to take full advantage of these policies, programs and curricular changes?



Framework for Defining Success or Quality Education: Pedagogical Perspectives

Depends on Program characteristics	Measured by Students' Performance	Influenced by Contextual factors
Teacher Preparation	Language and literacy development	Students' characteristics
Curriculum	Academic achievement	School Characteristics
Instruction	Socio-cultural integration of students	Family's role
Assessment		Situational factors (historical perspective)



Quality Education: Effective Communication and Literacy

- There is a high correlation between positive learning outcomes and academic literacy achievement among learners.
- In African classrooms, literacy development is impeded by serious communication problems between teachers and pupils:
 - Teachers and children do not have a good understanding of official languages
 - Children are trying hard to acquire knowledge in languages that they do not understand



Multilingualism: A resource, not a problem

- ⇒ **Multilingualism is a norm:** About 2011 languages and 1/3 of world languages, Africa is a multilingual and multicultural continent (Bamgbose, 2006)
- ⇒ **Multilingualism is a resource:** in general individuals or group of people from different ethnic groups use extensively various languages for intra-group or inter-group communication
- ⇒ **Cross-border languages and lingua franca** (Kiswahili, Hausa, Jula, Fulfulde, etc.) are extensively used as common means of communication by millions of people coming from countries which share the same political borders.

Multilingualism: A resource, not a problem

Multilingualism in Africa	Multilingualism in India	Multilingualism in Europe
<p>Multilingualism as a resource: Market, Adult Education, non-formal primary schools, local parliament, homes and communities</p>	<p>Multilingualism as resource: All political, socio-economic and cultural domains</p>	<p>Multilingualism-as-a problem (nation-states) prior to European integration:</p> <ul style="list-style-type: none"> ■ Formal schools ■ Community and integration of new immigrants
<p>Multilingualism as problem (Nation-state): Formal primary-tertiary education, Administration</p>	<p>Trilingual model of education</p>	<p>Multilingualism as resource (European identity and economic integration): Bi/multilingual education</p>



Are African Languages developed enough to be used as Language of Instruction?

- There exists today the expertise and the technical know-how to develop African languages.
- Languages do not develop on their own. It is through **actual use** that languages develop special technical and scientific vocabulary.
- Example: **Kiswahili** a minority language was promoted as an official language in Tanzania. It has developed as a language of education, literature, sciences, international broadcasting.
- Language education policy is a catalyst for the development of African languages

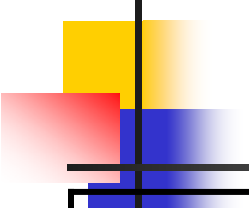


Does Bilingual Education means no English, French, Portuguese or Spanish?

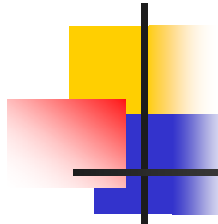
- The most effective bilingual programs promote additive bilingualism. Therefore their aim is to help students develop strong language proficiency and literacy in their mother tongue and the official languages (French, English, Spanish or Portuguese).

History of African Language Use in Education

(Table adapted from Bamgbose, 2006)



Countries which have systematically promoted the use of African languages	Countries which have not yet systematically promoted the use of African languages in formal schools. They are at the experimental stage	Countries with dual language policy in formal primary schools
Botswana, Gambia, Ghana, Kenya, Lesotho, Malawi, Nigeria, Tanzania, Uganda, Zambia, Zimbabwe	Benin, Burkina Faso, Mali, Mauritania, Niger, Rep of Congo, Senegal Togo	Cameroon, Seychelles, Namibia, Somalia, Mauritius, Madagascar, Comoros
Burundi, Democratic Republic of Congo, Rwanda	Angola, Cape Verde, Guinea Bissau, Mozambique, Sao Tome and Principe	Ethiopia



	Transitional Models	Maintenance Models
America	<i>U.S. (California and all over)</i>	<i>U.S. (Rock Point community school, Arizona)</i>
Asia	<i>Most Asian countries</i>	<i>India</i>
Africa	<i>Anglophone countries, Rwanda, Burundi, Democratic Republic of Congo Niger, Zambia</i>	<i>Ethiopia, Burkina Faso,</i>

Bilingual Education: Important Concepts

Additive bilingualism	Additive bilingualism developed through effective instruction in two languages. Such instruction leads to full linguistic and literacy development in mother tongue and second language.
Subtractive bilingualism	In ineffective transitional bilingual programs, children's mother tongues are removed from the curriculum after 1 to 3 years instruction. This leads to inadequate language and literacy development in mother tongue and second language
Academic literacy	Language and writing specific to all subject matters included in the curriculum (mathematical knowledge, reasoning and language, scientific reasoning, writing, social studies)



Comparative study of Bilingual Programs in Africa

Effective bilingual Programs	Not-so effective bilingual Programs
<p>Additive bilingualism and academic literacy in first and second languages</p>	<p>Early exit transitional models which promote subtractive bilingualism and low literacy performances in first and second languages</p>
<p>Use of African languages as MOI: 5-6 years along with official languages)</p>	<p>Use of African languages as MOI: 1-3 years with rapid transition to instruction in European languages</p>
<ul style="list-style-type: none"> -Ecoles Bilingues (Burkina Faso) -Ethiopia -Ife Six Year Project 	<p>Most African countries (Ecoles Satellites (Burkina Faso); Rwanda)</p>

Comparing Transitional and Maintenance Programs in Africa: Burkina Faso

<p>Ecole Satellite Transitional Bilingual model</p>	<p>L1= LOI Grade 1-Grade 3</p>	<p>French= LOI No L1 as LOI or subject</p>	<p>Less than 30% Pass (Grade 6 to Grade 7) after 6 years instruction</p>
<p>Ecole Bilingue Maintenance bilingual model</p>	<p>L1= Lol Grade 1-Grade 5</p>	<p>and French= LOI Grade 4- Grade 5</p>	<p>70% to 85% Success rate after 5 years instruction</p>



Benefits of Bilingual Education

- Greater learning outcomes are reflected in lower repetition rates. Lower repetition rates, in turn, reduce the cost of supplying schooling.
- Thus, bilingual education is justified when raising learning outcomes and improving efficiency . This outcome offsets the cost differential involved in bilingual education.



Benefits of Bilingual Education:

Mali

- According to Penelope Bender (1995), in Mali, at the end of primary school, the pass rates between 1994-2000 for children who were taught in bilingual schools were 32% higher than for children who were in the conventional government schools which used exclusively French as LOI.
- Therefore more than 60% of bilingual school students were successful at the end of primary school and only about 30% traditional school pupils were able to pass the end of primary school examination. **The success rate was twice as high for the bilingual schools.**

Q= quetzal (Guatemala Currency, 1 Q= .13 US Dollar, \$1 US = 7.57 Q)

Source: HCO Dissemination Notes, The World Bank

No. 60, October 23, 1995

**PRONEBI
(Bilingual
Schools)
Guatemala**

**Traditional
Schools
Guatemala**

Annual Unit costs

**Q 246
(\$32,46 U.S.)**

**Q 235
(\$31,01 U.S.)**

**Number of Indigenous
students**

96,194

653,413

**Number of Repeaters
(1*3)**

24,049
(25%)

307,104
(47%)

**Total cost of repetition
(2*4)**

**Q5,892,005
(\$777,515 US)**

**Q 72,169,440
(\$9,523,547 US)**



Benefits of Bilingual Education: Guatemala

- Students of bilingual schools have higher attendance and promotion rates, and lower repetition and dropout rates.
- Bilingual students receive higher scores on all subject matters, including mastery of Spanish.
- Bilingual education in Guatemala is an efficient public investment. This is confirmed by a crude cost-benefit exercise. **A shift to bilingual schooling in Guatemala would result in considerable costs savings as a result of reduced repetition.**



Benefits of Bilingual Education: **Burkina Faso**

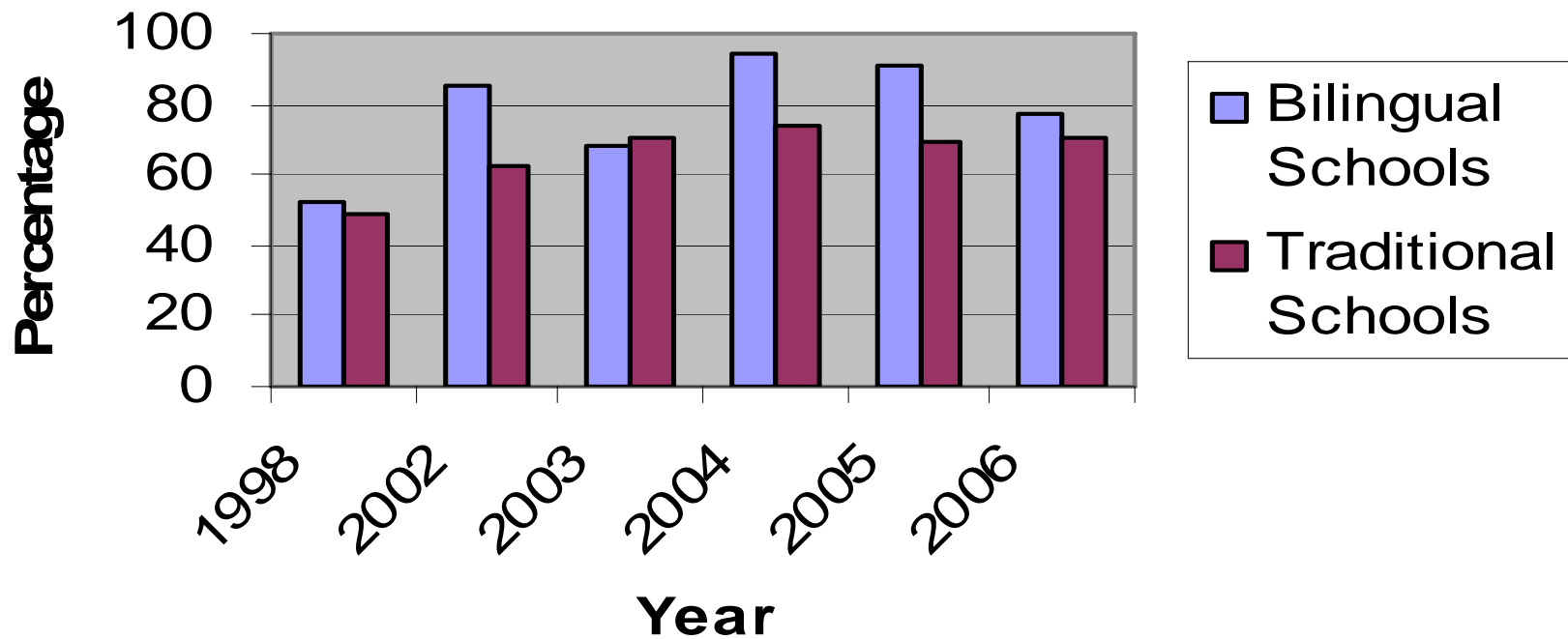
(Pass Rate End Primary School Certificate (Paul Taryam, Bamako 2007))

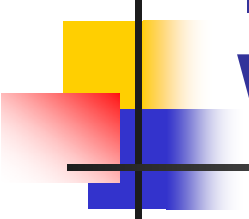
Year	Bilingual Schools (5 Year Program)	Traditional Schools (6 Year Program)
1998	52.83	48.6
2002	85.02	62.9
2003	68.21	70.1
2004	94.59	73.73
2005	91.14	69.01
2006	77.19	69.91

Benefits of Bilingual Education: Burkina Faso

(Pass Rate End Primary School Certificate (Paul Taryam, Bamako 2007))

Burkina Faso Pass Rate EPS Certificate





From Mother tongue to Full Instruction in English or French: When should we switch?

- Effective Mother tongue (L1) instruction: At least 4 to 6 years along with effective teaching of official languages as subject matters in the curriculum.
- It takes 5 to 7 years effective teaching and learning in the second language (L2) before children can develop adequate proficiency and academic literacy in the second language (Cummins, 1989 and subsequent studies)



What LoI for Mathematics and Sciences?


- Low language proficiency impedes cognitive and academic development.
- Teaching mathematics and sciences in L2 should be promoted when students have developed adequate academic literacy in this language.



Language Across the Curriculum


- “Language learning does not only take place in specific subjects explicitly defined and reserved for it.
- Language learning and education also take place in each and every mental activity across the curriculum whether we are conscious of it or not.
- Language in school education is in essence Language across the Curriculum.”

(Raymond Camelleri, 2006)



Use of African languages to Promote Quality Education: What does it take? (1)

1. **Addressing political issues related to the choice of languages of instruction in multilingual contexts**
2. **Social mobilization and consensus building** (to raise awareness and build consensus and support for bilingual education) – e.g., Burkina Faso, Mali, Ethiopia, Niger, Zambia
3. **Selecting effective models of bilingual education:** Aiming for the **development of additive bilingualism** (African languages and European languages) and **academic literacy** in both languages used as MOI – e.g., Burkina Faso, Ethiopia



Use of African languages to Promote Quality Education: What does it take? (2)

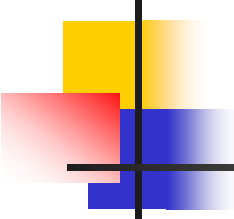
3. Adequate financial and technical support for the implementation of the policy

- GTZ 9 year support to Niger MOE for bilingual education program;
- DFID 6 year support for Zambia Primary Reading Program

4. Development of effective bilingual teacher training (pre-service and in-service teacher training)

Integration of BE expand abbreviation curriculum into teacher training programs (Pre-service and in-service teacher training programs):

- Train all teachers for effective teaching of reading, writing and literacy in first and second languages and all subject matters included in the curriculum (Example: IFE Six Year Primary School Program Nigeria)



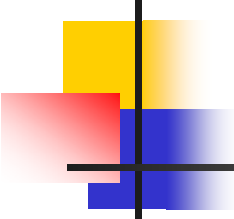
Use of African languages to Promote Quality Education: What does it take? (3)

5. Integrating language education policy into macro education policy

- Integration of bilingual education models and programs into MOE structures (capacity development for educational planners at the MOE, creation of division or task force within the MOE whose main task is to implement the policy)
- Curriculum reform should take into account the medium of instruction, use of mother tongues along official languages (Example: Burkina Faso, Mali, Ethiopia, Zambia)
- Capacity development for Ministry of Education Officials (Planning, Implementation and large scale assessment of Bilingual Education)

6. Recruitment and deployment of multilingual teacher

- Development of sociolinguistic maps of the countries
- Recruitment of multilingual teachers
- Deployment of teachers based on pedagogical and linguistic needs of the school districts.



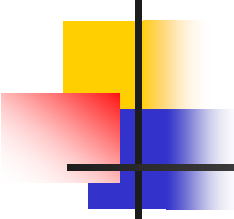
Use of African languages to Promote Quality Education: What does it take? (4)

7. Curriculum development and provision of quality textbooks and reading materials in all languages

- Revision of national curriculum
- Production of contextually relevant reading and educational materials in both African languages and European ones (Alidou, 2005; Kathleen Heugh & Al. 2006)
- Promotion of effective textbook and book policy in Africa (revisiting tender policies for book production in Africa: Namibia, Ethiopia have best practices)

8. Promoting national and regional networks

- Burkina Faso, Mali and Niger have developed strong networks and capacity development opportunities for bilingual curriculum specialists and local publishing companies with the support of InWent, GTZ and now UNESCO and OIF



Use of African languages to Promote Quality Education: What does it take? (5)

9. Social marketing and communication

- Outcomes of the educational reforms should be regularly communicated to policy-makers and the population
- Involvement of the local, regional and national media (print and broadcasting)

10. Cost-benefit of bilingual education

- Socio-cultural and political cost
- Economic cost, e.g., Burkina Faso, Ethiopia



The Role of Donors

- Should donors actively encourage effective language policies?
- In order to improve quality education, policy-makers should pay serious attention to language of instruction matter as it is impossible to effectively implement any curriculum if the language of instruction constitutes a barrier for learning