
I. Language policy in Africa
   a. Two of four ideologies noted by Cobarubbias 1983
      i. Vernacularization – indigenous languages used as medium of instruction in education (MOI)
      ii. Internationalization – retention of former colonial languages in higher domains, including education
      iii. FYI – other two ideologies
         1. Pluralism – multilingualism, e.g., in India, South Africa
         2. Assimilation – minorities abandon their L1, as in USA
   b. Issue here – impact of globalization on vernacularization in Anglophone and non-Anglophone African countries
   c. Language economics – theoretical and empirical analysis of how linguistic and economic variables influence one another
   d. In Africa, challenges for vernacularization
      i. Challenge 1 – threat of former colonial languages
      ii. Challenge 2 – threat of globalization via English language
      iii. Solution – African languages must become valuable commodity

II. Four sections to paper
   a. Ideologies in Africa (Decolonization, Development, Vernacularization, Internationalization)
   b. Shift from
      i. Vernacularization vs. internationalization, to
      ii. Internationalization vs. globalization
   c. Suggestion how to move towards vernacularization – via language economics
   d. successful and unsuccessful case studies

III. Ideologies in Africa
   a. After western colonialism two ideologies concerning MOI
      i. Decolonization of education
      ii. Development
   b. Vernacularization and decolonization
      i. Decolonization – replace colonial languages (English, French, Portuguese) with demographic majority indigenous langs
      ii. Elite in societies – children schooled in former colonial lang as MOI [also occurs in Spain]
      iii. UNESCO 1995 – mother tongue education [research of Phillipson and Skutnabb-Kangas]
         1. Children perform better in mother tongue
         2. Access to cultural heritage
      iv. Several institutions support vernacularization in education
      v. Policy initiative not supported with practical steps [great pretend in the FL classroom]
         1. Make langs economically and politically useful, not confined to
c. Vernacularization, internationalization and socio-economic development  
   i. Colonial languages lead to economic development, integration into global economy  
      1. Not reality – countries remain dependent on West  
   ii. Hope that in retaining colonial language it would become L1 of country  
      1. Reality – only an elite is proficient in the colonial language, therefore catalyst for socio-economic inequalities  
   iii. Retaining colonial lang perpetuates myth that African langs do not have the linguistic complexity for higher domains  
      1. Colonizer’s model – justification for colonization  
      2. Reality – all langs have potential to be used in all domains  
   iv. Subordinate status of African langs reflects power relations  

d. Vernacularization and globalization in historically non-English-speaking territories  
   i. Different definitions of globalization  
      2. Kamwangamalu – extension of neo-colonialism  
   ii. Impact of globalization/English in countries without colonial ties to USA, GB  
      1. Anglo-American conspiracy theory (Phillipson, Pennycook)  
      2. Grass-roots theory (Fishman)  
      3. Ager 2001 – economic and pragmatic reasons for using English  
         a. Social mobility, higher education, employment  
      4. English spreading rapidly in Africa  
         a. To non-Anglophone countries (Rwanda, Mozambique, Tunisia)  
      5. Project of globalization has overtaken decolonization, overshadowing vernacularization.

IV. Vernacularization, African languages and language economics  
   a. Vest African langs with privileges, prestige, power, material gain associated with colonial langs  
   b. African langs used gradually throughout entire educational system  
   c. Offer official certification of proficiency in African langs  
   d. African langs must play role in local linguistic marketplace  
   e. Language economics (Grin 1996, 2003; Ferguson 2006, etc.)  

V. Successful case studies of vernacularization  
   a. Somali in Somalia, Amharic in Ethiopia, Arabic in North Africa, Swahili in Tanzania, Malagasy in Madagascar, Basque in Spain, Welsh in Wales, Maori in NZ  
   b. Issue of political will, considering first and foremost interest of masses vs. the elite  
   c. Fishman 2004 – African langs exposed to Darwinian law of linguistic jungle  

VI. Resistance against vernacularization  
   a. Contradiction of elite promoting bilingual education/vernacularization, but
sending their children to English/colonial lang MOI schools (Nigeria, Morocco)
b. In South Africa, see vernacularization as means of keeping the masses down

VII. Conclusion
a. Promote indigenous langs as MOI with tangible socio-economic benefits for learners
b. “the payoffs for educating one’s child in the medium of a western language far outweigh the payoffs of an education in the medium of an indigenous language.”
c. Lang policy must demonstrate economic advantage, otherwise remain empty, symbolic gestures.

Discussion

During our discussion we noted that resistance to vernacularization happens even in European countries in so far as parents in first world countries like Spain send their children to English only or German only schools. We also talked about how Cyprus has engaged in a more or less successful decolonization process even though it keeps the colonial language (English) in high prestige and has not elevated the local vernacular to official status (that is accorded to Standard Greek). On this basis we commented that the article did not address the fact that many times the colonial language is kept as the language that neutralizes the tensions between different ethnic groups, as is the case with English in India. Finally we remarked that certain demographic and or environmental factors must be taken into account when we are discussing the status and future of a language.