Multilingualism in the classroom
(Print)

Edition: 1st Edition
Publication date: 2019
Author/Editors: Omidire, M
ISBN: 9781775822691
Format: Soft Cover
Number of Pages: 256 Pages
Retail price: R300.00 (incl. VAT, excl. delivery.)
Website Link: juta.co.za/pdf/25848/

About this Publication:

Most education settings in South Africa and other post-colonial emerging economies are multilingual and diverse. Indeed, multilingual classrooms have become commonplace in developed countries as well. Yet many countries in post-colonial Sub-Saharan Africa use English as a medium of instruction in multilingual contexts from the early grades. The implications of this practice for teaching and learning are multifaceted. Its negative effects on achievement, retention and dropout rates, psychosocial wellbeing and community development cannot be overstated and are well documented. Societal emancipation and transformation begin in the education setting, and no transformation discourse can be successful if the issues surrounding multilingualism are not properly addressed. Teaching and learning pedagogies that ignore the complexities and dynamics of multilingual classrooms are simply reinforcing past worldviews and improved learner-achievement results cannot be expected unless things are approached differently.

This book, written by authors from across Africa from first-hand experience in research and teaching, focuses mainly on teaching pedagogy and on evidenced-based analysis and guidelines. It supports, among other arguments, the need to view indigenous languages as assets and resources within classrooms. It is a resource for teachers and learners in multilingual contexts worldwide.

This book was funded by the National Institute for the Humanities and Social Sciences (NIHSS).

Contents Include:

Foreword - AC Bouwer
List of acronyms and abbreviations
Section 1: Language teaching and learning challenges in multilingual contexts
  • Chapter 1: Embracing multilingualism as a reality in classrooms: An introduction – Margaret Funke Omidire (University of Pretoria)
  • Chapter 2: Effects of juxtapositioning input and output languages in multilingual classrooms – Malephole Philomena Sefotho (University of the Witwatersrand)
• Chapter 5: Supporting learners with dyslexia in multilingual classrooms through the use of mobile devices – Megan Blamire & Margaret Funke Omidire (University of Pretoria)
• Chapter 6: Recontextualising discourse-intensive interventions for multilingual contexts: Implementing Quality Talk in China – Liwei Wei & Karen Murphy (Pennsylvania State University)
• Chapter 7: Supporting young children’s literacy development in a multilingual context through stories – Melanie Moen, Anienie Veldsman & Hannelie Du Preez (University of Pretoria)
• Chapter 8: Problematising monolingual practices in multilingual classrooms of Lusaka: Towards more inclusive teaching and learning – David Sani Mwanza & Peter Chomba Manchishi (University of Zambia)
• Chapter 9: Disparities between reading fluency and comprehension: What do we miss? – Margaret Funke Omidire & Anna-Barbara du Plessis (University of Pretoria)
• Chapter 10: Using technology as a resource for teaching and learning across the curriculum in multilingual classrooms – Tony Mays (University of Pretoria)

Section 3: Legislative and policy frameworks guiding multilingualism in education settings
• Chapter 11: South Africa's language identity struggle in education: The historical factor – KS Adeyemo & ORL Dangbégnon (University of Pretoria)
• Chapter 12: The daunting challenge of multilingual education policy in Zambia: Teachers’ perceptions – Kenneth K Muzata (University of Zambia)
• Chapter 13: The language in education conundrum from an empirical perspective: Using evidence to inform policy – Surette van Staden & Nelladee McLeod Palane (University of Pretoria)
• Chapter 14: Is the matrix-embedded language the alternative medium of instruction for Namibian’s multilingual schools? – Liswani Simasiku & Choshi D. Kasanda (University of Namibia)
• Chapter 15: Stimulating a better understanding for improved implementation of the laws relating to multilingualism in education – Kolapo Omidire (North West University)

Of Interest and Benefit to:

Educational psychologists in training, student teachers, teacher educators and decision-makers in the education sector, student teachers, postgraduate students, researchers and academics working in multilingual contexts across Africa and international scholars working in these contexts.