Multilingualism and Diversity: a global challenge, 'southern expertise', and how do South African universities respond now?

UFS Language Policy Review Panel

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Outline

Language policies need regular
  Monitoring, Evaluation, Recalibration
  Sensitive to Global, Regional and Local concerns

Major 21st Century challenge
  Migration/Mobility = Diversity = Multilingualism
  Connections with UNESCO's agenda for 'global citizenship education' (GCED)

21st Century shift in global economic & political power
  From north to south – implications for education, 'Southern Theory', Southern Knowledge & Expertise

What do these mean in terms of best possible learning opportunities to prepare students for 21st century challenges & contributions to society?

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Contexts of the 'Language Debate'

University of the Free State

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South African Universities

⇕

South Africa

⇕

Africa

⇕

Countries of the South: S - S Engagement

(e.g. BRICS)

⇕

South - North Engagement

What we already know from international research: Dreams & Realities (British Council, Coleman 2011)

South Asia, SE Asia

- **Desire & aspiration for English** medium education to study/work in the UK, US, Australia
- Longitudinal studies show that **usually only** those students
  - From Middle class homes & who already have English
  - Succeed in English-only education – and succeed in reaching universities in English-speaking countries
- Even where parents invest in 'private' school education in English – students do not achieve sufficiently well in school-exit examinations
- Gap between middle class students and poor students widens
- Students whose parents have invested in earlier introduction of English – end up either unemployed or in 'blue-collar' employment.

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Internationally diverse students in Australian universities: from Asia, Middle East, Latin America & Africa

English as an Additional Language

English achievement levels insufficient for curriculum

Australian HL speakers of English – do not include 'International' students in project groups

International students experience:

* isolation,

* fear of spoken participation in tutorials,

* fear of reading journal articles, writing essays, assessment tasks

Loss of self-confidence; high-levels of anxiety & depression

Higher than average thoughts of self-harm / suicide

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English Language: Pedagogies & Practices

English language teaching methodologies (ESL, TESOL) have not delivered the goods, except where

ENGLISH is the language of the MAJORITY, i.e. ESL/TESOL only delivers success where minority/small migrant communities learn English in a context such as the US, Canada, UK etc. (Lo Bianco 2010, Stroud & Heugh 2011, Swain, Kirkpatrick & Cummins 2011)

WHY?

ESL methodologies have typically excluded:

Students' linguistic repertoire

Knowledge acquired prior to entering formal educational institutions

Cultural expertise

Systems of belief (religion)

Understanding of the Universe (Cosmology)

NORTHERN EDUCATION SYSTEMS 1850 onwards

Positioned people of Africa, Asia, Latin America as ignorant, without history, without valuable knowledge systems

'Africa, the Dark Continent' (Hegel's lectures on the History of Philosophy, 1822-30)

21st C turbulence coincides with shift in economic power from North to South

http://www.atkearney.com/gbpc/global-business-drivers/economic-shift-from-global-north-to-south

Global South:

Dominant 1000-1870; 2006-

Global North:

North Atlantic dominance 1870-2005

- China, Latin America, Africa, Middle East, Central Asia
- Euro-N America
  - + former USSR, Japan + possibly Australasia
- Therefore – we should expect a reclaiming of intellectual power – between epistemologies of the north & south

Terminology & Translation

Economics has taught us that nations should compete for market share, natural resources, and human capital. What is often omitted in these theories is that nations should also promote the use of their own terminologies. The main task for Chinese artists, writers, journalists, and academics … is to prefer the correct Chinese names and terms each and every time over misleading English translations.

Why? Because, … if we give our names, ideas and inventions away to another group, we risk losing something valuable….

Eastern cultures should defend their key terminologies, find the untranslatable words and promote them. If the Chinese don't bring their own vocabularies … our so-called world history will forever be a Western tale.

Thorsten Pattberg, The Strait Times, 8 June 2013

Indigenous Knowledge, Indigenous Knowledge Systems, Southern Scholars

Hountondji, P 1977 *Endogenous Knowledge: Research Trails*.

Nasseem, Z B 1992 African Experience of Epistemological Change

Gupta, A 1999 *Compensating local communities for conserving bio-diversity*

Smith, L T 1999 *Decolonizing Methodologies. Research and Indigenous Peoples*

Odora Hoppers, C (ed) 2002 *Indigenous Knowledge and the Integration of Knowledge Systems: Towards an philosophy of articulation*

Eden, C 2007 How Can I Bring Ubuntu As A Living Standard of Judgement Into The Academy?

Connell, R 2007 *Southern Theory*

Andreotti & de Souza 2008/2011 *Through other eyes (TOE)*

Mignolo, 2011 Decoloniality

Comaroff & Comaroff 2012 Southern Epistemologies

Santos, B de Sousa 2012 Epistemologies of the South

Medina, L R 2014 Centres and Peripheries in Knowledge Production.

If diversity is the major 21st C challenge, who has what to say about knowledge, theory, & diversity?

Language communities (proxy for diversity) of the world

Africa: 2150

Asia: 2304

Pacific: 1311

Americas: 1060

Europe: 284

Total: 6700

http://www.ethnologue.com/

Asia and Africa = 66.5%

Africa, Asia, Pacific = 86%

But:

- most of what is published & read about knowledge, theory, diversity is from:

    Europe and the US

- Multilingualism has become one of the most important debates in education in Europe & US - BUT the publishers are reluctant to trust scholars from the S

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So what are Southern researchers & educators doing about this?

India:

Developing mathematics and science text-books using local / Indigenous Knowledge and contexts (Anita Rampal, Delhi University)

Mother-tongue-based multilingual education

(Jawaharlal Nehru University)

Latin America:

Learning to Read the World Through Other Eyes (Vanessa Andreotti & Lynn Mario de Sousa, Brazil, 2011)

Southern Epistemologies

And studying the production of knowledge in the south

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Latest news on multilingual education in southern countries

British Council — Formally announced change of policy from promoting English mainly education to continued development and retention of primary/home language alongside English, 2013

UNESCO-Unicef — 2013 call for Mother-tongue-based multilingual policy for SE Asia

The Philippines — 2013 National Education Policy: Mother-tongue-based multilingual education policy, 2013

Myanmar — 2014 following other SE Asian countries, opposition pressure to introduce Mother-tongue-based Multilingual Policy

East Timor — 2011-2015 Piloting mother-tongue-based multilingual policy

China — Minister for Education and Deputy Premier of China agree to education in minority languages, Suzhou Conference 2014

University of South Australia: N-S issues of language, knowledge & expertise: towards restoring balances of equality

Indigenous Australian students

Students from refugee & migrant communities:

- Afghanistan
- Africa
- Iraq, Iran, Syria, Egypt

International Students

- China, Hong Kong, Japan, Korea, Vietnam, Thailand
- India, Pakistan, Bangladesh, Nepal
- Saudi Arabia
- Latin America

Native speakers of English

Anglocentric/northern centric curriculum, language practices

Teaching staff with poor understanding of how knowledge is produced beyond Europe –N America

Economy tied to China & Asia – searching for opportunities in the Pacific and elsewhere

Failure to take advantage of the possibilities of student exchanges of cultural & epistemological expertise

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Turning around a 'deficit' views of Indigenous, International & Migrant student achievement

Looking towards how students can engage in reciprocal exchanges of knowledge & experience

- Cultural
- Linguistic
- Epistemologies

- i.e. Looking at S-N exchanges
- Using Paulo Freire's reflection, reflexivity, praxis

HOW:

Teaching English using multilingual pedagogies developed in South Africa

Building in intercultural, multilingual sensitivity & knowledge exchange features in
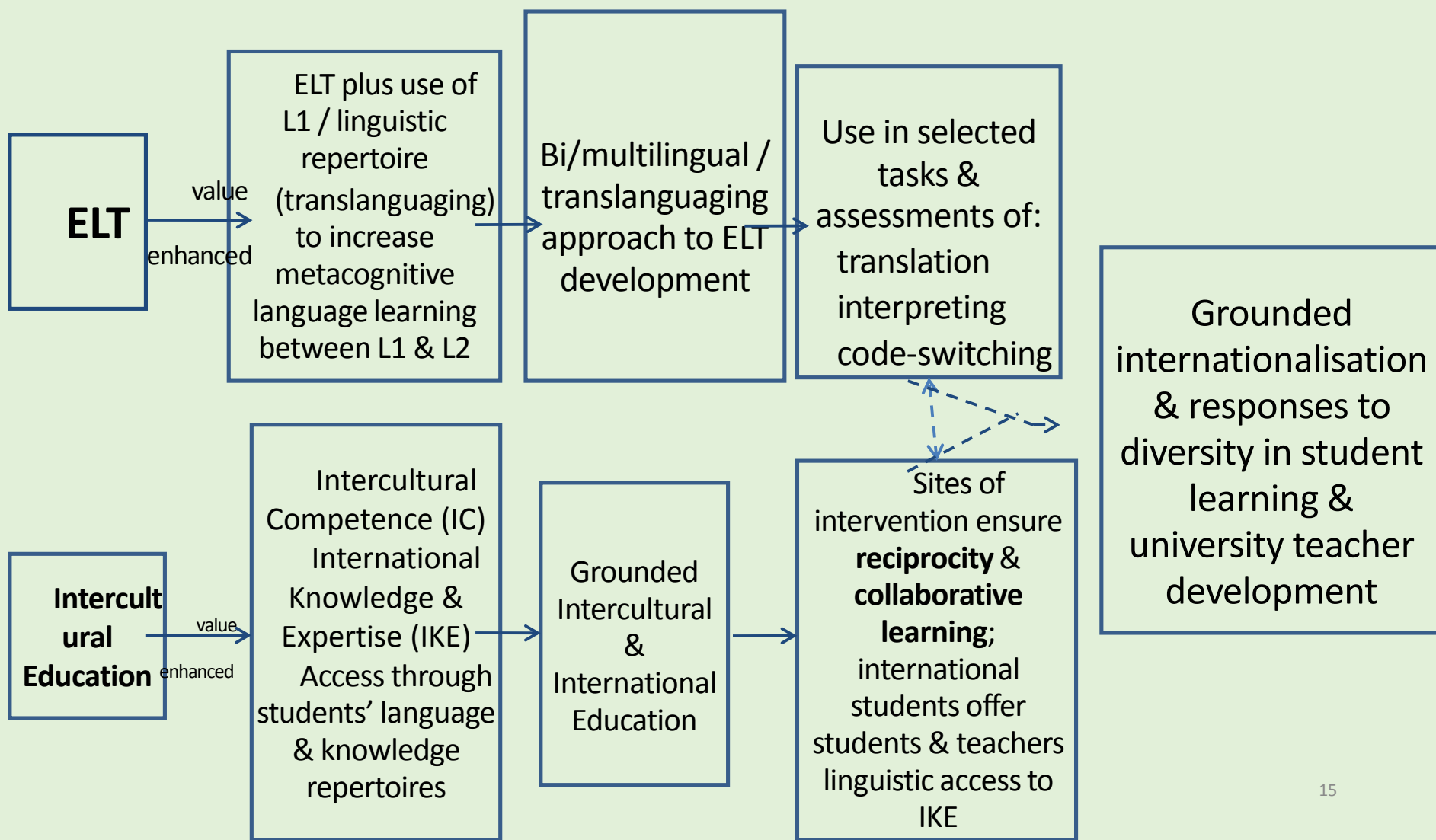
>Psychology
>Social Work
>Health – Nursing, Aged Care,
>Core BA Module

Teaching staff

Post-grads

Undergrads

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What are we doing at the University of South Australia? [international = south & north]

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┌─────────┐
│  ELT    │──value──▶┌──────────────────┐
│         │ enhanced │ ELT plus use of  │
└─────────┘          │ L1 / linguistic  │──▶┌──────────────────┐
                     │ repertoire       │   │ Bi/multilingual /│──▶┌──────────────────┐
                     │ (translanguaging)│   │ translanguaging  │   │ Use in selected  │
                     │ to increase      │   │ approach to ELT  │   │ tasks &          │
                     │ metacognitive    │   │ development      │   │ assessments of:  │
                     │ language learning│   └──────────────────┘   │ translation      │
                     │ between L1 & L2  │                          │ interpreting     │
                     └──────────────────┘                          │ code-switching   │
                                                                   └──────────────────┘
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ELT — value enhanced → ELT plus use of L1 / linguistic repertoire (translanguaging) to increase metacognitive language learning between L1 & L2 → Bi/multilingual / translanguaging approach to ELT development → Use in selected tasks & assessments of: translation interpreting code-switching

Intercultural Education — value enhanced → Intercultural Competence (IC) International Knowledge & Expertise (IKE) Access through students' language & knowledge repertoires → Grounded Intercultural & International Education → Sites of intervention ensure **reciprocity** & **collaborative learning**; international students offer students & teachers linguistic access to IKE

Grounded internationalisation & responses to diversity in student learning & university teacher development

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What does this mean in practice?

Teaching English using multilingual & translanguaging practices

Each assessment task includes one component in which students write in their home language – this is part of the formative assessment – not summative.

Students develop academic proficiency in English + home language simultaneously

Meaning is negotiated through multilingual conversations in the class

Students together expand their linguistic repertoires – going beyond home language and English

The teacher does not know most of the languages of the students

The ethics of responsible theorising and responsible research in Africa & other parts of the South

It is difficult & painful to listen (Ben Okri, 2015)

It is difficult to see 'through other eyes' (Andreotti & de Souza 2008, 2011)

Things are falling apart & the centre no longer holds (Yeats, & Achebe)

Visit:

1. The Southern Multilingualisms and Diversities Consortium (SMDC)

http://southernmultilingualisms.org/

This is an invitation for reciprocal & respectful conversations with multilingual agents exercise their linguistic citizenship (Heugh & Stroud 2015)

2. www.southernperspectives.net

Summary of 100 years of research on bi/multilingual education across Africa

- Research on bilingualism & biling. ed. in South Africa since 1930s

- Research on extended use of local languages and delayed exit to English medium after Grade 6 – Nigeria in 1970s

- Research on failure of early-exit from MT/HL to English, French & Portuguese in Africa
  - e.g. Bamgbose 1980s, Heugh 1990s, Alidou et al 2006, Ouane & Glanz 2010, 2011, ongoing studies in Ethiopia, Uganda, Mozambique, Burkina Faso etc. 2005-2014

- Longitudinal research across Africa confirms that:
  - Most students now receive some form of bi/multilingual education (MT+ international language, MT, regional + international language)
  - The longer the use of MT medium, the higher student retention & achievement
  - 3 years of MTM is better than none, 4 years increases opportunities,
  - 6 years increases opportunities to reach secondary,
  - 8 years offers best chances to reach end of secondary successfully
  - 3 languages may be more beneficial than 2
  - Children can learn 2 / 3 orthographies successfully (e.g. Latin, Ethiopic, Arabic)
  - MT = the local repertoire not necessarily a discrete language

Which way should we be looking? The options are

Turning North Atlantic?

Re-engaging in current debates in Europe – N America

Turning South?

Central and East Asia

Latin America

S and SE Asia; Africa

Rapidly changing contexts of migration

Recognising: knowledges, faith/beliefs, cultures & languages

Chinese, Korean, Japanese?

Spanish, Portuguese, Kiswahili, Hausa, Fulani, Hindi?

Implications for local communities, & knowledge systems, newly arrived migrant communities (S-S & N-S migration)

Shailja Patel

(http://kaya.com/books/migritude/)

Listen:
my father speaks Urdu,
language of dancing peacocks,
rosewater fountains –
even its curses are beautiful.
He speaks Hindi,
suave and melodic,
earthy Punjabi,
salty-rich as saag paneer,
coastal Swahili laced with Arabic.
He speaks Gujarati,
solid ancestral pride.

Five languages,
five different worlds.
Yet English
shrinks
him
down
before white men

52   Migritude

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