The Language Policy for Higher Education (LPHE) adopted by the South African government in 2002 requires universities to implement multilingualism in teaching and learning programmes to ensure equity of access and success for all students (Department of Education, 2002). While it is easier to implement multilingualism in the institutional environment, the implementation of multilingualism in teaching and learning programmes poses theoretical, pedagogical and practical challenges. Pedagogically, there are still no well established models for implementing multilingual education in South African higher education. Recently, translanguaging has been proposed by various scholars (e.g. Williams, 1996, 2002, 2003; Lewis, Jones & Baker, 2012; Canagarajah, 2011; Creese & Blackledge, 2010; Hornberger & Link 2012; Garcia, 2009, 2013; Gracia & Wei, 2014) as a better alternative pedagogic strategy for implementing multilingual education in multilingual contexts. The aim of this paper is to discuss this strategy and its implementation in South African universities, with special reference to the University of Cape Town. The presentation will give examples of translanguaging strategies adopted for the multilingual concept literacy tutorials which are being piloted by the Multilingual Education Project in different disciplines.

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All welcome