

# Multilingualism: an academic capital within teacher–education curriculum

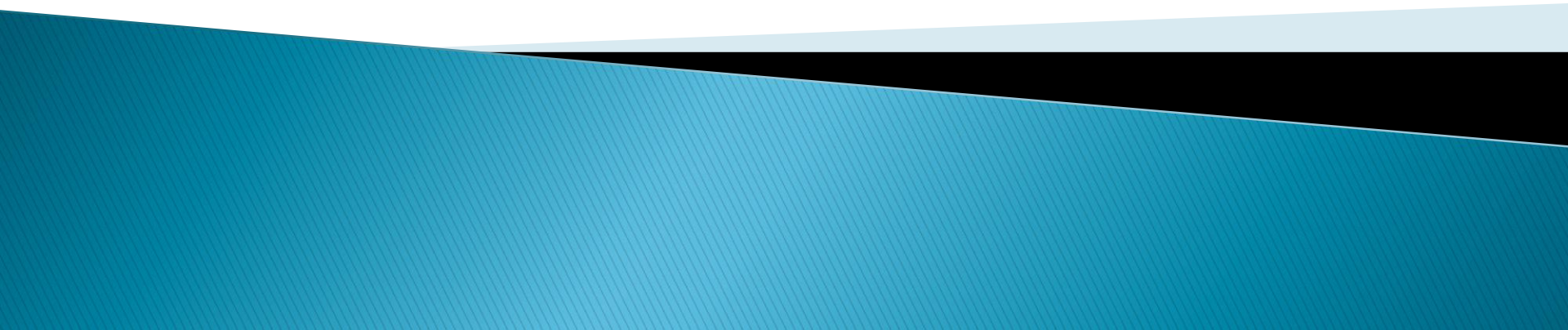
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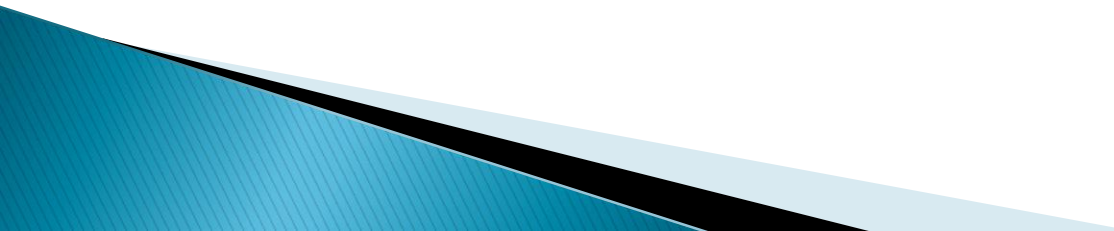
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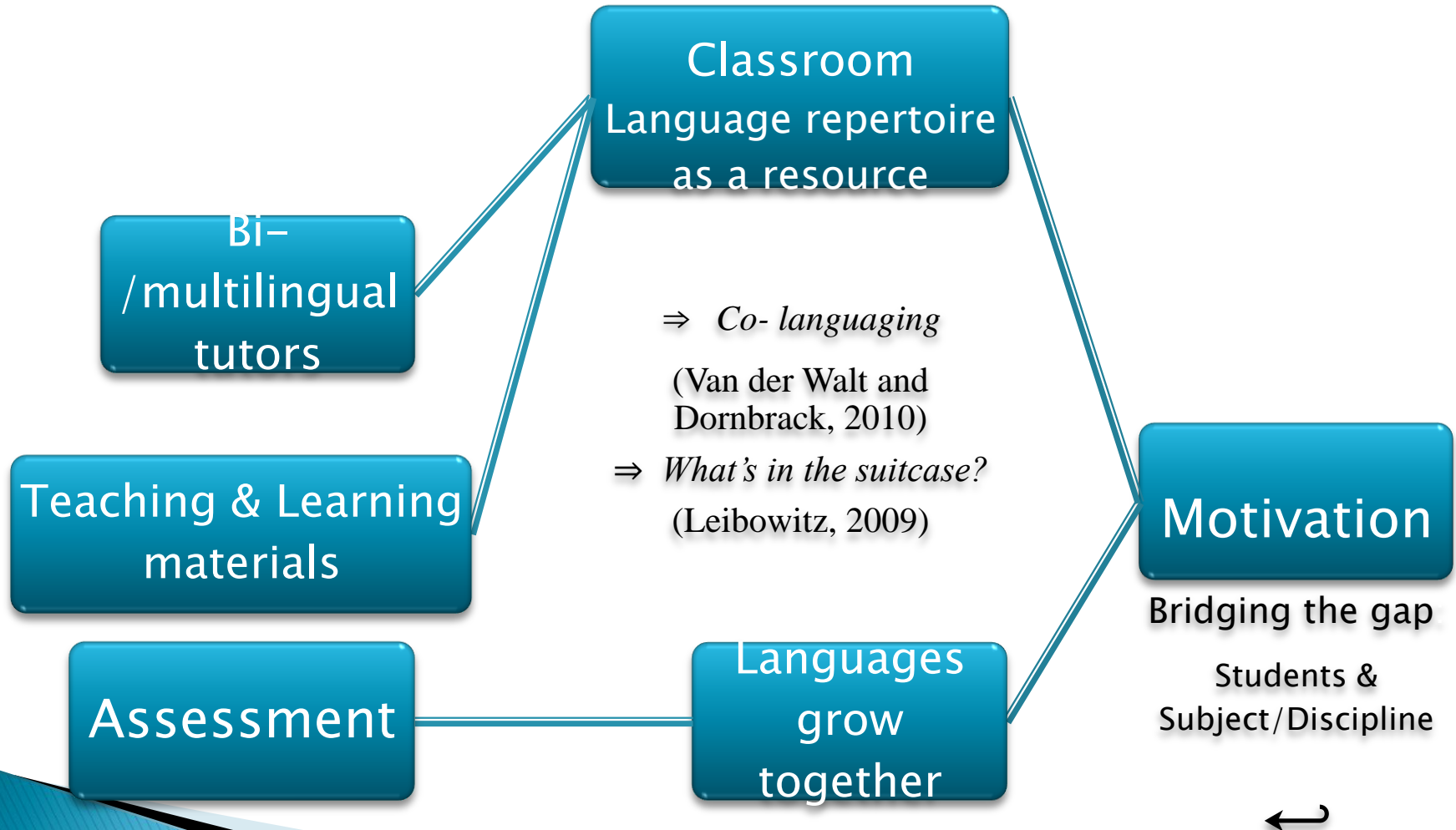
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# Introduction

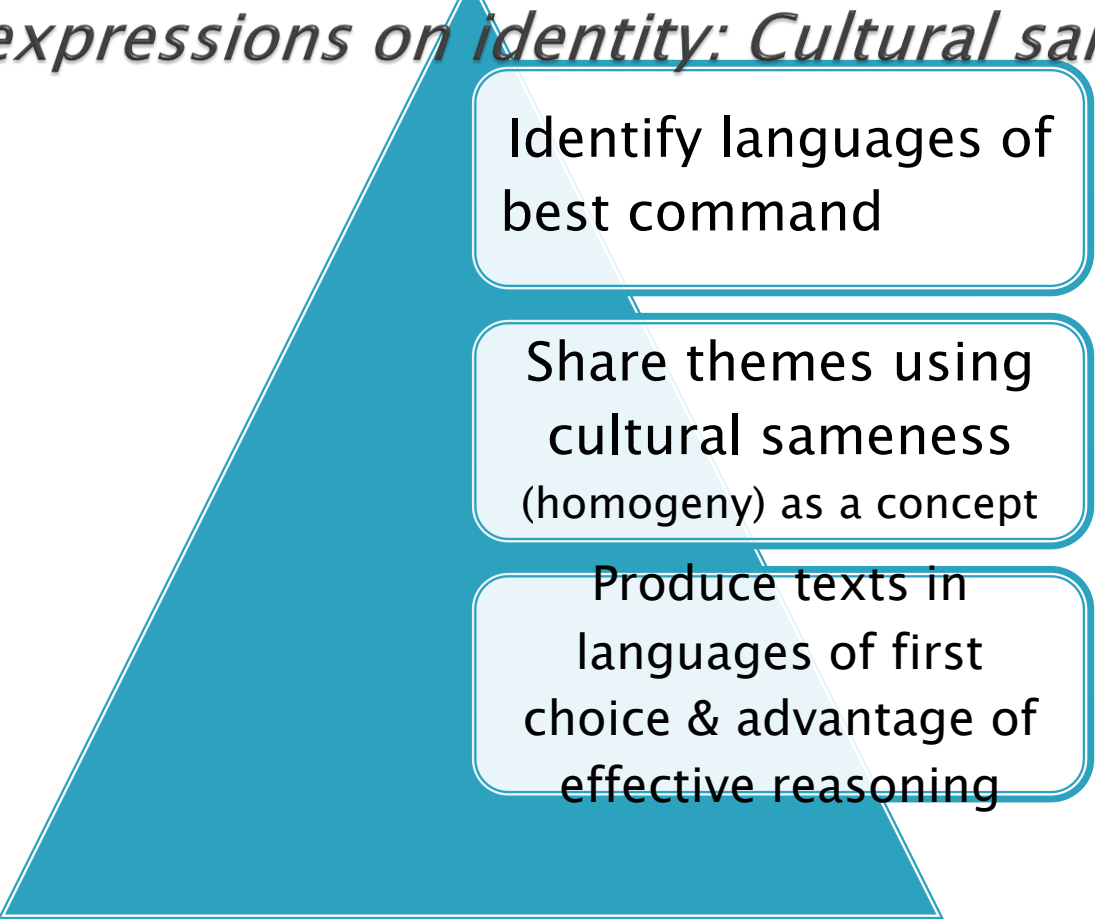
- ❑ On-going experience
  - ❑ SU multilingual classrooms
  - ❑ Community, Self & Identity (CSI)  
course
- 

# Key aspects of discussion



# Cultures dialogue with each other (wa Thiong'o, 2007)

*Poetic expressions on identity: Cultural sameness*



Identify languages of best command

Share themes using cultural sameness (homogeny) as a concept

Produce texts in languages of first choice & advantage of effective reasoning

# Critical Pedagogy & Pedagogy of the Heart

*(Thinking beyond graduation)*

"If language is a form of social interaction and practice (Wei, 2008:21), then it can be a fine line between alienation and dis-alienation."

## Tribute to:

- ▶ Paulo Freire – Educating for the good
- ▶ Peter McLaren – Educating for Social Justice
- ▶ Neville Alexander – Use of mother-tongue in social and learning contexts

# Sources

- Leibowitz, B. (2009). What's in the suitcase? An investigation into the powerful resources students and lecturers bring to teaching and learning. *Higher Education Research and & Development*. 28(3), 261-274.
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- wa Thiong'o, N. (2008). Moving the Centre: Language, Culture & Globalization. *Humanitas Lecture*: California: University of California, Santa Barbara. 24 August 2008.
- Wei, L. (2008). Research Perspectives in Bilingualism and Multilingualism. *Research Methods in Bilingualism and Multilingualism*. Oxford: Blackwell Publishing Ltd.. 3 - 17.

Dankie  
Enkosi  
I thank you