

Breaking the walls of colonial education: Translanguaging as a policy for schooling in the Global South

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Abstract

Global educational systems have until now adopted cognitive efficiency models that are underpinned by one-ness ideology. While this ideological framing may have had its immediate advantages during the European Enlightenment period, it has become a burden for increasingly multilingual, complex, volatile and ambiguous education systems. Recent attempts at resolving monolingual bias are still, not surprisingly, embedded epistemologically in the logic and cultural constructs of the West. In this presentation, I demonstrate how the cultural competence of the people in the global South can be harnessed for leveraging on multilingualism as a resource for educational advancement. While embedding the discussions around the translanguaging paradox of internal idiolect and externally named languages, I use the notion of discontinuation continuation from ubuntu translanguaging framework to show how chaos and cohesion can be in an orchestra- disrupting the walls of monolingualism while innovating for more fluid, overlapping and versatile ones that mirror the mental picture of a multilingual mind that is in the concert of meaning making. In the end, practical recommendations on how to use more than one language at the same time for learning and teaching are highlighted and considerations for language and literacy theories based on the global epistemologies are made for adaptations in comparable contexts.