Transformative Multilingual Education ‘Spaces’ and Democratic Citizenship

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ABSTRACT A focus on a mono-lingual education for a world citizenry, instead of multilingual education that broadens ‘transformative learning spaces’ spells uncertainty for the human race. Such a narrow focus on the use of languages is perilous to endeavours of nurturing democracy and world citizenship. Drawing on Tagorean human capabilities, the paper proposes a three-fold model for transforming the capabilities of learners through multilingual education worthy of cultivating a pluralistic world citizenry that can multi-respond to the diverse world problems and issues. The proposition advanced also cautions on the excessive emphasis on the sciences and technology disciplines in the process down-playing languages, as part of the arts and the humanities in their advancement of both a local and a global citizenship.