

Transformative Multilingual Education ‘Spaces’ and Democratic Citizenship

Mago W. Maila

*Department of Teacher Education, School of Education, University of South Africa,
South Africa*

E-mail: mailamw1@unisa.ac.za

KEYWORDS Democracy. World Citizenship. Multilingualism. Capability Approach. Critical Pedagogy

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.