

The Mediation of Learning through English in Africa and Asia

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KEYWORDS Student. Education. Language. EMI. Learning

ABSTRACT The paper is a review of literature on the use of English as a medium of instruction in Africa and Asia and the attendant challenges that it brings to the classroom. Three questions beg for answers in this paper. These are, what are the challenges of English-medium learning? Should academic institutions in Africa and Asia continue to use English as a medium of instruction? Are there alternative instructional models that can replace or complement the current hegemony of English? The findings reveal that English-medium learning is a stumbling block for many people who wish to acquire education in Third World countries. Therefore, the paper concludes that the majority of people in Third World countries are deprived of the opportunity to acquire education because academic institutions continue to deliver instruction in foreign languages. The paper recommends that these countries should consider alternative instructional methods that recognize the role of local languages in mediating learning.