

Implications of Multilingual Education on Teaching and Learning in Culturally Diverse High Schools in Africa

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Abstract

The need for the use of two or more languages as media of instruction in high schools in Africa cannot be over-emphasised in the education sector. This is because the present knowledge society demands the use of different teaching and learning methods in achieving the educational potentials of students. Based on this therefore, multilingual education is the key for cultural reasoning, which enables students to decipher concepts easily and meet their goals in life. This study focused on multilingual education as a pedagogical approach in improving learners' learning outcomes. It had two main objectives: to explore the benefits of multilingual education, and to examine the challenges inherent in multilingual education in culturally diverse high schools in two Cities of Kenya and Nigeria. The study adopted mixed methods research paradigm, specifically, the convergent parallel triangulation design. It targeted teachers and students. The sample size of the study consisted of 40 teachers and 100 students. The study employed simple random and purposeful sampling techniques in selecting the schools and participants of the study. The researchers used interview guide and questionnaire for data collection. For data analysis, the researchers transcribed the interviews, coded the data, categorised the data, derived themes from the categories, interrelated the themes, and interpreted the meaning of the themes; then related them to the quantitative data. For the quantitative data, they focused on the descriptive statistics. The Findings of the study showed that multilingual education, which is the use of multiple languages in the process of teaching and learning for easy comprehension of concepts is beneficial to the education sector. Therefore, it should be encouraged and promoted. However, that teacher factor is the main challenge that the phenomenon is faced with. The study then recommended that in-service training of teachers and proper monitoring of the education policy on the application of multilingual education should be strictly adhered to.

Keywords: Multilingual education, pedagogy, diverse culture, learning outcome, Africa.

Full text:

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