

The Influence of Emergency Remote Teaching and Learning on Multilingual Pedagogies in Higher Education: A Comparative Multi-Case Study on Multilingualism and the 2020 Covid-19 Pandemic

Crisis in higher education in South Africa are constantly driving a need for innovation in teaching and learning, and in recent years, the emergency nature of these crises, such as the #FeesMustFall protest and more recently the Covid-19 pandemic, means that emergency remote teaching is something lecturers and students constantly have to grapple with. The 'emergency' aspect of the crisis is often equated to something that will be short lived, but as seen this is not the case, and often what was once deemed to be a temporary emergency measure becomes an established way forward. This study explores how the Covid-19 pandemic influenced multilingual teaching and learning in selected courses in higher education. The key research question to be answered is: In what ways did the move towards emergency remote teaching and learning necessitated by the covid-19 pandemic influence multilingual pedagogies in higher education? The key concepts that will be explored in this study are emergency remote teaching and learning and multilingualism. The study employs purposive snowball sampling to consider data from courses across various disciplines and higher education institutions in South Africa, that were successfully employing multilingual pedagogies prior to the 2020 National Lockdown, to ascertain how the move to emergency remote learning, and other changes in teaching and learning as a result of the pandemic, influenced how multilingualism was used. The study explores the perspective of academics in this respect. In setting out to explore the ways in which the move towards emergency remote teaching and learning necessitated by the covid-19 pandemic influenced multilingual pedagogies, the study seeks to firstly ascertain if this is indeed the case. Secondly it sets out to explore the particular aspects of multilingual teaching and learning that were most influenced by the move towards emergency remote teaching. If indeed multilingual teaching and learning was influenced by the covid-19 pandemic we need to understand whether this was positive or negative and learn from it going forward.

Format of presentation: mini podcast/creative piece

Questions:

1. Is remote teaching compatible with multilingual teaching in higher education?
2. What needs to happen for issues of language-use to be brought to the centre when considering digital pedagogies in the South African higher education context?
3. How can online teaching fast track the use of multilingual teaching in South African higher education?