

FACULTY' BELIEFS ABOUT MULTILINGUALISM AND A MULTILINGUAL PEDAGOGICAL APPROACH

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ABSTRACT

Language skills are the ultimate 21st century social skill, linked to creativity, problem solving, and the ability to effectively communicate. Knowledge of teachers' beliefs is central to understanding teachers' decision-making in the classroom. In an interconnected and globalized world, foreign language is a global competency, and multilingualism is an essential social skill. Multilingualism plays a significant role in developing the intercultural skills necessary for global talent in a globalized workplace, for an effective and engaged cosmopolitan global citizen, and it is an essential tool in addressing complex global issues. In this study a sample of 151 faculty members participated in the study. A self-administered questionnaire was used to collect primary data. The secondary data were collected from the documents in the ministry of Education. Study revealed that faculty beliefs affect multilingualism. The value of R^2 of .45 indicates that 45% of the variations in multilingualism in learning is explained by faculty beliefs in general. This means that the universities need to take into consideration the multilingualism while teaching in institutions of higher learning.

Keywords: *multilingualism, multilingual, pedagogical*

INTRODUCTION

Many countries across the globe are experiencing an increase in linguistic diversity due to immigration, conflicts and wars, especially in Africa [2]. Immigrant children who speak different languages constitute more than half of the student population in many schools in Europe [11]. As a result, in many countries both in the North and South, multilingualism has become a norm. While multilingualism is regarded as a linguistic and educational resource [2] recent research shows that it is also an educational challenge for children who start schooling in languages other than their home languages (such as English and French), both in countries in the North and in the South [6].

Even though the European Union and the Council of Europe are encouraging multilingualism, it is rarely seen in official language policies. In Austria, for example, Slovene is neglected in favour of German. This is because having everyone speak German is thought to be good for social cohesion [16]. In Portugal, a similar situation occurs, with the difference being that second-language speakers are usually immigrants. As part of nation building, many countries opt for a monolingual policy, aiming towards single-language societies. This frequently alienates speakers of

minority languages from influential positions. Even if national languages are local, they still put students who are speakers of other languages at a disadvantage.

Multilinguals differ from bilinguals and monolinguals in several respects. Research has shown, for example, that multilinguals demonstrate superior metalinguistic and metacognitive abilities, such as the ability to draw comparisons between different languages and to reflect on and employ appropriate learning strategies. Given the important role of the language teacher in promoting learners' multilingualism, research focused on teachers' knowledge and beliefs about multilingualism and multilingual pedagogical approaches is surprisingly scarce. The present research project aims to gain further insight into these issues. This study explores Russian, Kazakh and English in KATU University.

A multilingual pedagogy should be regarded not as a unified methodology but as a set of principles that are used to varying degrees in different approaches depending on the teaching context, curriculum and learners. Clearly, a multilingual pedagogical approach in the classroom requires competent teachers. Based on the discussions in De Angelis (2011), Hufeisen (2011) [9] and Otwinowska (2014) [15], language teachers should ideally be able to meet several, if not all, of the following requirements. While the UN has embraced multilingualism, including the use of 6 official languages to facilitate effective communication on a broad array of global issues, and the European Union has embraced multilingualism as a core value, with 24 official languages, examined the role of language in the development of cosmopolitanism as a global personal cultural identity, empirically finding that knowledge of languages certainly facilitates a broader worldview. Most importantly, foreign language skills tend to make us more tolerant and open to other ideas. The video, *How Learning a New Language Makes You More Tolerant*, released by the World Economic Forum, 2017 highlights the fact that language learning makes us more comfortable with new experiences and situations, increasing our ability to effectively navigate encounters with new ideas and new ways of doing things. In a multilingual and multicultural world, foreign language skills and knowledge of other cultures are the essential global competency and social skill.

The importance of developing multilingual educational practices is stressed by extensive research, in traditional forms of bilingual education, patterns of language use may be characterised as “double monolingualism” as the different languages are separated from each other [7]. One such example is the bilingual education that has been offered to some Sami- and Finnish-speaking students in Sweden, as well as similar educational forms in Wales with Welsh and in Ireland with Irish [14]. Studies from classrooms where minority languages are used have revealed that often only the teacher's use of the minority language is tolerated, not that of the students, and that teachers often use the minority language, that is the language that is not dominant in school, mainly to rebuke and sometimes to explain when students fail to understand. This may increase the stigmatisation of the minority language, as well as its speakers.

Research on interaction in contexts when teachers are not present has revealed patterns of interaction that may be characterised as translanguaging, that is interaction where different linguistic resources are used without clear borders between varieties

that are usually viewed as separate, named languages [10]. Hélot [7] describes a situation where according to official norms, different languages are to be treated as strictly separate, but where she found students to be translating between languages and reflecting over the relation between words in the different languages, as well as some teachers to be challenging the official norms by teaching using both languages in parallel.

The increasing use of the concept translanguaging and its role in education has resulted in the creation of new forms of dynamic, multilingual educational practices. Recognition of the complexity in the language practices that students are included in may result in the multilingual and dynamic interaction patterns that they engage in outside the classroom continuing inside the classroom. This enables the development not only of skills in different named languages, but also of skills that are necessary when navigating multilingual contexts, such as linguistic negotiation, translation and explanation, as well as when switching between diverse linguistic resources and using them in a flexible manner. Multilingualism includes diverse modalities, not least digital, and when it is combined with literacy education; students are given the opportunity to develop what Hornberger calls biliteracy.

SAKEN SEIFULLIN KAZAKH AGROTECHNICAL UNIVERSITY

Saken Seifullin Kazakh Agrotechnical University is the largest agrarian Higher Educational Institution of Central and North Kazakhstan, the first Higher Educational Institution of Astana. Seifullin KATU is reckoned among 10 basic universities of the country which are carrying out personnel training for projects of a state program of industrial and innovative development of the Republic of Kazakhstan for 2015 - 2019.

Even though the concepts of multilingualism and multilingual competence have been explored from various perspectives, our focus is on learning. Our theoretical background, therefore, is to be found in Blommaert's (2010) definition on multilingualism and in theories related to trans languaging [4], [5]. The purpose is to promote the development of learners' multilingual communicative competence through multilingual mediation and meaning-making. In the higher education institutions of Kazakhstan the Multicultural Education is not taught as a separate compulsory course, but the issues of multicultural education are considered in the Pedagogy course for all future specialties in the field of education. In a number of universities, curricula include subjects aimed at the formation of multicultural competence of graduates.

PROBLEM STATEMENT

Despite globalization and an even more interconnected world, Americans are not closing this gap through foreign language study, as only 18.5% of U.S. K-12 public school students are studying a foreign language (ACTFL, 2018), and only 8.1% of college and university students are enrolled in a course in a language other than English (MLA, 2015). Government and institutional policies do not foster foreign language learning, as fewer than half the states have a foreign language requirement for high school graduation, and only fewer than a quarter of U.S. colleges and

universities have a foreign language entrance requirement (MLA, 2012). The studies has shown that both in Russian and in Kazakh pedagogical science, multicultural education is seen mainly in the context of ethnic, linguistic and religious diversity of society, as opposed to the Western tradition, where the problem field also includes social, gender differences, differences in sexual orientation, and special needs. The priority task for both countries is the integration of the younger generation into the national culture, the formation of civic identity based on native ethnic culture. However, the goal of multilingualism has not been achieved and therefore need for this paper to fill the gap by establishing faculty’ beliefs about multilingualism and a multilingual pedagogical approach.

RESEARCH OBJECTIVES/QUESTIONS

1. What are faculty’ beliefs about multilingualism in learning in KATU University?
2. To what extent do faculty draw on learners’ previous linguistic knowledge and experience in KATU University?
3. To what extent do faculty collaborate to enhance learners’ multilingualism in KATU University?

METHODOLOGY

The philosophy that underpins the study is positivism. A mixed method approach was used. A sequential mixed analysis will be conducted to analyze data from survey and interview responses. The first stage involved the use of descriptive statistics (i.e., descriptive stage; data reduction). In the second stage, qualitative data will be subjected to a thematic analysis (i.e., exploratory stage; data reduction) using constant comparison analysis. The third stage will be where the themes will be quantitized (i.e., data transformation). Fourth stage Quantitative Analysis of Qualitative Data where principal component analysis will be done to ascertain the underlying structure of emergent themes (i.e., exploratory stage; data reduction, data display; data consolidation). Finally, Quantitative Analysis of Qualitative Data and Quantitative Data will be done to determine which of the themes predicted the relations between the variables under study. (i.e., confirmatory analyses; data correlation). The study participants were faculty at KATU University sampled from all faculties. Data was collected using a questionnaire and focused groups. Ten per cent of total population will be sampled at 30%. 30% was considered adequate as reported by Babie (2007) for social sciences

Table 1: Population and sampling table

S/No	Faculty	Population of faculty members	30 % sample
1	Agronomics (24 departments)	280	84
2	Land architecture and design (3 departments)	38	11
3	Veterinary and animal husbandry (5 departments)	57	17
4	Humanitarian (6 departments)	72	22
5	Technical (6 departments)	55	17
Total		502	151

Data collection tools

Semi-structured questionnaires were used to collect survey data and interview schedules used for collecting qualitative data.

THEORETICAL AND EMPIRICAL LITERATURE REVIEW

Theoretical

The premise is that the role of multilingualism should enhance students' linguistic abilities. It should provide a multilingual environment that allows students use languages they are familiar with for learning while improving their second language skills. According to Vygotsky scientific concepts are part of a system of concepts, and are un-systematized and saturated with experience until language is used as a catalyst to give meaning. His view is that concepts can be transferred to the academic language displays the significance for first language use in teaching and learning in higher education to ensure knowledge transfer. Concept development could provide students an opportunity for academic success. The purpose of the study is to explore the role of multilingualism in optimizing conceptualization of mathematics concepts. Vygotsky (1962) encourages concept development for successful learning. Vygotsky (1962, 1978) strongly display the centrality of mother tongue in conceptualization. Ngcobo's doctoral research on concepts in Agricultural Science (2006), Deyi's 2010 work on concepts and concept formation in concepts, display language and conceptualization as closely linked. Further they show the significant role of multilingualism in mediating meaning of concepts. Results of these studies clearly show cognitive development and academic growth of a learner which depends on language, particularly, the first language. Based on this work, this chapter locates itself to studies mentioned above which equally place use of multilingualism central to concept development.

In Ladson-Billing [13] multilingualism is clearly seen as a scaffolding tool. She posits that understanding students' background including their language is important in a learning process. Her argument is that this can be strength to build upon during learning, as it validates the student thus creating chances for them to succeed. As a scaffolding pedagogy that enables students to think deeper and critically. Multilingualism helps students to deconstruct and reconstruct what they are learning using their different languages as a resource. This could also clarify to them the difference between a literal meaning of the concepts and one that is specific to the subject they are learning. In a way this could avert problems of misconceptions due to concepts interpreted in mother tongue, yet they carry a different meaning in the academic discourse, or the discourse of the field they are studying. The process affirms students' background knowledge and also exposes them to another culture, which is different from theirs, but useful to learn. The new meaning or knowledge cannot be portrayed as better than their culture, but as an accepted way of thinking in the discipline. In a way, the process is aimed at achieving deep understanding that would lead to the necessary paradigm shift, thus accessing the epistemology of the discipline.

Empirical Literature Review

De Angelis (2011) investigated 176 secondary school teachers' beliefs about the role of prior language knowledge and the promotion of multilingualism in enhancing immigrant children's language learning. The teachers included in that study taught various subjects in schools in Austria, Great Britain and Italy. Some of De Angelis' main findings include the following: teachers in all three countries generally encourage learners to use their home languages, but not in the classroom; they believe that using home languages in class can delay and even impair the learning of the majority language. Many teachers claim that they never refer to learners' home language and culture in class. This finding may be linked to the prevalent belief that teachers must be familiar with learners' language to be able to help them. Heyder and Schädlich [8] also used a questionnaire in their study of multilingualism beliefs among secondary foreign language teachers in Germany (n = 297). In contrast with the study of De Angelis (2011), nearly all the teachers included in the study by Heyder and Schädlich [8] were positive about the benefits of comparing languages in the classroom. These contrasting findings may indicate that language teachers have a higher awareness of multilingualism than teachers of other subjects do. Most of the teachers in the study by Heyder and Schädlich made frequent use of a contrastive approach, largely between German and the foreign language that they were teaching. Such contrasting activities typically occurred spontaneously and were rarely supported by teaching materials. Furthermore, as in the De Angelis' study, the majority of teachers were hesitant to bring other languages into the classroom unless they were familiar with them.

In South Africa, power also played a decisive role in developing language policies. This was often the case when white people formed policies in such a way that their interests were advanced, often at the cost of black people and their indigenous languages. Today, universities are expected to aid students by providing assistance and lectures in African languages, as the majority of students are not proficient in English or Afrikaans [1]. Despite some universities, mainly previously Afrikaans universities, becoming bilingual (by including English) and officially mentioning African languages in their policies, we are yet to see real advances being made with regard to African languages as languages of teaching and learning. Although African languages are mentioned in policies, it seems clear that none of the universities plan to use them as a medium of instruction soon. African languages should not be seen as having an inferior vocabulary. When Afrikaans was first used, it did not have an extended vocabulary either, but consisted of words used by its "agrarian original speakers". The University of Limpopo also opted for teaching in English only. Despite their expectation of students being proficient in English, this was seldom the case. The majority of students have only the most basic grasp of English, meaning that they struggle to finish their degrees within the required time. With a graduation rate of 15%, which is mostly ascribed to English deficiency, it is almost unfathomable that English is still the only language of teaching and learning at UL. This "gravitation towards unilingualism" threatens other languages and the cultural value that they carry within them.

Jakisch (2014) conducted an interview study to explore the specific beliefs of three English teachers regarding the potential benefit of using L2 English as a door

opener to learners' multilingualism. Her results indicate that the teachers in the study had not spent a significant amount of time reflecting on the issue. Nevertheless, the teachers have a positive attitude towards the idea and appear to believe that L2 English knowledge can motivate further language learning. However, the teachers were uncertain that L2 English knowledge could facilitate the learning of all languages; instead, they appear to believe that a 'prototype language' is required. The teachers are also unwilling to believe that English is the only door opener to further language learning, fearing that their subject might be reduced to an instrument for enhancing multilingualism.

FINDING AND DISCUSSIONS

Background of Information

Gender

From the study it was revealed that 82.3% of the respondents were female with 17.7% being male. This shows that there were more female than male in KATU University.

Age

The respondents were asked to indicate their age and results indicated that 58.4% were aged between 31-40 years, 31% between 41-50 years while 10.6% between 51-60 years. This shows that more than half of the respondents were aged between 31-40 years in the University.

Highest Education Qualification

The respondents 76.1% have university education which shows that majority of them have university degree.

Years in KATU University

Respondents were asked how long they have been in Katu University and 35.4% have been working for less than five years while 30.1% have been there for 6-10 years.

Languages

Most of the respondents 58% were multilingual teachers while 34.5% were not, the languages that they teach are 100% Russian, 89.4% Kazakh with 65.5% who teach English. This means that languages taught are mainly the Russian, Kazakh and English.

Faculty' Beliefs about Multilingualism in Learning

The paper sought to establish the faculty beliefs about multilingualism in learning and when asked if they any beliefs about multilingualism in learning in University 83.2% agreed that they have. This means that the university has beliefs about multilingualism in learning.

Beliefs about Multilingualism in Learning

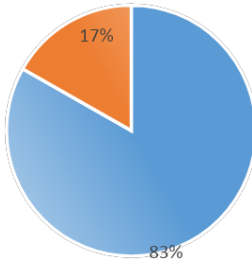


Figure 1: Availability Multilingualism in Learning

Beliefs about Multilingualism in Learning

Study sought to establish how faculty’ beliefs about multilingualism influence learning and the responses were rated on a five point Likert scale where: 1= Very low extent; 2= Low extent; 3= Moderate extent; 4= Great extent; 5= Very great extent. Aggregated responses were analysed through, frequencies, percentages mean and standard deviation. The highest mean 3.97 and lowest 3.44 all the 8 faculty’ beliefs about multilingualism variables were considered to be influence learning in the university. Further analysis was done and presented in Figure 2;

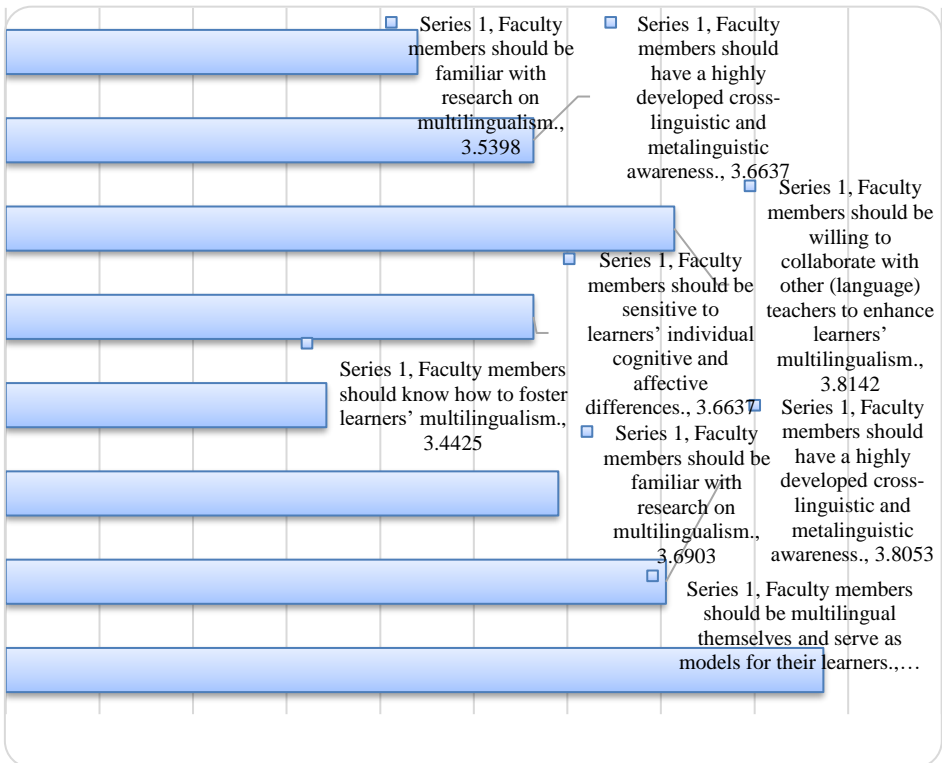


Figure 2: Beliefs about Multilingualism in Learning

It was shown that 46% of the respondents support to very great extent that members should be multilingual themselves and serve as models for their learners, 80.5% agree to great extent that members should have a highly developed cross-linguistic and metalinguistic awareness. Also 41.6% support to great extent that members should know how to foster learners' multilingualism.

The study also showed that 41.6% support that to great extent members should know how to foster learners' multilingualism, 31% support that members should be sensitive to learners' individual cognitive and affective differences and 46.9% members should be willing to collaborate with other (language) teachers to enhance learners' multilingualism. It was also shown that 50.4% support that members should have a highly developed cross-linguistic and metalinguistic awareness but to low extent but 43.4% support that members should be familiar with research on multilingualism to a great extent. In support of above, a central aim of multilingual pedagogy is to increase the efficiency of language learning [9], but if teachers lack the time to collaborate or lack the recognition that a multilingual pedagogy may be more efficient, then these teachers will not surprisingly be resistant to implementing yet another approach.

Faculty Draw on Learners' Previous Linguistic Knowledge and Experience

The paper sought to establish the faculty draws on learners' previous linguistic knowledge and experience in learning in University 100% agreed that they have. This means that the university draws on learners' previous linguistic knowledge and experience. Further analysis was done. The highest mean 4.10 and lowest 3.72 all the 9 variables were found that to great extent faculty draw on learners' previous linguistic knowledge and experience in learning. It was also revealed that 38.9% support that to great extent learners' previous linguistic knowledge helps them connect what they are learning to accurate and relevant prior knowledge, 38.1% to great extent previous linguistic knowledge helps them connect what they learn to what they already know, interpreting incoming information, and even sensory perception, through the lens of their existing knowledge, beliefs, and assumptions and also 43.4% support that to moderate extent previous linguistic knowledge helps faculty identify and fill gaps, recognize when students are applying what they know inappropriately, and actively work to correct misconceptions.

To a great extent 41.6% previous linguistic knowledge helps students activate prior knowledge so they can build on it productively, while to very great extent 38.9% ask students questions designed to trigger recall to help them use prior knowledge to aid the integration and retention of new information, also 36.3% ask students to generate relevant knowledge from previous courses or their own lives which help to facilitate their integration of new material while 38.9% to great extent knowledge from one disciplinary context, moreover, may obstruct learning and performance in another disciplinary context if students apply it inappropriately. It was also revealed that 41.6% support to great extent that learning can also be impeded when linguistic knowledge is applied to contexts where it is inappropriate and 45.1% of faculty draw on learners' previous language learning knowledge and experience in KATU University.

Congruent to above, multicultural education is a compulsory course only in Russian universities. This course is studied within Psychological and pedagogical education programs. Multicultural education" course is focused on the formation of a system of ideas and concepts related to the basic principles of multicultural education, the development of the students' willingness to put multicultural education into practice and use in a creative manner modern methods and technologies of multicultural education in their professional activity [17]. Russian researchers developed textbooks and teaching aids focused on the needs of modern students, to ensure the teaching of "Multicultural Education" course in the education institutions [3], [12], [17].

Extent do faculty Collaborate to enhance Learners' Multilingualism

The study sought to establish the extent do faculty collaborate to enhance learners' multilingualism in learning in University 97% agreed that they collaborate this means that the university collaborate to enhance learners' multilingualism in learning. 53.1% of the respondents support that to moderate extent faculty collaborate with other language teachers to enhance learners' multilingualism, 40.7% of the respondents support that the university faculty to moderate extent regards multilingual pedagogy not as a unified methodology but as a set of principles that are used to varying degrees in different approaches depending on the teaching context, curriculum and learners, while also 58.4% support that to moderate extent faculty rather than attempting to maintain learners' languages in isolation, teachers help learners to become aware of and draw on their existing knowledge. Also most of the respondents support that to moderate extent 67.3% faculty members exploit their own experience of language learning in learning the new language, 50.4% faculty members examine similarities and differences between the native language and the new language and exploit this in their language learning and teaching and 42.5% teachers have actually implemented a multilingual pedagogy in their classrooms

Model Fit Tests Results and Hypothesis testing for multilingualism in learning

The study sought to assess whether the model provided adequate fit for the data. The study considered both absolute fit indices and incremental fit indices. For absolute fit indices the study used root mean square error of approximation (RMSEA), goodness of fit index (GFI) and an adjusted goodness of fit index (AGFI). For incremental fit indices, Comparative Fit Index was used. These fit indexes were used to verify that the model was adequate. This was generated using AMOS software.

RMSEA values range from 0 to 1 with a smaller RMSEA value indicating better model fit. Good model fit is typically indicated by an RMSEA value of 0.05 or less, but a value of 0.08 or less is often considered acceptable. RMSEA value of less than 0.05 is considered excellent, 0.05 to 0.08 is good while 0.08 to 0.10 is acceptable and this was inline since the analysis gave RMSEA of 0.064.

Table 6: Root mean square error of approximation

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.064	.000	.187	.130
Independence model	.397	.352	.444	.000

The goodness of fit index (GFI) is a measure of fit between the hypothesized model and the observed covariance matrix. The adjusted goodness of fit index (AGFI) corrects the GFI, which is affected by the number of indicators of each latent variable. The GFI, AGFI and CFI fit indexes should be greater or equal to 0.8. From this study the results revealed GFI of .846, AGFI of .962 and CFI index of .944. These results implied that the model was acceptable.

Table 7: GFI, AGFI, and CFI model fit for multilingualism in learning

Model	GFI	AGFI	CFI
Default model	.846	.962	.944
Saturated model	1.000		1.000
Independence model	.642	.377	0.000

Convergent Validity of Multilingualism in Learning

To further find out the contribution of each performance indicators, Regression weights were used to explain the nature of the relationship since all the variables were in the same measurement scale. The results revealed that all the regression weights were higher than the acceptable level at 0.5. The critical ratio; (C.R) for all the multilingualism in learning indicators were higher than 1.96 (Critical Ratio >1.96 at 0.05 significance level ($p < 0.05$)). This implies that the indicators were significantly related to the multilingualism in learning. Overall the results shows that relationship faculty beliefs and multilingualism in learning is positive and significant (Estimate = 11.092, CR= 0.388, p-value =0.000. This indicated that increased faculty beliefs causes increased multilingualism in learning as shown in Table 8.

Table 8: Regression weight and CR values for return for multilingualism in learning

		Estimate	S.E.	C.R.	P-value
ID	<--- F2	11.092	28.603	.388	.000
V1	<--- F2	1.263	.146	8.633	.000
V2	<--- F2	22.547	58.133	.388	.000
V3	<--- F2	23.041	59.405	.388	.000

The last objective of the study was to find out whether faculty beliefs in university affect multilingualism in learning. The hypothesis used to test this objective was;

***H₀:* There is no significant difference between Faculty beliefs and multilingualism in learning**

The study also sought to find out the relationship of faculty beliefs and multilingualism in learning in university in figure 4. Path coefficients were used to determine the direction and strength of the factor. The figure shows a path coefficient beta value of .67($\beta = .67$). This implies that for every 1 unit increase on faculty beliefs, the multilingualism in learning in university is predicted to increase by .45 units. R^2 was used to show the proportion of variation in dependent variable explained by the SEM model. The figure also shows that faculty beliefs had a coefficient R^2 mean of .45. The value of R^2 of .45 indicates that 45% of the variations in multilingualism in learning is explained by faculty beliefs in general.

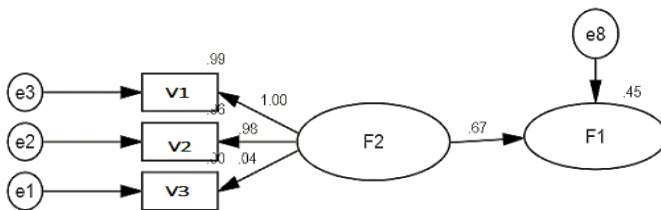


Figure 3: Structural equation modeling for Faculty Beliefs

CONCLUSION

In conclusion, the faculty in regards to beliefs about multilingualism in learning they need to be multilingual themselves and serve as models for their learners, have a highly developed cross-linguistic and metalinguistic awareness, be familiar with research on multilingualism, know how to foster learners' multilingualism, be sensitive to learners' individual cognitive and affective differences, have a highly developed cross-linguistic and metalinguistic awareness and be familiar with research on multilingualism.

Previous linguistic knowledge helps them connect what they are learning to accurate and relevant prior knowledge, its knowledge helps them connect, interpreting incoming information, and even sensory perception through the lens of their existing knowledge, beliefs, and assumptions. The previous linguistic knowledge helps faculty identify and fill gaps and actively work to correct misconceptions. Faculty pprevious linguistic knowledge and experience helps students activate prior knowledge so they can build on it productively through asking students questions designed to trigger recall to help them use prior knowledge to aid the integration and retention of new information. Faculty, ask students to generate relevant knowledge from previous courses or their own lives which help to facilitate

their integration of new material. It was also revealed to great extent that learning can also be impeded when linguistic knowledge is applied to contexts where it is inappropriate and faculty draw on learners' previous language learning knowledge and experience.

In regards to collaboration with other languages, the faculty members collaborate with other language teachers to enhance learners' multilingualism, faculty multilingual pedagogy not as a unified methodology but as a set of principles to be used in teaching approaches. Also faculty rather than attempting to maintain learners' languages in isolation and teachers help learners to become aware of and draw on their existing knowledge. Further it was revealed that faculty members exploit their own experience of language learning in learning the new language, they examine similarities and differences between the native language and the new language and exploit this in their language learning. Finally the faculty teaching and teachers have actually implemented a multilingual pedagogy in their classrooms.

RECOMMENDATIONS

The faculty need to be multilingual themselves and serve as models for their learners; this can be achieved through researching on other languages, to enhance their cross-linguistic and metalinguistic awareness.

There is need for faculty members to use previous linguistic knowledge to connect what they are learning. This is because previous knowledge help in connecting, interpreting incoming information, and even sensory perception. The faculty members should utilize the previous linguistic knowledge to help in identification and filling of learning gaps and actively work to correct misconceptions. It is also important to use previous knowledge since it fosters information retention and integration of new materials

The faculty members should collaborate with other languages teachers to enhance their knowledge and they should integrate new ideas from other languages so that they can have authority of linguistic difference and similarities that can foster learning styles.

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