

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title : EdD
Programme QF Level : 7
Course Title : Multilingual Education
Course Code : PFS7038
Department : IE
Credit Points : 3
Contact Hours : 39
Pre-requisite(s) : Nil
Medium of Instruction: English
Course Level : 7

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making

7. Global Perspectives

1. Course Synopsis

Globalization, interconnectivity and population mobility on a hitherto unprecedented scale have increased the racial, ethnic, cultural/linguistic and religious diversity within societies. School education can play a role in developing literacy in mother tongue-based multilingualism, a pre-requisite for educational success, social participation and trans-border connectedness. This course helps students develop a deep understanding of important concepts, key issues, current trends, international perspectives, research evidence and current challenges in multilingual education.

2. Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

- CILO₁ build theoretical, methodological, and empirical expertise through coursework as well as hands-on research experiences
- CILO₂ analyse multilingual education research in terms of the underpinning theoretical concepts and frameworks
- CILO₃ differentiate critically major research approaches to multilingual education

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Language concepts (first, second, bilingual, multilingual) and models of multilingual education	CILO ₁	Blended learning mode: directed reading and lecturer presentations
Language, diversity, identity and equity	CILO _{2, 3}	Critical analysis of case studies selected by the lecturer and by the students

4. Assessment

Assessment Tasks	Weighting (%)	CILO
Select a case study of multilingual education in a specific context. Analyse the model(s) of multilingual education and the supporting factors. Suggest viable alternative models that could enhance diversity, identity, and equity.	70	CILO 2, 3
Policy brief (<2000 words), with theoretical rationale, on incorporating multilingual education into a specific education context selected by the student.	30	CILO _{1,2,3}

5. Required Text(s)

Feng, A.W., & Adamson, B. (Eds.) (2015). *Trilingualism in education in China: models and challenges*. Dordrecht: Springer.

6. Recommended Readings

- Bourdieu, P. (1991). In J. B. Thompson (Ed.), *Language and symbolic power* (G. Raymond & M. Adamson, Trans.). Cambridge: Harvard University Press.
- Cummins, J. (2000). *Language, power, and pedagogy: Bilingual children in the crossfire*. Vol. 23. Multilingual Matters.
- Feng, A.W., & Adamson, B. (2017). Language policies and sociolinguistic domains in the context of minority groups in China. *Journal of Multilingual and Multicultural Development*, 0, 1-12.
- Gube, J., & Gao, F. (Eds.). (Forthcoming). *Education, ethnicity and inequality in multilingual Asian context*. Singapore: Springer.
- Hornberger, N. H. (2002). "Multilingual language policies and the continua of biliteracy: An ecological approach." *Language Policy* 1.1: 27-51.
- Norton, B. (2000). *Identity and language learning: Gender, ethnicity, and educational change*. Harlow, England: Longman/Pearson.
- Pavlenko, A., & Blackledge, A. (Eds.) (2004). *Negotiation of identities in multilingual contexts*. Vol. 45. Multilingual Matters.
- Skutnabb-Kangas, T. (1998). "Human rights and language wrongs: A future for diversity?" *Language Sciences* 20 (1): 5–28.
- Tollefson, J. W. (2002). *Language policies in education: Critical issues*. Mahwah, NJ and London: Lawrence Erlbaum Associates.

7. Related Web Resources

EdUHK Trilingual Education in China Project <www.eduhk.hk/triling>

8. Related Journals

International Journal of Multilingualism

20/6/2019

Journal of Multilingual and Multicultural Development
Journal of Multilingual Education
Language Policy

9. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

10. Others

Nil