| Code | L65 |
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| **Title** | Multilingual Education |
| **Tutor** | Catherine Young |
| **School** | Moorlands College |
| **Brief Description** | This module aims to equip participants to identify and critique different types of language and education policies currently in existence, the attitudes towards minority languages which underlie them, and their consequences for minority language groups.<br><br>Participants will describe different approaches to multilingual education programmes and the strengths and weaknesses of each type and explain and critique current research on multilingual education. Successful completion of this module will result in understanding the principles and processes of planning sustainable multilingual education programmes in both the formal and non-formal sectors and the application to their local contexts. |
| **Level of study** | Level 7 |
| **CAT points** | 15 |
| **Approved base location** | Validated delivery |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Restrictions** | Not applicable |
| **Indicative syllabus** | ● Issues related to planning and implementation of language development projects<br>● Political, socio-cultural and economic influences on education in minority language communities<br>● Types of multilingual education programmes. Current research<br>● Second language acquisition theories<br>● Delivery of multilingual education programmes<br>● Programme documentation and evaluation |
| **Learning outcomes** | A student passing this module should be able to:<br>1. identify and critique current theoretical approaches to language acquisition and education planning within multilingual contexts;<br>2. critically evaluate different types of language and education policy, attitudes towards minority languages which underlie them, and their consequences for minority language groups;<br>3. critically evaluate the design and implementation of programmes related to language and education in minority language contexts, and the implications for the communities using those languages. |
| **Learning and teaching activities** | Total: 150 hours<br>Scheduled learning and teaching activities: 75 hours<br>Guided independent study: 75 hours |
| **Assessment** | A: 22% Coursework: Individual, standard written<br>1000 words |

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| | B: 78% Coursework: Individual, standard written<br>3500 words or equivalent |
| **Special assessment requirements** | None |
| **Indicative resources** | Baker, Colin. 2017. *Foundations of Bilingual Education and Bilingualism*. 6th ed. Bilingual Education & Bilingualism 79. Bristol: Multilingual Matters.<br><br>Cummins, Jim. 2000. *Language, Power, and Pedagogy: Bilingual Children in the Crossfire*. Bilingual Education and Bilingualism 23. Clevedon: Multilingual Matters.<br><br>Ball, J. 2012. *Enhancing Learning of Children from Diverse Language Backgrounds: Mother Tongue-Based Bilingual or Multilingual Education in the Early Years*. Paris: UNESCO.<br><br>Coleman, H. ed. 2017. *Multilingualisms and development.* London: British Council. Available at: http://www.langdevconferences.org/publications/2015-NewDelhi/MultilingualismsandDevelopment-Coleman-ed-completepublications.pdf<br><br>García, Ofelia, and Angel M.Y. Lin. 2017. "Translanguaging in bilingual education." In *Bilingual and multilingual education*, pp. 117-130. Springer, Cham.<br><br>Mohanty, Ajit K., and UNICEF, eds. 2009. *Multilingual Education for Social Justice: Globalising the Local*. New Delhi: Orient Blackswan.<br><br>Pinnock, Helen, Gowri Vijayakumar, CfBT Education Trust, and International Save the Children Alliance. 2009. *Language and Education: The Missing Link: How the Language Used in Schools Threatens the Achievement of Education For All*. Reading; London: CfBT Education Trust; Save the Children.<br><br>Rassool, Naz, Maggie Canvin, Kathleen Heugh, and Sabiha Mansoor. 2007. *Global Issues in Language, Education and Development: Perspectives from Postcolonial Countries*. Linguistic Diversity and Language Rights 4. Clevedon: Multilingual Matters Ltd.<br><br>Simpson, J. 2017. 'English language and medium of instruction in basic education in low-and middle-income countries: A British Council perspective.' *Position Paper*.<br><br>Skutnabb-Kangas, Tove. 2000. *Linguistic Genocide in Education, or Worldwide Diversity and Human Rights?* Mahwah, NJ: L. Erlbaum Associates.<br><br>Trudell, Barbara, and Catherine Young. 2016. 'Good Answers to Tough Questions in Mother Tongue-Based Multilingual Education.' Dallas:  SIL International.<br><br>Taylor-Leech, Kerry, and Carol Benson. 2017. 'Language planning and development aid: the (in) visibility of language in development aid discourse.' *Current Issues in Language Planning* 18, no. 4: 339-355.<br><br>UNESCO. 2017. *Mother Tongue-Based Multilingual Education: The Key to Unlocking SDG 4 - Quality Education for All*. Available at: http://www.unescobkk.org/resources/e-library/publications/article/mother-tongue-based-multilingual-education-the-key-to-unlocking-sdg-4-quality-education-for-all/ |
| **Date of approval** | Validation approval 8/2/19 |
| **Revision dates** | |

| External Examiner | Dr. James P. Davies, Tutor of New Testament, Trinity College, Bristol. |
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