

Module/Course Title: Bilingual and Multilingual Education					
Module/ course code	Student workload	Credits (ECTS)	Semester	Frequency	Duration
MIL810033	8.5 hours per week	2 CU x 1.5 = 3 ECTS	1 st	2 CU x16 = 32	16 meetings
1	Types of courses Compulsory Educational Major	Contact hours 2 CU x 50 minutes = 100 = 1.5 hours per week	Independent study 2 CU x 120 minutes = 240 minutes = 4 hours	Class size 10 students	
2	Prerequisites for participation (if applicable) --				
3	<p>Learning outcomes (PLO + CLO)</p> <p>Course Description This course discusses the development of Bilingualism and Multilingualism in various countries. The effectiveness of education through two or more languages, such as the regional language and national language or the native language of immigrants and the national language of the destination country, is still a matter of debate. This course also discusses two opinions regarding language, the first is to defend the National Language as the nation's culture, and the other opinion is to prioritize international languages. Students are directed to think critically by appreciating the National Language as a National Culture without being left behind following international developments that are increasingly borderless.</p> <p>Program Learning Outcomes: P1. Graduates are able to have in-depth knowledge in micro and applied (macro) linguistics</p> <p>Course Learning Outcomes: On completion of this course, the students will be able to: 1) Identify the phenomena of bilingual and multilingual education in ex-colonial countries, countries that receive a lot of immigrants or countries with multilingual regional languages. 2) Explain the theory and concept of Bilingual and Multilingual Education. 3) Applying Bilingual and Multilingual Education materials in a research.</p>				

4.	Subject aims/Content
Meeting 1 Course Contract Able to understand and practice course contract	
Meeting 2 Intersections of Language Ideology, Power, Identity: Bilingual Education and Indigenous Language; Revitalization in French Polynesia 1.1 Able to explain ideology, power and identity of a language 1.2 Able to explain the development of bilingual/multilingual education in French Polynesia	
Meeting 3 Bilingualism and Creativity: An Educational Perspective 2.1 Able to explain the relationship between bilingual/multilingual education and student creativity 2.2 Able to give examples of the relationship between bilingual/multilingual education and student creativity	
Meeting 4 Language Acquisition in Bilingual Education 3.1 Able to explain language acquisition in bilingual/multilingual education 3.2 Able to give examples of language acquisition in bilingual and multilingual education	
Meeting 5 Literacy in Bilingual and Multilingual Education 4.1 Able to explain literacy in Bilingual and Multilingual learning 4.2 Able to provide examples of literacy in bilingual and multilingual learning	
Meeting 6 Culture in Bilingual and Multilingual Education: Conflict, Struggle, and Power 5.1 Able to explain that culture is an inseparable part of bilingual and multilingual education. 5.2 Able to give examples of culture in bilingual and multilingual education.	
Meeting 7 A Synthesis of Research on Bilingual and Multilingual Education 6.1 Able to explain the development of bilingual and multilingual education research 6.2 Able to provide examples of bilingual and multilingual education research from year to year, from various parts of the world.	
Meeting 8 Independent research design Able to design independent research	

<p>Meeting 9 Bilingual Education in Japan: Slow but Steady Progress 7.1 Able to explain the pattern of bilingual education in Japan 7.2 Able to give an example of the pattern of education in Japan which is slow but steady progress.</p>
<p>Meeting 10 Programs and Structure in Bilingual and Multilingual Education 8.1 Able to explain about bilingual and multilingual education programs 8.2 Able to give examples of bilingual and multilingual education programs and his structure</p>
<p>Meeting 11 Translanguaging, Bilingualism, and Bilingual Education 9.1 Able to explain the process of translating from one language to another in bilingual and multilingual education 9.2 Able to provide examples of how the process of translating from one language to another in the bilingual and multilingual learning process</p>
<p>Meeting 12 Parent and Community Involvement in Bilingual and Multilingual Education 10.1 Able to explain the role of parents and the community involvement in the bilingual and multilingual learning process 10.2 Able to give an example the role of parents and community involvement in bilingual and multilingual education</p>
<p>Meeting 13 Bilingual-Multilingual Education and Indigenous Peoples 11.1 Able to explain bilingual and multilingual education of indigenous people in ex-colonial cases 11.2 Able to explain the importance of a second language as an official language in bilingual and multilingual education</p>
<p>Meeting 14 Nonformal Bilingual Education 12.1 Able to explain about non-formal bilingual and multilingual education 12.2 Able to provide examples of non-formal bilingual and multilingual education</p>
<p>Meeting 15 Bilingual and Multilingual Education in Brunei and Malaysia: Policies and Practices 13.1 Able to explain bilingual and multilingual education policies in Brunei and Malaysia 13.2 Able to explain how the implementation of bilingual and multilingual education in Brunei and Malaysia</p>
<p>Meeting 16 Individual research project development Able to present individual research project</p>

5	<p>Teaching methods Lectures, discussions, collaborative learning, assignment</p>																												
6	<p>Assessment methods</p> <ol style="list-style-type: none"> 1. Attendance and Class Participation To maximize the learning opportunities in this course, students are not only required to be present for all class sessions, have completed all necessary tasks but they are also expected to interact with peers and the topics as directed in class discussions and activities. 2. Exercises Group assignment: reading, summarizing the given topic, then presenting it in the class 3. Assignment <ol style="list-style-type: none"> a. Mid-Term Exam: Make a Research Proposal in the field of Bilingual and Multilingual Education. b. Final Exam Project: Submitting Research Reports in the field of Bilingual and Multilingual Education <p>Assessment Summary:</p> <table border="1" data-bbox="327 1093 1519 1415"> <thead> <tr> <th>Assessment Task</th> <th>Task Type</th> <th>Due</th> <th>Weighting</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>Attendance</td> <td>Through the semester</td> <td>10%</td> </tr> <tr> <td>Class Participation</td> <td>FGD</td> <td>Week 3-7 and 10-15</td> <td>15%</td> </tr> <tr> <td>Exercises</td> <td>FGD</td> <td>Week 3-7 and 10-15</td> <td>20%</td> </tr> <tr> <td>Mid-Term Examination</td> <td>Project</td> <td>Week 8</td> <td>25%</td> </tr> <tr> <td>Final Examination</td> <td>Project</td> <td>Week 16</td> <td>30%</td> </tr> <tr> <td colspan="3" style="text-align: center;">TOTAL</td> <td>100%</td> </tr> </tbody> </table> <p>Note that attendance at lectures is compulsory.</p>	Assessment Task	Task Type	Due	Weighting	Attendance	Attendance	Through the semester	10%	Class Participation	FGD	Week 3-7 and 10-15	15%	Exercises	FGD	Week 3-7 and 10-15	20%	Mid-Term Examination	Project	Week 8	25%	Final Examination	Project	Week 16	30%	TOTAL			100%
Assessment Task	Task Type	Due	Weighting																										
Attendance	Attendance	Through the semester	10%																										
Class Participation	FGD	Week 3-7 and 10-15	15%																										
Exercises	FGD	Week 3-7 and 10-15	20%																										
Mid-Term Examination	Project	Week 8	25%																										
Final Examination	Project	Week 16	30%																										
TOTAL			100%																										
7	<p>This module/course is used in the following study programme/s as well Not Applicable</p>																												
8	<p>Module Coordinator Dr. Roosie Rusmawati, M.Si</p>																												
9	<p>Resources</p> <ol style="list-style-type: none"> 1. Wayne E Wright, Sovicheth Boun, and Ofelia Garcia. 2015. <i>The Handbook of Bilingual and Multilingual Education</i>. Willey Blackwell 2. Articles in journals national and international with the theme Bilingual and Multilingual Education 																												

