



Anwei FENG

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Biography

Dr Anwei Feng is Professor of Language Education in the School of Education and English, the University of Nottingham Ningbo China. His research areas include bi-/tri-/multi-lingualism, bi-/tri-/multi-lingual education, and intercultural and international studies in education. He has published more than 40 peer-reviewed journal articles and six books related to these research areas and supervised some 30 doctorate students to completion.

Workshop Description

Workshop Title: Debates, Challenges and Strategies for Developing Bilingualism and Biculturalism in Bilingual Schools

Issues concerning language and culture in societies at large and in education in particular have been incessantly under fervent debate all over the world. It is widely acknowledged in China that the COVID-19 Pandemic has evidently generated fiercer dispute on whether and, if yes, to what extent bilingualism and bi-/multi-culturalism should continue to be promoted in the society today when the national language is even more forcefully stipulated than ever before for use in the society and for education.

In this specific context, a deeper understanding of the nature of common labels such as bilingualism and bi-/multi-culturalism has become vital, especially for key stakeholders in bilingual schools which have been so far popular in metropolises such as Shanghai. With regard to bilingualism, for example, teachers, administrative staff and decision makers must become aware that simplistic conceptions are vulnerable to questioning by all as they may lead to poor learning outcomes. Similarly, ineffective curriculum design, inappropriate pedagogy and invalid assessment are often empirically proved to be attributed to superficial understanding of bi-/multi-culturalism. Research evidence suggests that it is not an overstatement that adequate knowledge of the complex nature of bilingual education in the contemporary Chinese society is crucial, not only for a sound programme with genuine attainability, but is a prerequisite for sustainability of bilingual schooling in the changing context. This workshop is designed to address these fundamental issues head-on. It will start with a critical overview of the debates on the basic concepts from cognitive, affective and socioeconomic perspectives. Through the systematic critique, benefits and issues will be identified and *analyses* and, on such basis, research-based strategies and pedagogical approaches will be recommended and discussed.

This workshop is meant to be interactive throughout. Towards the end, time will be set aside for questions and comments.