

## COURSE SYLLABUS

### Multilingualism in Clinical and Educational Contexts

2021-2-F5104P025

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#### Learning area

Methods and techniques for treatment and rehabilitation

#### Learning objectives

##### *Knowledge and understanding*

- Myths and science about multilingualism
- Bilingual language development
- Multilingualism and literacy
- Multilingualism and language (related) disorders
- Bimodal bilingualism in deaf children
- Multilingualism and cognition

##### *Applying knowledge and understanding*

- Skills to face multilingualism and integration problems in educational contexts
- Skills to distinguish language disorders from the delay due to delayed exposure to language
- Competence useful to evaluate assessment tests and rehabilitation program in multilingual settings
- Competence to evaluate the options for linguistic education of deaf children
- Multilingual awareness in clinical settings

- Skills in writing scientific and educational texts
- Working in a team

## **Contents**

We will examine multilingualism at different points of development (full immersion, migration), in the oral and written form, the relation the acquisition of oral and written language, the effects of multilingualism on specific language impairments and dyslexia, the acquisition of sign and oral language in children, the effects of multilingualism on other cognitive capacities (moral judgement, cognitive functions).

## **Detailed program**

- When does multilingualism grow?
- Are we born to become multilingual?
- Multilingual development
- Oral language and literacy
- Multiliteracy o monoliteracy?
- Specific language impairments in multilingual children
- Dyslexia in multilingual children
- Sign and oral and written language in deaf children
- Cognitive effects of multilingualism

## **Prerequisites**

Having taken courses in linguistics or psycholinguistics is an advantage, but it is not compulsory

## **Teaching methods**

During the emergency period due to COVID-19, classes will be delivered in a mixed modality. One lesson (3 hours) of the week will be uploaded and the other (3 hours) will be in streaming and will have as topic the arguments in the lesson uploaded plus discussion. The uploaded lesson should have been visited by students. If possible some lessons will be live. Beyond lesson, some film will be used. \_\_\_\_\_

## **Assessment methods**

For students, we attend classes regularly: two individual assignments (of 1000 and 2000 words, respectively) to hand on one after the first half of the course and the second at the end of the course. One group project and presentation group Oral exam: discussion of assignments and project.

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## Textbooks and Reading Materials

For all students

Guasti, M. T. 2017. *Language Acquisition. The Growth of Grammar*. Cambridge, Mass: MIT Press. II Edizione. Capitolo 11

Sebastian-Galles et al. (2012) A bilingual advantage in Visual language discrimination. *Psychological science*, 53, 994-996.

Vender, M., M., Garaffa, A. Sorace, & M. T., Guasti (2106) Child L2 learning and Specific Language Impairment: superficially similar but linguistically different. *Clinical linguistics & phonetics* 30, 150-169. (19 pagine)

Tsimplici, i., Peristeri, e., & Andreou, M. (2016). Narrative production in monolingual and bilingual children with specific language impairment. *Applied Psycholinguistics*, 37(1), 195-216. doi:10.1017/S0142716415000478

Kovelmann, I, SA. Baker, LA Petitto 2008. Age of first bilingual language exposure as a new window into bilingual development. *Bilingualism: Language and Cognition* 11, 203-223

Roch, M., Florit, e., & Levorato, C. (2016). Narrative competence of Italian–English bilingual children between 5 and 7 years. *Applied Psycholinguistics*, 37(1), 49-67. doi:10.1017/S0142716415000417

*Detailed information concerning additional material will be published on the e-learning page of the course*

**For those students who do not attend classes: beyond the texts above, also**

Bonifacci, P. (a cura di, 2018) *I Bambini bilingui*. Roma, Carrocci. Tutto il volume.

Trovato, S. 2014. *Insegno in Segni*. Milano:Cortina. Tutto il volume.

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