

## SYLLABUS DEL CORSO

### Multilinguismo nei Contesti Clinici ed Educativi

2122-2-F5104P025

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#### Learning area

Methods and techniques for treatment and rehabilitation

#### Learning objectives

##### *Knowledge and understanding*

- Myths versus science about multilingualism
- Bilingual language development
- Multilingualism and literacy
- Multilingualism, language disorders, dyslexia
- Bimodal bilingualism in deaf children
- Impacts of multilingualism on clinical services

##### *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 useful to evaluate technological tools in relation to multilingualism
- 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 and in different modalities (full immersion, migration), in the oral and written form, the relation the acquisition of oral and written language, the effects of multilingualism on developmental language impairments and dyslexia, the acquisition of sign and oral language in children, the impact of multilingualism on clinical services.

## **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
- Tools for screening, diagnosis and rehabilitation, paying attention to new technologies
- Sign and oral and written language in deaf children
- Foreigners' comprehension of Italian in clinical settings

## **Prerequisites**

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

## **Teaching methods**

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## **PAY ATTENTION**

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## **Assessment methods**

For students, we attend classes regularly:

a 2000-word assignment on a scientific topic covered during the course

a 500-word document for teachers or clinicians to discuss the myths on multilingualism in the light of scientific discoveries

Both have to be handed 10 days before the end of the course

One group presentation on a topic assigned during the course.

Oral exam: discussion of assignments and topics discussed during the course.

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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)

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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

Guasti, M. T., M. White, G. Bianco, F. Arosio, B. Camilleri, N. Hasson (2020) Two clinical markers of DLD in monolingual Italian speakers : what cant hey tell us about second language learners with DLD ? *Journal of clinical linguistics and Phonetics*.

Spitale, M., Silleresi, S., Leonardi, G., Arosio, F., Giustolisi, B., Guasti, MT. & Garzotto, F. (2021). “Design Patterns

of Technology-based Therapeutic Activities for Children with Language Impairments: A Psycholinguistic-Driven Approach". In *CHI Conference on Human Factors in Computing Systems Short paper (CHI '21)*, May 8–13 2021, Yokohama, Japan. ACM, New York, NY, USA. <https://doi.org/10.1145/3411763.3451775>

Guasti, M. T., S. Silleresi, M. Vernice (2019) *Imparare la lingua giocando con frasi e parole*. Milano: Raffaello Cortina.

[Garraffa, M., Vender, M., Sorace A., and Guasti, M. T.](#) (2019) Is it possible to differentiate multilingual children and children with DLD? *Policy paper for Languages, Society and Policy. Multilingualism: Empowering Individuals, Transforming Societies*(MEITS). <http://www.meits.org/policy-papers/paper/is-it-possible-to-differentiate-multilingual-children-and-children-with-dld>

*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.

See also:

<https://www.youtube.com/watch?v=G2XBikHW954>

<https://www.youtube.com/watch?v=ekuJ3ZBYq5Y>

## **ERASMUS STUDENTS**

Exams can be taken in English or French, reports can be written in English or French and only English texts can be used for preparation. For this, please contact the teacher.

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