UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Multilingualism in Clinical and Educational Contexts

2223-2-F5104P025

Learning area

Methods and tecniques 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 questionnaires, 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

·Make an oral presentation

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, questionnaires 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

Lectures, discussions, video, writing short scientific texts and texts addressed to different stakeholders that will be the topic of discussion. Writing short scientific texts and texts addressed to different stakeholders will also be part of the course as well as examing how presentations should be done, group working. For this, presentations relevant to the course and present on youtube will be used.

Assessment methods

For students, we attend classes regularly:

a 3000-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 about 8 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.

For those who do not attend classes (or do not follow the former modality):

a 4000-word scientific assignment on a topic established by the teacher to deliver to the teacher 8 working days before the exam.

1 powerpoint presentation on multilingualism for teachers and clinicians in which major relevant facts are presented

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

Evaluation is based on knowledge of topics discussed, ability to modulate written text as a function of the situation, critical thinking and ability to connect to context, ability to argument and ability to use technical language in appropriate situations.

Performance of past students

All students attending classes, pass the exam within the first two sections, after the course with very good notes.

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)

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

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).

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.

Lillo-Martin et al. (2014) Language choice in bimodal bilingual development. *Frontiers in Psychology.*

See also:

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.

Sustainable Development Goals

NO POVERTY | GOOD HEALTH AND WELL-BEING | QUALITY EDUCATION | REDUCED INEQUALITIES