UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Multilingualism in Clinical Contexts

2425-2-F5108P016

Learning area

Methods and tecniques for intervention and rehabilitation

Learning objectives

Knowledge and understanding

- Multilingual contexts
- Multilingual language acquisition
- Multilingualism and literacy
- Multilingualism and developmental language disorders
- Multilingualism and developmental dyslexia
- Multilingualism and ageing
- Multilingualism and cognitive abilities
- Tecnological solution to detect language and reading disorders
- Bimodal bilingualism in deaf children

Applying knowledge and understanding

· Skills to face multilingualism problems in clinical settings

· 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

· Skills in writing scientific texts and policy reports

· Working in a team

· Make an oral presentation

Contents

We will examine multilingual acquisition (oral and written) at different points of development and in different modalities (full immersion, migration, early and late), the relation between the acquisition of oral and written language, the effects of multilingualism on developmental language impairments and developmental dyslexia, and ageeing, the acquisition of sign and oral language in children, the impact of multilingualism on clinical services (among other the comprehension of Italian, of tests, of evaluation of multilingual persons and self report in Italian).

Detailed program

- Definition of different multilingual settings
- Features of different forms of multilingual acquisition
- Factors and processing occurring in multilingual acquisition
- The relation between oral language and literacy
- Developmental language impairments in multilingual children
- Developmental Dyslexia in multilingual children
- Tools for screening, diagnosis and rehabilitation for multilingual persons
- Questionnaires to evaluate multilingual persons in clinical settings
- Use of new technologies to deal with clinical multilingual settings
- How multilingualism impacts on ageeing
- Sign, oral and written language in deaf children
- Foreigners' comprehension of Italian in clinical settings
- Multilingualism and cogntive advantages

Prerequisites

None

Teaching methods

All lessons will be held in the classroom in Italian. Most of the lessons (26) are based on a teaching method that is predominantly made of frontal lessons. During the lessons, the teacher encourages the active participation of students through classroom discussions, such as short group reflections, analysis of films. Two lessons (4 hours) will be held in the interactive mode and students will be asked to work in groups on questionnaires for multilingual assessment, examine technological tools for multilingualism, examine, discuss and report on a scientific article,

understand how to "translate" scientific knowledge into policy reports aimed at different stakeholders on issues concerning multilingualism. This approach aims to stimulate critical thinking and encourage direct involvement in the topics covered, allowing students to apply the theoretical knowledge acquired to real situations.

Assessment methods

1 critical essay of 3500 words on topics covered during the course. At the beginning of the course the relevant articles will be indicated and the topic must be agreed with the teacher. The paper must be delivered about 8 days before the end of the course or 8 days before the exam.

1 oral presentation preferably made by a group of students on a topic that must be agreed with the teacher

Oral exam: Interview on the paper and on the topics dealt with in class

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

Guasti, M.T., Carioti, D., Costa, F. Silleresi, S. (2023) Multilinguismo*. Contesti educativi e clinici. Carrocci.

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.

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

Guasti, M. T., White, M. J., Bianco, G., Arosio, F., Camilleri, B., & Hasson, N. (2021). Two clinical markers for DLD in monolingual Italian speakers: what can they tell us about second language learners with DLD?. Clinical Linguistics & Phonetics, 35(9), 829-846.

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).

Policy Reports from the Multimind project: https://www.multilingualmind.eu/policy-reports

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

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