UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Multilinguismo in Contesti Clinici

2526-2-F5108P016

Learning area

Methods and tecniques for language intervention and rehabilitation

Learning objectives

Knowledge and understanding

- Multilingual contexts
- Multilingual language acquisition
- Language interaction in multilingual individuals
- Developmental language disorders in multilingual persons
- Developmental dyslexia in multilingual persons
- Autistic spectrum in multilingual persons
- Ageing in multilingual persons: cognitive reserve
- Aphasia in multilingual persons
- Multilingualism and cognitive abilities
- Language Tests for multilingual persons
- Screening and rehabilitation of language and reading through technological tools
- Deafness and bimodal bilingualism

Applying knowledge and understanding

· Skills to face multilingualism problems in neuropsychological contexts
· Skills to distinguish language/reading 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 for screening and rehabilitation 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

Making Judgement

The course develop the ability to make judgements through teh following activities:
. optional written text
. oral presentation of a group work
. exercices activitiy on language tests and questionnaires on multilingual evaluation

Communication skills

The course develop the ability to communicate through teh following activities:
. oral presentation of a group work
. exercices activity on language tests and questionnaires on multilingual evaluation, discussion about policy reports
. Oral exam

Learning skills

The course develop the learning skills as follows:
. presentation of web sites and european project about multilingualism
. presentation of journals on multilingualism

Contents

We will examine multilingual acquisition (oral and written) during the life time 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, developmental dyslexia, autism, ageeing, aphasia, the acquisition of sign and oral language in children, the impact of multilingualism in neuropsychological 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 of language and reading for multilingual persons
- Questionnaires to evaluate multilingual persons in neurpsychological settings
- Use of new technologies to deal with linguistic screening and rehabilitation in multilingual settings
- How multilingualism impacts on ageeing
- How to examine aphasia in multilingual individual
- Sign, oral and written language in deaf children
- Foreigners' comprehension of Italian in neuropsychological settings
- Multilingualism and cogntive advantages

Prerequisites

None

Teaching methods

All lessons will be held in the classroom in Italian. Most of the lessons (25) 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. During these lessons, we will visit web sites on multilingualism, discuss multilingual projects at the European level and discussed studies from journals on multilingualism. Three lessons (6 hours) will be held in the interactive mode (exercices activities supervised by the theacher). Students will be asked to work in groups on questionnaires for multilingual assessment, test for examining language disorders in multilingual individuals, examine technological tools for assessing and rehabilitate language in multilingual settings, 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

Oral exam on the topics dealt with in class

It is possible to write one 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. The essay will be discussed during the oral exam and will be part of teh evaluation.

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

Evaluation is based on
. knowledge of topics discussed
. ability to modulate the discourse 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.

Costa, A. (2023) Il cervello bilingue. La neuroscienza del linguaggio. Hogrefe. (there is an English version)

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

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