

**Language in Multilingual and Multicultural Settings**

Code: 104140  
ECTS Credits: 6

Degree	Type	Year	Semester
2500893 Speech therapy	OB	4	1

### Contact

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### Use of Languages

Principal working language: catalan (cat)  
Some groups entirely in English: No  
Some groups entirely in Catalan: No  
Some groups entirely in Spanish: No

### Teachers

Alondra Camus Torres

### Prerequisites

It is recommended that students have passed the courses "Linguistics", "Linguistics applied to language disorders", "Language acquisition and processing" and "Introduction to scientific methods and cognitive processes".

Revision of the following content from the course "Language acquisition and processing" is strongly recommended: theoretical perspectives on language acquisition, developmental stages and characterization of development at the phonological, lexical, morphosyntactic and pragmatic level.

### Objectives and Contextualisation

The objective of this course is to gain knowledge of the influence of multilingual contexts in the features of typical and atypical language development and processing, as well as of the influence of culture and socioeconomic status (SES) in language development.

At the end of the course students will be able to:

- Understand the linguistic and psycholinguistic characteristics of multilingualism situations, especially those derived from migration.
- Understand multilingual learning processes and appreciate the incidence of different individual and social factors in these processes.
- Recognize the differing features of languages and their potential influence on bilingual language acquisition and second language learning processes.
- Be sensitive to the effects of multilingual and multicultural contexts in typical and pathological language features.
- Develop tools for language assessment and intervention that consider the specific features of the diverse situations of multilingual development in different developmental stages, in order to offer a correct approach to communication processes as well as assessment and intervention procedures in speech and language therapy with multilingual and/or multicultural clients.

### Competences

- Analyse and synthesise information.
- Demonstrate an understanding of disorders in communication, language, speech, hearing, voice and non-verbal oral functions.
- Ethically commit oneself to quality of performance.
- Evaluate the scientific production that supports speech therapists professional development.
- Integrate the foundations of biology (anatomy and physiology), psychology (evolutionary processes and development), language and teaching as these relate to speech-therapy intervention in communication, language, speech, hearing, voice and non-verbal oral functions.
- Managing communication and information technologies.
- Master the terminology that facilitates effective interaction with other professionals.
- Organise and plan with the aim of establishing a plan for development within a set period.
- Understand, integrate and relate new knowledge deriving from autonomous learning.

## Learning Outcomes

1. Analyse and synthesise.
2. Correctly use the terminology of linguistics, psycholinguistics and speech therapy, as well as other professions with which speech therapists often create multidisciplinary teams (doctors, physiotherapists, etc).
3. Describe the main contributions from scientific productions linked to the cognitive processes of people in multilingual environments.
4. Ethically commit oneself to quality of performance.
5. Explain and compare distinct theoretical proposals regarding mental representations in multilingual people.
6. Explain and interrelate the main contributions of research on language acquisition and second language learning.
7. Explain the influence of multilingual environments on the normal and pathological characteristics of language.
8. Identify, describe and relate the different phases of language acquisition in a multilingual context.
9. List and describe the different phenomena that occur in language contact.
10. Managing communication and information technologies.
11. Organise and plan with the aim of establishing a plan for development within a set period.
12. Understand, integrate and relate new knowledge deriving from autonomous learning.

## Content

1. Introduction to multilingual development and learning.
  - 1.1. monolingual development, multilingual development, and second language learning.
  - 1.2. Defining multilingualism.
  - 1.3. Critical features of multilingual development. Interaction between linguistic systems.
  - 1.4. Factors affecting multilingual development.
2. Theoretical perspectives.
  - 2.1. Learning by instruction, selection or construction. Different approaches to language development.
  - 2.2. The role of context and interaction strategies.
  - 2.3. The role of metalinguistic procedures.
  - 2.4. Multilingual brains.
3. Features of multilingual development.

- 3.1. General features in the process of acquiring languages.
- 3.2. Speech perception: an early differentiation between languages.
- 3.3. Features of phonological development.
- 3.4. Features of early lexicon and lexical development; hypothesis on the multilingual lexicon.
- 3.5. Early morphosyntactic development; features of morphosyntactic development.
- 3.6. Features of discourse development.
- 4. Cognitive consequences of multilingualism.
  - 4.1. Positive & negative consequences, and indifferent aspects.
  - 4.2. Recent findings on attention, cognition and metalinguistic abilities.
- 5. Orientations for speech and language therapy in multilingual contexts.
  - 5.1. The assessment of the bilingual profile.
  - 5.2. Orientations for language assessment in multilingual people.
  - 5.3. Orientations for language intervention in multilingual people: languages of intervention?
- 6. The influence of culture and socioeconomic status (SES)
  - 6.1. The cultural competence of the speech and language therapist; multilingual contexts.
  - 6.2. The influence of SES in language acquisition.
  - 6.3. The influence of SES in school performance.

## **Methodology**

- Directed activities

Lectures with support of ICT.

Seminars in small groups for analyzing and discussing specialized papers and cases. Students will discuss methodological, theoretical and applied implications.

- Supervised activities

Tutoring of coursework due.

Consultations on online self-assessment activities proposed.

- Autonomous activities

Reading specialized papers and documents (reports, cases, and specific documents for the course\*).

Preparation and elaboration of coursework due.

Searching information and documentation.

Study: elaboration of outlines and summaries.

\*The materials needed to learn the basic contents of the course are available on moodle

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures with support of ICT and group discussion	21	0.84	4, 3, 9, 5, 6, 7, 8, 2
Seminarios en grupo partido de análisis y discusión de artículos y casos	24	0.96	1, 4, 9, 7, 11, 2
Type: Supervised			
Consultations on online self-assessment activities proposed	3	0.12	3, 9, 5, 6, 8
Tutoring of coursework due	7	0.28	4, 9, 7, 11, 2
Type: Autonomous			
Preparation and elaboration of coursework due	27	1.08	1, 4, 9, 7, 11, 2, 10
Reading specialized papers and documents (reports, cases, and specific documents for the course)	28	1.12	12, 3, 9, 5, 6, 7, 8
Study: elaboration of outlines and summaries	36	1.44	1, 12, 3, 9, 5, 6, 8

## Assessment

The following learning evidences (with the following weight in the course final grade) must be presented:

LE1: Presentation of reports and coursework, and participation in seminar discussions (weight: 20%). This evidence will be considered as presented if a minimum of 60% of reports/coursework have been presented.

LE2: written exam 1 (weight: 40%)

LE3: written exam 2 (weight: 40%)

Students will pass the course if both of the following conditions apply: (1) they have obtained at least 5 points (0-10 scale) as a result of the weighted mean of learning evidences, and (2) they have passed at least two out of the three evidences.

A student who has presented learning evidences representing a weight below 4 points (40%), will be qualified as Non Assessable (NA).

If the criteria to pass the course specified above are not met, students will have the opportunity to resit exam/s in the following cases: (a) the final grade is equal to or greater than 3.5 and is below 5 (0-10 scale), and (b) have been previously assessed on a set of learning activities with a minimum weight of 66.6% of the final grade of the course.

LE1 cannot be retaken.

The maximum course final grade possible in case the student passes the resit exam is 'Pass' (5 points; 0-10 scale).

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Presentation of reports and coursework (small group)	20%	2	0.08	1, 4, 9, 7, 11, 2, 10
written exam 1	40%	1	0.04	1, 12, 3, 9, 5, 6, 7, 8, 2
written exam 2	40%	1	0.04	1, 12, 3, 9, 5, 6, 7, 8, 2

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[http://treballiaferssocials.gencat.cat/ca/el\\_departament/publicacions/immigracio/col\\_leccio\\_llengua\\_immigracio\\_i\\_](http://treballiaferssocials.gencat.cat/ca/el_departament/publicacions/immigracio/col_leccio_llengua_immigracio_i_)