

**COURSE DATA****Data Subject**

Code	35315
Name	Speech Therapy Intervention in Multilingual Contexts
Cycle	Grade
ECTS Credits	4.5
Academic year	2022 - 2023

Study (s)

Degree	Center	Acad. year	Period
1203 - Degree in Speech Therapy	Faculty of Psychology and Speech Therapy	4	Second term

Subject-matter

Degree	Subject-matter	Character
1203 - Degree in Speech Therapy	39 - Speech therapy intervention in multilingual contexts	Optional

Coordination

Name	Department
VERGARA MARTINEZ, MARTA	305 - Developmental and Educational Psychology

SUMMARY

In the current context, bilingualism and multilingualism are becoming more frequent, so that their different modalities, far from being an exception, have become the norm, reflecting the coexistence between people of different origins, as well as the coexistence of different languages in one place. Many children and young people come from families in which languages other than those of the environment are spoken; the languages of the social environment and of the school may not coincide with theirs. Their main challenge is to be competent in the languages they use in different contexts (work, academic, social, family...). Future speech therapy professionals will also have to face this challenge and attend to the needs of subjects who grow up with two or more languages or who, having grown up with one language, learn one or more second languages. Facing speech therapy practice in these multilingual environments is complex because sometimes the usual diagnostic and intervention procedures will not work and it will be necessary to develop procedures that assume this linguistic diversity and even take advantage of it. It is therefore necessary to understand the influence of multilingual environments on normal and pathological language characteristics.



In this subject we will deal with different psycholinguistic aspects of bilingualism and multilingualism, mainly from the perspective of acquisition, but also from those of cognitive processes and the uses of language in multilingual environments. The general objective is to prepare students so that in the future they can develop innovative communicative interaction strategies and approaches to evaluation and intervention in language development disorders that go beyond existing proposals based mostly on descriptions of the language acquisition process. in monolingual situations.

Based on this general objective, the subject is proposed so that the student is able to:

- understand the linguistic and psychological characteristics of multilingual situations
- know the processes of multilingual learning and appreciate the incidence of different individual and social factors in its development
- appreciate the differential characteristics of languages and the possible influence on the processes of language acquisition and learning of second languages
- be sensitive to the influence of multilingual environments on normal and pathological features of language
- Discuss diagnostic and intervention tools integrating situations of multilingual development.

To achieve these objectives, we will deal with multilingual development within the framework of language development processes and some of the characteristics of second language learning, considering the factors that influence their learning, as well as studies on the mental and cerebral representation of second languages. languages, their interaction, transfer and interference. The possible cognitive effects of multilingualism, a topic currently the subject of extensive research activity, will also be discussed.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

- 35276 General psychological processes and Psychology of Language
- 35278 Developmental Psychology and Language Acquisition

OUTCOMES

1203 - Degree in Speech Therapy



- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
- Design, implement and evaluate actions to prevent communication and language disorders.
- Explore, evaluate, diagnose and predict the evolution of communication and language disorders from a multidisciplinary perspective.
- Design and conduct speech therapy treatments, both individual and collective, by setting targets and stages, with the most effective and adequate methods, techniques and resources, and bearing in mind the different life developmental stages as well as gender perspective.
- Work in the school, healthcare and healthcare settings as part of the professional team. Advice on the development, implementation of care and education policies on topics related to speech therapy.
- Develop communication skills in the general population.
- Have an adequate speech production, language structure and voice quality.
- Know the anatomy of the organs of speech, hearing and voice.
- Knowledge of the physiology of the organs of speech, hearing and voice.
- Know the normal development of language.
- Know the psycholinguistic processes and other basic psychological processes that support the techniques of speech therapy.
- Know the developmental disorders of communication and language.

LEARNING OUTCOMES

Design and apply assessment instruments in cases of bilingualism.

Design and implement intervention programs tailored to bilingual patients.

Design and implement assessment tools and intervention programs in case of bilingual children.

Identifying factors involved in cases of recovery of the second language in patients.



DESCRIPTION OF CONTENTS

1. Introduction to the concept of multilingualism

- 1.1 Definition of bilingualism/multilingualism
- 1.2 Psycholinguistic aspects of the bilingual/multilingual profile
- 1.3 Sociolinguistic aspects of the bilingual/multilingual profile

2. Multilingual learning and development.

- 2.1. Development multilingual development and learning of second languages.
- 2.2. Critical characteristics of multilingual development. Interaction between linguistic systems.
- 2.3. Factors influencing multilingual development

3. Characteristics of multilingual development.

- 3.1. Control lingüístico en bilingües.
- 3.2. Impacto del multilingüismo en el cerebro
- 3.3. Aprendizaje de una segunda lengua: periodo crítico, memoria procedimental y declarativa, consecuencias prácticas.

4. Multilingual development in students with SEND. Implications for assessment and intervention in multilingual contexts.

- 4.1. Multilingualism and special educational needs and disabilities (SEND)
- 4.2. Multilingualism and SLI.
- 4.3. Multilingualism and ASD.
- 4.4. Implications for assessment and intervention in multilingual contexts.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Classroom practices	15,00	100
Preparation of evaluation activities	27,50	0
Preparing lectures	20,00	0
Preparation of practical classes and problem	20,00	0
TOTAL	112,50	



TEACHING METHODOLOGY

Various methods are combined. The concepts are introduced during each block in a participatory manner, combining examples and case studies. The student participation is considered essential so the teacher will prepare in advance the topic of discussion.

Practical classes will be individual or in group to meet specific competencies.

The e_learning platform of the UV "Aula Virtual" will be used. Virtual mentoring by email will be used. Timely feedback will be supplied.

EVALUATION

1.- Practical part (40%) composed of group presentation in Symposium (30%) and activities in practice sessions (10%). This part is not recoverable in second call.

Evaluation based on the attendance and completion of the exercises proposed during Practice hours and in the performance and presentation of a group work. Different thematic lines will be covered so that each group chooses one of them.

The practices will be carried out exclusively at the times stipulated officially.

2.- Theoretical part (60%): Examination aimed at assessing the basic theoretical knowledge related to the contents of the subject. It will be essential to pass the module to obtain a minimum of 5 out of 10 on the exam.

In order to pass the subject, it is a requisite to obtain a minimum score of 5 out of the combination of the practical and the theoretical parts.

In case of "excellent" results by the student, making it to Matrícula de Honor will be subject to the accomplishment of an extraordinary exercise. In no case will it subtract note.

In the event of fraudulent practices, the Action Protocol for fraudulent practices at the University of Valencia will be applied (ACGUV 123/2020):

<https://www.uv.es/sgeneral/Protocols/C83.pdf>

REFERENCES

Basic

- Abdelilah-Bauer, B. (2007). El desafío del bilingüismo. Crecer y vivir hablando varios idiomas. Madrid: Morata.



- Ardila, A. & Ramos, E. (2007). Bilingualism and cognition: the good, the bad and the ugly of bilingualism. En A. Ardila & E. Ramos (Eds.), *Speech and language disorders in bilinguals* (pp. 213-234). New York: Nova Science Publishers.
- Baker, C. (2006). *Foundations of Bilingual Education and Bilingualism* (4th Ed). Bristol, PA: Multilingual Matters, Ltd

Additional

- Auer, P. & Wei, L. (Eds.) (2007). *Handbook of Multilingualism and Multilingual Communication*. Berlin: Mouton de Gruyter.
- Genesee F, Paradis J, Crago, MB (2004). *Dual Language Development and Disorders: A Handbook on Bilingualism and Second Language Learning*. Baltimore, Brookes.
- Grosjean F. (1982) *Life with two languages. An introduction to bilingualism*. Cambridge: Harvard University Press.
- Mallart, J. (2006). *Multilingüisme i educació*. Barcelona: Publicacions i Edicions UB.
- Montrul, S. (2013). *El bilingüismo en el mundo hispanohablante* Chichester, UK: Wiley-Blackwell.