



Universitat de Lleida

# **DEGREE CURRICULUM PSYCHOLOGY OF MULTILINGUALISM: SOCIAL AND EDUCATIONAL ASPECTS**

Coordination: IANOS , MARÍA ADELINA

Academic year 2019-20

## Subject's general information

<b>Subject name</b>	PSYCHOLOGY OF MULTILINGUALISM: SOCIAL AND EDUCATIONAL ASPECTS					
<b>Code</b>	102926					
<b>Semester</b>	2nd Q(SEMESTER) CONTINUED EVALUATION					
<b>Typology</b>	Degree	Course	Character	Modality		
	Bachelor's Degree in Psychology	3	OPTIONAL	Attendance-based		
<b>Course number of credits (ECTS)</b>	6					
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA		
	<b>Number of credits</b>	1.8		4.2		
	<b>Number of groups</b>	1		1		
<b>Coordination</b>	IANOS , MARÍA ADELINA					
<b>Department</b>	PSICOLOGIA					
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.					

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
IANOS , MARÍA ADELINA	adelina.ianos@udl.cat	2,5	
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## Learning objectives

- Differentiate social bilingualism from individual bilingualism and its implications for educational planning.
- To identify the fundamental theoretical concepts and psycho-pedagogical bases of bilingual and multilingual education.
- Analyze and critically interpret the organizational alternatives and conditions of bilingual and multilingual education models.
- To know and value the institutional and educational framework of bilingual and multilingual education in certain countries, with special emphasis in the case of Spain, in general, and Catalonia, in particular.
- Reflect on the existing relations between language, school and migratory movements.

## Competences

### Basic competences:

CB2 Apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the elaboration and defence of arguments and the resolution of problems within their area of study.

CB3 Ability to gather and interpret relevant data (usually within your area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.

CB4 To be able to transmit information, ideas, problems and solutions to both specialized and non-specialized audiences).

### General Competences:

CG1 Develop the capacity to adapt to new situations and solve problems effectively.

GC3 Demonstrate skills for interpersonal relationships.

CG5 Demonstrate critical capacity to make relevant decisions.

CG8 Identify and evaluate one's own competencies, skills and knowledge according to the standards of the profession.

CG9 Recognize diversity and difference as a structural element of the human being, while recognizing, understanding and respecting the cultural complexity of today's society.

CG10 Respect the fundamental rights of equality between men and women, the promotion of human rights and the values of a culture of peace and democratic values.

## **Specific Competences:**

CE1 Identify and analyse the characteristics and needs of individuals, groups and organisations, as well as the relevant contexts for the service requested.

CE2 Plan the evaluation of programmes and/or psychological interventions, selecting appropriate indicators and techniques.

CE5 Design and apply a psychological intervention strategy/plan, depending on the contexts or service demanded.

CE6 Respond and act in an appropriate and professional manner, taking into account the attitudes and values of the profession, as well as its ethical and deontological code, in each and every one of the intervention processes.

CE7 Provide information to users and establish an appropriate interpersonal relationship, taking into account the different contexts of the professional relationship.

CE8 Elaborate technical reports, oral and written, on the results of the evaluation process, of the investigation or of the services demanded, respecting the ethical commitment required for the dissemination of psychological knowledge.

CE9 Use the different documentary sources in psychology, show a mastery of the strategies necessary to access information and assess the need for documentary updating.

CE10 Manage, analyse and interpret data within the framework of disciplinary knowledge specific to the different areas of psychology.

## **Transversal Competences:**

CT1 Acquire an adequate understanding and oral and written expression of Catalan and Spanish.

CT4 Acquire basic knowledge of entrepreneurship and professional environments.

CT5 Acquire essential notions of scientific thought.

## **Subject contents**

### **I. BILINGUALISM: BASIC PRINCIPLES**

#### 1. Bilingual societies

- 1.1. Society and languages in contact
- 1.2. Typology of language contact situations
- 1.3. On the concept of diglossia

#### 2. The bilingual individual

- 2.1. Definition and characteristics
- 2.2. On the composite bilingualism/coordinated bilingualism dichotomy
- 2.3. Simultaneous bilingualism vs. successive bilingualism
- 2.4. The personality of the bilingual
- 2.5. The relationship between languages and emotions

#### 3. The acquisition of bilingualism

- 3.1. Language acquisition in family bilinguals
- 3.2. Determining factors in the acquisition/learning of a second language (attitudes, motivation, identity)
- 3.3. Interlengua, code-switching, translanguaging
- 3.4. The Native Approach vs. the Holistic View of Bilingualism

## **II. MULTILINGUALISM AND PSYCHOTHERAPY**

- 1. Psychotherapy and counselling for multilingual clients and therapists
- 2. Support for schoolchildren using their interpretation skills

## **III. BILINGUAL EDUCATION**

- 1. A theoretical framework for bilingual education
  - 1.1. A bit of history. The Luxembourg conference
  - 1.2. The distinction between additive bilingualism and subtractive bilingualism
  - 1.3. The Hypothesis of Linguistic Interdependence
  - 1.4. The Threshold Hypothesis
  - 1.5. The BICS / CALP differentiation
- 2. Bilingual education: definition and typology (Baker classification, 2006)
- 3. Immersion versus submersion programs
  - 3.1. Immersion programme conditions
  - 3.2. Language immersion programmes
- 4. Immersion programs and at-risk students
  - 4.1. Students of low sociocultural level
  - 4.2. Students with low intelligence quotient (IQ)
  - 4.3. Development of L1 at the start of the programme
- 5. Main factors that explain the results in bilingual education programs
- 6. From bilingual education to the introduction of an L3

## **IV. INSTITUTIONAL AND EDUCATIONAL FRAMEWORK FOR BILINGUALISM AND MULTILINGUALISM IN SPAIN**

- 1. Some previous considerations in relation to the language policy of the Spanish State.
  - 1.1. The institutional and legal framework
- 2. Bilingual education systems in Spain
  - 2.1. Bilingual education in the Basque Country
  - 2.2. Bilingual education in Catalonia
- 3. The evaluation of bilingual education in Spain

## **V. LANGUAGE, SCHOOL AND IMMIGRATION. PRESENTATION OF STUDIES AND REFLECTIONS FOR EDUCATIONAL PRACTICE.**

## Methodology

- Theoretical classes
- Flipped classroom sessions
- Debates conducted in large and small groups
- Case studies
- Sessions with specialists

## Development plan

Week 1: Presentation

Week 2: Bilingualism: Basic Principles

Week 3: Bilingualism: Basic Principles

Week 4: Bilingualism: Basic Principles

Week 5: Bilingualism: Basic Principles

Week 6: Multilingualism and psychotherapy

Week 7: Multilingualism and psychotherapy

Week 8: Multilingualism and psychotherapy

Week 9: Bilingual and multilingual education

Week 10: The institutional and educational framework of bilingualism and multilingualism in Spain: an in-depth look at the case of Catalonia

Week 11: Language, school and immigration

Week 12: Language, school and immigration

Week 13: tutorials

Week 14: tutorials

Week 15: tutorials

## Evaluation

### EVALUATION EVIDENCE

Activities to develop in class: 40%.

Personal critical review: 40%.

Active participation in face-to-face theoretical classes and debates: 20%.

## REQUIREMENTS

In order to pass the course it is necessary to pass each of the three evaluation evidences with a minimum of 50% of the grade.

**Attendance:** Attendance is obligatory to the practical classes of the middle groups. This must be equal to or greater than 80% of the total number of sessions held in order for the grade to be computed. Otherwise, the practical part will be suspended.

## RECOVERY ACTIVITIES:

Make-up consists of a multiple-choice test on the contents worked on in the subject.

## ASSESSMENT BY STUDENTS WITH SPECIFIC EDUCATIONAL NEEDS

(Condition: certificate of disability or specific learning difficulty).

The teaching staff of the subject may modify the evaluation system and the carrying out of face-to-face and non face-to-face activities, depending on the Specific Educational Needs of each student, always in agreement with the Commission for Attention to Diversity of the FEPTS or with the UdL for all.

## ALTERNATIVE EVALUATION BY STUDENTS WITH WORK

(Condition: approval by the relevant committee of the permit to make a single evaluation).

The evaluation will be done through a portfolio.

## OBSERVATIONS

Student productions must be original: plagiarism is sufficient reason to suspend the subject.

## Bibliography

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