



Universitat de Lleida

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

Coordination: IANOS , MARÍA ADELINA

Academic year 2020-21

Subject's general information

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

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
IANOS , MARÍA ADELINA	adelina.ianos@udl.cat	4	
MONCASI FALIP, MARIA DEL CARME	mariacarme.moncasi@udl.cat	2	

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

The teaching will be mixed: one part in on-line format and the other in face-to-face format.

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: Multilingualism and psychotherapy

Week 10: Multilingualism and psychotherapy

Week 11: Bilingual and multilingual education

Week 12: Bilingual and multilingual education

Week 13: The institutional and educational framework of bilingualism and multilingualism in Spain: an in-depth look at the case of Catalonia

Week 14: Language, school and immigration

Week 15: Language, school and immigration. Review

Evaluation

EVALUATION EVIDENCE

Activities to develop in class: 40%.

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

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

The evaluation will be done through a portfolio consisting of a variety of activities: case studies, article analysis, summary and synthesis, opinion article, linguistic autobiography, etc..

OBSERVATIONS

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

Bibliography

Arnau, J. (2005). El modelo catalán de atención educativa a los escolares inmigrantes. *Cultura & Educación*, 17 (3), 265-282

Cenoz, J. (2013). Defining multilingualism. *Annual Review of Applied Linguistics*, 33, 3–18. <http://doi.org/10.1017/S026719051300007X>

Cenoz, J. (2013). The influence of bilingualism on third language acquisition: Focus on multilingualism. *Language Teaching*, 46(1), 71–86. <http://doi.org/10.1017/S0261444811000218>

Cenoz, J. (2017). Translanguaging in School Contexts: International Perspectives. *Journal of Language, Identity and Education*, 16(4), 193–198. <http://doi.org/10.1080/15348458.2017.1327816>

Cenoz, J., & Gorter, D. (2011). A Holistic Approach to Multilingual Education: Introduction. *The Modern Language Journal*, 95(3), 339–343. <http://doi.org/10.1111/j.l540-4781.2011.01204.x>

Costa, B. (2010). Mother tongue or non-native language? Learning from conversations with bilingual/multilingual therapists about working with clients who do not share their native language. *Ethnicity and Inequalities in Health and Social Care*, 3(1), 15–24. <http://doi.org/10.5042/eihsc.2010.0144>

- Cots, J. M. i Díaz-Torrent, J. M. (2005). El aula de acogida de alumnos de origen inmigrante en Catalunya. Dins D. Lasagabaster i J. M. Sierra (eds.). **Multilingüismo y multiculturalismo en la escuela** (pp. 71-96). Barcelona: Horsori.
- Cummins, J. (2005). La hipótesis de interdependencia 25 años después: La investigación actual y sus implicaciones para la educación bilingüe. Dins D. Lasagabaster i J. M. Sierra (eds.). *Multilingüismo y multiculturalismo en la escuela* (pp. 113-132). Barcelona: Horsori.
- Dewaele, J. M. (2008). The emotional weight of I love you in multilinguals' languages. *Journal of Pragmatics*, 40(10), 1753–1780. <http://doi.org/10.1016/j.pragma.2008.03.002>
- Dewaele, J.-M., & Costa, B. (2013). Multilingual Clients' Experience of Psychotherapy. *Language and Psychoanalysis*, 2(2), 31–50. <http://doi.org/10.7565/landp.2013.0005>
- Díaz, J. M. (2006). El multilingüismo y el multiculturalismo en la Escola Andorrana. *Cultura & Educació*, 18 (2), 173-183.
- García, O., & Lin, A. M. Y. (2016). Bilingual and Multilingual Education. In O. García, A. M. Y. Lin, & S. May (Eds.), *Bilingual and Multilingual Education, Encyclopedia of Language and Education* (pp. 1–14). Cham, Switzerland: Springer International Publishing. http://doi.org/10.1007/978-3-319-02324-3_9-1
- Huguet, À. (1995). Déficit intelectual y competencia lingüística en bilingües. *Revista de Educación Especial*, 19, 85-94.
- Huguet, À. (2004). La educación bilingüe en el Estado español: situación actual y perspectivas. *Cultura & Educación*, 16 (4), 399-418.
- Huguet, À. (2005). Génesis y desarrollo de las actitudes lingüísticas en contextos bilingües. Análisis de algunas variables del ámbito escolar y sociofamiliar. *Revista de Psicología Social*, 20 (2), 175-191.
- Huguet, À. i Janés, J. (2000). Educación y bilingüismo: mediadores lingüísticos del rendimiento matemático en escolares bilingües de C.I. bajo. *Revista de Educación Especial*, 27, 81-92.
- Huguet, À. i Janés, J. (2005). Niños inmigrantes en sociedades bilingües. Las actitudes ante las lenguas por parte de los escolares recién llegados a Cataluña. *Cultura & Educación*, 17 (4), 309-321.
- Huguet, À. i Madariaga, J. (2005). *Fundamentos de educación bilingüe*. Bilbao: Servicio Editorial de la Universidad del País Vasco.
- Huguet, À. i Navarro, J. L. (2005). Inmigrantes en la escuela. Una revisión de estudios sobre las relaciones entre rendimiento escolar e inmigración. Dins D. Lasagabaster i J. M. Sierra (eds.). *Multilingüismo, competencia lingüística y nuevas tecnologías* (pp. 53-74). Barcelona: Horsori.
- Huguet, À. i Navarro, J. L. (2006). Inmigración y resultados escolares: Lo que dice la investigación. *Cultura & Educación*, 18 (2), 117-126.
- Huguet, À. i Suïls, J. (1998). *Contacte entre llengües i actituds lingüístiques. El cas de la frontera catalano-aragonesa*. Barcelona: Horsori.
- Lapresta, C. i Huguet, À. (2004). Identidad etnolingüística en contextos multiculturales y multilingües. El caso del Valle de Arán. *Revista de Psicología Social*, 19 (2), 173-189.
- Maruny, Ll. i Molina, M. (2001). Identidad sociocultural y aprendizaje lingüístico. El caso de la inmigración. *Textos de Didáctica de la Lengua y la Literatura*, 26, 55-64.
- Navarro, J. L. i Huguet, À. (2005). Avaluació de la competència en castellà de l'alumnat immigrant de secundària a la província d'Osca. *Temps d'Educació*, 29, 217-228.
- Pavlenko, A. (2008). Emotion and emotion-laden words in the bilingual lexicon. *Bilingualism*, 11(2), 147–164. <http://doi.org/10.1017/S1366728908003283>
- Pavlenko, A. (2012). Affective processing in bilingual speakers: Affective processing in bilingual speakers.

International Journal of Psychology, 47(6), 405–428.

Pavlenko, A. (2017). Do you wish to waive your rights? Affect and decision-making in multilingual speakers. *Current Opinion in Psychology*, 17, 74–78. <http://doi.org/10.1016/j.copsyc.2017.06.005>

Rolland, L., Dewaele, J. M., & Costa, B. (2017). Multilingualism and psychotherapy: exploring multilingual clients' experiences of language practices in psychotherapy. *International Journal of Multilingualism*, 14(1), 69–85. <http://doi.org/10.1080/14790718.2017.1259009>

Ruiz-Bikandi, U. (2006). Consideraciones básicas para facilitar el aprendizaje de la L2 a los principiantes. *Cultura & Educación*, 18 (2), 143-157.

Serra, J. M. (1992). Características y diseño de los programas de inmersión lingüística. En J. Arnau; C. Comet; J. M. Serra. e I. Vila. *La educación bilingüe* (pp.: 105-151). Barcelona: ICE/Horsori.

Serra, J. M. (2006). El plan de lengua y cohesión social en Cataluña: primeros datos de una investigación. *Cultura & Educación*, 18 (2), 159-172.

Serra, J. M. i Vila, I. (2005). Lenguas, escuela e inmigración en Catalunya. Dins D. Lasagabaster i J. M. Sierra (eds.). *Multilingüismo, competencia lingüística y nuevas tecnologías* (pp. 75-89). Barcelona: Horsori.

Vila, I. (2005). Actualidad y perspectivas de la educación bilingüe en el Estado español. Dins. X. P. Rodríguez-Yáñez, A. M. Lorenzo-Suárez i F. Ramallo (eds.). *Bilingualism and education. From the family to the school* (pp. 339-352). Munich: Lincom.

Vila, I. (2006). Lengua, escuela e inmigración. *Cultura & Educación*, 18 (2), 127-141.