



Universitat de Lleida

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

Coordination: SENAR MORERA, FERNANDO

Academic year 2023-24

Subject's general information

Subject name	PSYCHOLOGY OF PLURILINGUALISM: 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	SENAR MORERA, FERNANDO			
Department	PSYCHOLOGY, SOCIOLOGY AND SOCIAL WORK			
Important information on data processing	Consult this link for more information.			
Language	Spanish, Catalan, English			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
IANOS , MARIA ADELINA	adelina.ianos@udl.cat	2,99	
SENAR MORERA, FERNANDO	fernando.senar@udl.cat	3,01	

Subject's extra information

The subject includes the Jean Monnet Module “Multilingualism and Multilingual Education in the European Union” funded by the European Union – EACEA (101085440 — MULTILING-EU — ERASMUSJMO- 2022-HEI-TCH-RSCH).

For more information: <https://www.multiling-eu.udl.cat/ca/>

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

A. MULTILINGUALISM: EDUCATIONAL, COGNITIVE AND SOCIAL ASPECTS

I. Multilingualism and education

1. The bilingual and multilingual individual
 1. Definition and characteristics
 2. On the compound bilingualism/coordinated bilingualism dichotomy
 3. Simultaneous bilingualism vs. successive bilingualism
 4. Languages, emotions, identity
2. A theoretical framework for bilingual education
 1. The distinction between additive bilingualism and subtractive bilingualism
 2. The Linguistic Interdependence Hypothesis
 3. The BICS/CALP differentiation
3. Bilingual education: definition and typology

4. Main factors that explain the results in bilingual education programs

II. Plurilingualism and psychotherapy

1. Psychotherapy and counseling by multilingual clients and therapists
2. Support for schoolchildren using their interpreting skills

B. JEAN MONNET MODULE "MULTILINGUALISM AND MULTILINGUAL EDUCATION IN THE EUROPEAN UNION"

I. Multilingualism in the European Union

1. The importance of Multilingualism
 1. Multilingualism vs. Plurilingualism
 2. Multilingualism as a key competence
 3. Official languages of the European Union / European Charter for Languages / Protection of minority languages
2. Multilingualism as a key competence
 1. Improvement of language skills
 2. The Common European Framework for Languages
3. European initiatives on languages
 1. The European Day of Languages
 2. The European Seal of languages
4. Linguistic diversity in the European Union
 1. Charter of Fundamental Rights of Languages
 2. Framework Convention for the Protection of National Minorities

II. Multilingualism and Education. European Union Policies

1. EU policies on multilingualism
 1. Erasmus+ program
 2. Funded projects: LISTIAC and MultiMind
 3. Education and Training Monitor
2. Cooperation
 1. OECD
 2. Council of Europe
3. Scientific activities
 1. Approach to language learning
 2. Data collection on language learning
 3. Transnational contexts: language learning and maintenance by migrant students
4. Innovative practices in language teaching
 1. Language teaching and diversity in schools.

III. Multilingualism and Education. Didactic Approach

1. Content Integrated Learning and Foreign Languages (CLIL)
 1. Basic principles (Integrated Language Teaching, Translanguaging, 4Cs, ...)
2. CLIL and language teaching: methodological strategies
3. The global approach to language teaching and learning
4. Conclusions and implications for future teachers

IV. Multilingualism, Plurilingualism and Employability

1. Language skills and employability
2. Language skills and work
3. H2020, languages and employability
 1. The 2+1 Strategy
 2. Indicators
4. Multilingualism and the labor market in the European Union

Methodology

The subject involves 150 hours of work that are distributed as follows:

- 60 hours of class attendance in theoretical-practical sessions. These sessions include methodologies such as: lectures, flipped classroom sessions, specific activities, guided discussion and debates in large and small groups, case studies and video analysis, article analysis.
- 90 hours of self-employment. These hours include the study of the content of the subject, the readings proposed, and other activities that facilitate participation in the classroom.

Development plan

Week 1: Presentation; Multilingualism and education

Week 2: Multilingualism and education

Week 3: Multilingualism and education

Week 4: Multilingualism and education

Week 5: Multilingualism and psychotherapy

Week 6: Multilingualism and psychotherapy

Week 7: Multilingualism and psychotherapy

Week 8: JEAN MONNET MODULE. Multilingualism in the European Union

Week 9: JEAN MONNET MODULE. Multilingualism in the European Union

Week 10: JEAN MONNET MODULE. Multilingualism and Education. European Union Policies

Week 11: JEAN MONNET MODULE. Multilingualism and Education. European Union Policies

Week 12: JEAN MONNET MODULE. Multilingualism and Education. Didactic Approach

Week 13: JEAN MONNET MODULE. Multilingualism and Education. Didactic Approach

Week 14: JEAN MONNET MODULE. Multilingualism, Plurilingualism and Employability

Week 15: JEAN MONNET MODULE. Multilingualism, Plurilingualism and Employability

Evaluation

1. CONTINUOUS EVALUATION

The evaluation is **continuous** and will be based on the following evidences:

- **Portfolio assessment - Part A "MULTILINGUALISM: EDUCATIONAL, COGNITIVE AND SOCIAL ASPECTS": 60%**
 - Activities - 35%
 - Test - 25%
- **Portfolio assessment - Part B "JEAN MONNET MODULE - MULTILINGUALISM AND MULTILINGUAL EDUCATION IN THE EUROPEAN UNION": 40%**
 - Activities B.I. Multilingualism in the European Union - 10%

- Activities B.II. Multilingualism and Education. European Union policies - 10%
- Activities B.III. Multilingualism and Education. Didactic Approach - 10%
- Activities B.IV. Multilingualism, Plurilingualism and Employability - 10%

Requirements to pass the subject:

- Pass all those evidences that count for at least 30% of the grade. If this requirement is not fulfilled, the sum of all the evaluation evidences of the course will not be computed.
- The sum of all the evaluation evidences is greater or equal to 50% (equivalent to a 5).
- Minimum attendance of 80% in the different practical sessions of the subject.

Specifications:

- Students may recover all those evidences that count for at least 30% of the grade or have any requirements.
- Activities submitted after the deadline will receive a 10% penalty for each day late.
- When plagiarism of more than 20% of the total of an evaluation activity is detected, the activity and the subject may be considered failed.

2. ASSESSMENT OF STUDENTS WITH SPECIFIC EDUCATIONAL NEEDS

Condition: certificate of disability or of having some specific learning difficulty.

The teaching staff 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 UdLxTothom.

3. ALTERNATIVE EVALUATION

The evaluation will be done through:

- Portfolio assessment - 50%
- Test - 50%

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.1540-4781.2011.01204.x>
- Costa, B. (2020). *Other tongues. Psychological therapies in a multilingual world*. Monmouth: PCCS Books
- 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 Psicologia Social*, 19 (2), 173-189.

Maruny, L. 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.