Basic information about the subject (independent of the cycle)

Module name	Multilingual brain, mind and education (MBME) 15CA
Erasmus code	
ISCED code	
Language of instruction	English
Website	
Prerequisites	Basic knowledge in developmental psychology
ECTS points hour equivalents	Contact hours (work with an academic teacher) 15 Consultations with an academic teacher 15 Total number of hours with an academic teacher 30 Number of ECTS points with an academic teacher 1 Non-contact hours (students' own work) 60 Total number of non-contact hours 60 Number of ECTS points for non-contact hours 2 **Total number of ECTS points for the module 3**
Educational outcomes verification methods	**coursework** - ppt on the one topic, chosen by the student from the list, presented to the group for further discussion (brain, education, language, development, language assessment, etc).
Description	The aim of the course is to familiarise the students with the multilingual world - terminology, typology of bilingualism, related to the education in the globalisation times. Psychology of multilingualism - advantages and disadvantages of being bilingual as well as hhe bilingual person's identity issues will be discussed. Students will get some knowledge on the neuroscience of multilingualism and how the brain of the bilingual person works. Language development of the bilingual child and linguistic phenomena in bilingualism will be analysed. Students will find out about bilingual education programmes and models. They will get some knowledge on the bilingualism and language-related developmental disorders - risk of dyslexia, speech and language impairment, Asperger syndrome. They will find out how to recognize the bilingual student's potential needs.
Reading list	1.Bunta F., Douglas M. (2013). The effects of dual-language support on the language skills of bilingual children with hearing loss who use listening devices

	relative to their monolingual peers. *Language, Speech, and Hearing Services in Schools*, 44, 281-290.
	2. Deponio P., Landon J., Mullin K., Reid G. (2000). An audit of the processes involved in identifying and assessing bilingual learners suspected of being dyslexic: A Scottish study. *Dyslexia*, 6, 29-41.
	3. Dixon L., Zhao J., Quiroz B., Shin J-Y. (2012). Home and community factors influencing bilingual children's ethnic language vocabulary development. *International Journal of Bilingualism*, 16, 4, 541-565.
	4. Durkin C. (2000). Dyslexia and bilingual children - does recent research assist identification? *Dyslexia,* 6, 248-267.
	5. Geva E. (2000). Issues in the assessment of reading disabilities in L2 children - beliefs and research evidence. *Dyslexia*, 6, 13-28.
	6. Hambly C., Fombonne E. (2012). The impact of bilingual environments on language development in children with autism spectrum disorders. *Journal of Autism Spectrum Disorders*, 42, 1342-1352.
	7. Peer L. (1999). Dyslexia and multiligualism. *Dyslexia,* 5, 53-55.
	8. Sheng L., Bedore L, Pena E., Fiestas C. (2013). Semantic development in Spanish-English bilingual children: Effects of age and language experience. *Child Development*, 84, 3, 1034-1045.
Educational outcomes	**KNOWLEDGE - student knows:** 1.the theoretical background of multilingualism 2. the main types of bilingualism and its relation to potential risk factors for developmental disorders **SKILLS - student is able to:** 1. identify multilingual child's problems in primary education 2. implement the knowledge on assessment and intervention into educational practice **ATTITUDES - student:** 1. understands his/her need of self-development in gaining knowledge related to education
Practice	

Information about classes in the cycle

Website	
Educational outcomes verification methods	coursework: ppt on the one topic, chosen by the student from the list, presented to the group for further discussion (brain, education, language, development, language assessment, etc).
Comments	Contact:u.oszwa@umcs.pl

Reading list	1.Bunta F., Douglas M. (2013). The effects of dual-language support on the language skills of bilingual children with hearing loss who use listening devices relative to their monolingual peers. *Language, Speech, and Hearing Services in Schools*, 44, 281-290. 2. Deponio P., Landon J., Mullin K., Reid G. (2000). An audit of the processes involved in identifying and assessing bilingual learners suspected of being dyslexic: A Scottish study. *Dyslexia*, 6, 29-41. 3. Dixon L., Zhao J., Quiroz B., Shin J-Y. (2012). Home and community factors influencing bilingual children's ethnic language vocabulary development. *International Journal of Bilingualism*, 16, 4, 541-565. 4. Durkin C. (2000). Dyslexia and bilingual children - does recent research assist identification? *Dyslexia,* 6, 248-267. 5. Geva E. (2000). Issues in the assessment of reading disabilities in L2 children - beliefs and research evidence. *Dyslexia*, 6, 13-28. 6. Hambly C., Fombonne E. (2012). The impact of bilingual environments on language development in children with autism spectrum disorders. *Journal of Autism Spectrum Disorders*, 42, 1342-1352. 7. Peer L. (1999). Dyslexia and multiligualism. *Dyslexia,* 5, 53-55. 8. Sheng L., Bedore L, Pena E., Fiestas C. (2013). Semantic development in Spanish-English bilingual children: Effects of age and language experience. *Child Development*, 84, 3, 1034-1045.
Educational outcomes	**KNOWLEDGE - student knows:** 1.the theoretical background of multilingualism 2. the main types of bilingualism and its relation to potential risk factors for developmental disorders **SKILLS - student is able to:** 1. identify multilingual child's problems in primary education 2. implement the knowledge on assessment and intervention into educational practice **ATTITUDES - student:** 1. understands his/her need of self-development in gaining knowledge related to education
A list of topics	1. The introduction to the multilingual world - terminology, typology of bilingualism. 2. Psychology of multilingualism - advantages and disadvantages of being bilingual. 3. The bilingual person's identity issues. 3. Neuroscience of multilingualism - the brain of the bilingual person.

	4. Language development of the bilingual child. Linguistic phenomena in bilingualism. 5. Bilingual education - programmes and models: transitional bilingual education, dual language immersion, late-exit bilingual education. 6. Language assessment of bilingual student - what is the teacher supposed to know about it? 7. Bilingualism and the second language fluent skills - comparison of the two phenomena. 8. Second language acquisition individual pathways and unique experience. 9. Bilingualism and language-related developmental disorders - risk of dyslexia, speech and language impairment, Asperger syndrome. 10. The bilingual student's potential needs - recognizing, understanding, supporting, and satisfying.
Teaching methods	seminar, group discussion, project, interactive lecture, explanation
Assessment methods	**coursework:** ppt on the one topic, chosen by the student from the list, presented to the group for further discussion (brain, education, language, development, language assessment, etc).