

Guidance on Teaching Bilingualism	Origin: September 2008 Issued: April 2010
<i>This document was drawn up by members of SIG Bilingualism as a recommended course outline on bilingualism for undergraduate speech and language therapy education in the UK.</i>	
<i>This document is referenced in the relevant sections of Royal College of Speech and Language Therapists (RCSLT) 'Curriculum Guidelines' 2010.</i>	

1 Foundations of Bilingualism

1.1 Definitions and Terminology

E.g. Simultaneous bilingual, Sequential bilingual, Elite bilingual etc.

1.2 The UK Context

Overview of the UK, history of immigration, current linguistic map and specific example(s) of bilingual communities in the UK.

2 Legislative Context

2.1 EU and UK Law

Overview of legislation and statutory bodies.

2.2 Professional Context

Royal College of Speech and Language Therapists (RCSLT), Health Professions Council (HPC), National Health Service (NHS), local service structure and specialist SLT services.

2.3 Local Context

Equality and diversity, Partnership working with Education, Health, Social Services and Private social enterprises.

3 Culture and Identity

3.1 Identity

The bilingual and bicultural individual. The identity of the speech and language therapist and the cultural interface between professional and client.

3.2 Culture

The experience of the community, cultural competence, definitions.

3.3 Religion

Faith and identity.

4 The Bilingual Individual with Speech, Language and Communication Needs (SLCN)

4.1 Access and Referral

Best practice.

4.2 Assessment

Principles of bilingual assessment.

4.3 Intervention

Monolingual assessment in a language not shared with the client, bilingual intervention, direct, indirect intervention and consultative intervention.

4.4 Multi-disciplinary Team and Partnership Working

Working within the Educational setting, raising awareness of bilingual issues versus speech, language and communication needs, working with bilingual adults in the home and care settings

5 Resources and Skills

5.1 Bilingual Personnel and Their Roles

The role of the bilingual speech and language therapy assistant, interpreter and bilingual speech and language therapist.

5.2 Accessible Information and Materials

Providing information in home language, audio and printed materials, culturally appropriate materials.

6 Continuing Professional Development (CPD) and Further Study

6.1 Role of the Specific Interest Group (SIG)

Support, networking, raising awareness and CPD.

6.2 Resources for Self-Study

Web links, reading lists, self-study courses.

6.3 Role of RCSLT Advisors

Contact information and their role.

6.4 Post Graduate Study

List of courses and available modules.

6.5 Training for Bilingual Personnel

List of courses and available modules.

6.6 Web Links and Contact Information

Web links and discussion forums.

For further information please contact:

The Royal College of Speech and Language Therapists

www.rcslt.org

and request to speak to an Advisor in Bilingualism.