

**Educational Foundations of Speech Therapy**

Code: 101702  
ECTS Credits: 9

Degree	Type	Year	Semester
2500893 Speech therapy	FB	1	2

### Contact

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### Use of Languages

Principal working language: catalan (cat)  
Some groups entirely in English: No  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: No

### Teachers

Mariona Pascual Peñas  
Marian Garcia Riera

### Prerequisites

Good command of spoken and written Catalan is fundamental in order to be able to complete the various tasks and activities. Familiarity with basic ICT tools is also recommended.

### Objectives and Contextualisation

This course provides insights on the teaching and learning processes of spoken and written language at school, particularly in elementary school. Given that one potential profile for speech therapists (ST) is a ST who works in a school environment, it is regarded as fundamental that Speech Therapy students are offered an overview about the theoretical grounds and the didactic approaches for oral language and literacy processes.

Upon completion of the program, the student will be able to,

- Know the theoretical foundations and the spoken and written language processes in a school setting.
- Be familiar with children's literature and acquire criteria to analyze it, value it, and learn how to form competent readers.
- Analyze and value reading and writing processes in their initial stages.
- Apply adequate strategies to provide support to the development and production of spoken and written language.
- Conduct critical analyses of teaching materials aimed to teach language (spoken and written).
- Understand that the effective teaching of spoken and written language has repercussions across the entire curriculum.

- Be able to integrate different sources of knowledge that influence spoken and written language acquisition: psycholinguistic, linguistic, and didactic approaches.
- Understand and analyze language teaching and learning processes and interpret intervention approaches.
- Understand the role of the different languages involved in linguistics education.

## Competences

- Adapt one's communication to various audiences in accordance with age, pathology, etc.
- Analyse and synthesise information.
- Develop independent-learning strategies
- Find, evaluate, organise and maintain information systems.
- Have a strategic and flexible attitude to learning.
- Integrate the foundations of biology (anatomy and physiology), psychology (evolutionary processes and development), language and teaching as these relate to speech-therapy intervention in communication, language, speech, hearing, voice and non-verbal oral functions.
- Managing communication and information technologies.
- Master the terminology that facilitates effective interaction with other professionals.
- Organise and plan with the aim of establishing a plan for development within a set period.
- Respect the diversity and plurality of ideas, people and situations.
- Understand, integrate and relate new knowledge deriving from autonomous learning.

## Learning Outcomes

1. Analyse and synthesise.
2. Correctly use the terminology related to language teaching.
3. Describe and relate the pedagogical foundations of speech therapy: school organization, oral and written language teaching and learning processes.
4. Develop independent-learning strategies
5. Explain the role of speech therapists in school.
6. Have a strategic and flexible attitude to learning.
7. Managing communication and information technologies.
8. Organise and plan with the aim of establishing a plan for development within a set period.
9. Respect the diversity and plurality of ideas, people and situations.
10. Search, evaluate, organise and maintain information systems.
11. Understand, integrate and relate new knowledge deriving from autonomous learning.
12. Use appropriate communication strategies for children of different ages.

## Content

### Theoretical sessions

1. Teaching and learning oral language
  1. Introduction: teaching oral language.
  2. The school context as a communicative space: oral language as a tool for learning and communicating.
  3. Verbal and communicative interaction: didactic proposals and educational resources.
3. Teaching and learning written language
  1. The importance of written language from a social, psycholinguistic, and educational perspective.

2. Reading and writing processes: models.
3. Initial learning of reading and writing. Children's early concepts about written language.
4. Transcription and decoding and their importance in the initial development of written language.
5. Teaching written language.

### Practical sessions

1. Children's literature and its influence in the work with students.
2. Use of ICTs in language teaching at school.

## Methodology

The course puts the student at the center of the teaching-learning process. Under this premise we have planned the teaching methodology and the formative assessment activities, which are detailed below:

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Small-group activities to discuss in depth issues related to the use of ICTs and children's literature for the teaching of literacy	18	0.72	11, 3, 5, 9, 6, 2, 12, 7
Whole-class activities. Presentations by the lecturers of the course of the main contents of the program. Students are encouraged to actively participate as much as possible.	60	2.4	1, 11, 3, 5, 9, 6, 2, 12
Type: Supervised			
Participation in debates on the online campus (Campus Virtual). Online tutorials. In-person tutorials.	19.7	0.79	1, 10, 11, 3, 4, 8, 9, 6, 2, 7
Type: Autonomous			
Bibliographical search and article reading. Monographic essays on detection of difficulties and the teaching of written language. Essays on the use of ICT and children's books for the teaching of literacy	117	4.68	1, 10, 11, 3, 4, 5, 8, 9, 6, 2, 7

## Assessment

Attendance to the teacher-led activities is mandatory to achieve the goals of the course. In order to receive a mark, students must attend at least 80% of all whole-class sessions in each block. The same minimum percentage of attendance is required for the practical, small group, sessions. The assessment of the course will take place throughout the semester in the form of a series of learning-evidence activities, which are detailed in the grid below. Students must deliver all activities or they will not pass the course. It should be noted that a student who has delivered activities that amount to 40% or more of the final mark for the course are regarded as students who have taken the course, and will thus have a final mark. All non-delivered activities will receive a grade of 0. Otherwise, the final qualification will be "no presentat" ('absent') and

The final qualification of the subject will be the result of the weighted mean of all learning-evidence activities. In order to pass the course, the student must have obtained a weighted mean of 5 across all learning-evidence activities. However, no single activity can have a mark lower than 4.

**Reassessment:** Students will have the opportunity to be reassessed on any learning-evidence activities, but only if the student has delivered and received a mark on a number of learning-evidence activities that amount to at least two-thirds of the total mark for the course. The reassessment process is only for students who have failed to arrive at a (weighted) mean of 5 or for those who have one or more learning-evidence activities with marks under 4. In order to qualify for reassessment, students must have obtained a weighted mean of at least 3,5 across all learning-evidence activities. The reassessment process only allows students to obtain a maximum mark of 5 for each activity that is reassessed; this means that failed activities may get a final grade of 5, at most. Afterwards, the corresponding mark will be weighted in order to maintain the weight relationship across all other activities.

For more information on assessment criteria, please visit <https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.htm>.

Code	Description	Weight	Format (spoken, written, both)	Authorship (individual, group or both)	Modality (in-person, virtual or both)	Assessment period
EV1	Written exam: Written language bloc 1	20%	Written	Individual	in-person	Week 8
EV2	Written exam: Written language bloc 2	20%	Written	Individual	in-person	Week 18
EV3	Written exam: Oral language bloc	20%	Written	Individual	in-person	Week 18
EV4	Brief research project on literacy development	20%	Written	Group	both	Week 14-15
EV5	ICTs for teaching written language	10%	Written	Group	both	TBD
EV6	Children's literature for teaching written language	10%	Written	Group	both	TBD

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Brief research project on the development of written language	20% of the final mark	3.5	0.14	1, 10, 11, 3, 4, 5, 8, 9, 6, 2, 7

Children's literature for teaching written language	10% of the final mark	0.4	0.02	1, 10, 11, 3, 4, 5, 8, 9, 6, 2, 12, 7
ICTs for teaching written language	10% of the final mark	0.4	0.02	1, 10, 11, 3, 4, 5, 8, 9, 6, 2, 12, 7
Written exam: Oral language bloc	20% of the final mark	2	0.08	1, 11, 3, 5, 6, 2, 12
Written exam: Written language bloc 1	20% of the final mark	2	0.08	1, 10, 11, 3, 8, 6, 2
Written exam: Written language bloc 2	20% of the final mark	2	0.08	1, 10, 11, 3, 8, 6, 2

## Bibliography

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