

**Educational Foundations of Speech Therapy**

Code: 101702  
ECTS Credits: 9

Degree	Type	Year	Semester
2500893 Speech therapy	FB	1	2

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

## 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

## Prerequisites

Good command of spoken and written Catalan is fundamental in order to be able to complete the various tasks and activities. Mandatory readings could be in Catalan, Spanish or English.

## 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.
- 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

- 2.1 The importance of written language from a social, psycholinguistic, and educational perspective
- 2.2 Writing processes: models.
- 2.3 The teaching of writing.
- 2.4 Spelling: acquisition, impact on writing processes, and teaching.
- 2.5 Initial learning of reading and writing. Children's early concepts about written language
- 2.6 Reading comprehension: models
- 2.7 Word identification: acquisition, impact on reading processes, and teaching.

#### Practical sessions

1. Cross-sectionality of language at school.
2. The role of ICTs in written language teaching and research.

## Methodology

N.B. The proposed teaching and assessment methodologies may experience some modifications as a result of the restrictions on face-to-face learning imposed by the health authorities. The teaching staff will use the Moodle classroom or the usual communication channel to specify whether the different directed and assessment activities are to be carried out on site or online, as instructed by the Faculty

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	First assessment period
EV2	Written exam: Written language bloc 2	20%	Written	Individual	in-person	Second assessment period
EV3	Written exam: Oral language bloc	20%	Written	Individual	in-person	Second assessment period
EV4	Brief research project on literacy development	20%	Written	Group	both	End of May
EV5	Cross-sectionality of language at school	10%	Written	Group	both	TBD

EV6	The role of ICTs for written language teaching and research	10%	Written	Group	both	TBD
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No unique final synthesis test for students who enrol for the second time or more is anticipated.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EV1. Written exam: Written language bloc 1	20% of the final mark	2	0.08	1, 10, 11, 3, 8, 6, 2
EV2. Written exam: Written language bloc 2	20% of the final mark	2	0.08	1, 10, 11, 3, 8, 6, 2
EV3. Written exam: Oral language bloc	20% of the final mark	2	0.08	1, 11, 3, 5, 6, 2, 12
EV4. 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
EV5. Library seminars. Cross-sectionality of language at school	10% of the final mark	0.4	0.02	1, 10, 11, 3, 4, 5, 8, 9, 6, 2, 12, 7
EV6. The role of ICTs in written language teaching and research.	10% of the final mark	0.4	0.02	1, 10, 11, 3, 4, 5, 8, 9, 6, 2, 12, 7

## Bibliography

NB: In case of changes due to recommendations by the health authorities, the teaching staff will facilitate references available online.

### Oral language

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#### Written language

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