

**Linguistics Applied to Language Pathologies**

Code: 101731  
ECTS Credits: 6

Degree	Type	Year	Semester
2500893 Speech therapy	OB	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**

Io Salmons Llusa

**Prerequisites**

It is recommended that the students can read publications in English on subjects related to the contents of the course.

**Objectives and Contextualisation**

The goals of the course are mainly two: (1) to provide the basic knowledge needed to compare normal and impaired speech, and (2) to identify the linguistic features that characterize language and speech pathologies.

**Competences**

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Critically evaluate the techniques and instruments of evaluation and diagnosis in speech therapy, as well as its procedures of intervention.
- Demonstrate an understanding and correct use of the terminology and methodology of speech-therapy research.
- Demonstrate an understanding of disorders in communication, language, speech, hearing, voice and non-verbal oral functions.
- Evaluate the scientific production that supports speech therapists' professional development.
- Identify, analyze and solve ethical problems in complex situations.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

- Use the exploratory techniques and instruments pertaining to the profession, and register, synthesise and interpret the data provided by integrating this into an overall information set.

## Learning Outcomes

1. Conduct an examination of language via the techniques of linguistics and use the results of this exploration to issue prognoses of evolution.
2. Correctly use the terminology of linguistics and psycholinguistics, as well as the nomenclature of language disorders.
3. Critically analyse the principles, values and procedures that govern the exercise of the profession.
4. Describe and explain the usefulness of techniques used in linguistics to assess language disorders.
5. Explain the explicit or implicit code of practice of one's own area of knowledge.
6. Explain the linguistic characteristics of distinct language disorders.
7. Explain the linguistic characteristics of people with and without language disorders, described in scientific publications.
8. Identify, analyze and solve ethical problems in complex situations.
9. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
10. Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
11. Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

## Content

### 1.- Introduction to clinical linguistics

### 2.- Phonetic analysis of disordered speech

The International Phonetic Alphabet and the articulatory classification of the speech sounds. Phonetic description of Catalan and Spanish. Phonetic transcription of disordered speech.

### 3.- Phonological analysis of disordered speech

Phonological analysis. Phonological description of Catalan and Spanish. Phonological analysis of disordered speech.

### 4.- Morphology, syntax and semantics in language and speech pathologies

The morphosyntactic and semantic structure of language. A linguistic model of language acquisition.

### 5.- Morphosyntactic and semantic analysis of language pathologies.

Developmental disorders: Specific Language Disorder. Acquired disorders: aphasia. Other pathologies: dementia, Williams syndrome, Down syndrome, Autism Spectrum Disorder.

## Methodology

The teaching methodology combines theoretical and practical sessions. The lectures cover the basic concepts needed to identify the linguistic features of language and speech disorders, whereas the goal of the practical sessions is to apply the theoretical knowledge.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures	21	0.84	3, 4, 5, 6, 7, 1, 8, 11, 10, 9, 2
Practical sessions	28	1.12	3, 4, 5, 6, 7, 1, 8, 11, 10, 9, 2
Type: Autonomous			
Study of course content, readings, and search for additional information	95	3.8	3, 4, 5, 6, 7, 1, 8, 11, 10, 9, 2

## Assessment

The final mark of the course will be determined by the outcome of three assessment activities:

Ev1 - On-site individual written exam on units 1, 2, and 3 of the course syllabus (35% of the final mark).

Ev2 - On-site individual written exam on units 4 and 5 of the course syllabus (35% of the final mark).

Ev3 - Online individual written assessment on the content of compulsory readings (30% of the final mark).

These are the only three assessment activities taken into consideration to calculate the final qualification of the course. A mark of zero will be given for each assessment activity not taken. Students will successfully complete this course by getting an overall grade of 5 or higher.

Students who have submitted assessment evidences with a weight equal or greater than 40% of the total grade of the course could not be considered as 'non-assessable'.

At the time of each assessment activity, information will be provided on the procedure and the date for reviewing the grades.

In order to sit the reassessment exam, it is necessary to have obtained an average mark between 3.5 and 4.9 and to have delivered a set of assessment evidences whose weight is equivalent to a minimum of the 2/3 of the total grading of the course.

Reassessment will consist of a final exam covering all the contents of the syllabus, including the compulsory readings. The mark of this exam will be the final qualification of the course.

No unique final synthesis test for students who enrol for the second time or more is anticipated.

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a 0 (zero) for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a 0 (zero) as the final grade for this subject. (*Pautes d'avaluació de les titulacions de la Facultat de Psicologia 2022-23*. Aprovat en Junta Permanent de 25 d'abril de 2022. [https://www.uab.cat/doc/DOC\\_Pautes\\_Avaluacio\\_2022\\_2023](https://www.uab.cat/doc/DOC_Pautes_Avaluacio_2022_2023)).

Any student with problems to understand the written exams in Catalan may formally request the translation to Spanish to the teaching team by the week 4 of the semester at the latest. (*Criteris de traducció de proves d'avaluació, Facultat de Psicologia*. Aprovats en Junta Permanent de la Facultat de Psicologia el 25 d'abril de 2016. [https://www.uab.cat/doc/DOC\\_Criteris\\_proves\\_avaluacio\\_2021](https://www.uab.cat/doc/DOC_Criteris_proves_avaluacio_2021)).

More information on assessment procedures can be found at <https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Ev1 - On-site individual written exam on units 1, 2 and 3 of the course syllabus	35%	2	0.08	3, 4, 5, 6, 7, 1, 8, 11, 10, 9, 2
Ev2 - On-site individual written exam on units 4 and 5 of the course syllabus	35%	2	0.08	3, 4, 5, 6, 7, 1, 8, 11, 10, 9, 2
Ev3 - Online individual written assessment on the content of compulsory readings	30%	2	0.08	3, 4, 5, 6, 7, 1, 8, 11, 10, 9, 2

## Bibliography

There are no required textbooks for this course. The works cited below are reference works that allow clarifying concepts and delving into the topics covered in the program. More detailed bibliographies for each topic will be provided throughout the course.

Baastianse, R., & Thompson, C. K. (Eds.). (2012). *Perspectives on agrammatism*. Psychology Press. <https://doi.org/10.4324/9780203120378>

Ball, M. J. (Ed.). (2021). *Manual of clinical phonetics*. Routledge. <https://doi.org/10.4324/9780429320903>

Ball, M. J., & Müller, N. (2005). *Phonetics for communication disorders*. Psychology Press. <https://doi.org/10.4324/9781315805573>

Ball, M. J., Perkins, M. R., Müller, N., & Howard, S. (Eds.). (2008). *The handbook of clinical linguistics*. Blackwell. <https://doi.org/10.1002/9781444301007>

Ball, M. J., Rahilly, J., Lowry, O. M., Bessell, N., & Lee, A. (2020). *Phonetics for speech pathology* (3a ed.). Equinox.

Castro Torres, J. A. (Ed.). (2018). *Introducción a la lingüística clínica: aproximaciones a los trastornos de la comunicación*. Pontificia Universidad Católica del Perú, Fondo Editorial. <http://repositorio.pucp.edu.pe/index/handle/123456789/173118>

Crystal, D., & Varley, R. (1998). *Introduction to language pathology* (4th ed.). Whurr.

Damico, J. S., Müller, N., & Ball, M. J. (Eds.). (2021). *The handbook of language and speech disorders* (2nd ed.). Wiley Blackwell. <https://doi.org/10.1002/9781119606987>

Friedmann, N., & Grodzinsky, Y. (1997). Tense and agreement in agrammatic production: Pruning the syntactic tree. *Brain and Language*, 56(3), 397-425. <https://doi.org/10.1006/brln.1997.1795>

Grodzinsky, Y., & Amunts, K. (Eds.). (2006). *Broca's region*. Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780195177640.001.0001>

Grodzinsky, Y. (2000). The neurology of syntax: Language use without Broca's area. *Behavioral and Brain Sciences*, 23(1): 1-71. <https://doi.org/10.1017/s0140525x00002399>

Guasti, M. T. (2017). *Language acquisition: The growth of grammar* (2nd ed.). The MIT Press.

Levy, Y., & Schaeffer, J. (Eds.). (2003). *Language competence across populations: Toward a definition of specific language impairment*. Psychology Press. <https://doi.org/10.4324/9781410606792>

Lidz, J., Snyder, W., & Pater, J. (Eds.). (2016). *The Oxford handbook of developmental linguistics*. Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780199601264.001.0001>

Müller, N. (Ed.). (2006). *Multilayered transcription*. Plural Publishing.

Prieto, P. (2004). *Fonètica i fonologia: els sons del català*. Editorial UOC.

Quilis, A. (2012). *Principios de fonología y fonética españolas* (11th ed.). Arco/Libros.

Ryalls, J., & Behrens, S. J. (2000). *Introduction to speech science: From basic theories to clinical applications*. Allyn & Bacon.

Shriberg, L. D., Kent, R. D., McAllister, T., & Preston, J. L. (2019). *Clinical phonetics* (5th ed.). Pearson.

## **Software**

Boersma, P., & Weenink, D. (2022). *Praat: Doing phonetics by computer* (Version 6.2.14) [Computer Software]. University of Amsterdam. <http://www.praat.org>