

Degree	Type	Year
2500893 Speech therapy	FB	1

## Contact

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## Teachers

Patricia Alvarez Cabrera

## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

Good command of spoken and written Catalan is essential in order to be able to complete most tasks and activities. All evaluations will be written in Catalan and will not be translated. Sufficient reading comprehension skills in English are recommended, given that there are mandatory readings in this language.

## 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

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Adapt one's communication to various audiences in accordance with age, pathology, etc.
- Analyse and synthesise information.
- Find, evaluate, organise and maintain information systems.
- Have a strategic and flexible attitude to learning.
- Innovate in the methods and processes of this area of knowledge in response to the needs and wishes of society.
- 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.
- 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.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Understand, integrate and relate new knowledge deriving from autonomous learning.

## Learning Outcomes

1. Analyse a situation and identify points for improvement.
2. Analyse and synthesise.
3. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
4. Correctly use the terminology related to language teaching.
5. Critically analyse the principles, values and procedures that govern the exercise of the profession.
6. Describe and relate the pedagogical foundations of speech therapy: school organization, oral and written language teaching and learning processes.
7. Explain the role of speech therapists in school.
8. Have a strategic and flexible attitude to learning.
9. Identify situations in which a change or improvement is needed.
10. Identify the social, economic and/or environmental implications of academic and professional activities within one's own area of knowledge.

11. Managing communication and information technologies.
12. Organise and plan with the aim of establishing a plan for development within a set period.
13. Propose new experience-based methods or alternative solutions.
14. Propose viable projects and actions to boost social, economic and/or environmental benefits.
15. Search, evaluate, organise and maintain information systems.
16. 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.
17. Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
18. 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.
19. Understand, integrate and relate new knowledge deriving from autonomous learning.
20. Use appropriate communication strategies for children of different ages.
21. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.

## **Content**

### Theoretical sessions

#### Teaching and learning oral language

- 1.1 Introduction: key concepts in oral language and oral language instruction
- 1.2 Verbal and communicative interaction: teaching proposals and educational resources
- 1.3 The school context as a communicative space: oral language as a tool for communication.
- 1.4 The school context as a learning space: oral language as a tool to reflect upon language.

#### 2. 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 Reading comprehension: models
- 2.4 The role of executive functions in literacy
- 2.5 The development of writing and reading comprehension
- 2.6 Teaching writing and reading comprehension
- 2.7 Spelling: acquisition, impact on writing processes, and teaching.
- 2.8 Word identification: acquisition, impact on reading processes, and teaching.

### Practical sessions

- School organization
- Development of numeracy.
- Searching, interpreting, and using scientific evidence to support language instruction.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Small-group activities to discuss in depth issues related to the use of ICTs and language to provide support to the development of spoken and written language	18	0.72	4, 6, 7, 8, 11, 19, 20
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	2, 4, 6, 7, 8, 19, 20
Type: Supervised			
Participation in debates on the online campus (Campus Virtual). Online tutorials. In-person tutorials.	19.7	0.79	2, 4, 6, 8, 11, 12, 15, 19
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, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 21

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.

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.

## Assessment

### Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EV1. Written exam: Written language block 1 (individual)	25% of the final mark	2	0.08	1, 2, 3, 4, 5, 6, 8, 9, 10, 12, 14, 15, 16, 17, 18, 19, 21
EV2. Written exam: Written language bloc 2 (individual)	25% of the final mark	2	0.08	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, 21
EV3. Written exam: Oral language bloc (individual)	20% of the final mark	2	0.08	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 13, 14, 16, 17, 18, 19, 20, 21
EV4. Seminar activities (individual and group activities)	30% of the final mark	4.3	0.17	2, 4, 6, 7, 8, 11, 12, 15, 18, 19, 20

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 (EV1, EV2, etc.). Non-delivered activities will receive a mark of 0.0. It should be noted that a student who has delivered activities that amount to 40% or more of the final mark for the course will be regarded as having taken the course and, thus, will have a final mark. Otherwise, the final qualification will be "no presentat" (absent).

The final grade for the subject will be the result of the weighted mean of all learning-evidence activities. To pass the course, students must have obtained a weighted mean of 5 or more across all learning-evidence activities, and a minimum score of 4.0 in each learning activity. If the weighted mean is equal to or higher than 5, but there are evidences with grades under 4.0, the grade that will be registered in the student's academic record will be 4.0.

**Reassessment:** Students may be reassessed of any learning-evidence activities if (1) any of the learning-evidence activities has received a grade under 4.0, or (2) their weighted mean grade does not reach a minimum of 5.0 points. The reassessment process only allows students to obtain a maximum grade of 5.0 for each activity that is reassessed; this means that failed activities may get a final grade of 5.0, at most. Afterwards, the corresponding mark will be weighted, so as to maintain the weight relationship across all other activities. Reassessment cannot be used to increase grades.

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

#### Description

Code	Weight	Format	Authorship	Assessment period	Reassessment	
EV1	Written exam: Written language bloc 1	25%	Written	Individual	First assessment period	Yes
EV2	Written exam: Written language bloc 2	25%	Written	Individual	Second assessment period	Yes
EV3	Written exam: Oral language bloc	20%	Written	Individual	Second assessment period	Yes
EV4	Seminar activities	30%	Several modalities	Individual and group	Throughout the semester	No

**Attendance.** Attendance to sessions is not mandatory. However, if a student does not attend a seminar session (in which assessments are carried out every day), he/she will receive a grade of 0.0 in that activity, regardless of whether the activity is carried out individually or in groups. Note that a grade of 0.0 does not prevent students from carrying out the rest of the assessment activities, neither of the Ev4 nor of other learning activities, which will maintain their relative weight in the calculation of the final grade. For example, in the 9 seminar sessions throughout the subject, a student has obtained the following numerical grades: 8.0, 4.0, 6.0, 9.0, 0.0, 0.0, 7.0, 5.0, and 6.0 (0.0 indicates sessions where the student was absent from class). The average of these grades is 5.0 and the student will therefore have passed this learning activity. On the other hand, if a student has obtained the following numerical grades in the seminar activities: 8.0, 0.0, 6.0, 9.0, 0.0, 0.0, 7.0,

5.0, and 6.0, the average would be 4.6; therefore, he/she will have failed this learning-activity. Note that whether an absence is justified or not is merely informative. The justification does not exempt the student from the requirement to attend to obtain a grade. Finally, seminar activities may not be reassessed, as they are activities designed to be carried out in class, often in groups, and with the supervision of the teaching staff.

Single assessment.

TO OPT FOR SINGLE ASSESSMENT, STUDENTS MUST FILL THE CORRESPONDING E-FORM WITHIN THE ESTABLISHED PERIOD (more information at UAB's website)

This subject offers students the option to concentrate all assessment in a single date during the second assessment period (at the end of the course). Such evaluation will consist of two oral exercises (one for the oral language block and another one for the written language block) and a written exercise (to evaluate the content of the seminars, Ev4). The weight of each exercise towards the final grade will be equivalent to the continued assessment weights: the oral-language exercise will contribute 20% to the final grade, the written-language exercise will contribute 50%, and the seminar-related exercise will contribute the remaining 30% of the grade. The oral exams to assess the oral-language and written language blocks will consist of asking the student a series of questions about the topics in each block. To assess the topics of the seminars, students who opt for the single assessment option will need to complete a questionnaire about (1) the content and methodological characteristics of a metaanalysis that will be provided the same day of the exam; (2) aspects about the development and teaching of numeracy and its difficulties; and (3) aspects on school organization. The oral-language oral exam will have an approximate duration of 15 minutes; the written language oral exam will have an approximate duration of 20 minutes, while the seminar-related questionnaire will require approximately 3 hours to complete.

The final grade of the single assessment will be the weighted mean of the two oral exercises and the seminars' questionnaire, and must be 5.0 or more to pass the subject. Just like the continued assessment, if the grade in either exercise was below 4, the grade cannot be averaged with the rest and the student would have failed the single assessment. In such instance (fail), the student has the right to be reassessed of the learning evidence(s) that he/she has failed. The reassessment exam will have the same characteristics and duration (two oral exercises and a written questionnaire; about 4 hours.)

Note: All students, whether they are taking the course for the first time or not, will be evaluated using the same criteria and procedure.

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## Software

Not applicable

## Language list

Name	Group	Language	Semester	Turn
(SEM) Seminars	111	Catalan	second semester	morning-mixed
(SEM) Seminars	112	Catalan	second semester	morning-mixed
(SEM) Seminars	113	Catalan	second semester	morning-mixed
(SEM) Seminars	114	Catalan	second semester	morning-mixed
(TE) Theory	1	Catalan	second semester	morning-mixed