

Degree	Type	Year
2500893 Speech therapy	FB	1

Contact

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Teachers

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Teaching groups languages

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

Prerequisites

There are no prerequisites for attending this course. However, we recommend a good command of orthography and grammar of student's first language.

We recommend to follow the course Expressió oral i escrita offered by the faculty in the beginning of the semester. Reading in English is a plus.

Objectives and Contextualisation

The aim of this course is to provide students with basic knowledge about two basic subjects in psycholinguistics: how we acquire language in infancy and how we process language.

The main objectives of the subject are:

- Know the main theoretical frameworks in psycholinguistics
- Describe the features and functions of human language
- Understand the different phases of human language processing and know the internal representations associated with it.
- Know the stages in the acquisition of linguistic and communicative skills from infancy to adulthood
- Identify different data collection methods for the study of psycholinguistics
- Relate language development with cognitive and social development.
- Detect difficulties in first stages of language acquisition

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.
- Demonstrate an understanding and correct use of the terminology and methodology of speech-therapy research.
- Evaluate the scientific production that supports speech therapists' professional development.
- 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.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Understand, integrate and relate new knowledge deriving from autonomous learning.

Learning Outcomes

1. Analyse and synthesise.
2. Assess and judge the adequacy of the methodology used in specific research.
3. Correctly use the terminology and methodology characteristics of scientific research.
4. Describe the basic mechanisms of communicative function in language and know how to apply this the conversational environment
5. Describe the various psychological processes involved in the production and comprehension of discourse, and relate these.
6. Identify and assess the adequacy of scientific productions on the acquisition and development of language.
7. Identify key inputs from scientific processes related to psychological processes that support the professional development of speech therapists.
8. Identify the psychological and psycholinguistic foundations of speech.
9. Identify the social, economic and/or environmental implications of academic and professional activities within one's own area of knowledge.
10. Identify, describe and relate the different phases of natural language processing in perception and production.
11. Identify, describe and relate the different stages of language acquisition.
12. Infer the implications of evolutionary-development processes on language, speech, hearing, voice and non-verbal oral functions.
13. List and relate the features and functions of human language.
14. Managing communication and information technologies.
15. Understand, integrate and relate new knowledge deriving from autonomous learning.
16. Use strategies appropriate to presenting oral arguments on issues covered in class.
17. 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

PROCESSING

1. Language processing in perception
 - 1.1. Understanding language
 - 1.1.1. Speech perception in adults and children
 - 1.1.2. Word storing and recognition

- 1.1.3. Language structure: syntactic processing
- 1.2. Communication and language
 - 1.2.1. Pragmatics
 - 1.2.2. Discourse comprehension
2. Language production
 - 2.1. Speech production. Stages and spontaneous speech errors.
 - 2.2. Production of written language
3. Language as a modular skill
 - 3.1. Fundamental debates on cognition and language

ACQUISITION

4. Language acquisition
 - 4.1. Theories on language acquisition
 - 4.2. Methodology in psycholinguistics research
5. Stages of language acquisition
 - 5.1. Pre-linguistic communication: intentional communication, speech perception skills in babies, adult adaptations
 - 5.2. Lexical acquisition: first words, explosion of the lexicon, developmental phenomena in meaning acquisition
 - 5.3. Phonological development: pre-linguistic behaviour, phonological development and simplifying procedures
 - 5.4. Morpho-syntactic acquisition: telegraphic speech, morphology acquisition, simple sentences, complex sentences and sentence modalities.
 - 5.5. Pragmatics development: conversational skills and speech acts
6. Language development beyond five years: late developments
 - 6.1. Late semantic and pragmatic developments: non-literal meaning.
 - 6.2. Late syntactic developments: compound sentences; complex syntactic structures.
 - 6.3. Discourse building

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master classes with the support of TIC and group discussion	64.5	2.58	3, 16
Workshop (Lab)	8	0.32	1, 6, 3, 2
Workshop classes (Seminar)	6	0.24	1, 6, 7, 16, 2
Type: Supervised			
Individual attention to students	10.5	0.42	1, 6, 7, 2
Participation in discussions and other activities at the online campus.	10	0.4	1, 15, 3, 14
Type: Autonomous			
Autonomous search of information	20	0.8	1, 15, 6, 7, 14, 2
Individual study and exam preparation	50	2	1, 15
Reading papers and book chapters	48	1.92	1, 15, 7

- Master classes: the lecturer will provide theoretical content with the support of multimedia materials. Students are expected to participate in debates and other classroom activities.

- Workshop classes will deal with cases or experiments which students have to carry out and discuss.
- Online classroom: Moodle will be used to provide students with materials and assessment tests, as well as promote communication.

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	40% of the final score	2	0.08	15, 5, 4, 13, 8, 6, 7, 11, 10, 12, 14
Ev2	40% of the final score	2	0.08	15, 5, 4, 13, 8, 6, 7, 11, 10, 12, 14
Ev3 Brief reports	20% of the final score	4	0.16	1, 9, 3, 16, 2, 17

CONTINUOUS EVALUATION

Evidences 1 and 2: There will be two multiple-choice examinations (1st and 2nd evaluation period, on-site examination). Each of them adds 40% to the final grade (40%+40%=80%). These examinations will be taken individually.

Evidence 3: The remaining 20% is the average grading of workshops. Workshops will be assessed by means of short questionnaires and brief reports (weeks 4, 5, 6, 7, 15, 16 and 17; on-site). A minimum of 4 evaluations must be submitted.

- Students with a grade of 5,0 or more will pass the course. In order to be assessed, the student must take part in the three assessment activities mentioned above and it is necessary to obtain a minimum score of 3,5 in EV1 and EV2.
- Any student that did not complete any examination or did not obtain a 3,5 in each assessment will NOT pass the course, even if the average of the qualifications reaches 5,0 or above.
- Any student that has presented a 40% of evaluation activities will be considered assessable.

R e a s s e s s m e n t :

Students who throughout the continuous evaluation have performed evidences with a weight equal or greater than 2/3 of the total grade and have obtained a grade lower than 5,0 points and greater or equal to 3,5 points may opt for the recovery test.

The resit exam will consist of a written exam (or several in the case of resit of several evidences) of the learning evidences in which performance was unsatisfactory, to demonstrate that the minimum contents necessary to pass the subject have been achieved. It is necessary to pass this exam/s to pass the subject. The maximum grade that can be obtained from this exam(s) is 5,0 and will replace that of the original evidence(s) (as long as it is 4,9 or higher) to recalculate the final grade of the subject obtained in resit. If this grade is higher than 4,9, the subject will be passed. If the resit exam(s) is/are not passed, or the calculation of the final grade is lower than 5,0, the numerical grade prior to resit will be kept as the final grade.

The maximum mark that can be obtained in the subject in case of passing it in resit will be Pass (5,0).

S I N G L E

E V A L U A T I O N

In this course the student may choose to evaluate in a single session all the content of the course. It is mandatory to apply for this option within the period established by the faculty.

THE SINGLE EVALUATION IS REQUESTED ONLINE (E-FORM) DURING THE SPECIFIED PERIOD (more information on the Faculty's website).

The single evaluation tests will consist of two oral tests, one on the content of Acquisition and the other on the content of Processing (40% and 40% of the final grade, respectively), and two tests of resolution of cases equivalent to the completion of the practices of the subject (20% weight of the final grade). The tests will take place during the second evaluation period of the term (Week 19). If the student does not pass these tests, he/she may choose to recover them in the recovery period, under the same conditions as the students who follow the continuous evaluation (see Reassessment section).

The guidelines for assessment can be found here:
<https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

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

*Important. The examination forms will be in Catalan. Any student that wishes to take the exam in Spanish and meets the requirements established in article 263 must apply for it during week 4 through an e-form (more information in the School of Psychology web). Applications in other cases or periods will not be accepted.

Bibliography

Basic

references:

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Complementary

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Serra, M., Serrat, E., Solé, M. R., Bel, A. y Aparici, M. (2000). *La adquisición del lenguaje*. Ariel.
Torrens, V. (ed.) (2018) *La adquisición del lenguaje*. Pearson.

Software

Not applicable

Language list

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