

Degree	Type	Year
Logopedia	OB	4

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

Prerequisites

It is recommended that students have passed the courses "Linguistics", "Linguistics applied to language disorders", "Language acquisition and processing" and "Introduction to scientific methods and cognitive processes".

Revision of the following content from the course "Language acquisition and processing" is strongly recommended: theoretical perspectives on language acquisition, developmental stages and characterization of development at the phonological, lexical, morphosyntactic and pragmatic level.

Objectives and Contextualisation

The objective of this course is to gain knowledge of the influence of multilingual contexts in the features of typical and atypical language development and processing, as well as of the influence of culture and socioeconomic status (SES) in language development.

At the end of the course students will be able to:

- Understand the linguistic and psycholinguistic characteristics of multilingualism situations, especially those derived from migration.
- Understand multilingual learning processes and appreciate the incidence of different individual and social factors in these processes.

- Recognize the differing features of languages and their potential influence on bilingual language acquisition and second language learning processes.
- Be sensitive to the effects of multilingual and multicultural contexts in typical and pathological language features.
- Develop tools for language assessment and intervention that consider the specific features of the diverse situations of multilingual development in different developmental stages, in order to offer a correct approach to communication processes as well as assessment and intervention procedures in speech and language therapy with multilingual and/or multicultural clients.

Learning Outcomes

1. CM15 (Competence) Assess the contributions of scientific works on the cognitive processes of people in multilingual environments, language acquisition, and on second language learning.
2. KM33 (Knowledge) Explain the different phases of language acquisition in a multilingual context.
3. KM34 (Knowledge) Describe the different phenomena that occur in contact between languages.
4. KM35 (Knowledge) Compare the different theoretical proposals in relation to mental representations in multilingual people.
5. KM37 (Knowledge) Explain the linguistic characteristics of different language disorders, as well as the influence of multilingual environments on typical and atypical language characteristics.

Content

1. Introduction to multilingual development and learning.
 - 1.1. monolingual development, multilingual development, and second language learning.
 - 1.2. Defining multilingualism.
 - 1.3. Critical features of multilingual development. Interaction between linguistic systems.
 - 1.4. Factors affecting multilingual development.
2. Theoretical perspectives.
 - 2.1. Learning by instruction, selection or construction. Different approaches to language development.
 - 2.2. The role of context and interaction strategies.
 - 2.3. The role of metalinguistic procedures.
 - 2.4. Multilingual brains.
3. Features of multilingual development.
 - 3.1. General features in the process of acquiring languages.
 - 3.2. Speech perception: an early differentiation between languages.
 - 3.3. Features of phonological development.
 - 3.4. Features of early lexicon and lexical development; hypothesis on the multilingual lexicon.
 - 3.5. Early morphosyntactic development; features of morphosyntactic development.
 - 3.6. Features of discourse development.

4. Cognitive consequences of multilingualism.
 - 4.1. Positive & negative consequences, and indifferent aspects.
 - 4.2. Recent findings on attention, cognition and metalinguistic abilities.
5. Orientations for speech and language therapy in multilingual contexts.
 - 5.1. The assessment of the bilingual profile.
 - 5.2. Orientations for language assessment in multilingual people.
 - 5.3. Orientations for language intervention in multilingual people: languages of intervention?
6. The influence of culture and socioeconomic status (SES)
 - 6.1. The cultural competence of the speech and language therapist; multilingual contexts.
 - 6.2. The influence of SES in language acquisition.
 - 6.3. The influence of SES in school performance.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures with support of ICT and group discussion	21	0.84	KM33, KM34, KM35, KM37, KM33
Seminarios en grupo partido de análisis y discusión de artículos y casos	24	0.96	CM15, KM37, CM15
Type: Supervised			
Consultations on online self-assessment activities proposed	3	0.12	KM33, KM34, KM35, KM37, KM33
Tutoring of coursework due	7	0.28	KM33, KM34, KM35, KM37, KM33
Type: Autonomous			
Preparation and elaboration of coursework due	27	1.08	CM15, KM37, CM15
Reading specialized papers and documents (reports, cases, and specific documents for the course)	28	1.12	CM15, KM33, KM34, KM35, KM37, CM15
Study: elaboration of outlines and summaries	36	1.44	CM15, KM33, KM34, KM35, KM37, CM15

- Directed activities

Lectures with support of ICT.

Seminars in small groups for analyzing and discussing specialized papers and cases. Students will discuss methodological, theoretical and applied implications. They include flipped classroom sessions.**

- Supervised activities

Tutoring of coursework due.

Consultations on online self-assessment activities proposed.

- Autonomous activities

Reading specialized papers and documents (reports, cases, and specific documents for the course*).

Preparation and elaboration of coursework due.

Searching information and documentation.

Study: elaboration of outlines and summaries.

*The materials needed to learn the basic contents of the course are available on moodle

**Some students will be able to do the seminars in an alternative way by working with the Service-Learning (ApS) methodology, through which students are trained by participating in a project aimed at solving a real need of a community and thus improving people's living conditions. This methodology starts from the identification of a real need and involves three factors: the provision of a service to solve it, meaningful learning for the student and a reflective process. Therefore, it requires a collaboration with a social entity or a public institution, which in the case of this subject is a high-complexity school. More information on ApS at:

<https://www.uab.cat/ca/aprenentatge-servei>

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. Presentation of reports and coursework (small group)	20%	2	0.08	CM15, KM37
EV2. Written exam 1	40%	1	0.04	KM33, KM34, KM35, KM37
EV3. Written exam 2	40%	1	0.04	KM33, KM34, KM35, KM37

The following learning evidences (with the following weight in the course final grade) must be presented:

LE1: Presentation of reports and coursework, and participation in seminar discussions (weight: 20%). This evidence will be considered as presented if a minimum of 60% of reports/coursework have been presented. (From week 3 to 15). There are both individual and group reports.

LE2: written exam 1 (weight: 40%). (First assessment period). Individual assessment. On-site.

LE3: written exam 2 (weight: 40%). (Second assessment period, after the end of the guided sessions). Individual assessment. On-site.

Feedback. For EV1, feedback will be oral and in group, and will be given in the classroom or by a digital tool (depending on the case), between one and two weeks after each session. For EV2, feedback will be oral and

in group in the classroom after the publication of grades, and oral and individual tutoring sessions if specifically requested. For EV3, it will be offered, if requested, orally and individually in tutoring sessions, once the grades have been published.

Students will pass the course if both of the following conditions apply: (1) they have obtained at least 5,0 points (0-10 scale) as a result of the weighted mean of learning evidences, and (2) having obtained a score equal to or higher than 5.0 points in two out of the three evidences (pass two of the three evidences). If these requirements are not met, the maximum mark to be recorded in the academic transcript will be 4.5 points.

A student who has presented learning evidences representing a weight below 4 points (40%), will be qualified as Non Assessable (NA).

If the criteria to pass the course specified above are not met, students will have the opportunity to resit exam/s in the following cases: (a) the final grade is equal to or greater than 3,5 and is below 5,0 (0-10 scale), and (b) have been previously assessed on a set of learning activities with a minimum weight of 66.6% of the final grade of the course.

LE1 cannot be retaken.

The maximum course final grade possible in case the student passes the resit exam is 'Pass' (5,0 points; 0-10 scale).

This subject does not consider single assessment.

General assessment guidelines:

<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 through an e-form. You will find all the information in the School of Psychology web. Applications in other cases or periods will not be accepted.

Use of AI is prohibited. In this course, the use of Artificial Intelligence (AI) technologies is not allowed at any stage. Any work containing AI-generated content will be considered a breach of academic integrity and may result in partial or total penalties in the grade for the activity, or more severe disciplinary actions in serious cases.

Bibliography

Basic references:

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Nieva, S., Conboy, B., Aguilar-Mediavilla, E., & Rodríguez, L. (2020). Prácticas en logopedia infantil en entornos bilingües y multilingües. Recomendaciones basadas en la evidencia. *Revista de Logopedia, Foniatría y Audiología*, 40(4), 194-213.

Further readings:

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Bathia, T. K. & Richtie, W.C. (1999). The Bilingual Child. En T.K. Bhatia & W.C. Richtie, *Handbook of Language Acquisition* (pp. 569-643). NY: Academic Press.

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<https://www.thatsunheardof.org/quiz/>

Software

No specific software needed

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

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