



Information about the subject

Degree: Bachelor of Science Degree in Speech and Language Therapy

Faculty: Faculty of Psychology

Code: 1171104 **Name:** Linguistics applied to speech and language therapy

Credits: 6,00 **ECTS Year:** 1 **Semester:** 1

Module: Basic Training

Subject Matter: Clinical linguistics **Type:** Basic Formation

Field of knowledge: Linguistics

Department: -

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

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Module organization

Basic Training

Subject Matter	ECTS	Subject	ECTS	Year/semester
Physiology	12,00	Functional anatomy of the organs of speech and hearing II	6,00	1/2
		Fundamentals of Neuroscience	6,00	1/1
Anatomy	6,00	Functional anatomy of the organs of speech and hearing I	6,00	1/1
Psychology	36,00	Developmental psychology	6,00	1/1
		Language development	6,00	1/2
		Psycholinguistics	6,00	2/1
		Psychology of attention and perception.	6,00	1/2
		Psychology of Learning and Memory	6,00	2/1
		Research Methodology	6,00	2/1
Clinical linguistics	6,00	Linguistics applied to speech and language therapy	6,00	1/1



Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Make use of and integrate the fundamental concepts of general and applied linguistics to describe speech and language samples.
- R2 Analyze the phonological, morphosyntactic, lexical, semantic and pragmatic components of human language.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

BASIC		Weighting			
		1	2	3	4
CB1	Students must show that they have and understand knowledge in a field of study that is based on general secondary education on a level that, although supported by advanced textbooks, includes also some aspects that involve knowledge belonging to the vanguard of their field of study		X		
CB2	Students can apply their knowledge to their work or vocation in a professional manner and possess the skills typically demonstrated through devising and sustaining arguments and solving problems within their field of study	X			

GENERAL		Weighting			
		1	2	3	4
CG1	Analysis and synthesis			X	
CG2	Organize a work plan being able to carry it out within a specified period			X	
CG3	Find, evaluate, organize and manage information systems				X
CG4	Speaking and writing fluently, appropriately and with the necessary consistency to meet the academic standards of correctness in the language of instruction				X
CG5	Make decisions and being responsible for them			X	

SPECIFIC		Weighting			
		1	2	3	4



CE3	Understand and integrate the linguistic foundations of Speech: Phonetics and phonology, morphosyntax, semantics, pragmatics, and sociolinguistics						X
CE11	Know the classification, terminology and description of communication disorders, language, speech, and voice, in addition to hearing and nonverbal oral functions						X
CE23	Understand, apply and critically evaluate teaching techniques and teaching methodology, in addition to resources for teaching language	X					
CE29	To acquire practical training in individual, group, cooperative and mediation facilitator contexts				X		
CE32	Using information technology and communication						X
CE33	Final project involving transversally applicable material; to be carried out in association with different subjects				X		
CE37	Master the terminology that allows one to interact effectively with other professionals						X
CE38	To design and carry out speech therapy treatments, both individual and collective, establishing objectives and stages, with the most effective and appropriate methods, techniques and resources, and taking into account the different evolutionary stages of the human being.	X					
CE47	Know and be able to integrate the biological (anatomical and physiological), psychological (and evolutionary development processes), linguistic and pedagogical foundations of speech therapy intervention in communication, language, speech, hearing, speech and non-verbal oral functions	X					
CE48	Being familiar with communication disorders, language, speech, hearing, speech and nonverbal oral functions				X		
CE51	Communicate orally and in writing one's observations and conclusions to the patient, their families and other professionals involved in treatment, adapting to the sociolinguistic characteristics of the environment				X		
CE53	Have adequate speech production, structure of language and voice quality						X
CE54	Manage communication technologies and information						X



TRANSVERSAL		Weighting			
		1	2	3	4
CT1	Use the techniques of verbal and nonverbal communication in order to optimize relevant communicative situations			X	
CT2	Critically evaluate own job performance and that of other professionals to improve results			X	
CT7	Having an open and flexible attitude to lifelong learning			X	

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
	70,00%	Oral and/or written tests: exams, reports, resolution of internships.
	10,00%	Attendance, participation, continued work.
	10,00%	Performance and/or presentation of individual theoretical and practical activities.
	10,00%	Performance and/or presentation of theoretical and practical group activities.

Observations

Continuous assessment will be carried out by means of practical exercises and participation in the activities proposed in class.

The final exam will consist of short developmental questions and practical exercises.

In order to pass the course, the student must pass the different assessment systems separately (attendance and active participation, practicals and exam).

Criteria for awarding Honours: Evidence of excellence in all competencies and learning outcomes.

Best results from 9.5 in the final grade up to the limit for the awarding of the same.



In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded.

Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Participative lectures: strategies focused on the transmission of information from teachers to students. Student participation is promoted with hybrid methodologies, in order to consolidate knowledge and encourage critical thinking.
- M2 Practical Class. Classroom practice, laboratory practice and/or simulations: methodologies based on student interaction with problems, technologies, samples or analysis equipment, in order to incorporate experimentation to knowledge.
- M3 Case studies and analysis of clinical histories: students build knowledge from information on cases provided to them. In addition to providing the material, the teacher acts as a guide in the search for the solution.
- M4 Internships in real environments (in-company learning): students participate in the action of their specialty in work centers, approaching the role of the speech therapist.
- M5 Internships in real environments (in-company learning): students participate in the action of their specialty in work centers, approaching the role of the speech therapist.
- M6 Service-Learning: methodology that merges the learning process of students with the intention of providing a real and solidary service in society. Students participate in the selection of objectives and design of actions. Teachers act as guides to develop knowledge in the process.



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
<p>THEORETICAL CLASSES. Lectures, expository and participative classes. They focus on the approach, analysis and development of competences: explanation and orientation towards the acquisition of the necessary knowledge, instruction in the derived skills and acquisition of professional aptitudes.</p> <p>M1</p>	R1, R2	33,00	1,32
<p>PRACTICAL CLASSES. Individual or group work sessions supervised by the teacher. Analysis of materials related to the subjects: reports, statistics, scientific literature, tests and evaluation tests, problem solving, visualization of clinical histories, simulation of cases, etc.</p> <p>M2</p>	R1, R2	20,00	0,80
<p>TUTORIALS: Individual or small group meetings to personalize any aspect of the teaching-learning process</p> <p>M3, M6</p>	R2	6,00	0,24
<p>EVALUATION: Set of tests in oral, written, or other audiovisual media. It includes the final exams (exams and presentation of work) and all the elements of continuous evaluation that contribute in a weighted way to the final grade (presentation of work, scheduled activities, questionnaires, etc.) The public presentation of the Final Degree Project is included.</p> <p>M1</p>	R1, R2	1,00	0,04
TOTAL		60,00	2,40



LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK: Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or delivered in theory classes, practical classes or small group tutorials. M2, M6	R1, R2	30,00	1,20
AUTONOMOUS WORK: Personal study of the student. Individual preparation of readings, essays, problem solving, seminar material, papers, reports, etc. to present or deliver in class, complete their training activity and prepare their evaluation tests. M3, M5	R1, R2	60,00	2,40
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Unit 1: Language, general linguistics and applied linguistics.	<ol style="list-style-type: none">1.Language, Language, System and Speech. The linguistic sign2.General linguistics, applied linguistics and clinical linguistics.3.Chomsky: competence and performance4.Chomsky and Dell Hymes: linguistic competence and communicative competence.5.Levels of language6.Language and variation
Unit 2: Phonology	<ol style="list-style-type: none">1.Phonetics vs. Phonology2.Phoneme and distinctive feature3.Commutation test and minimal pairs4.Reduced phonological systems: neutralization and archiphoneme5.Suprasegmental features6.Phonological system of Castilian Spanish7.Phonological system of the Valencian Catalan8.Syllable structure
Unit 3. Morpho-syntax	<p>Morphology</p> <ol style="list-style-type: none">1.Morpheme vs. Lexeme2.Morph and allomorph3.Words classes4.Nominal and verbal categories <p>Syntax</p> <ol style="list-style-type: none">1.Sentences2.Simple sentences.3.Compound sentence: coordination and subordination4.Referral mechanisms



Unit 4. Semantics

- 1.Seme, sememe, archisememe
- 2.Semantic field
- 3.Semantics relationships, synonyms, antonyms, polysemy, homonymy, hypernym, hyponym
- 4.Lexical cohesion

Unit 5. Pragmatics

- 1.Pragmatics communication
- 2.Principle of cooperation. Grice's maxims
- 3.Speech acts
- 4.Irony and double meanings

Temporary organization of learning:

Block of content	Number of sessions	Hours
Unit 1: Language, general linguistics and applied linguistics.	3,00	6,00
Unit 2: Phonology	10,00	20,00
Unit 3. Morpho-syntax	12,00	24,00
Unit 4. Semantics	2,00	4,00
Unit 5. Pragmatics	3,00	6,00



References

Main references

Gómez Torrego, L. (1997). Gramática didáctica del español. Madrid: SM.

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Other references

Baixauli, I., Roselló, B. & Miranda, A. (2004). Assessment of pragmatic difficulties. A case study. *Journal of Neurology*, 38 (1).

Codesido, A. I. (1999). Aplicación clínica de la Lingüística: un ejemplo en la evaluación de la producción verbal espontánea en edad infantil. *Revista de Investigación Lingüística*, 1 (2), 43-58.

Escandell, V. (1993). Introduction to pragmatics. Barcelona: Anthropos.

Garayzábal, E. (coord.) (2006): Lingüística clínica y logopedia. Madrid: Antonio Machado.

McAlister, J. and Miller, J.E.(2013): *Introductory Linguistics for Speech and Language Therapy Practice*. London: Wiley-Blackwell.

Moreno-Torres, I. (2004). Linguistics for speech and language therapists. Archidona: Aljibe.

Tusón, J. (2003): *Introducción al lenguaje*. Barcelona: UOC.

Yule, G. (2008): *El lenguaje*. Madrid: Akal (3rd ed.).