



Information about the subject

Degree: Bachelor of Science Degree in Speech and Language Therapy

Faculty: Faculty of Psychology

Code: 1172014 **Name:** Methods of language analysis applied to speech and language therapy

Credits: 6,00 **ECTS Year:** 0, 3 **Semester:**

Module: Optatives

Subject Matter: Clinical Linguistics **Type:** Elective

Field of knowledge: Linguistics

Department: Occupational Sciences, Speech Therapy, Evolutionary and Educational Psychology

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

117OP01 Ricard Herrero Arambul (**Responsible Lecturer**)

ricard.herrero@ucv.es

Inmaculada Baixauli Fortea

INMACULADA.BAIXAULI@UCV

Jose Francisco Cervera Merida

josefran.cervera@ucv.es



Module organization

Optatives

Subject Matter	ECTS	Subject	ECTS	Year/semester
Audiology	18,00	Audiological assessment	6,00	This elective is not offered in the academic year 20/21
		Introduction to Audiology	6,00	This elective is not offered in the academic year 20/21
		Medical Audiology	6,00	This elective is not offered in the academic year 20/21
Neuropsychology	18,00	-Biology of human behavior	6,00	This elective is not offered in the academic year 20/21
		Clinical Neuropsychology	6,00	This elective is not offered in the academic year 20/21
		Psychogerontology	6,00	This elective is not offered in the academic year 20/21
Clinical Linguistics	18,00	Acoustic Phonetics	6,00	This elective is not offered in the academic year 20/21
		Bilingualism and speech and language therapy	6,00	This elective is not offered in the academic year 20/21



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Clinical Linguistics		Methods of language analysis applied to speech and language therapy	6,00	
Work techniques	18,00	Documentation in health sciences	6,00	This elective is not offered in the academic year 20/21
		Methodologies of professional skills for communication I	6,00	This elective is not offered in the academic year 20/21
		Methodologies of professional skills for communication II	6,00	This elective is not offered in the academic year 20/21
Educational processes and contexts	18,00	Design and assessment of educational action plans	6,00	This elective is not offered in the academic year 20/21
		Didactics and educational innovation	6,00	This elective is not offered in the academic year 20/21
		Educational fundamentals and school organisation	6,00	This elective is not offered in the academic year 20/21
		Teaching-Learning Processes in the Classroom: Techniques and Tools	6,00	This elective is not offered in the academic year 20/21
Sign Language	18,00	Communication systems for the deafblind	6,00	This elective is not offered in the academic year 20/21



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Sign Language		Spanish Sign Language I	6,00	This elective is not offered in the academic year 20/21
		Spanish Sign Language II	6,00	This elective is not offered in the academic year 20/21
		Spanish Sign Language III	6,00	This elective is not offered in the academic year 20/21
Psychology	18,00	Clinical psychopathology and of health in children and adolescents	6,00	
		Psychopathology in adults	6,00	
		Psychopathology in children and adolescents	6,00	

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 Knowing how to analyze the segmental and suprasegmental elements of speech
- R2 Knowing how to apply different procedures to obtain language samples and carry out their transcription
- R3 Knowing how to analyze language samples from different dimensions
- R4 Knowing how to interpret data obtained in a linguistic analysis



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):

SPECIFIC	Weighting			
	1	2	3	4
CE3 Understand and integrate the linguistic foundations of Speech: Phonetics and phonology, morphosyntax, semantics, pragmatics, and sociolinguistics				X
CE26 To acquire practical knowledge for speech-language evaluation.				X
CE36 To use the techniques and tools of exploration specific to the profession, and record, synthesize and interpret the data provided by integrating them into the set of information.			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	
TRANSVERSAL	Weighting			
	1	2	3	4
CT1 Use the techniques of verbal and nonverbal communication in order to optimize relevant communicative situations		X		
CT7 Having an open and flexible attitude to lifelong learning				X
CT8 Know and use of technical advances in the exercise of their profession			X	



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	50,00%	Written exam
R1, R2, R3, R4	40,00%	Practical work assignments assessment
R1, R2, R3, R4	10,00%	Attendance and participation of in-person formative activities

Observations

Learning activities

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

M1	On-Campus Class
M2	Practical Class
M3	Seminar
M4	Laboratory
M5	Individual Work
M6	Group Work
M7	Work Exhibition



- M8 Clinical Case Analysis
- M9 Prácticas en clínicas y centros



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
ON-CAMPUS CLASS. Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge M1	R1, R2, R3, R4	18,00	0,72
PRACTICAL CLASSES. Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity M2	R1, R2, R3, R4	18,00	0,72
GROUP WORK EXHIBITION. Application of multidisciplinary knowledge M6	R1, R2, R3, R4	6,00	0,24
SEMINAR. Supervised monographic sessions with shared participation M3, M4	R1, R2, R3, R4	6,00	0,24
OFFICE ASSISTANCE. Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, papers, etc. M3, M4	R1, R2, R3, R4	9,00	0,36
ASSESSMENT. Set of oral and/or written tests used in initial, formative or additive assessment of the student M8	R1, R2, R3, R4	3,00	0,12
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 submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M2, M3, M4	R1, R2, R3, R4	36,00	1,44
INDEPENDENT WORK. Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M1, M2	R1, R2, R3, R4	54,00	2,16
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Analysis of speech samples focused on phonological disorders	Speech sampling procedure, registration, transcription and analysis. Obtaining parameters. Integration of complementary clinical measures in decision-making for speech therapy intervention in children with language development disorders.
Analysis of conversational, narrative and expository discourse in language disorders	Speech sample elicitation procedures. Use of transcription systems. Introduction to the SALT system. Analysis of conversational, narrative and expository discourse in language disorders
Acoustic analysis of language sounds	Acoustic properties of vowels sounds Acoustic properties of plosives sounds Acoustic properties of fricatives sounds Analysis with Praat



Temporary organization of learning:

Block of content	Number of sessions	Hours
Analysis of speech samples focused on phonological disorders	10,00	20,00
Analysis of conversational, narrative and expository discourse in language disorders	10,00	20,00
Acoustic analysis of language sounds	10,00	20,00



References

Bosch Galcerán, Laura (2004). Evaluación fonológica del habla infantil, Barcelona: Masson.

Gutiérrez-Clellen, V., & Simon-Cerejido, G. (2009). Using Language Sampling in Clinical Assessments with Bilingual Children: Challenges and Future Directions. *Seminars in Speech and Language*, 30(4), 234–245.

Heilmann, J., Nockerts, A., & Miller, J. (2010). Language sampling: does the length of the transcript matter? *Language, Speech, and Hearing Services in Schools*, 41(4), 393-404.

Hualde, José Ignacio (2014). Los sonidos del español. Cambridge, Cambridge University Press

Kapantzoglou, M., Fergadiotis, G., & Restrepo, M.A. (2017). Language Sample Analysis and Elicitation Technique Effects in Bilingual Children With and Without Language Impairment. *Journal of Speech, Language, and Hearing Research*, 1–13.

Martínez Celdrán, E. & Fernández Planas, A. M. (2013). Manual de fonética española: articulaciones y sonidos del español (2.a ed.). Barcelona, Ariel.

Mediavilla, E. & Raventós, M. (2003). A-RE-HA Análisis del retraso del habla: protocolos para el análisis de la fonética y la fonología infantil. Barcelona: Edicions Universitat de Barcelona.

Miller, J.F., Andriacchi, K., & Nockerts, A. (2015). Assessing language production using SALT. A Clinician's Guide to Language Sample Analysis. SALT Software, LLC.

Nippold, M. (2014). *Language sampling with adolescents*. San Diego, Plural Publishing.

Owens, R.G. (2010). Language Disorders: A Functional Approach to Assessment and Intervention. New York, Pearson.

Pavelko, S., & Owens, R. (2017). Sampling utterances and grammatical analysis revised (SUGAR): New normative values for language sample analysis measures. *Language, Speech and Hearing Services in Schools*, 48(3), 197-215.

ShIPLEY, K. G., & McAFEE, J. G. (2016). *Assessment in speech-language pathology: A resource manual (5th edition)*. Boston, MA, USA: Cengage Learning.

Timler, G. (2018). Using language sample analysis to assess pragmatic skills in school-age children and adolescents. *Perspectives of the ASHA Special Interest Groups*, 3(1), 23.

Watson, M. (2003). *Phonological analysis practice: an electronic workbook*. Austin, Texas: Pro-Ed.



Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

Microsoft Teams

Blackboard Collaborate Ultra



Kaltura

Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

Microsoft Teams

Blackboard Collaborate Ultra

Kaltura

Explanation about the practical sessions:



2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: