

**COURSE DATA****DATA SUBJECT**

Code: 35315
Name: Speech Therapy Intervention in Multilingual Contexts
Cycle: Undergraduate Studies
ECTS Credits: 4.5
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
1203 - Degree in Speech Therapy	Facultat de Psicologia i Logopèdia	4	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1203 - Degree in Speech Therapy	Speech therapy intervention in multilingual contexts	ELECTIVES

COORDINATION

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SUMMARY

In the current context, bilingualism and multilingualism are increasingly common, so their different modalities, far from being an exception, have become the norm, reflecting the coexistence of people from different backgrounds, as well as the coexistence of different languages in the same place. Many children and young people come from families in which languages other than those of the surrounding environment are spoken; the languages of the social environment and school may not match theirs. Their main challenge is to be competent in the languages they use in different contexts (work, academic, social, family...). Future speech and language therapy professionals will also have to face this challenge and attend to the needs of individuals who grow up with two or more languages or who, having grown up with one language, learn one or more second languages. Facing speech therapy practice in these multilingual environments is complex because traditional diagnostic and intervention procedures may not work, and it will be necessary to develop procedures that embrace this linguistic diversity and even take advantage of it. Therefore, it is necessary to understand the influence of multilingual environments on the normal and pathological features of language.

In this course, we will address different psycholinguistic aspects of bilingualism and multilingualism, mainly from the perspective of language acquisition, but also from those of cognitive processes and language use in multilingual settings. The general goal is to prepare students so that, in the future, they can develop innovative communicative interaction strategies and approaches to the assessment and



intervention of language development disorders that go beyond existing proposals, which are mostly based on descriptions of language acquisition in monolingual situations.

By taking this course, students will be able to:

- understand the linguistic and psychological characteristics of multilingual situations
- understand multilingual learning processes and the influence of different individual and social factors on their development
- understand the influence of multilingual environments on both normal and pathological features of language
- use diagnostic and intervention tools that integrate multilingual development situations

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

No enrollment restrictions have been specified with respect to other courses in the curriculum but its recommended to have passed the following courses:

35276 Basic Psychological Processes and Psychology of Language

35278 Developmental Psychology and Language Acquisition

COMPETENCES / LEARNING OUTCOMES

1203 - Degree in Speech Therapy

Design, implement and evaluate actions to prevent communication and language disorders.

Design and conduct speech therapy treatments, both individual and collective, by setting targets and stages, with the most effective and adequate methods, techniques and resources, and bearing in mind the different life developmental stages as well as gender perspective.

Develop communication skills in the general population.

Explore, evaluate, diagnose and predict the evolution of communication and language disorders from a multidisciplinary perspective.

Have an adequate speech production, language structure and voice quality.

Knowledge of the physiology of the organs of speech, hearing and voice.

Know the anatomy of the organs of speech, hearing and voice.



Know the developmental disorders of communication and language.

Know the normal development of language.

Know the psycholinguistic processes and other basic psychological processes that support the techniques of speech therapy.

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

Work in the school, healthcare and healthcare settings as part of the professional team. Advice on the development, implementation of care and education policies on topics related to speech therapy.

DESCRIPTION OF CONTENTS

1. Introduction to the concept of multilingualism.

- 1.1 Definition of bilingualism/multilingualism
- 1.2 Psycholinguistic aspects of the bilingual/multilingual profile
- 1.3 Sociolinguistic aspects of the bilingual/multilingual profile

2. Multilingual learning and development.

- 2.1. Development multilingual development and learning of second languages.
- 2.2. Critical characteristics of multilingual development. Interaction between linguistic systems.
- 2.3. Factors influencing multilingual development



3. Bilingual brains: executive control, speech production, cognitive advantages of bilingualism.

- 3.1. Linguistic control in bilinguals
- 3.2. Impact of multilingualism on the brain
- 3.3. Second language learning: critical period, procedural and declarative memory, practical consequences

4. Multilingual development in students with SEND. Implications for assessment and intervention in multilingual contexts.

- 4.1. Multilingualism and special educational needs and disabilities (SEND)
- 4.2. Multilingualism and SLI.
- 4.3. Multilingualism and ASD.
- 4.4. Implications for assessment and intervention in multilingual contexts.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	30,00
Classroom practices	15,00
Total hours	45,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	4,50
Individual or group project	15,00
Independent study and work	20,00
Preparation of lessons	7,50
Preparation for assessment activities	10,00
Resolution of case studies	10,50
Total hours	67,50

TEACHING METHODOLOGY

Theoretical classes: lectures by the teacher with audiovisual support, content explanations, and class discussions. 30 contact hours.



Practical classes: solving exercises; presentation of different assessment/intervention tools: description, application; characterization of multilingual profiles, participation in practical activities under supervision. 15 contact hours.

EVALUATION

The evaluation system will be the same for both the first and the second examination sessions.

SE1 70%: Assessment of theoretical and practical content through written tests. This component will account for 70% of the final grade (it can be retaken in the second session if failed in the first). Passing this part is required to pass the course.

SE2 30%: Attendance at practical sessions and completion/submission of the tasks indicated in each session. This part is not recoverable in the second examination session.

In cases of academic dishonesty, the procedure will follow the guidelines set by the Protocol for Action Against Fraudulent Practices at the University of Valencia (ACGUV 123/2020): <https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

As established by the regulations for awarding Honours Distinctions, they will be granted in strict order of final grade. In the event of a tie, the Distinction will be awarded to the student with the highest score in SE1. If the tie persists, SE2 will be considered. If the tie remains, the professor may assign an additional test to the students involved.

REFERENCES

Basic:

- Baker, C. (2021). *Foundations of Bilingual Education and Bilingualism* (7th Ed). Bristol, PA: Multilingual Matters, Ltd
- Ardila, A. & Ramos, E. (2007). *Bilingualism and cognition: the good, the bad and the ugly of bilingualism*. En A. Ardila & E. Ramos (Eds.), *Speech and language disorders in bilinguals* (pp. 213-234). New York: Nova Science Publishers.
- Abdelilah-Bauer, B. (2007). *El desafío del bilingüismo. Crecer y vivir hablando varios idiomas*. Madrid: Morata.
- Montrul, S. (2013) *El bilingüismo en el mundo hispanohablante*, John Wiley & Sons, Inc. 2013

Supplementary:

- Auer, P. & Wei, L. (Eds.) (2007). *Handbook of Multilingualism and Multilingual Communication*. Berlin: Mouton de Gruyter.



- Genesee F, Paradis J, Crago, MB (2004). *Dual Language Development and Disorders: A Handbook on Bilingualism and Second Language Learning*. Baltimore, Brookes.