

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

Code: 35316
Name: Speech Therapy and Catalan Language
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 and Catalan language	ELECTIVES

COORDINATION

HERRERO ARAMBUL RICARD

SUMMARY

The Speech Therapy and Catalan Language course gives students essential knowledge of Catalan's phonological, syntactic, and morphological systems. This enables them to identify and describe speech and language difficulties in Catalan speakers. The curriculum also covers linguistic variation, exploring how different situations and geographical origins influence language use.

PREVIOUS KNOWLEDGE**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

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

OTHER REQUIREMENTS

This course builds upon the Catalan language skills acquired in secondary school within the Comunitat Valenciana. It's also recommended that students have successfully completed course 35280, Linguistic Foundations of Speech Therapy.



COMPETENCES / LEARNING OUTCOMES

1203 - Degree in Speech Therapy

Be familiar with communication, language, speech, hearing, voice and non-verbal communication disorders.

Communicate correctly in the language of the autonomous region where the professional activity is carried out.

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

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

Manage the technologies of communication and information.

Prepare and write reports of assessment, diagnosis, monitoring, completion of treatment and referral to another professional.

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.

DESCRIPTION OF CONTENTS

1. Linguistic variation.

1.1 Linguistic variation

1.2 Dialectal variation

1.3 Functional variation: registers

1.4 The standard language: compositionality and polymorphism



2. Fundamental aspects of Catalan phonology.

- 2.1 Sounds and letters: the phonological system
- 2.2 Main phonological processes in Catalan
- 2.3 Phonetic transcription
 - 2.3.1 Assimilation of voice
 - 2.3.2 Assimilation of place of articulation
 - 2.3.3 Spirantization
- 2.4 Speech acquisition: phonological simplification processes

3. Fundamental aspects of Catalan morphosyntax.

- 3.1 The verbal system
- 3.2 The nominal and pronominal system
- 3.3 Prepositions and connectives

4. Deviations from the norm and records of the Catalan Language.

- 3.1 Deviations from the norm
- 3.2 Records of the Catalan Language

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	0,00
Individual or group project	22,50
Independent study and work	30,00
Preparation of lessons	0,00
Preparation for assessment activities	15,00
Resolution of case studies	0,00
Total hours	67,50



TEACHING METHODOLOGY

Classes (theoretical and practical).

Tutorials programmed to solve specific cases or expand knowledge in the group, and supervise the execution of practical activities.

Independent work devoted to the study of problems in any language phonetics and speech therapy treatments morphosyntactic: Case Preparation, practice and development of reports, etc..

Study preparations and examinations and evaluation project.

EVALUATION

The final course grade will be determined by the following:

1. Theoretical-practical test: 70% of the final grade.
2. Practical assignments: 30% of the final grade.

To pass the course, students must score at least 4 out of 10 on each assessment component and achieve a total overall score of more than 5 out of 10. Accuracy in spelling and grammar is required for both the exam and practical exercises. Errors, typos, or incorrect/inappropriate expression will lead to a reduction in the final grade, which could be as severe as a failing grade

All assessment activities can be retaken in the second sitting. However, the learning outcomes for Section 2 will be recovered via a written test, which may be combined with the regular theoretical-practical exam for Section 1. Any assessment instruments passed in the first sitting will carry over to the second sitting, but not to the next academic year.

Intellectual honesty is essential in academic communities and in ensuring the fair evaluation of student work. All submissions for this course must be the student's own original work. Simply altering elements of textual cohesion, such as using different connectives or synonyms, does not exempt the work from being considered plagiarism. Assignments that involve unauthorized collaboration or are generated with the assistance of artificial intelligence tools (such as ChatGPT or similar) will not be accepted, unless their use is explicitly part of the course content and has been approved by the instructor.

The general grading system will follow the regulations of the University of Valencia approved by the Governing Council on May 30, 2017. ACGUV 108/2017.

REFERENCES

Basic:

- Acadèmia Valenciana de la Llengua (2006). *Gramàtica normativa valenciana*. AVL.
- Bibiloni, Gabriel (1998). *Llengua estàndard i variació lingüística*. Editorial 3i4.
- Institut d'Estudis Catalans (2018). *Gramàtica essencial de la llengua catalana*. IEC. <<https://geiec>>



iec.cat/>

- Institut Interuniversitari de Filologia Valenciana (2002): *Guia d'usos lingüístics*. IIFV i UV. < <https://web.ua.es/iifv/Guiausos.pdf> >.
- Julià-Muné, Joan (2005). *Fonètica aplicada catalana: dels fonaments a les aplicacions de les ciències fonètiques*. Ariel.

Supplementary:

- Andreu, Llorenç; Aguado, Gerardo; Cardona, M. Claustré; Sanz, Mònica (2013). Trastorns dels llenguatge oral. UOC.
<[https://openaccess.uoc.edu/bitstream/10609/70965/1/Trastorns %20del%20llenguatge%20oral.pdf](https://openaccess.uoc.edu/bitstream/10609/70965/1/Trastorns%20del%20llenguatge%20oral.pdf)>
- Aparici, Medina; Noguera, Eulàlia (2012): *Adquisició i avaluació del llenguatge*. Barcelona: UOC
- Bosch, Laura (2001). *Avaluació del desenvolupament fonològic en nens catalanoparlants de 3 a 7 anys*. ICE
- Bosch, Laura (2001). *Evaluación fonológica del habla infantil*. Masson-Elsevier
- Estopà, Rosa; Carrera-Sabaté, Josefina; Creus, Imma (2010). *EnRaonar. Lingüística general i aplicada per a la pràctica logopèdica*. Horsori Editorial.