

<b>Module title</b>		<b>Abbreviation</b>
Theory and practice of speech and language disorders: basics of multilingualism and assessment and therapy of multilingual communication disorders, voice and speech training		o6-SH-LogTheoBiling-142-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
Berufsfachschule für Logopädie Würzburg der Caritas-Schulen gGmbH		Chair of Special Education III: Speech and Language Pathology
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
7	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	Theoretical classes: speech therapy: developmental speech disorders in children. Practical classes: practice of speech therapy: developmental speech disorders in children.
<b>Contents</b>		
<p>Elements and structure of singing and speech exercises, voice training in groups - concepts and methods, history and methods of functional voice training, advanced exercises on posture and tone regulation, respiration, phonation and articulation, transferring of own experiences of body, respiration and voice to job-related requirements, transferring of own experiences of body, respiration and voice to working with groups, theatre visit and accompanying conversation with a professional singer or actor about job-related requirements, language acquisition (first language acquisition, second-language acquisition), research on bi- and multilingualism, supporting factors and barriers of bilingual language acquisition, mechanisms of language mixing such as code-switching, interference, early childhood multilingualism, peculiarities of speech diagnostics for multilingual children, literacy acquisition in a multilingual context, aphasia and multilingualism in a therapeutic context</p>		
<b>Intended learning outcomes</b>		
<p>The students are able to differentiate and advance their own communication skills. They are able to carry out an independent analysis of familiar and unfamiliar physical, breathing, speech and vocal exercises. They are able to independently lead a voice training group. The students differentiate and advance acquired communication skills of their singing and speaking voice. The students are able to apply, analyse and alter unfamiliar physical, breathing and vocal exercises in order to meet the occupational requirements. The students acquire basic knowledge of the term multilingualism. They discuss current questions of the acquisition of bi- and multilingualism in a professional manner. They acquire basic knowledge of first and second-language acquisition. They know the typical mechanisms of language mixing and are able to properly describe the supporting factors and barriers of bilingual language acquisition. The students know the peculiarities of speech diagnostics in multilingual children and adults with an acquired brain damage and are able to independently apply, evaluate and interpret an appropriate diagnostics. The students evaluate questions of current research on bi- and multilingualism.</p>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
S + S + S (no information on SWS (weekly contact hours) and course language available)		
<b>Method of assessment</b> (type, scope, language – if other than German, examination offered – if not every semester, information on whether module is creditable for bonus)		
<p>a) written examination (approx. 60 minutes) or b) term paper (approx. 12 pages) or c) presentation (approx. 25 minutes) and handout (approx. 2 pages) or d) presentation (approx. 20 minutes) with written elaboration (approx. 6 pages) or e) oral examination of one candidate each (approx. 15 minutes) or f) oral examination in groups (groups of 4, approx. 15 minutes per candidate) Language of assessment: German, English</p>		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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**Workload**

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**Teaching cycle**

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**Referred to in LPO I** (examination regulations for teaching-degree programmes)

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**Module appears in**

Bachelor' degree (1 major) Academic Speech Therapy (2014)