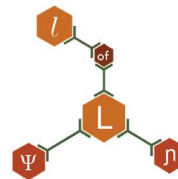




ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
Εθνικόν και Καποδιστριακόν
Πανεπιστήμιον Αθηνών

— ΙΔΡΥΘΕΝ ΤΟ 1837 —



Lab of Psycholinguistics & Neurolinguistics

Το Εργαστήριο Ψυχογλωσσολογίας & Νευρογλωσσολογίας
του Τμήματος Φιλολογίας
σάς προσκαλεί στην επόμενη ομιλία που διοργανώνει
κατά το ακαδημαϊκό έτος 2021-2022
με θέμα:

**Enhancing language and communication in adolescents with speech, language and
communication needs through narrative and vocabulary training**

Ομιλήτρια είναι η **Victoria Joffe**,
Professor of Speech and Language Therapy, Dean of the School of Health and Social Care
University of Essex

Η ομιλία θα πραγματοποιηθεί διαδικτυακά μέσω Webex
την **Πέμπτη 26/5/2022** στις 18:30.

ΣΥΝΔΕΣΜΟΣ WEBEX

<https://uoa.webex.com/uoa/j.php?MTID=ma9d803a93fe65456a13ed998f7544a4b>

ΠΕΡΙΛΗΨΗ ΟΜΙΛΙΑΣ

Research into language development and disorders has routinely focused on early preschool and primary development. However, language development continues to develop throughout adolescence, and a significant number of secondary school students have speech, language and communication needs (SLCN), which impede access to the curriculum and have a long-term impact on educational and psychosocial functioning. Services and support to this older population are limited, and there is a need to investigate more closely the language and communication skills of secondary school students with SLCN and to identify evidence-based interventions with this client group.

The presentation provides an overview of a randomised control trial exploring the effectiveness of three language intervention programmes delivered by Teaching Assistants in mainstream secondary schools: narrative intervention, vocabulary intervention, and a combined narrative and vocabulary intervention. 358, 12-year-old secondary school students, identified with language disorder, participated in the study. The students were randomly assigned to one of four intervention groups each receiving eighteen 50-minute sessions over

a 6-week period: narrative intervention, vocabulary enrichment, combined narrative and vocabulary enrichment and a delayed control group. A range of standardised and non-standardised language measures were used to measure outcomes.

The interventions were found to be effective with differential findings across the three groups. The narrative intervention was the most effective, with significant differences evident on standardised and non-standardised narrative measures. Significant effects of the vocabulary intervention were only evident in the non-standardised vocabulary measures.

Implications of these findings are discussed with reference to the mechanisms involved in the interventions leading to language improvement, as well as future applications to clinical and educational practice and implications for future research.