



Information about the subject

Degree: Bachelor of Science Degree in Speech and Language Therapy

Faculty: Faculty of Psychology

Code: 1171107 **Name:** Psychology of language development

Credits: 6,00 **ECTS Year:** 1 **Semester:** 2

Module: Basic Training

Subject Matter: Psychology **Type:** Basic Formation

Field of knowledge: Psychology

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

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

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Module organization

Basic Training

Subject Matter	ECTS	Subject	ECTS	Year/semester
Physiology	12,00	Functional anatomy of the organs of speech and hearing II	6,00	1/2
		Fundamentals of Neuroscience	6,00	1/2
Anatomy	6,00	Functional anatomy of the organs of speech and hearing I	6,00	1/1
Psychology	36,00	Basic Psychological Processes	6,00	1/1
		Developmental psychology	6,00	1/1
		Psycholinguistics	6,00	2/1
		Psychology of Education	6,00	2/2
		Psychology of language development	6,00	1/2
		Research Methodology	6,00	2/1
Clinical linguistics	6,00	Linguistics applied to speech and language therapy	6,00	1/1



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 To know the main explanatory theories about language acquisition.
- R2 To know the characteristics of the different stages of phonological, morphosyntactic, lexical-semantic and pragmatic development.
- R3 To be able to relate milestones in linguistic, cognitive and social development.
- R4 To know the familiar and sociocultural variables that influence the development of language.



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
CE2 Understand and integrate the psychological foundations of Speech: language development, psychological development, Neuropsychology of language, basic processes and Psycholinguistics				X
CE3 Understand and integrate the linguistic foundations of Speech: Phonetics and phonology, morphosyntax, semantics, pragmatics, and sociolinguistics				X
CE37 Master the terminology that allows one to interact effectively with other professionals			X	
CE53 Have adequate speech production, structure of language and voice quality		X		
CE54 Manage communication technologies and information			X	

TRANSVERSAL	Weighting			
	1	2	3	4
CT1 Use the techniques of verbal and nonverbal communication in order to optimize relevant communicative situations			X	
CT5 Recognize, analyze and obtain solutions to ethical problems in professional practice situations		X		



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
	50,00%	Written exam
	40,00%	Practical work assignments assessment
	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	24,00	0,96
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 M1, M2, M5, M6	R1, R2, R3, R4	12,00	0,48
GROUP WORK EXHIBITION. Application of multidisciplinary knowledge M6, M7	R1, R2, R3, R4	6,00	0,24
SEMINAR. Supervised monographic sessions with shared participation M3	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. M5, M6	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 M1, M5, M6, M7	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 M6	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 M5	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
1. Introduction	<ol style="list-style-type: none">1.How is it language acquired?2.Methodology and instruments to study language acquisition
2. Social and cognitive bases of language acquisition	<ol style="list-style-type: none">1.Developmental milestones of language development. Prelinguistic stage and the emergence of the linguistic stage.2.Communication before language. The role of formats.3.Characteristics of language directed to children. Recasting and extensions.
3. The acquisition of phonetic and phonological abilities	<ol style="list-style-type: none">1.Prelinguistic stage. Babbling.2.Linguistic stage<ol style="list-style-type: none">1.Types of child phonological simplifying processes.2.Development of the phonetic repertoire and order of acquisition.
4. Lexical and semantic development	<ol style="list-style-type: none">1.Necessary conditions to begin to acquire the first vocabulary.2.Criteria for identifying the productive use of the first words.3.Control of semantic extension: infraextension and overextension.4.Description of the first vocabulary<ol style="list-style-type: none">1.Semantic and grammatical typology of the first words.2.Communicative functions of the first words and contexts of use.5.Lexic explosion and individual differences.6.Factors involved in the acquisition of vocabulary.



5. Morphosyntax development

1. Morphology and syntax development
2. Indicators of morphosyntactic development: Mean Length of Utterance (MLU) and Index of Syntactic Complexity (ICS)
3. Stages of morphosyntactic development
4. The grammaticalization process
5. The holophrase stage
6. Transition from the holophrase to the first words combinations: words chains and vertical constructions
7. First words combinations. Pivot grammar and semantic relations
8. Grammatical speech. Errors and inconsistencies in language performance. Verb overregularizations
9. The acquisition of complex syntax

5. Pragmatic development

Communicative competence and narrative abilities

Temporary organization of learning:

Block of content	Number of sessions	Hours
1. Introduction	5,00	10,00
2. Social and cognitive bases of language acquisition	5,00	10,00
3. The acquisition of phonetic and phonological abilities	5,00	10,00
4. Lexical and semantic development	5,00	10,00
5. Morphosyntax development	5,00	10,00
5. Pragmatic development	5,00	10,00



References

Basic references:

- Clemente, R.A. (1995). *Desarrollo del lenguaje. Manual para profesionales de la intervención en ambientes educativos*. Barcelona: Octaedro.
- Serra, M., Serrat, E., Solé, R., Bel, A. y Aparici, M. (2016). *La adquisición del lenguaje*. Barcelona: Ariel Psicología.
- Mariscal, S. & Gallo, M.P. (2014). *Adquisición del lenguaje*. Madrid: Síntesis.

Complementary references:

- Aguado, G. (1988). Valoración de la competencia morfosintáctica en el niño de dos años y medio. *Infancia y Aprendizaje*, 43, 73-96.
- Aguado, G. (1995). *El desarrollo del lenguaje de 0 a 3 años*. Madrid: CEPE.
- Berko Gleason, J. & Bernstein, N. (1999). *Psicolingüística*. Madrid: McGraw Hill.
- Berko, J. (2010). *Desarrollo del lenguaje*. Madrid: Prentice-Hall.
- Bosch, L. (1984). El desarrollo fonológico infantil. En M.Siguán (Ed.). *Estudios sobre psicología del lenguaje infantil*. Madrid: Pirámide.
- Bruner, J. (1986). *El habla del niño*. Barcelona: Paidós.
- Galeote, M.A. (2007). *Adquisición del lenguaje: problemas, investigación y perspectivas*. Madrid: Pirámide.
- Gallo, P, Mariscal, S. y Suárez, P. (2001). *Desarrollo del lenguaje oral*. Madrid: FUNDEI.
- Hernández-Pina, F. (1984). *Teorías psicosociolingüísticas y su aplicación a la adquisición del español como lengua materna*. Madrid: Siglo XXI.
- Karmiloff-Smith, A. & Karmiloff, K. (2005). *Hacia el lenguaje*. Madrid: Morata.
- Moreno, S. (2005). *Psicología del desarrollo cognitivo y adquisición del lenguaje*. Madrid: Biblioteca Nueva.
- O'Grady, W. (2010). *Cómo aprenden los niños el lenguaje*. Madrid: Akal.
- Owens, R. E. (2003). *Desarrollo del lenguaje*. Madrid: Prentice Hall.
- Rondal, J.A. (2010). *La adquisición del lenguaje*. Ars Médica.
- Saxton, M. (2010). *Child Language Acquisition and Development*. London: SAGE Publications.
- Vila, I. (1990). *Adquisición y desarrollo del lenguaje*. Barcelona: Graó.



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: