



## Information about the subject

**Degree:** Bachelor of Arts Degree in Early Childhood Education

**Faculty:** Faculty of Teacher Training and Education Sciences

**Code:** 1411104 **Name:** Psychology of Language Development

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

**Module:** Learning and personality development

**Subject Matter:** Educational processes, learning and personality development **Type:** Basic

Formation

**Department:** -

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** Spanish

### Lecturer/-s:

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## Module organization

### Learning and personality development

Subject Matter	ECTS	Subject	ECTS	Year/semester
Educational processes, learning and personality development	18,00	Developmental Psychology	6,00	1/1
		Psychology of Education	6,00	2/1
		Psychology of Language Development	6,00	1/2
Learning difficulties and developmental disorders	18,00	Care of Students with Specific Needs of Educational Support	6,00	3/1
		Specific Learning Difficulties	6,00	3/2
		Specific Needs of Educational Support	6,00	2/2

## Recommended knowledge

No prerequisites



## 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        The student identifies the different stages in the acquisition and development of language.
- R2        The student is able to promote the development of language and communication skills in the Early Childhood Education period.
- R3        The learner applies preventive strategies in order to avoid possible language anomalies.
- R4        The student detects possible anomalies in the child's language skills.



## 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):

BASIC		Weighting			
		1	2	3	4
CB2	That students know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the development and defense of arguments and problem solving within their area of study.		X		
CB3	That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.			X	
CB4	That students can convey information, ideas, problems and solutions to both specialized and non-specialized audiences.			X	
GENERAL		Weighting			
		1	2	3	4
G2	To promote and facilitate learning in early childhood, from a globalizing and integrating perspective of the different cognitive, emotional, psychomotor and volitional dimensions.			X	
G3	To design and regulate learning spaces in contexts of diversity that address the unique educational needs of students, gender equality, equity and respect for human rights.			X	
G6	To know the evolution of language in early childhood, know how to identify possible dysfunctions and ensure their correct evolution. To deal effectively with language learning situations in multicultural and multilingual contexts. Express themselves orally and in writing and master the use of different techniques of expression.				X
G10	To act as a counselor for parents in relation to family education in the 0-6 period and to master social skills in dealing and relating with the family of each student and with the families as a whole.				X



- G11 To reflect on classroom practices to innovate and improve teaching .  
To acquire habits and skills for autonomous and cooperative learning  
and promote it in students.

x

SPECIFIC	Weighting			
	1	2	3	4
E5 To know the main evolutionary aspects of this period , in order to detect developmental difficulties and educational needs .			x	
E8 To know the evolution of language in early childhood and its relationship with cognitive development and school learning, and to attend to its correct evolution.				x
E9 To know how to identify possible linguistic dysfunctions in order to collaborate effectively with other professionals for their adequate educational treatment.				x



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
	80,00%	Written test: Final summative or continuous theoretical and practical test (open questions, objective test questions, truncated exam, etc.). Preparation of fieldwork memorandums. Solution of case studies, single case, etc.
	10,00%	Oral presentation of group and individual work.
	10,00%	Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials.

### Observations

The written test refers, on the one hand, to an exam on the contents of the subject (60%); this exam consists of an objective test formed by a series of questions with three answer alternatives, where only one is correct, and by a development question. On the other hand, the students will elaborate a workshop on language stimulation in small groups (20%).

In order to pass the course, it is necessary to demonstrate in all oral and written productions an advanced level of linguistic proficiency, so as to achieve the C1 level at the end of the degree, as required by the official Memory of the degree. Therefore, each spelling mistake will be, consequently, penalized in papers and exams with 0.50 points. Three missing accents will be equivalent to one spelling mistake.

The final grade will be the weighted average of the results obtained in each of the evaluation instruments, provided that the exam has been passed with a minimum grade of 5.

All work and academic tasks will have a specific date of execution and delivery of obligatory compliance for students. In case of non-compliance with the established deadlines, such activities will not be evaluated.



## CRITERIA FOR THE AWARDING OF HONOURS:

As a sign of academic exceptionality, the Honour's Degree will be awarded to the student who, in addition to obtaining a maximum mark in the above criteria, is considered by the teacher to be worthy of such a distinction. And, in accordance with the general regulations which indicate that only one matriculation of honour can be awarded for every 20 students, not per fraction of 20, with the exception of the case of groups of less than 20 students in total, in which one matriculation can be awarded.

## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 PARTICIPATIVE MASTERCLASS
- M2 CLASSROOM PRACTICES
- M5 WORK AT SEMINARS
- M6 PROBLEM-BASED LEARNING
- M7 GROUP TUTORING
- M8 INDIVIDUAL TUTORING
- M9 PROJECT-BASED LEARNING



## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Presentation of content by the teacher, analysis of competences, explanation and demonstration of skills, abilities and knowledge in the classroom. M1, M2	R1, R2	22,50	0,90
Group work sessions supervised by the teacher, case studies, diagnostic analyses, problems, field studies, computer classroom, visits, data searches, libraries, network, Internet, etc. Meaningful construction of knowledge through student interaction and activity. M2, M5	R2, R4	13,60	0,54
Supervised monographic sessions with shared participation M2, M5	R4	5,50	0,22
Presentation in plenary. Application of interdisciplinary knowledge M2	R2, R3	6,90	0,28
Personalised attention in small groups. Period of instruction and/or guidance by a tutor with the aim of reviewing and discussing the materials and topics presented in classes, seminars, readings, assignments, etc. M2, M5	R1, R2, R3, R4	6,84	0,27
Set of oral and/or written tests used in the initial, formative or summative assessment of the student. M1, M2	R1, R2, R3, R4	4,66	0,19
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>





## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M2, M5	R2, R3, R4	36,60	1,46
Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M2, M5	R1, R2	53,40	2,14
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
INTRODUCTION TO THE STUDY OF LANGUAGE	Content 1. Language, speech and communication Content 2. Properties of language Content 3. Components of language.
THEORIES OF LANGUAGE DEVELOPMENT	Content 4. Theoretical Models of Language Development
BASICS OF LANGUAGE DEVELOPMENT	Content 5. Neurological and perceptual bases of language Content 6. Cognitive and social bases of language Content 7. Pre-linguistic developmental milestones
LANGUAGE ACQUISITION AND DEVELOPMENT IN PRESCHOOL EDUCATION	Content 8. Phonological development Content 9. Semantic development Content 10. Morphosyntactic development Content 11. Pragmatic development Content 12. Bilingualism



## Temporary organization of learning:

Block of content	Number of sessions	Hours
INTRODUCTION TO THE STUDY OF LANGUAGE	4,00	8,00
THEORIES OF LANGUAGE DEVELOPMENT	8,00	16,00
BASICS OF LANGUAGE DEVELOPMENT	8,00	16,00
LANGUAGE ACQUISITION AND DEVELOPMENT IN PRESCHOOL EDUCATION	10,00	20,00



## References

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- Aparici, M., & Igualada, A. (2018). *El desarrollo del lenguaje y la comunicación en la infancia*. UOC
- Berko, J. & Bernstein, N. (2010). *Psicología del Desarrollo del Lenguaje*. Pearson.
- Cabrera, I. (2017). Dominar dos idiomas vs. bilingüismo. Definiendo un bilingüismo inclusivo y operativo. *THÉLÈME: Revista Complutense de Estudios Franceses*, 32(1), 23.
- Casanova, M. B. L., & Nadal, I. (2018). La estimulación auditiva a través de la música en el desarrollo del lenguaje en Educación Infantil. *Revista Electrónica de Investigación y Docencia (REID)*, (20), 107-124
- Díez, M. C., Pacheco, D., De caso, A.M., García, J. & García-Martín, E. (2009). El desarrollo de los componentes del lenguaje desde aspectos psicolingüísticos. *International Journal of Developmental and Educational Psychology*, 2(1), 129-135.
- Galeote, M. (2002). *Adquisición del lenguaje: problemas, investigación y perspectivas*. Pirámide.
- Mariscal, S., & Gallo, M. P. (2014). *Adquisición del lenguaje*. Síntesis.
- Monfort, M. (2008). *Loto de acciones*. CEPE. Monfort, M. (2009). *Comics para hablar, 1*. CEPE.
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- Monfort, M. & Juárez, A. (2018). *El niño que habla*. CEPE.
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- Muñoz, A. (2010). *Psicología del desarrollo en la etapa de educación infantil*. Pirámide.
- Owens, R. E. (2003). *Desarrollo del lenguaje*. Pearson-Prentice Hall.
- Pérez, P. & Salmerón, T. (2006). Desarrollo de la comunicación y del lenguaje: indicadores de preocupación. *Revista Pediátrica de Atención Primaria*, 8(32), 679-693.
- Serra, M., Serrat, E., Solé, R., Bel, A. & Aparici, M. (2000). *La adquisición del lenguaje*. Ariel Psicología.



## 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

☐

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

☐ Kaltura

Explanation about the practical sessions:

Within the theoretical sessions, practical activities related to the syllabus are carried out. These are case studies that maintain their weight in the evaluation of the subject.



## 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:

If it is not possible to take the written test in person, it will be carried out online in the faculty's exam calendar.