



Information about the subject

Degree: Bachelor of Science Degree in Psychology

Faculty: Faculty of Psychology

Code: 292001 **Name:** Acquisition and Development of Language

Credits: 6,00 **ECTS Year:** The course is not offered this academic year **Semester:** 1

Module: OPTIONAL

Subject Matter: Speech therapy psychology **Type:** Elective

Field of knowledge: Ciencias de la salud

Department: Personality Psychology, Treatments, and Methodology

Type of learning: Classroom-based learning / Online

Languages in which it is taught:

Lecturer/-s:



Module organization

OPTIONAL

| Subject Matter | ECTS | Subject | ECTS | Year/semester |
|-------------------|-------|--|------|---|
| Health psychology | 84,00 | -Clinical Neuropsychology | 6,00 | 0, 4/1 |
| | | -Disorders of Eating Behavior | 6,00 | 3, 4/1 |
| | | -Health Psychology | 6,00 | 3, 4/1 |
| | | -Legal Psychology | 6,00 | 0, 4/1 |
| | | -Main Models of Intervention in Psychotherapy | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Mediation and familiar orientation | 6,00 | 3, 4/1 |
| | | -New Directions in Psychotherapy | 6,00 | This elective is not offered in the academic year 25/26 |
| | | -Prevention and Treatment of Addictive Behavior | 6,00 | 0, 2, 3/1 |
| | | -Psychogerontology | 6,00 | This elective is not offered in the academic year 25/26 |
| | | -Psychology of the Chronic Disease and of Rehabilitation | 6,00 | This elective is not offered in the academic year 25/26 |
| | | -Psychology, Grieving and Palliative Care | 6,00 | 4/1 |



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|------------------------|-------|---|------|---|
| Health psychology | | -Psychopharmacology | 6,00 | 4/1 |
| | | Sleeping disorders | 6,00 | 4/1 |
| | | -Therapy Techniques and Behavior Modification | 6,00 | This elective is not offered in the academic year 25/26 |
| Transversal psychology | 42,00 | Anthropology of the Person and Health | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Basic Social and Emotional Skills for Professional Practice of Psychology | 6,00 | This elective is not offered in the academic year 25/26 |
| | | History and Philosophy of the Family | 6,00 | This elective is not offered in the academic year 25/26 |
| | | -Psychology of Religion | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Psychology, and Information and Communication Technologies | 6,00 | This elective is not offered in the academic year 25/26 |
| | | -Qualitative Research Methodology | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Scientific English II | 6,00 | This elective is not offered in the academic year 25/26 |



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|--|-------|--|------|---|
| Educational psychology | 48,00 | -Affective Linkages in the Life Cycle | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Development of Cognitive Skills | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Education for Interculturality | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Educational Intervention for Students with Special Educational Needs | 6,00 | This elective is not offered in the academic year 25/26 |
| | | -Occupational Guidance | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Preventive Intervention and Early Stimulation | 6,00 | 2, 3/1 |
| | | -School Psychology | 6,00 | 2, 3/1 |
| | | Strategies and Tools for Effective Learning | 6,00 | This elective is not offered in the academic year 25/26 |
| Psychology of work and human resources | 42,00 | -Cooperative Work in Interdisciplinary Teams | 6,00 | This elective is not offered in the academic year 25/26 |
| | | -Intervention Techniques in Human Resources | 6,00 | This elective is not offered in the academic year 25/26 |



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|--|-------|--|------|--|
| Psychology of work and human resources | | Interview and Psychological Counselling | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Management of the Work Climate in Organisations | 6,00 | 3/1 |
| | | Mediation and Intervention in Family Businesses | 6,00 | This elective is not offered in the academic year 25/26 |
| | | -Negotiation and Conflict Resolution | 6,00 | 0, 4/1 |
| | | -Psychology of Communication | 6,00 | 2/1 |
| Community psychology and social intervention | 54,00 | Family and Aid to Dependency | 6,00 | 2, 3/1 |
| | | Intervention and Organisation of Socio-cultural Events | 6,00 | This elective is not offered in the academic year 25/26 |
| | | -Psychology of Conflict and Violence | 6,00 | 2/1 |
| | | -Psychology of Criminality | 6,00 | 3/1 |
| | | -Psychology of Physical Activity and Sport | 6,00 | This elective is not offered in the academic year 25/26 |
| | | -Psychology of Social Intervention | 6,00 | This elective is not offered in the academic year 25/26 |
| | | -Psychology of the Media | 6,00 | This elective is not offered in the academic year 25/26 |



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|--|-------|--|------|---|
| Community psychology and social intervention | | Psychosocial Intervention in Disasters and Emergencies | 6,00 | 3/1 |
| | | -Social Support Theory and Strategies | 6,00 | This elective is not offered in the academic year 25/26 |
| Speech therapy psychology | 30,00 | Acquisition and Development of Language | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Assessment of Language, Speech and Voice | 6,00 | 0/1 |
| | | -Language and Hearing Disorders | 6,00 | 0/1 |
| | | Linguistic Analysis of Language Disorders | 6,00 | This elective is not offered in the academic year 25/26 |
| | | -Speech and Voice Disorders | 6,00 | This elective is not offered in the academic year 25/26 |

Recommended knowledge

None

Prerequisites

El alumno deberá cursar un mínimo de 30 ECTS de Optatividad, entre las asignaturas activadas en el curso académico.



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 Knowing the concepts, theories and main models of Psychology in the disorders of language field.
- R2 Being able to design psychological intervention plans that are adequate to the different disorders of language.
- R3 Knowing and acquiring the necessary skills for the correct management of the therapeutic relationship.



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):

| GENERAL | | Weighting | | | |
|---------|--|-----------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| CG1 | The ability to work in interdisciplinary teams. | X | | | |
| CG2 | The ability to develop and constantly update one's competencies, skills and knowledge according to the profession's standards. | | | X | |
| CG3 | Showing interest in the quality of one's performance and being able to develop systems to ensure one's service quality. | | X | | |
| CG4 | Being able to evaluate one's personal performance and knowing one's competencies and limitations. | | | X | |

| SPECIFIC | | Weighting | | | |
|----------|--|-----------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| CE3 | Planning and carrying out interviews. | | | X | |
| CE4 | Analyzing and measuring variables (personality, intelligence and other aptitudes) and cognitive, emotional, psychobiological and behavioral processes. | | | X | |
| CE5 | Identifying differences, problems and needs. | | | | X |
| CE6 | Diagnosing following professional principles. | | | X | |
| CE7 | Analyzing and assessing interaction processes, group dynamics and group and inter-group structures. | | | X | |
| CE11 | Analyzing the context in which personal behaviors, group and organizational processes take place. | | | | X |
| CE15 | Defining objectives and devising action plans according to action goals. (prevention, treatment, rehabilitation, insertion, support). | | | X | |
| CE24 | Analyzing and interpreting assessment results. | | | | X |



CE25 To be able to measure and to collect relevant data for the evaluation of the interventions

X

TRANSVERSAL

Weighting

1 2 3 4

CT1 Capacity to analyze and synthesize.

X

CT3 Mastering Spanish oral and written communication.

X

CT7 Problem solving.

X

CT8 Decision making.

X

CT9 Capacity to work in team.

X

CT10 Capacity to work in interdisciplinary teams.

X

CT15 Ethics.

X

CT16 Capacity to develop and update competences, skills and knowledge following professional standards.

X

CT24 Taking responsibility

X

CT31 Sensitivity to problems facing mankind.

X

CT33 Showing concern for the development of individuals, communities and people.

X

CT34 Professional relationships: being able to build and maintain relationships with other professionals and important organizations

X

CT36 Being able to collect information using different kinds of sources.

X

CT37 Being able to collect information from other people.

X



Assessment system for the acquisition of competencies and grading system

In-class teaching

| Assessed learning outcomes | Granted percentage | Assessment method |
|----------------------------|--------------------|--|
| R1, R2, R3 | 60,00% | Oral and/or written tests employed in initial, training and/or summative student assessment. |
| R2, R3 | 20,00% | Presentation of practical activities. |
| R2 | 10,00% | Oral presentation of assignments. |
| R2, R3 | 10,00% | Group assignments. |

Observations

Note1. The mention of Distinction will be awarded to students who have achieved a score equal to or greater than 9.5

Note 2. In order to sum up percentages is essential to pass, in both modalities, each and every one of the assessment tools. Failure to follow the rules and deadlines for the completion of academic activities invalidate the not

Online teaching

| Assessed learning outcomes | Granted percentage | Assessment method |
|----------------------------|--------------------|--|
| R1, R2, R3 | 70,00% | Final evaluation consisting of essay questions and hypothetical scenarios. |
| R2, R3 | 5,00% | Submitted tasks |
| | 0,00% | Periodical assessment through questionnaires |
| R2, R3 | 25,00% | Attendance and participation in synchronic communication activities. |

Observations

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Note 2. In order to sum up percentages is essential to pass, in both modalities, each and every one of the assessment tools. Failure to follow the rules and deadlines for the completion of



academic activities invalidate the not

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded.

Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

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

- M1 Teacher presentation of contents, competency analysis, explanation and demonstration of capacities, abilities and knowledge in the classroom (presential modality).
- M2 Teacher-supervised groupwork sessions: case studies, diagnostic tests, problems, fieldwork, IT room, visits, data searches, libraries, web, Internet, etc. Building knowledge significantly through interaction and student activities (presential modality).
- M3 Supervised monographic sessions with shared participation.
- M4 Application of interdisciplinary knowledge.
- M6 Personalized attention in small groups. Training and/or orientation period by a teacher aimed at revising and discussing the materials and topics presented in the lessons, seminars, lectures, assignments, etc.
- M7 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M8 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and/or tutoring sessions in small groups. Tasks done on the platform or other virtual spaces.



- M9 Students' independent study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and /or small-group tutoring sessions. Tasks on the platform or other virtual spaces.
- M11 Teacher presentation of contents, competencies analysis, explanation and demonstration of capacities, abilities and knowledge on the virtual classroom.
- M12 Group work sessions via chat moderated by the teacher. Case studies –both real and fictional– aimed at building knowledge through interaction and students' activities . Critical analysis of values and social commitment.
- M13 Monographic sessions throughout the course, focused on current aspects and applications of the subject.
- M14 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M15 Student's individual study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or turned in in electronic format.
- M16 Individualized attention for the monitoring and orientation in the learning process, performed by a tutor in order to revise and discuss the materials and topics, seminars, readings and assignments, etc.
- M17 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or handed in.
- M18 Participation and contributions to discussion forums related to the subject and moderated by the module's teacher.
- M19 Problem resolution, comments, reports to be handed in according to the deadlines throughout the course.



IN-CLASS LEARNING

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, M4 | R1, R2, R3 | 28,00 | 1,12 |
| 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. M2 | R1, R2, R3 | 16,00 | 0,64 |
| SEMINAR Supervised monographic sessions with shared participation. M3 | R1, R2, R3 | 8,00 | 0,32 |
| GROUP WORK EXHIBITION Application of multidisciplinary knowledge. M8 | R2, R3 | 2,00 | 0,08 |
| 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. M6 | R1, R2, R3 | 4,00 | 0,16 |
| ASSESSMENT Set of oral and/or written tests used in initial, formative or additive assessment of the student. M7 | R1, R2, R3 | 2,00 | 0,08 |
| 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 M2, M8 | R1, R2, R3 | 30,00 | 1,20 |
| 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. M9 | R1, R2, R3 | 60,00 | 2,40 |
| TOTAL | | 90,00 | 3,60 |



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

| | LEARNING OUTCOMES | HOURS | ECTS |
|--|-------------------|--------------|-------------|
| Virtual session (distance learning) M11 | R1, R2, R3 | 30,00 | 1,20 |
| Virtual practical session (distance learning) M12 | R2, R3 | 10,00 | 0,40 |
| Seminar and virtual videoconference (distance learning) M13 | R1 | 4,00 | 0,16 |
| In-person or virtual assessment (distance learning) M14 | R1, R2, R3 | 2,00 | 0,08 |
| Individual tutoring sessions (distance learning) M16 | R1, R2, R3 | 8,00 | 0,32 |
| Discussion forums (distance learning) M18 | R1 | 2,00 | 0,08 |
| Continuous assessment activities (distance learning) M14 | R1, R2, R3 | 4,00 | 0,16 |
| TOTAL | | 60,00 | 2,40 |

ASYNCHRONOUS LEARNING ACTIVITIES

| | LEARNING OUTCOMES | HOURS | ECTS |
|--|-------------------|--------------|-------------|
| Individual work activities (distance learning) M15, M16 | R1, R2, R3 | 60,00 | 2,40 |
| Teamwork (distance learning) M12 | R1, R2, R3 | 30,00 | 1,20 |
| TOTAL | | 90,00 | 3,60 |



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

| Content block | Contents |
|---|---|
| DIDACTIC UNIT I: INTRODUCTION 1. | General questions about language acquisition. Research in language acquisition: Methodology. - Instruments. |
| DIDACTIC UNIT II: DEVELOPMENTAL PSYCHOBIOLOGY OF LANGUAGE AND COMMUNICATION | <ul style="list-style-type: none">2.1. Beginning questions about biology of communication.<ul style="list-style-type: none">2.1.1. Ontogenetic evolution.2.1.2. Comparison with other species.2.2. Genetic questions about language.2.3. Neurological bases in beginning language development.2.4. Perceptive bases in beginning language development.<ul style="list-style-type: none">2.4.1. Audition and speech perception in the first year of life.2.4.2. Speech perception after the first year of life.2.5. Interaction between heritage and social environment. |
| DIDACTIC UNIT III: Phonetics and phonology acquisition. | Prelinguistic period: babbling. Vocal development: characteristics, universality and possible stages. From babbling to first words. Linguistic period Phenomena in initial vocabulary. Development of the first structures. Typology of speech simplification processes. Development of the repertoire and order of acquisition. Acquisition processes Motor and perceptive development. Questions about representation and processing. Classic theories about phonological development and present models |



DIDACTIC UNIT IV: VOCABULARY AND SEMANTIC DEVELOPMENT

- 4.1. Introduction.
 - 4.1.1. Intentionality, communicative functions and symbolism as a base to declarative function .
 - 4.1.2. Protoconcepts and initial vocabulary.
 - 4.1.3. Recognition and production of sound groups as words.
 - 4.1.4. Necessary conditions to the beginning of vocabulary.
- 4.2. Lexical semantics, characteristics of the system and its processing.
- 4.3. Semantic extension control: restrictions on initial meaning (intension and overextension).
- 4.4. Characterization of the first words.
 - 4.4.1. Comprehension and production.
 - 4.4.2. Criteria for recognizing the productive use of the first words.
- 4.5. Initial lexical corpus description.
 - 4.5.1. Communicative functions that the first words achieve and contexts of use.
 - 4.5.2. Semantic and grammatical typology of the first words.
- 4.6. Lexical burst and individual differences.
- 4.7. Principles that guide the initial formation of words.
- 4.8. Theories about initial vocabulary acquisition and semantic development.
- 4.9. Growth of vocabulary and cognitive changes.
- 4.10. Vocabulary development from two years on

DIDACTIC UNIT V: MORPHOSYNTAX DEVELOPMENT

Morphology and syntax developme.
Grammaticalization process.
Phases of morphosyntax development.
Indexes of morphosyntax development: Mean Length Utterance (MLU), Index of Complex Syntax (ICS).
Holophrasic stage.
Transition from holophrasic stage to first word combinations: word chains and vertical constructions. First word combinations. Pivot grammar and semantic relations.
Grammatical speech.
Mistakes and inconsistencies in linguistic performance.
Verb overgeneralizations.
The acquisition process of the sentence structure constituents



DIDACTIC UNIT VI: Communicative skills:
conversation. Intervention turns.

Starting exchanges in conversation.
Introducing and maintaining topics.
Solving misunderstandings.
Egocentric language and social language: consider
listener's point of view.
Connected speech: oral narrative. Ability to assess listener's
mental state and decontextualized language.
Characteristics of narratives in childhood.
Stages of narrative acquisition. Different types of narratives.
Narrative comprehension.
The role of the adult on the origin of narratives.

Temporary organization of learning:

| Block of content | Number of sessions | Hours |
|--|--------------------|-------|
| DIDACTIC UNIT I: INTRODUCTION 1. | 5,00 | 10,00 |
| DIDACTIC UNIT II: DEVELOPMENTAL PSYCHOBIOLOGY OF LANGUAGE AND COMMUNICATION | 5,00 | 10,00 |
| DIDACTIC UNIT III: Phonetics and phonology acquisition. | 5,00 | 10,00 |
| DIDACTIC UNIT IV: VOCABULARY AND SEMANTIC DEVELOPMENT | 5,00 | 10,00 |
| DIDACTIC UNIT V: MORPHOSYNTAX DEVELOPMENT | 5,00 | 10,00 |
| DIDACTIC UNIT VI: Communicative skills: conversation. Intervention turns. | 5,00 | 10,00 |



References

Basic:

- Aparici, M., & Igualada, A. (2019). El desarrollo del lenguaje y la comunicación en la infancia. Barcelona, Ed. UOC.
- 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. (2013). La adquisición del lenguaje. Barcelona: Ariel Psicología.
- Mariscal, S. & Gallo, M.P. (2014). Adquisición del lenguaje. Madrid: Síntesis.

Complementary:

- 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.
- Belinchón, M., Rivière, A. e Igoa, J.M. (1992). Psicología del lenguaje. Investigación y teoría. Madrid: Trotta.
- 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.
- Saxton, M. (2010). *Child Language Acquisition and Development*. London: SAGE Publications.
- Vila, I. (1990). *Adquisición y desarrollo del lenguaje*. Barcelona: Gra