



## 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:** -

**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	4/1
		-Disorders of Eating Behavior	6,00	3, 4/1
		-Health Psychology	6,00	3, 4/1
		-Legal Psychology	6,00	4/1
		-Main Models of Intervention in Psychotherapy	6,00	This elective is not offered in the academic year 23/24
		Mediation and familiar orientation	6,00	3, 4/1
		-New Directions in Psychotherapy	6,00	This elective is not offered in the academic year 23/24
		-Prevention and Treatment of Addictive Behavior	6,00	3/1
		-Psychogerontology	6,00	3/1
		-Psychology of the Chronic Disease and of Rehabilitation	6,00	This elective is not offered in the academic year 23/24
		-Psychology, Grieving and Palliative Care	6,00	4/1
		-Psychopharmacology	6,00	4/1



Health psychology		Sleeping disorders	6,00	4/1
		-Therapy Techniques and Behavior Modification	6,00	This elective is not offered in the academic year 23/24
Transversal psychology	42,00	Anthropology of the Person and Health	6,00	This elective is not offered in the academic year 23/24
		Basic Social and Emotional Skills for Professional Practice of Psychology	6,00	This elective is not offered in the academic year 23/24
		History and Philosophy of the Family	6,00	This elective is not offered in the academic year 23/24
		-Psychology of Religion	6,00	This elective is not offered in the academic year 23/24
		Psychology, and Information and Communication Technologies	6,00	This elective is not offered in the academic year 23/24
		-Qualitative Research Methodology	6,00	This elective is not offered in the academic year 23/24
		Scientific English II	6,00	This elective is not offered in the academic year 23/24
Educational psychology	48,00	-Affective Linkages in the Life Cycle	6,00	This elective is not offered in the academic year 23/24



Educational psychology		Development of Cognitive Skills	6,00	This elective is not offered in the academic year 23/24
		Education for Interculturality	6,00	This elective is not offered in the academic year 23/24
		Educational Intervention for Students with Special Educational Needs	6,00	This elective is not offered in the academic year 23/24
		-Occupational Guidance	6,00	This elective is not offered in the academic year 23/24
		Preventive Intervention and Early Stimulation	6,00	This elective is not offered in the academic year 23/24
		-School Psychology	6,00	2/1
		Strategies and Tools for Effective Learning	6,00	This elective is not offered in the academic year 23/24
Psychology of work and human resources	42,00	-Cooperative Work in Interdisciplinary Teams	6,00	This elective is not offered in the academic year 23/24
		-Intervention Techniques in Human Resources	6,00	This elective is not offered in the academic year 23/24
		Interview and Psychological Counselling	6,00	This elective is not offered in the academic year 23/24



Psychology of work and human resources		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 23/24
		-Negotiation and Conflict Resolution	6,00	4/1
		-Psychology of Communication	6,00	2/1
Community psychology and social intervention	54,00	Family and Aid to Dependency	6,00	2/1
		Intervention and Organisation of Socio-cultural Events	6,00	This elective is not offered in the academic year 23/24
		-Psychology of Conflict and Violence	6,00	2/1
		-Psychology of Criminality	6,00	3/1
		-Psychology of Physical Activity and Sport	6,00	2/1
		-Psychology of Social Intervention	6,00	This elective is not offered in the academic year 23/24
		-Psychology of the Media	6,00	This elective is not offered in the academic year 23/24
		Psychosocial Intervention in Disasters and Emergencies	6,00	3/1



Community psychology and social intervention		-Social Support Theory and Strategies	6,00	This elective is not offered in the academic year 23/24
Speech therapy psychology	30,00	Acquisition and Development of Language	6,00	This elective is not offered in the academic year 23/24
		Assessment of Language, Speech and Voice	6,00	0/1
		-Language and Hearing Disorders	6,00	This elective is not offered in the academic year 23/24
		Linguistic Analysis of Language Disorders	6,00	This elective is not offered in the academic year 23/24
		-Speech and Voice Disorders	6,00	This elective is not offered in the academic year 23/24

## 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

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

## 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
<b>ON-CAMPUS CLASS</b> 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
<b>PRACTICAL CLASSES</b> 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
<b>SEMINAR</b> Supervised monographic sessions with shared participation. M3	R1, R2, R3	8,00	0,32
<b>GROUP WORK EXHIBITION</b> Application of multidisciplinary knowledge. M8	R2, R3	2,00	0,08
<b>OFFICE ASSISTANCE</b> 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
<b>ASSESSMENT</b> 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
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>



## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
<b>GROUP WORK</b> 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
<b>INDEPENDENT WORK</b> 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
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## 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
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

### 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
<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
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"><li>2.1. Beginning questions about biology of communication.<ul style="list-style-type: none"><li>2.1.1. Ontogenetic evolution.</li><li>2.1.2. Comparison with other species.</li></ul></li><li>2.2. Genetic questions about language.</li><li>2.3. Neurological bases in beginning language development.</li><li>2.4. Perceptive bases in beginning language development.<ul style="list-style-type: none"><li>2.4.1. Audition and speech perception in the first year of life.</li><li>2.4.2. Speech perception after the first year of life.</li></ul></li><li>2.5. Interaction between heritage and social environment.</li></ul>
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



## 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:



## 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:



## ONLINE 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: