



## 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:** Speech Therapy

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

**Languages in which it is taught:**

**Lecturer/-s:**



## 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

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



## 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
<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
1. Introduction	<ol style="list-style-type: none"><li>1.How is it language acquired?</li><li>2.Methodology and instruments to study language acquisition</li></ol>
2. Social and cognitive bases of language acquisition	<ol style="list-style-type: none"><li>1.Developmental milestones of language development. Prelinguistic stage and the emergence of the linguistic stage.</li><li>2.Communication before language. The role of formats.</li><li>3.Characteristics of language directed to children. Recasting and extensions.</li></ol>
3. The acquisition of phonetic and phonological abilities	<ol style="list-style-type: none"><li>1.Prelinguistic stage. Babbling.</li><li>2.Linguistic stage<ol style="list-style-type: none"><li>1.Types of child phonological simplifying processes.</li><li>2.Development of the phonetic repertoire and order of acquisition.</li></ol></li></ol>
4. Lexical and semantic development	<ol style="list-style-type: none"><li>1.Necessary conditions to begin to acquire the first vocabulary.</li><li>2.Criteria for identifying the productive use of the first words.</li><li>3.Control of semantic extension: infraextension and overextension.</li><li>4.Description of the first vocabulary<ol style="list-style-type: none"><li>1.Semantic and grammatical typology of the first words.</li><li>2.Communicative functions of the first words and contexts of use.</li></ol></li><li>5.Lexic explosion and individual differences.</li><li>6.Factors involved in the acquisition of vocabulary.</li></ol>



## 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

### Bibliografía básica:

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- Mariscal, S., & Gallo, M.P. (2014). *Adquisición del lenguaje*. Síntesis.
- Aparici Aznar, M., & Igualada, A. (2018). *El desarrollo del lenguaje y la comunicación en la infancia*, 1-276. UOC.

### Bibliografía complementaria:

- 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*. CEPE.
- Berko, J., & Bernstein, N. (1999). *Psicolingüística*. McGraw Hill.
- Berko, J. (2010). *Desarrollo del lenguaje*. Prentice-Hall.
- Bosch, L. (1984). *El desarrollo fonológico infantil*. En M. Siguán (Ed.). *Estudios sobre psicología del lenguaje infantil*. Pirámide.
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- Gallo, P, Mariscal, S., y Suárez, P. (2001). *Desarrollo del lenguaje oral*. FUNDEI.
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- O'Grady, W. (2010). *Cómo aprenden los niños el lenguaje*. Akal.
- Owens, R. E. (2003). *Desarrollo del lenguaje*. Prentice Hall.
- Rondal, J.A. (2010). *La adquisición del lenguaje*. Ars Médica.
- Saxton, M. (2010). *Child Language Acquisition and Development*. SAGE Publications.
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