



Information about the subject

Degree: Bachelor of Science Degree in Speech and Language Therapy

Faculty: Faculty of Psychology

Code: 1171108 **Name:** Language development

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

Module: Basic Training

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

Field of knowledge: Psychology

Department:

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	1/1
Anatomy	6,00	Functional anatomy of the organs of speech and hearing I	6,00	1/1
Psychology	36,00	Developmental psychology	6,00	1/1
		Language development	6,00	1/2
		Psycholinguistics	6,00	2/1
		Psychology of attention and perception.	6,00	1/2
		Psychology of Learning and Memory	6,00	2/1
		Research Methodology	6,00	2/1
Clinical linguistics	6,00	Linguistics applied to speech and language therapy	6,00	1/1

Recommended knowledge

Knowledge of linguistics applied to speech therapy.



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.
- R5 Analizar y describir las habilidades lingüísticas en los distintos niveles (fonológico, morfosintáctico, léxico-semántico y pragmático)



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	Analysis and synthesis				X
CG2	Organize a work plan being able to carry it out within a specified period				X
CG3	Find, evaluate, organize and manage information systems			X	
CG4	Speaking and writing fluently, appropriately and with the necessary consistency to meet the academic standards of correctness in the language of instruction				X
CG5	Make decisions and being responsible for them			X	
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
CE4	Understand and integrate the educational foundations of speech therapy: teaching and learning processes		X		
CE6	To understand the fundamentals of the evaluation and diagnostic process.	X			
CE29	To acquire practical training in individual, group, cooperative and mediation facilitator contexts		X		



CE32	Using information technology and communication				X
CE33	Final project involving transversally applicable material; to be carried out in association with different subjects	X			
CE37	Master the terminology that allows one to interact effectively with other professionals				X
CE38	To design and carry out speech therapy treatments, both individual and collective, establishing objectives and stages, with the most effective and appropriate methods, techniques and resources, and taking into account the different evolutionary stages of the human being.	X			
CE46	Being able to develop skills such as regulating one's own learning, solving problems, thinking critically and adapting to new situations				X
CE48	Being familiar with communication disorders, language, speech, hearing, speech and nonverbal oral functions	X			
CE49	Know and critically evaluate the techniques and tools for evaluation and diagnosis in speech therapy, as well as speech therapy intervention procedures	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	
CT2	Critically evaluate own job performance and that of other professionals to improve results	X			
CT5	Recognize, analyze and obtain solutions to ethical problems in professional practice situations		X		
CT6	Adapt to new situations arising in their profession	X			
CT7	Having an open and flexible attitude to lifelong learning				X



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5	90,00%	Oral and/or written tests: exams, reports, resolution of internships.
R1, R2, R3, R4, R5	10,00%	Attendance, participation, continued work.
	0,00%	Performance and/or presentation of individual theoretical and practical activities.
	0,00%	Performance and/or presentation of theoretical and practical group activities.

Observations

Para aprobar la asignatura, el alumno debe superar por separado los diferentes sistemas de evaluación:

- Prueba escrita (60%). Examen con preguntas de verdadero/falso
- Realización de trabajos teórico-prácticos (30%). Es necesario presentar todos los trabajos para que puedan ser considerados en la media final
- Asistencia, participación, trabajo continuado (10%). Se requiere asistir al menos al 80% de las sesiones y completar las actividades de aula

Criterio de concesión de las Matrículas de Honor: evidenciar niveles de excelencia en todas las competencias y resultados de aprendizaje.

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 Participative lectures: strategies focused on the transmission of information from teachers to students. Student participation is promoted with hybrid methodologies, in order to consolidate knowledge and encourage critical thinking.
- M2 Practical Class. Classroom practice, laboratory practice and/or simulations: methodologies based on student interaction with problems, technologies, samples or analysis equipment, in order to incorporate experimentation to knowledge.
- M3 Case studies and analysis of clinical histories: students build knowledge from information on cases provided to them. In addition to providing the material, the teacher acts as a guide in the search for the solution.
- M4 Internships in real environments (in-company learning): students participate in the action of their specialty in work centers, approaching the role of the speech therapist.
- M5 Internships in real environments (in-company learning): students participate in the action of their specialty in work centers, approaching the role of the speech therapist.
- M6 Service-Learning: methodology that merges the learning process of students with the intention of providing a real and solidary service in society. Students participate in the selection of objectives and design of actions. Teachers act as guides to develop knowledge in the process.



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
<p>THEORETICAL CLASSES. Lectures, expository and participative classes. They focus on the approach, analysis and development of competences: explanation and orientation towards the acquisition of the necessary knowledge, instruction in the derived skills and acquisition of professional aptitudes.</p> <p>M1</p>	R1, R2, R3, R4, R5	26,00	1,04
<p>PRACTICAL CLASSES. Individual or group work sessions supervised by the teacher. Analysis of materials related to the subjects: reports, statistics, scientific literature, tests and evaluation tests, problem solving, visualization of clinical histories, simulation of cases, etc.</p> <p>M2, M3, M6</p>	R1, R2, R3, R4, R5	18,00	0,72
<p>TUTORIALS: Individual or small group meetings to personalize any aspect of the teaching-learning process</p> <p>M1</p>	R1, R2, R3, R4, R5	6,00	0,24
<p>EVALUATION: Set of tests in oral, written, or other audiovisual media. It includes the final exams (exams and presentation of work) and all the elements of continuous evaluation that contribute in a weighted way to the final grade (presentation of work, scheduled activities, questionnaires, etc.) The public presentation of the Final Degree Project is included.</p> <p>M3, M6</p>	R1, R2, R3, R4, R5	10,00	0,40
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 delivered in theory classes, practical classes or small group tutorials. M2, M3, M6	R1, R2, R3, R4, R5	30,00	1,20
AUTONOMOUS WORK: Personal study of the student. Individual preparation of readings, essays, problem solving, seminar material, papers, reports, etc. to present or deliver in class, complete their training activity and prepare their evaluation tests. M3, M6	R1, R2, R3, R4, R5	60,00	2,40
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. Introducción al desarrollo del lenguaje del niño	<ol style="list-style-type: none">1.Cómo se adquiere el lenguaje.2.Periodo crítico de adquisición del lenguaje.3.Metodología e instrumentos para el estudio de la adquisición del lenguaje.
2. Bases sociales y cognitivas del desarrollo del lenguaje	<ol style="list-style-type: none">1.Hitos evolutivos del desarrollo comunicativo y lingüístico inicial.2.La comunicación antes de la aparición del lenguaje. El papel de los formatos.3.Características del habla dirigida a los niños.
3. El desarrollo fonético y fonológico	<ol style="list-style-type: none">1.Periodo prelingüístico.2.Periodo lingüístico.
4. El desarrollo léxico-semántico	<ol style="list-style-type: none">1.Condiciones necesarias para el inicio del léxico.2.Criterios para el reconocimiento del uso productivo de las primeras palabras.3.El control de la extensión semántica: restricciones en la significación inicial por intensión y extensión.4.Descripción del corpus léxico inicial.5.Tipología semántica y gramatical de las primeras palabras.6.Funciones comunicativas que cumplen las primeras palabras y contextos de uso.7.Explosión léxica y diferencias individuales.8.Factores implicados en la adquisición del léxico.
5. El desarrollo morfosintáctico	<ol style="list-style-type: none">1.Etapas de adquisición morfosintáctica.2.Índices de desarrollo morfosintáctico.3.Errores e inconsistencias en la realización lingüística
6. El desarrollo pragmático	<ol style="list-style-type: none">1.Destrezas comunicativas: la conversación y la narración.



Temporary organization of learning:

Block of content	Number of sessions	Hours
1. Introducción al desarrollo del lenguaje del niño	5,00	10,00
2. Bases sociales y cognitivas del desarrollo del lenguaje	5,00	10,00
3. El desarrollo fonético y fonológico	5,00	10,00
4. El desarrollo léxico-semántico	5,00	10,00
5. El desarrollo morfosintáctico	5,00	10,00
6. El desarrollo pragmático	5,00	10,00



References

1. Aguado, G. (2010). *El desarrollo del lenguaje de 0 a 3 años (3ª ed)*. CEPE.
2. Aguado, G. (1988). Valoración de la competencia morfosintáctica en el niño de dos años y medio. *Infancia y Aprendizaje*, 43, 73-96.
3. Aparici Aznar, M., & Igualada, A. (2018). *El desarrollo del lenguaje y la comunicación en la infancia*, 1-276. UOC.
4. Berko, J., & Bernstein, N. (2010). *Desarrollo del lenguaje (7ª ed)*. Pearson.
5. Berko, J., & Bernstein, N. (1999). *Psicolingüística*. McGraw Hill.
6. Bosch, L. (1984). *El desarrollo fonológico infantil*. En M. Siguán (Ed.). *Estudios sobre psicología del lenguaje infantil*. Pirámide.
7. Bruner, J. (1986). *El habla del niño*. Paidós.
8. Dickinson, D., & Morse, A. (2019). *Connecting through talk. Nurturing children's development with language*. Brookes Publishing.
9. Mariscal, S., & Gallo, M.P. (2014). *Adquisición del lenguaje*. Síntesis.
10. Galeote, M. A. (2007). *Adquisición del lenguaje: problemas, investigación y perspectivas*. Pirámide.
11. Gallo, P, Mariscal, S., y Suárez, P. (2001). *Desarrollo del lenguaje oral*. FUNDEI.
12. Hernández-Pina, F. (1984). *Teorías psicosociolingüísticas y su aplicación a la adquisición del español como lengua materna*. Siglo XXI.
13. Karmiloff-Smith, A., & Karmiloff, K. (2005). *Hacia el lenguaje*. Morata.
14. Moreno, S. (2005). *Psicología del desarrollo cognitivo y adquisición del lenguaje*. Biblioteca Nueva.
15. Serra, M., Serrat, E., Solé, R., Bel, A., & Aparici, M. (2016). *La adquisición del lenguaje*. Ariel Psicología.
16. O'Grady, W. (2010). *Cómo aprenden los niños el lenguaje*. Akal.
17. Owens, R. E. (2003). *Desarrollo del lenguaje*. Prentice Hall.
18. Rondal, J.A. (2010). *La adquisición del lenguaje*. Ars Médica.
19. Saxton, M. (2010). *Child Language Acquisition and Development*. SAGE Publications.



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: