



## 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:**



## 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
R1, R2, R3, R4	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.
R1, R2, R3, R4	10,00%	Oral presentation of group and individual work.
R1, R2, R3, R4	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.

**Single evaluation:** Exceptionally, those students who, in a justified and accredited manner, cannot undergo the continuous evaluation system and request it within the first month of each semester to their professor, may opt for this evaluation system. In this case, it will be evaluated as follows: a written test (a multiple-choice exam, with a final development question), with a percentage of 80% in the final grade; an individual practical project, consisting of the preparation of a portfolio, with a percentage of 10% in the final grade; and an individual oral presentation, on a topic agreed with the teacher, with a percentage of 10% in the final grade.



## CRITERIA FOR THE AWARDING OF HONOURS:

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 9 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 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.
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