

**COURSE DATA****Data Subject**

<b>Code</b>	35278
<b>Name</b>	Psychology of Development and Language Acquisition
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2021 - 2022

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1203 - Degree in Speech Therapy	Faculty of Psychology and Speech Therapy	1	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1203 - Degree in Speech Therapy	5 - Psychology of development and language acquisition	Basic Training

**Coordination**

<b>Name</b>	<b>Department</b>
AVILA CLEMENTE, VICENTA	305 - Developmental and Educational Psychology

**SUMMARY**

Psychology of the acquisition and development of language is a basic subject of the degree in Speech Therapy, which is made known to the student the process of policy development in childhood, basic aspect to understand the difficulties that appear in language acquisition . We study this process divided into major sections that traditionally has studied Psychology development: motor development, social, cognitive, and communication, highlighting the role that language development all have, especially the cognitive and communicative. This course delves into the development work specifically psycholinguistic phonological development, semantic, syntactic and pragmatic, of particular interest for the formation of a speech therapist who must know precisely.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

No prerequisites.

## OUTCOMES

### 1203 - Degree in Speech Therapy

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Design and conduct speech therapy treatments, both individual and collective, by setting targets and stages, with the most effective and adequate methods, techniques and resources, and bearing in mind the different life developmental stages as well as gender perspective.
- Work in the school, healthcare and healthcare settings as part of the professional team. Advice on the development, implementation of care and education policies on topics related to speech therapy.
- Understand and evaluate the scientific production underpinning the professional development of the speech therapist.
- Be able to develop skills such as regulating their own learning, solving problems, reasoning critically and adapting to new situations.
- Know and critically evaluate the techniques and tools of assessment and diagnosis of speech therapy, as well as its intervention procedures.
- Understand and critically evaluate the terminology and research methodology of speech therapy.
- Communicate findings and conclusions to patients, their families and other professionals involved in their care, both orally and in writing, considering the sociolinguistic characteristics of the environment.
- Show an active ethical commitment to human rights, equal opportunities and non-discrimination based on gender, age, beliefs, language, culture or other reasons.
- Develop measures to prevent, identify and overcome situations of gender-based discrimination in the field of speech therapy.



- Promote the culture of peace, democratic values and sustainability.
- Know the different developmental stages of the human being.
- Understand the development of language and communication.
- Understand the organisation of speech therapy services in education.

## LEARNING OUTCOMES

To describe the main theories and models of language development. To recognize the main features of development from birth: physical and motor development, social and emotional, cognitive and communicative. Initial guidelines recognize language, pre-linguistic communication, intentional communication and characteristics of maternal speech. To describe and recognize the phonological patterns in the original language, the initial wording and its evolution. To differentiate the different stages of language development at different levels of psycholinguistics activity.

## DESCRIPTION OF CONTENTS

### 1. Introduction to the study of language development.

This block introduces the main theories from evolutionary psychology have studied the language development. Topic 1: Major theories and models of language development. Relationship between thought and language.

### 2. The development of the child.

This block study evolutionary processes in infancy. It analyzes the changes in all spheres of development.

Topic 2: Physical and motor development.

Topic 3: Social and emotional.

Topic 4: Cognitive development.

### 3. Basis of the Initial language.

This section focuses on the foundations of language in the child's early communicative development.

Topic 5: communication and social bases of language: prelinguistic communication.

**4. Language development at different levels of psycholinguistic activity.**

This block study language development according to the classical division of language study in the areas: phonological, syntactic, morphological and pragmatic.

Topic 6: Phonological development.

Topic 7: Semantic development.

Topic 8: Syntactic and morphological development.

Topic 9: Developing pragmatic. Conversations and stories.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	45,00	100
Classroom practices	15,00	100
Development of group work	40,00	0
Study and independent work	30,00	0
Preparation of evaluation activities	20,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY**

-Classes-Face (theoretical and practical). -Student work (preparation of papers, case studies, reading research papers, organization of exhibitions). -Scheduled individual and group tutorials.

**EVALUATION**

Requirements to be achieved in each of the two examinations determined by the University per academic year:

- To pass the test of theoretical knowledge.
- To pass the competencies developed through the practical reports.
- Given the nature of the subject and the degree, it will be required a high proficiency in written language.

According to the training activities to be performed, the assessment of the subject will consider the following aspects:



- Practical reports: Students will carry out a variety of in-class activities, as well as both individual and group assignments during the semester to achieve the course competencies and learning outcomes. This section accounts for 40% of the final grade.

These activities can be RE-ASSESSED by means of a test on the competencies developed in these reports. This test will be carried out in the second official examination of the course.

-Final exam aimed at assessing the basic knowledge concerning the contents of the course. The exam grade accounts for 60% of the final grade

Grades are held in a single academic year. Therefore, in case of passing one of the two parts (practical reports or exam), these qualifications will not be taken into account in the following academic year.

## REFERENCES

### Basic

- AGUADO, G. (1995). El desarrollo del lenguaje de 0 a 3 años. Madrid: CEPE.
- CLEMENTE, R. A (1995). El desarrollo del lenguaje. Barcelona: Octaedro.
- CÓRDOBA, A. Y OTROS (COORDS.) (2006). Psicología del Desarrollo en la Edad Escolar. Madrid: Pirámide.
- OWENS, R.E. (2003). Desarrollo del lenguaje. Madrid: Pearson Educación, S.A.
- BERKO, J.; BERNSTEIN, N. (2010). El desarrollo del lenguaje. Madrid: Pearson Educación, S.A.

### Additional

- MARISCAL, S. y GALLO, P. (2014). Adquisición del lenguaje. Madrid: Síntesis.
- MONFORT, M y JUAREZ, A. (1980). El niño que habla. Madrid: Nuestra Cultura.
- NARBONA, J.; CHEVRIE-MULLER, C. (1997). El lenguaje del niño. Desarrollo normal, evaluación y trastornos. Barcelona: Masson.
- PUYUELO, M.; RONDAL, J.A. (2005). Manual de desarrollo y alteraciones del lenguaje. Aspectos evolutivos y patología en el niño y el adulto. Barcelona: Masson.
- SERRA, M.; SERRAT, E.; SOLÉ, R.; BEL, A. ; APARICI, M. (2000). La adquisición del lenguaje. Barcelona: Ariel Psicología.
- VASTA, R.; HAITH, M. N.; MILLER, S.A. (2001). Psicología Infantil. Barcelona: Ariel.

## ADDENDUM COVID-19





**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

## **1. CONTENTS.**

The contents initially included in the teaching guide are kept.

## **2. VOLUME OF WORK AND TEMPORARY PLANNING OF TEACHING**

Theoretical sessions will be 100% virtual (45 hours). Practical sessions will be 100% face-to-face (15 hours), if sanitary situation allows it.

The distribution of workload contemplated in the Teaching Guide is not affected.

## **3. TEACHING METHODOLOGY**

Active and participatory methodology performed in person and / or virtual (through the resources available in the Virtual Classroom), integrating different instructional methodologies in order to enhance the meaningful learning of the knowledge involved and the development of area-specific skills.

The basic instructional techniques are: (1) Face-to-face and virtual presentations of the course contents (BBC, Microsoft Teams), (2) Carrying out of continuous assessment or practical activities (case studies, articles and videos analyses, problem solving, etc.), (3) Autonomous work and practical reports preparation and presentation (face-to-face and / or virtual), (4) Upload of material to the virtual classroom.

Tutoring system. The tutorial schedule is carried out using the virtual means available from the University.

## **4. ASSESSMENT**



According to the training activities to be performed, the assessment of the subject will consider the following aspects:

- Practical reports: Students will carry out a variety of in-class activities, as well as both individual and group assignments during the semester to achieve the course competencies and learning outcomes. This section accounts for 40% of the final grade. These activities can be RE-ASSESSED by means of a test on the competencies developed in these reports. This test will be carried out in the second official examination of the course.

- Continuous assessment activities (this section accounts for 20% of the final grade) and final theoretical content test (accounts for 40% of the final grade) aimed at assessing the basic theoretical knowledge related to the course contents. The continuous assessment activities can be RE-ASSESSED by means of a test. This test will be carried out in the second official examination of the course.

The theoretical content test will be held on the day and time set by the Faculty. If sanitary circumstances prevent from the development of face-to-face assessment tests, these will be articulated through the virtual classroom.

The final grade of the subject is obtained from the weighted sum of the qualifications of each part of the assessment (40% practical reports, 20% continuous assessment activities and 40% final theoretical content test).

In order to pass the subject on both official examinations of the course, it is necessary to pass the final test on theoretical content and to achieve the competences developed in the practical reports.

All the aspects of the Assessment included in the Teaching Guide that are not mentioned in this Addendum, will remain as they are in the Guide.

## **5. BIBLIOGRAPHY**

The basic and complementary bibliography of the Teaching Guide is kept. Teachers will indicate through the virtual classroom the materials needed for completing the tasks and the proper development of the course.