

**COURSE DATA****DATA SUBJECT**

**Code:** 35278  
**Name:** Psychology of Development and Language Acquisition  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 6  
**Academic year:** 2025-26

**STUDY (S)**

Degree	Center	Acad. year	Period
1203 - Degree in Speech Therapy	Facultat de Psicologia i Logopèdia	1	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1203 - Degree in Speech Therapy	Psychology of development and language acquisition	BASIC

**COORDINATION**

AVILA CLEMENTE VICENTA

**SUMMARY**

**Psychology of Language Acquisition and Development** is a core subject in the Speech Therapy degree, through which students are introduced to the normative developmental process during childhood. This is a fundamental aspect for understanding the difficulties that arise in language acquisition.

This process is studied divided into the main sections in which Developmental Psychology has traditionally examined development: **motor, social, cognitive, and communicative development**; highlighting the role that all of them play in language development, especially the **cognitive and communicative areas**.

This subject delves into **psycholinguistic development**, specifically addressing phonological, semantic, morphosyntactic, and pragmatic development; this is of particular interest for the training of speech therapists, who must know these areas 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.

## COMPETENCES / LEARNING OUTCOMES

-

Be able to develop skills such as regulating their own learning, solving problems, reasoning critically and adapting to new situations.

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.

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.

Develop measures to prevent, identify and overcome situations of gender-based discrimination in the field of speech therapy.

Know and critically evaluate the techniques and tools of assessment and diagnosis of speech therapy, as well as its intervention procedures.

Know the different developmental stages of the human being.

Promote the culture of peace, democratic values and sustainability.

Show an active ethical commitment to human rights, equal opportunities and non-discrimination based on gender, age, beliefs, language, culture or other reasons.

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 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 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.

Understand and critically evaluate the terminology and research methodology of speech therapy.

Understand and evaluate the scientific production underpinning the professional development of the speech therapist.

Understand the development of language and communication.

Understand the organisation of speech therapy services in education.

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.



## DESCRIPTION OF CONTENTS

### **Unit 1. Topic 1. Introduction to the study of language development.**

Main theories and models of language development.  
Relationship between thought and language.

### **Unit 2. Childhood development: patterns and evolutionary stages.**

Main characteristics of development from birth:

- Topic 2: Physical and motor development
- Topic 3: Social and emotional development
- Topic 4: Cognitive and communicative development

### **Unit 3. Topic 5. Early Language: Social and Communicative Foundations.**

Prelinguistic communication.  
Child/adult interaction.  
Intentional communication.  
Characteristics of maternal speech.

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

Topic 6: Phonological Development: Phonological patterns in early language.  
Topic 7: Semantic Development: The initial lexicon and its evolution.  
Topic 8: Morphosyntactic Development: Stages of morphological development. Word combinations.  
Topic 9: Pragmatic Development.: Metalinguistic abilities. Conversations and narratives.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theory	45,00
Classroom practices	15,00
<b>Total hours</b>	<b>60,00</b>

**NON PRESENCIAL ACTIVITIES**

Activity	Hours
Attendance at other activities	10,00
Individual or group project	40,00
Independent study and work	0,00
Preparation of lessons	0,00
Preparation for assessment activities	40,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>90,00</b>

**TEACHING METHODOLOGY**

In-person Classes (theoretical and practical).

Student Work (preparation of assignments, case studies, reading research articles, problem-solving, handling diagnostic and assessment tests, giving oral presentations).

**EVALUATION****Assessment criteria****First Call:**

- 80% assessment of theoretical and practical content through written exams.
- 20% assessment of a report with an oral presentation on problem-solving.

It is necessary to pass every part of the assessment to pass the subject. A passing grade is considered to be 5.00 or higher.

**Second Call:**

The failed part from the first attempt will be recovered through a written exam.

- 80% assessment of theoretical and practical content through written exams.
- 20% assessment through a written test on problem-solving.

It is necessary to pass every part of the assessment to pass the subject. A passing grade is considered to be 5.00 or higher.

In accordance with RD1125/2003, the "Matrícula de Honor" (MH) distinction can be awarded to students who have obtained a grade equal to or greater than 9.0, and in strict order of grades on the qualification record.

\*In the event of fraudulent practices, action will be taken according to the Protocol for action against fraudulent practices at the University of Valencia (ACGUV 123/2020): <https://www.uv>.



es/sgeneral/protocols/c83.pdf

## REFERENCES

### Basic:

- OWENS, R.E. (2003). Desarrollo del lenguaje. Madrid: Pearson Educación, S.A.
- CÓRDOBA, A. Y OTROS (COORDS.) (2006). Psicología del Desarrollo en la Edad Escolar. Madrid: Pirámide.
- CLEMENTE, R. A (1995). El desarrollo del lenguaje. Barcelona: Octaedro
- RIPOLL, J.C.; GÓMEZ-MERINO, N.; ÁVILA, V. (2024). Aprender a enseñar a leer y a escribir. SM

### Supplementary:

- AGUADO, G. (2000). El desarrollo del lenguaje de 0 a 3 años. Madrid: CEPE.
- BERKO, J.; BERNSTEIN, N. (2010). El desarrollo del lenguaje. Madrid: Pearson Educación, S.A.