

**COURSE DATA****DATA SUBJECT****Code:** 44510**Name:** Development and language acquisition**Cycle:** Master's Degree**ECTS Credits:** 3**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
2215 - Master's Degree in Special Education	Facultat de Filosofia i Ciències de l'Educació	1	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2215 - Master's Degree in Special Education	ICT, language acquisition and musical expression in speech and hearing	ELECTIVES

COORDINATION

ROCA RUIZ JAVIER

SUMMARY

This course aims to offer a detailed overview of early communication processes and language acquisition. In general, the particulars of the normative process of communication and language acquisition will be discussed. In this way, the student will elaborate the fundamental framework that will allow, later, to know and understand the alterations in the normative process. To this objective, the course will address, firstly, theoretical issues related to early communication and the most current debates on how and when the first communication between the baby and the adult would occur. Secondly, the language acquisition process between 0 and 6 years old will be discussed. On the one hand, the normative sequence (early attention to language, first words, sentence construction, narration and pragmatic skills) will be studied, placing special emphasis on how this development influences other evolutionary processes (intellectual, affective, social, etc.). On the other hand, the relationships between thought and language will also be studied. Finally, some notions will be offered to propose an educational model in the development of oral language.

PREVIOUS KNOWLEDGE**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

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



OTHER REQUIREMENTS

Non available

COMPETENCES / LEARNING OUTCOMES

2215 - Master's Degree in Special Education

Buscar, gestionar y analizar información científico-profesional

Comprender los mecanismos psicológicos que contribuyen a explicar las deficiencias observadas en los trastornos de espectro autista.

Conocer los principios éticos de la actuación profesional en el ámbito de la atención a las necesidades específicas de apoyo educativo

Conocer y comprender el impacto de las necesidades específicas de apoyo educativo sobre las relaciones familiares

Conocer y comprender procesos de investigación en el ámbito de las necesidades específicas de apoyo educativo y social

Diseñar, aplicar y evaluar estrategias educativas inclusivas

Diseñar, planificar y evaluar medidas ordinarias y específicas de atención en función de las diferentes necesidades específicas de apoyo educativo y en el contexto social

Diseñar y aplicar procedimientos de investigación en el ámbito de las necesidades específicas de apoyo educativo y social

Diseñar y gestionar procedimientos de intervención en el ámbito de las necesidades específicas de apoyo educativo

Saber colaborar en los ámbitos académico y social con familias, profesionales e instituciones

Saber prevenir la aparición y/o intensificación de necesidades específicas de apoyo educativo

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

Students should demonstrate self-directed learning skills for continued academic growth.

Students should possess and understand foundational knowledge that enables original thinking and



research in the field.

Tener un compromiso activo con la no discriminación, la igualdad de oportunidades y la equidad

DESCRIPTION OF CONTENTS

1. Introduction and theoretical approaches

Communication, language, and speech. Other aspects of communication. Fundamental components of language. Explanatory theoretical perspectives of the beginning of language and communication. Thought and language.

2. Prelinguistic development

Prelinguistic communication. Attentional biases and activities for language acquisition. Initial milestones of communicative development.

3. The language acquisition process

The development of language in preschool and primary education: phonology, morphology, syntax, semantics and pragmatics.

4. Practical applications in education

Assessment of the linguistic development and early risk detection. Optimization of linguistic development. Intervention in risk groups. Bilingualism.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	21,00
Total hours	21,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	18,00
Independent study and work	22,00



Preparation of lessons	0,00
Preparation for assessment activities	14,00
Resolution of case studies	0,00
Total hours	54,00

TEACHING METHODOLOGY

Participatory master class.

Problem-based learning.

Academic tutoring.

Team and cooperative work.

Oral presentation, debate and coordination.

EVALUATION

The evaluation will consider the following areas:

- Classroom activities: 10%
- Individual evaluation of the course contents: 40%
- Individual essay on a compulsory reading: 25%
- Oral presentation of a team project: 25%

In the first call, the minimum requirements to pass the subject are the following:

- a) Correctly submit at least 70% of classroom activities
- b) Pass (50% of maximum grade) the individual evaluation of the contents



- c) Pass (50% of maximum grade) the individual essay on the required reading
- d) Pass (50% of maximum grade) the oral presentation of the team project

In the second call, the requirements a) and d) described above are NON-RECOVERABLE and, therefore, the grade obtained in the first call will be kept. On the other hand, the requirements b) and c) above are RECOVERABLE on the second call. In this regard, students who do not pass these requirements in the first call must attend the official date of the second call to pass the individual evaluation of the course contents (requirement b) and/or prepare a new individual essay on a compulsory reading (requirement c), which will not necessarily be the same one that was already assigned in the first call.

Honors may be awarded to students with a global grade equal to or greater than 9 points, arranged in strict grade order, provided that the student has consistently shown excellent performance in the different evaluation areas. In case of a tie in the global grade, the grade obtained in the evaluation area with the highest weight with respect to the global grade will be considered for the tiebreaker and, if the tie persists, the same criteria will be applied successively. If the tiebreaker is not possible in accordance with the previous rule, the student candidate for honors may be summoned to a complementary test, which may be oral.

The teacher may require individual or small group tutorials to verify the degree of achievement of the objectives pursued in any task developed. Not accepting this verification will mean not passing the task or activity in question.

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

REFERENCES



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