

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

**Code:** 46935  
**Name:** Language Development and Acquisition  
**Cycle:** Master's Degree  
**ECTS Credits:** 3  
**Academic year:** 2025-26

**STUDY (S)**

Degree	Center	Acad. year	Period
2276 - Master's Degree in Special Education	Facultat de Filosofia i Ciències de l'Educació	1	Second quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
2276 - Master's Degree in Special Education	TIC, Adquisició del Lenguaje y Expresión Musical en Audición y Lenguaje	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

To take this course, a certain level of English language is desirable for reading scientific documents, journal articles, research reports, material published on university websites, etc. In addition, a basic understanding of developmental psychology and language acquisition is recommended.

## COMPETENCES / LEARNING OUTCOMES

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Collaborate effectively in work teams, assuming responsibilities and leadership roles and contributing to collective improvement and development.

Demonstrate critical and self-critical reasoning in the field of special education, considering aspects such as professional ethics, moral values and the social implications of the different activities carried out.

Design, implement and evaluate inclusive education strategies.

Design and manage assessment and intervention procedures in the field of specific educational support needs.

Have an active commitment to non-discrimination, equal opportunities and equity.

Have the learning skills that allow students to continue to study in a manner that may be largely self-directed or autonomous.

Know how to communicate effectively, both orally and in writing, adapting to the characteristics of the situation and the audience.

Know how to prevent the emergence and/or intensification of specific educational support needs.

Know the ethical principles of professional action in the field of specific educational support needs.

Know the fundamentals, principles, values and attitudes underlying the right to education of students with specific educational support needs.

## 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	30,00
<b>Total hours</b>	<b>30,00</b>

#### 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
<b>Total hours</b>	<b>54,00</b>

### 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 course 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 grades 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 students 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 coursework will be addressed in accordance with the University of Valencia's 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 generate assessment materials without the prior and explicit authorisation of teaching staff will result in the work being considered non-original. Such cases will be handled in accordance with current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV No. 9747/18.12.2023).

## REFERENCES

- Hoff, E., & Shatz, M. (2007). Blackwell handbook of language development (1st ed.). Blackwell.
- Karmiloff, K., & Karmiloff-Smith, A. (2005). Hacia El Lenguaje: Del Feto al Adolescente. Morata.
- Mariscal, S. (2008). Los inicios de la comunicación y el lenguaje. In M. Giménez Dasí & S. Mariscal Altares (Eds.), Psicología del desarrollo. Volumen 1: desde el nacimiento a la primera infancia (pp. 129157). McGraw-Hill.
- Berger, K. S. (2007). Psicología del Desarrollo. Infancia y Adolescencia. 7ª Edición. Editorial Médica Panamericana.
- Córdoba Iñesta, A. I., Descals Tomás, A., & Gil Llario, M. D. (2006). Psicología del desarrollo en la edad escolar. Pirámide.
- Navarro Pablo, M. (2007). Adquisición del lenguaje. Orden de adquisición de las consonantes en



la lengua española. Cauce, 30, 297-336.

- Palacios, J., Marchesi, A., & Coll, C. (1999), Desarrollo psicológico y educación. Vol. I. Psicología Evolutiva. Madrid: Alianza.
- Papalia, D. E., Olds, S. W. y Feldman, R. D. (2010) Desarrollo humano. México: McGraw Hill.