



COURSE DATA

DATA SUBJECT

Code: 33615
Name: Difficulties in oral and written language
Cycle: Undergraduate Studies
ECTS Credits: 4.5
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1304 - Degree in Preschool Education	Facultat de Formació del Professorat	4	First quarter
1324 - Degree in Preschool Education (Ontinyent)	Facultat de Formació del Professorat	4	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1304 - Degree in Preschool Education	Difficulties in speech and writing	BASIC
1324 - Degree in Preschool Education (Ontinyent)	DIFFICULTIES IN SPEECH AND WRITING	BASIC

COORDINATION

MARTINEZ GIMENEZ TOMAS

SUMMARY

This is a subject that, as a basic course, is offered in the fourth year of the Bachelor's Degree in Early Childhood Education with a workload of 4.5 ECTS credits. It is organized and imparted by the Department of Developmental and Educational Psychology.

The course has several objectives. First, to provide future teachers with the necessary knowledge to identify difficulties in language development and the appropriate observation methods for this purpose. Second, to inform students about the relationship between language development and the acquisition of reading and writing skills. Third, to equip them with the necessary resources to foster and stimulate oral and written language development in the classroom.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE



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

OTHER REQUIREMENTS

It is recommended that students have met the learning objectives for the second-year courses Oral Language Acquisition and Development and Special Educational Needs, as these provide the foundation for understanding atypical development and the subsequent intervention for individuals with difficulties in oral and written language. Furthermore, it is also advisable that they have acquired the knowledge taught in the third-year course, Introduction to Reading and Writing.

COMPETENCES / LEARNING OUTCOMES

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Acquire resources to favour the educational integration of students with language difficulties.

Be able to observe and identify delays and difficulties in learning oral and written language in the mainstream classroom.

Create and maintain communication links with families to effectively influence the language learning process.

Deal with language learning situations in multilingual contexts.

Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.

Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.

Have resources to prevent difficulties in oral language acquisition and to address them if necessary.

Have the means to prevent problems in reading, writing and spelling.

Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.

Know how to communicate and interact with children with hearing and other language difficulties.

Know how to inform specialists to jointly address the needs affecting hearing and language.

Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.

Know the different uses of the oral and written language that are appropriate to the age of students.

Promote cooperative work and individual work and effort.

Promote speaking skills.



Recognise and value the appropriate use of verbal and non-verbal languages that are particularly respectful of the principle of equality.

DESCRIPTION OF CONTENTS

1. Introduction to Oral Language Difficulties

1. The development of oral language.
2. The importance of the sociocultural context in language development.
3. The school-based assessment of oral language problems.
4. School and family intervention for oral language problems.

2. Language Delay

1. Definition and conceptualization of the different types of delay.
2. Etiology of reading delays.
3. Assessment of the different oral language competencies: phonological, lexical, morphosyntactic, and pragmatic.
4. Intervention and stimulation of oral language in the school setting.

3. Difficulties in the development of speech sounds

1. Types and etiology of articulation problems.
2. Detection and assessment of articulation problems.
3. School intervention for articulation problems.

4. Language disorder and social communication disorder

1. Definition and conceptualization. The conceptual problem in defining and differentiating between both disorders.
2. Etiological hypotheses.
3. Assessment of the different oral language competencies: phonological, lexical, morphosyntactic, and pragmatic.



- 4. Differential diagnosis.
- 5. School and family support.

5. Other Problems in Oral Language

- 1. Fluency Disorders (Stuttering).
- 2. Selective Mutism.
- 3. Voice Disorders (Dysphonia).

6. Learning to read

- 1. Writing Development.
- 2. Differences between oral and written language.
- 3. Cognitive processes involved in reading.

7. Emergent Reading: The Precursors of Reading

- 1. Cognitive, social, and linguistic precursors related to reading acquisition.
- 2. Early assessment of reading ability.
- 3. Stimulation of factors related to reading acquisition

8. Teaching and acquisition of reading

- 1. Early reading acquisition.
- 2. The creation of learning contexts and reading stimulation.
- 3. Reading instruction methods.
- 4. The linguistic features of reading acquisition in Spanish and Valencian.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	45,00
Total hours	45,00

NON PRESENCIAL ACTIVITIES



Activity	Hours
Attendance at other activities	2,50
Individual or group project	10,00
Independent study and work	13,00
Preparation of lessons	12,00
Preparation for assessment activities	14,00
Resolution of case studies	16,00
Total hours	67,50

TEACHING METHODOLOGY

Active and participatory methodology, integrating different instructional methodologies in order to foster the meaningful learning of the relevant knowledge and the development of the subject's specific competencies. The teaching methodology will be based primarily on the principles of flipped learning, collaborative learning, and peer instruction.

Key instructional techniques include (1) the pre-reading of materials and completion of online questionnaires, (2) presentation of the content and question-and-answer sessions, (3) group work on a casebook, (4) the development of a portfolio, and (5) the completion and in-class presentation of supplementary assignments.

EVALUATION

Minimum Requirements

In order to pass the subject, students must obtain a grade of at least 4.5 (out of 10) in both the exam and in the activities and practical cases section. If the minimum grade is not achieved in either of these sections, the maximum final grade that can be obtained for the subject will be 4.5, resulting in a fail until the next examination period.

Theory Exam

The theory exam will aim to assess the knowledge acquired and will account for 35% of the final grade. The exam will consist of two parts:

- a) 5 to 10 short open-answer questions.
- b) 15 to 25 multiple-choice questions.

The final grade for the exam will be the arithmetic mean of both parts.
The exam can be retaken in the second examination period (retake session).

Monitoring of Activities and Practical Cases

This section will constitute 65% of the final grade and will assess the following items:



- a) Completion of pre-class activities and online questionnaires (15%).
- b) Development of the casebook and activity portfolio (35%).
- c) Attendance (5%).
- d) In-class activities (10%).

Attendance, pre-class activities, and online questionnaires cannot be made up in the second examination period; the grade obtained in the first period will be kept.

The casebook and in-class activities can be made up in the second examination period by means of a practical exam.

Final Grade

The final grade will be calculated from the weighted average, according to the assigned percentages, based on the following scale:

- 0-4.9: Fail (Suspenso)
- 5-6.9: Pass (Aprobado)
- 7-8.9: Good / Very Good (Notable)
- 9-10: Excellent (Sobresaliente) or Distinction (Matrícula de Honor)

Second Examination Period (Retake Session)

In the case of failing the theory exam, a new exam with similar characteristics to the one in the first session must be taken.

In the case of failing the activities and practical cases section, a practical exam must be taken to pass. In this exam, the student must solve a case similar to those studied in the program and complete a series of practical activities. This will be a written, long-answer exam.

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