



**COURSE DATA**

**DATA SUBJECT**

**Code:** 36298  
**Name:** Intervention in Oral Language Disorders  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 6  
**Academic year:** 2026-27

**STUDY (S)**

Degree	Center	Acad. year	Period
1305 - Degree in Primary School Education	Facultat de Formació del Professorat	4	First quarter
1339 - Grado en Maestro/a Educación Primaria	Facultat de Formació del Professorat	4	

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1305 - Degree in Primary School Education	Especialista en Audición y Lenguaje	ELECTIVES
1339 - Grado en Maestro/a Educación Primaria	Especialista en Audición y Lenguaje	ELECTIVES

**COORDINATION**

TORDERA ILLESCAS JUAN CARLOS

**SUMMARY**

The course syllabus addresses the knowledge that a Primary Education teacher specializing in Hearing and Language must have regarding the oral language problems that may occur in students at the aforementioned educational level.

This course specifically addresses language acquisition disorders in the morpho-syntactical, lexical-semantic, and pragmatic components. Although phonetic-phonological disorders have been previously discussed in Intervention in Voice and Speech Disorders, those aspects that are related to other disorders (Language (Developmental) Disorder, Childhood Aphasia, etc.) will be addressed. Therefore, this course aims to complete the types of disorders that may occur in the oral component. Whether jointly or specifically for the different problems, we study difficulties in relating to others and the learning that is often associated with them, the most appropriate strategies and resources for addressing the various disorders, the necessary dimensions for detection, evaluation, and development of curricular adaptations, and also the necessary coordination with the other professionals involved and with the families.



## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

#### 1305 - Degree in Primary School Education

Obligation to have previously passed the subject(s)

#### 1339 - Grado en Maestro/a Educación Primaria

Obligation to take the subject(s) simultaneously

36294 - Anatomy, Physiology and Neurology of Voice, Speech and Language

36295 - Intervention in Hearing Disorders

36296 - Intervention in Voice and Speech Disorders

### OTHER REQUIREMENTS

In-depth linguistic knowledge is required. It is advisable to have passed the Linguistics course for teachers.

Students should have acquired sufficient linguistic proficiency (C1) in the two co-official languages of the Valencian Community.

## COMPETENCES / LEARNING OUTCOMES

### 1305 - Degree in Primary School Education

Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multicultural and intercultural issues; discrimination and social inclusion, and sustainable development; Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.

Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.

Be able to use public and private resources to attend special educational needs derived from communication, language, speech and voice disorders.

Be familiar with the different terms and the essential characteristics of the developmental alterations that may occur in relation to communication, language, speech and voice.

Collaborate in the curricular adaptations to attend students with special educational needs derived from communication, language, speech and voice disorders.

Communicate observations and conclusions regarding assessment and intervention practices to other professionals and the family, both orally and in writing.

Contribute to improving communication skills through oral language and/or the use of augmentative communication systems.

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.

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 and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.

Know and be able to use the resources that information and communication technologies offer for the treatment of communication, language, speech and voice disorders.

Know and critically evaluate the fundamentals of different techniques for intervention in communication, language, speech and voice disorders.

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 strategies for the early detection of alterations in communication, language, voice and speech.

Know the biological and psychological principles needed for understanding communication, language, speech and voice disorders.

Know the processes of interaction and communication in the classroom.

Master the basics of assessment in communication, language, speech and voice disorders.

Master the organisational strategies of the school context for the educational care of special educational needs related to communication, language, speech and voice disorders.

Promote cooperative work and individual work and effort.

Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.

Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.

Use information and communication technologies effectively as usual working tools.

## DESCRIPTION OF CONTENTS

### 1. Introduction

1.1. Brief introduction to the linguistic disciplines: Morphology, Syntax, Lexical-Semantics, and Pragmatics and Discourse Analysis



1.2. Textual commentary on children's language at different linguistic levels

1.3. Oral language development

2. Language disorders

2.1. Concept, etiology, and typology of (developmental) language disorders. L(D)D and language delay

2.2. Childhood aphasia

2.3. Motor and/or cognitive disabilities (Down syndrome, cerebral palsy, Prader-Willi syndrome, etc.) and language disorders

3. Assessment and intervention

3.1. Qualitative and standardized assessment of oral language at the morpho-syntactic, lexical-semantic, and pragmatic levels

3.3. Intervention in the various disorders of oral language at the morpho-syntactic, lexical-semantic, and pragmatic levels

4. The Hearing and Language Teacher and the School

4.1. Implications for learning written language

4.2. Curricular adaptations for children with language development disorders

4.3. Coordination with the professionals involved and families

**WORKLOAD**

**PRESENCIAL ACTIVITIES**

Activity	Hours
Theoretical and practical classes	60,00
<b>Total hours</b>	<b>60,00</b>

**NON PRESENCIAL ACTIVITIES**

Activity	Hours
Attendance at other activities	0,00
Individual or group project	60,00
Independent study and work	20,00
Preparation of lessons	0,00



Preparation for assessment activities	10,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>90,00</b>

## TEACHING METHODOLOGY

To achieve the objectives of this course, an active methodology will be used, making student involvement essential. A critical approach to the various theoretical postulates presented will be encouraged, without excluding the lectures that the subject may require.

The academic practice in this course is structured into several levels:

In-person activities (40% of the total workload)

### 1. Theoretical and practical classes (30%)

In-person theoretical and practical classes in which the course content will be discussed and activities will be carried out using various teaching resources: lectures, seminars, workshops, work groups, etc.

The guidelines and materials necessary for these activities will be provided to students either during in-person sessions, through the photocopying service, or in the virtual classroom.

### 2. Group Work (5%)

The purpose of completing work is to highlight the importance of cooperative learning and reinforce individual learning. These works may be presented individually or collectively and may be done in the classroom or in tutorials and seminars with small audiences.

### 3. Tutorials (5%)

Individual and group tutorials will serve to coordinate students in individual and group assignments, and also to assess individual progress, activities, and teaching methodology.

Tutorials will also be used to monitor oral expression, which is essential for passing the course.

Out-of-class activities (60% of the total workload)

### 4. Independent Study and Work (60%)

The teacher-as-researcher model in the classroom focuses individual student activity on the formulation of relevant questions and the search, analysis, development, and subsequent communication of information. In this regard, individual and cooperative work will be proposed, all guided, supervised, and evaluated by the instructors.

## EVALUATION

At the end of the course, students should be able to:

- ¿ Reflect on the voice and speech disorders considered as the subject of study.
- ¿ Demonstrate the level of knowledge, skills, strategies, techniques, etc. specific to the subject and appropriate for a future teacher.



¿ Demonstrate linguistic and communicative competence, both oral and written; assessment in this area will be continuous.

¿ Express themselves appropriately orally and in writing in formal situations.

For the final course assessment, the following will be taken into account:

The level achieved in the acquisition of subject-specific knowledge and skills.

¿ Mastery of methods, techniques, and other abilities and skills typical of a student of the Teacher Training Program.

¿ Attitude toward the subject and respect for classmates and the teacher, participation in classes, interest and perseverance in achieving positive progress, and the ability to work in groups.

¿ The student's linguistic and communicative competence, both oral and written, in relation to level C1 of the European Framework of Reference for Languages, especially in the language in which the subject is taught.

¿ Plagiarism or improper use of artificial intelligence tools may be sanctioned in accordance with Article 15 of the University of Valencia's assessment and grading regulations.

The achievement of these criteria will be observed through tests such as the following:

¿ ¿ As a general rule, at least one final written and/or oral exam will be given. Passing this section is essential to pass the course. It will be worth between 60% and 80% of the overall grade.

¿ Completion of assignments (readings, research papers, and research projects, etc.) and participation and, optionally, completion of classroom activities: between 40% and 20% of the overall grade. This section cannot be retaken.

¿ If continuous assessment of the subject is not possible, students may only opt to take an exam, the score of which will be between 70% and 80% of the overall grade in both the first and second sittings.

In the tests and written assignments, presentation and handwriting appropriate for a future teacher will be taken into account, as well as spelling, vocabulary, and grammar, as well as aspects related to the appropriateness, coherence, and cohesion of the text. In tests and oral assignments, correct expression in the formal oral variant of the language used will be taken into account. In this regard, the criteria established by the Catalan and Spanish teaching units will be applied. The language in which the subject is taught will be the one students must use in class and in all assessment exercises.

## REFERENCES

### References



- Acosta, V.M.; Moreno, A.M. (1999). *Dificultades del lenguaje en ambientes educativos. Del Retraso al Trastorno Específico del Lenguaje*. Masson.
- Aguado, G. (1999). *Trastorno específico del lenguaje. Retraso del lenguaje y disfasia*. Aljibe
- Boone, D. (1983). *La voz y el tratamiento de sus alteraciones*. Panamericana.
- Bustos Barcos, M. C. (1995). *Manual de logopedia escolar: niños con alteraciones del lenguaje oral en educación infantil y primaria*. CEPE.
- Crystal, D. (1983). *Patología del lenguaje*. Cátedra.
- Gallardo-Paúls, Beatriz y Moreno, Verónica (eds.) (2010) *Estudios de Lingüística clínica V: Aplicaciones Clínicas*, València: Universitat de València. [Disponible: [http://academia.edu/636532/Estudios\\_de\\_Linguistica\\_Clinica\\_V\\_APLICACIONES\\_CLINICAS\\_2010\\_](http://academia.edu/636532/Estudios_de_Linguistica_Clinica_V_APLICACIONES_CLINICAS_2010_)]
- Gallardo-Paúls, Beatriz (2009) ¿12419 - Lingüística general y aplicada, 2008/2009¿, Open Course Ware, Universitat de València. [Disponible: [http://ocw.uv.es/artes-y-humanidades/linguistica-general-i-aplicada/Course\\_listing](http://ocw.uv.es/artes-y-humanidades/linguistica-general-i-aplicada/Course_listing)]
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- Tordera Yllescas, J. C. (2024). *Historia de la lingüística clínica. De los aspectos antropológicos a los aspectos lingüísticos y logopédicos*. Tirant lo Blanch

### Further Reading

- Acosta, V.M.; Moreno, A.M. (1999): *Dificultades del lenguaje en ambientes educativos. Del Retraso al Trastorno Específico del Lenguaje*. Masson, Barcelona.



- Aguado, G. (1999): Trastorno específico del lenguaje. Retraso del lenguaje y disfasia. Málaga: Aljibe.
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