

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

Code: 36305
Name: Intervention in Oral and Written Language Problems
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1305 - Degree in Primary School Education	Facultat de Formació del Professorat	4	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1305 - Degree in Primary School Education	Especialista en Pedagogía Terapéutica	ELECTIVES

COORDINATION

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SUMMARY

The program of the course is aimed at the knowledge that a Primary Education teacher specialized in Therapeutic Pedagogy should have about the oral and written language problems that may occur in students of the mentioned educational level.

First of all, it deals with the problems associated with the learning of reading and writing: dysgraphia, dyslexia and dysorthography, difficulties in written expression and reading comprehension problems. It deepens in the understanding of the different disorders and the necessary knowledge to deal with them and achieve a positive development. Secondly, oral language disorders related to pronunciation (dyslalia and phonological disorder), speech fluency (tachylalia and dysphemia) and language development in a broad sense (developmental language delay and dysphasia or TEL) are studied.

In a joint or specific way for the different problems, the difficulties in relating with other people and in learning that are often associated, the most appropriate strategies and resources to address the different disorders, the necessary dimensions for the detection, evaluation and development of curricular



adaptations and, also, for the necessary coordination with other professionals involved and with families are discussed.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

1305 - Degree in Primary School Education

Obligation to have previously passed the subject(s)

OTHER REQUIREMENTS

Sufficient linguistic and communicative competence, oral and written, corresponding to level C1 of the Common European Framework of Reference for Languages, in the official languages.

Ability to produce oral and written discourse in the language in which the subject is taught in a coherent and appropriate coherent and appropriate to the academic environment.

Basic computer skills and the retrieval and analysis of information from different bibliographic and computer sources.

COMPETENCES / LEARNING OUTCOMES

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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.

Collaborate in the detection and assessment of special educational needs.

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

Contribute to the organisation of the school response to meet the special educational needs of students.

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.

Favour the integration of students with special educational needs into the school community.



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 instruments that information and communication technologies offer for the educational treatment of special educational needs.

Know and critically evaluate the fundamentals of different intervention techniques.

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 biological, psychological and socio-environmental variables related to the schooling of students with special educational needs of diverse origin.

Know the processes of interaction and communication in the classroom.

Make individual curricular adaptations to serve students with special educational needs.

Promote cooperative work and individual work and effort.

Promote the development of children with special educational needs through physical education adapted to their needs and the use of musical and plastic expression.

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

Teach students and their environment to communicate using the communication system most suited to their 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.

Use public and private resources adequately to address special educational needs.

DESCRIPTION OF CONTENTS

1. Reading learning disorders

1.1. Literacy disorders and oral language disorders: differences and interrelationships

1.2. Dyslexia: identification and intervention

1.3. Reading comprehension problems: identification and intervention

2. Writing Learning Disorders



- 2.1. Dysgraphia: Identification and Intervention
- 2.2. Dysorthography: Identification and Intervention
- 2.3. Written Expression Difficulties: Identification and Intervention
- 2.4. Interrelationships between Reading and Writing Problems

3. Oral Language Acquisition Disorders and the School Context

- 3.1. Speech Sound Disorders (SSD): Dyslalias, Dysarthrias, Dsglossias...
- 3.2. Developmental Language Delay and Language (Developmental) Disorders
- 3.3. Curricular Adaptations for Oral and Written Language Disorders
- 3.4. Coordination with Professionals and Families

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

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

TEACHING METHODOLOGY

In order to achieve the objectives of this subject, an active methodology will be used, which makes student involvement essential. A critical approach to the various theoretical postulates that will be provided will be encouraged, without excluding the lectures that the subject may require.

The academic practice in this subject is structured on several levels:

Classroom activities (40% of the total workload).

1. Theoretical-practical classes (30%). Theoretical-practical face-to-face classes in which the contents of the subject will be worked on, debated and activities will be carried out using different teaching resources: lectures, seminars, workshops, working groups, etc. The guidelines and materials necessary for the development of these activities will be provided to students either in the classroom sessions, or through the reprographics service or from the virtual classroom.

2. Group work (5%). The purpose of the assignments is to highlight the importance of cooperative learning



and to reinforce individual learning. The defence of these works can be individual or collective and can be done in the classroom or in tutorials and seminars with reduced audiences.

3. Tutorials (5%). Individual and group tutorials will be used to coordinate students in individual and group tasks, as well as to evaluate individual progress, activities and teaching methodology.

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

Non-attended activities (60% of the total volume of work)

4. Study and independent work (60%). The model of the teacher as a researcher in the classroom focuses the student's individual activity on the formulation of relevant questions and on the search, analysis, elaboration and subsequent communication of information. In this sense, there will be individual and cooperative work, all of which will be guided, supervised and assessed by the lecturers.

EVALUATION

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

- The level achieved in the acquisition of knowledge and skills specific to the subject.
- The mastery of methods, techniques and other skills and abilities of a student teacher and, in particular, those related to the subject under study.
- Attitude towards the subject and respect for fellow students, class attendance and participation, interest and perseverance in order to achieve positive progress, and the ability to work in a group.
- The student's linguistic and communicative competence, both oral and written, in relation to level C1 of the Common European Framework of Reference for Languages, especially in the language in which the subject is taught.

The achievement of the learning outcomes foreseen in the subject will be evidenced through the following instruments:



- Performance of a written and/or oral test of a final and individual nature. 40%
- Performance of oral and/or written work of an autonomous nature and linked to the subject being studied. 40%
- Attendance, participation and performance of classroom activities. 20%. Not recoverable.

It is necessary to pass the final written test with a grade equal to or higher than 5/10, as well as to obtain an overall average in all the assessment instruments equal to or higher than 5/10 in order to obtain a pass grade in the subject.

In the written tests and assignments, the presentation and calligraphy appropriate for a future teacher will be taken into account, as well as spelling, lexical and grammatical correctness, and aspects referring to the appropriateness, coherence and cohesion of the text. In oral tests and assignments, correct expression in the formal oral variant of the language used will be taken into account.

The language in which the subject is taught will be the one that students must use in each of their interventions or assessable activities, and in which they must demonstrate a level of competence equivalent to C1 (CEFR).

Work based on simple copying or uncritical textual summary will be penalised. Plagiarism or the use of illicit means, such as IAs not explicitly authorised, will lead to the student's failure and the possible opening of a file.

Participation in the activities of the supplementary weeks may be taken into account in the evaluation.

In order to achieve success in the subject, students are recommended to maintain a constant habit of study and do the scheduled work, to access the platform daily to consult materials, notices and activities and, finally, to ask the teacher any doubts that they have not been able to resolve independently.

REFERENCES

Basic bibliography

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