

**COURSE DATA****Data Subject**

Code	33615
Name	Difficulties in oral and written language
Cycle	Grade
ECTS Credits	4.5
Academic year	2022 - 2023

Study (s)

Degree	Center	Acad. year	Period
1304 - Degree in Preschool Education	Faculty of Teacher Training	4	First term
1324 - Degree in Preschool Education (Ontinyent)	Faculty of Teacher Training	4	First term

Subject-matter

Degree	Subject-matter	Character
1304 - Degree in Preschool Education	12 - Difficulties in speech and writing	Basic Training
1324 - Degree in Preschool Education (Ontinyent)	12 - DIFFICULTIES IN SPEECH AND WRITING	Basic Training

Coordination

Name	Department
MARTINEZ GIMENEZ, TOMAS	305 - Developmental and Educational Psychology

SUMMARY**English version is not available**

Se trata de una materia que, con carácter de formación básica, se imparte en el cuarto curso para la obtención del Grado de Maestro de Educación Infantil con una carga de trabajo para el alumno de 4,5 créditos ECTS. Se organiza e imparte desde el Departamento de Psicología Evolutiva y de la Educación.

La asignatura tiene tres objetivos básicos: i) dotar a los estudiantes de los conocimientos necesarios para distinguir las dificultades del desarrollo del lenguaje y de los métodos de observación adecuados a este fin, ii) informar al alumno de la relación entre el desarrollo del lenguaje y el aprendizaje de la lectura y escritura, y iii) dotar a los estudiantes de los recursos necesarios para favorecer el desarrollo del lenguaje en el aula.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

Es esencial que los estudiantes hayan superado los objetivos establecidos en las asignaturas Adquisición y Desarrollo del Lenguaje Oral y Necesidades Educativas Especiales impartidas en segundo curso, puesto que son el punto de partida para comprender el desarrollo excepcional y la intervención subsiguiente de las personas con dificultades en el lenguaje oral y escrito. Asimismo, es recomendable que hayan adquirido los conocimientos impartidos en la materia Iniciación a la Lectura y a la Escritura de tercer

OUTCOMES

1304 - Degree in Preschool Education

- Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.
- Promote cooperative work and individual work and effort.
- Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.
- 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.
- 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.
- Be able to observe and identify delays and difficulties in learning oral and written language in the mainstream classroom.
- Have resources to prevent difficulties in oral language acquisition and to address them if necessary.
- 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.
- Acquire resources to favour the educational integration of students with language difficulties.
- Have the means to prevent problems in reading, writing and spelling.
- Create and maintain communication links with families to effectively influence the language learning process.
- Know the different uses of the oral and written language that are appropriate to the age of students.



- Promote speaking skills.
- Recognise and value the appropriate use of verbal and non-verbal languages that are particularly respectful of the principle of equality.
- Deal with language learning situations in multilingual contexts.

1324 - Degree in Preschool Education (Ontinyent)

- Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.
- Promote cooperative work and individual work and effort.
- Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.
- 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.
- 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.
- Be able to observe and identify delays and difficulties in learning oral and written language in the mainstream classroom.
- Have resources to prevent difficulties in oral language acquisition and to address them if necessary.
- 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.
- Acquire resources to favour the educational integration of students with language difficulties.
- Have the means to prevent problems in reading, writing and spelling.
- Create and maintain communication links with families to effectively influence the language learning process.
- Know the different uses of the oral and written language that are appropriate to the age of students.
- Promote speaking skills.
- Recognise and value the appropriate use of verbal and non-verbal languages that are particularly respectful of the principle of equality.
- Deal with language learning situations in multilingual contexts.

LEARNING OUTCOMES

English version is not available

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	45,00	100
Attendance at events and external activities	2,50	0
Development of group work	10,00	0
Development of individual work	5,00	0
Study and independent work	5,00	0
Readings supplementary material	8,00	0
Preparation of evaluation activities	12,00	0
Preparing lectures	8,00	0
Preparation of practical classes and problem	8,00	0
Resolution of case studies	5,00	0
Resolution of online questionnaires	4,00	0
TOTAL	112,50	

TEACHING METHODOLOGY**English version is not available****EVALUATION****English version is not available****REFERENCES****Basic**

- Gallardo, J.R.; y Gallego, J.L. (2000). Manual de logopedia escolar. Archidona (Málaga). Ediciones Aljibe.
- Gallego, J.L. (2000). Dificultades de la articulación en el lenguaje infantil. Archidona (Málaga). Ediciones Aljibe.
- Peña-Casanova, J. (2013). Manual de Logopedia. Barcelona. Masson.
- Cuetos, F. (2008). Psicología de la lectura. Barcelona. Madrid. Wolters Kluwer Educación.



- Beltrán J., López-Escribano, C. y Rodríguez E. (2006). Precursores tempranos de la lectura. En B. Gallardo, C. Hernández y V. Moreno (Eds.). *Lingüística clínica y neuropsicología cognitiva. Actas del I Congreso Nacional de Lingüística Clínica* (pp. 18-26). Valencia: Universitat de València

Additional

- Acosta, V. y Moreno, A. (2005). *Dificultades de lenguaje en ambientes educativos. Del retraso al trastorno específico del lenguaje*. Barcelona: Masson
- Bosch-Galcerán, L. (2003). *Evaluación fonológica del habla infantil*. Barcelona: Masson.
- Bryant, P. y Bradley, L. (1998). *Problemas infantiles de lectura*. Madrid: Alianza Editorial.
- Clemente, M. y Domínguez, A.B. (1999) *La enseñanza de la lectura*. Madrid: Pirámide.
- Defior, S. (2014). Procesos implicados en el reconocimiento de la palabra escrita. *Aula*, 20, 25-44.
- Escobar, R. (2004). *Logopedia en educación infantil. Diagnóstico y tratamiento de las dificultades del lenguaje en educación infantil*. Vigo. Ideas Propias.
- Jiménez, J. y Ortiz, M. (2000). Metalinguistic awareness and reading acquisition in the Spanish language. *The Spanish Journal of Psychology*, 3, 37-46.
- Juárez, A.; y Monfort, M. (2002). *Estimulación del lenguaje oral*. Madrid. Aula XXI. Santillana.
- Linuesa, M.C., y Martín, I.R. (2014). Enseñanza inicial de la lengua escrita. De la teoría a la práctica. *Aula*, 20, 105-121.
- Narbona, J.; y Chevrie-Muller, C. (2001). *El lenguaje del niño. Desarrollo normal, evaluación y trastornos*. Barcelona. Masson.
- Peñafiel, F. y Fernández, J. (2000). *Cómo intervenir en logopedia escolar. Resolución de casos prácticos*. Madrid. Editorial DDS.
- Puyuelo, M. y Rondal, J.A. (Eds) (2003). *Manual de desarrollo y alteraciones del lenguaje*. Barcelona. Masson.
- Suárez-Coalla, P., García-de-Castro, M., y Cuetos, F. (2013). Variables predictoras de la lectura y la escritura en castellano. *Infancia y aprendizaje*, 36(1), 77-89.
- Suarez Yáñez, A. (2000). *Iniciación escolar a la escritura y la lectura*. Madrid. Pirámide.