

**COURSE DATA****DATA SUBJECT****Code:** 35280**Name:** Linguistics in Speech Therapy**Cycle:** Undergraduate Studies**ECTS Credits:** 12**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
1203 - Degree in Speech Therapy	Facultat de Psicologia i Logopèdia	1	Annual

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1203 - Degree in Speech Therapy	Linguistic foundations of speech therapy	BASIC

**COORDINATION**

SERRA ALEGRE ENRIQUE NICOLAS

HERNANDEZ SACRISTAN CARLOS

**SUMMARY**

The knowledge of linguistics is basic knowledge for the speech therapy professional, hence the existence of a subject such as Linguistic Fundamentals of Speech Therapy.

The contents, competencies and learning outcomes of this subject are essential for future speech therapy professionals to be able to perform their activity, since knowing the inner workings of the linguistic system is a prerequisite both to be able to evaluate linguistic disorders and to design appropriate intervention programs. Hence, the subject has been conceived from the assumptions of Clinical Linguistics, establishing continuous interrelationships between the description of the components of the linguistic system and the deficient symptoms that each of them may show.

**PREVIOUS KNOWLEDGE****RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

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



## OTHER REQUIREMENTS

No requisites or recommendations are specified.

## COMPETENCES / LEARNING OUTCOMES

### 1203 - Degree in Speech Therapy

Communicate findings and conclusions to patients, their families and other professionals involved in their care, both orally and in writing, considering the sociolinguistic characteristics of the environment.

Explore, evaluate, diagnose and predict the evolution of communication and language disorders from a multidisciplinary perspective.

Identify the different components of language and the linguistic relations that can be affected by a language deficit.

Know the different levels of description of the structure of the Catalan and Spanish languages.

Know the linguistic principles of speech therapy and differentiate between the grammatical and pragmatic levels.

Master the terminology that allows an effective interaction with other professionals.

Prepare and write reports of assessment, diagnosis, monitoring, completion of treatment and referral to another professional.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

## DESCRIPTION OF CONTENTS

### 1. Introduction to Linguistics.

Semiotic specificity of natural languages. The linguistic sign. Language Sciences



---

## **2. Introduction to Clinical Linguistics.**

The concept of linguistic deficits and their rankings. The data in clinical linguistics.

## **3. Phonetics and Phonology.**

Phoneme and sound; allophone; archiphoneme; distinctive feature; orders and phonological series. The syllable. Suprasegmentals. Phonological and phonetic inventories of Spanish and Catalan. Phonetic deficit and phonological deficit. Common tests.

## **4. Morphology.**

Moneme, morpheme, morph, exponent, allomorph and word. Morphological types of languages. Morphological mechanisms in fusional languages. Derivation, composition and inflection. Morphological categories in the evaluation of Spanish and Catalan.

## **5. Syntax.**

Syntagma, constituent, clause and sentence; their types. Syntactic processes: direction, concordance and order. Agrammatism and paragrammatism. Common morphosyntactic evaluation tests.

## **6. Semantics.**

Semantic concepts: sema, sememe; lexical and grammatical meaning; meaning and sense. Lexical relations. Semantic models: networks, proposals and prototypes. Clinical symptoms associated with this level: perseveration, echolalia, stereotypy, semantic parafasia, glossomanía.



## 7. Pragmatics.

Categories of enunciative pragmatics: speech acts, inferential meaning and its types.

Textual pragmatics categories: coherence and superstructure; cohesion, co-reference and connectedness.

Interactive categories: turn, intervention and exchange; turn-taking management; thematic management.

Deficits of pragmatic scope. Common tests of pragmatic assessment.

## 8. Nonverbal Communication.

Notions of kinesics and proxemics. Types of gestures relevant in verbal deficit situations: emblems, illustrators, markers and adapters.

## 9. Pragmatics applied to textual speech.

Textual strategies applied to the elaboration of reports.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theory	90,00
Classroom practices	30,00
<b>Total hours</b>	<b>120,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	40,00
Independent study and work	40,00
Preparation of lessons	60,00
Preparation for assessment activities	40,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>180,00</b>

## TEACHING METHODOLOGY



In the theoretical activities, the subject will be developed from a global and integrating vision, analyzing in greater detail the key aspects and those of greater complexity, and promoting at all times the participation of students. To this end, a methodology is foreseen that combines different organizational modalities:

- Master class, exhibition and presentation of the contents of clinical linguistics
- Case study from videos and / or transcripts
- Monographic seminars for the development of specific topics

These activities are complemented by practical activities in the weekly small group sessions, will develop the most applied perspective of what is exposed in the theory classes.

In addition to the face-to-face activities, other individual or group tasks may be proposed to the students in the autonomous work time, whose valuation will be taken into account for the final grade, such as:

- Reviews of bibliographic readings
- Searches of information on topics related to the syllabus
- Design of maps or posters that promote the capacity for synthesis
- Monographic works on specific aspects

The e-learning platform (Virtual Classroom) of the Universitat de València will be used as a communication support with the students.

## EVALUATION

*Theory (70% of the final grade).*

- Written test to assess the competencies related to scientific knowledge of Clinical Linguistics, mastery of terminology, etc., which have been acquired from theory classes, individual study, tutorials or seminars. This section is recoverable at the second call.

*Practical work (30% of the final grade).*

- Delivery of requested works and reports (dossier of practical activities). This section is recoverable in the second call by means of the delivery of the dossier of practical activities.

The mention of honours (MH) may be awarded to students who have obtained a grade equal to or higher than 9.0, and in strict order of grade in the grade report.



In the case of fraudulent practices, the procedure will be as determined by the Protocol of action in the case of fraudulent practices at the University of Valencia (ACGUV 123/2020): <https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

## REFERENCES

### Basic:

- Gallardo Paúls, Beatriz y Hernández Sacristán, Carlos (2013): *Lingüística Clínica. Un enfoque funcional sobre las alteraciones del lenguaje*, Madrid: Arco/Libros.
- Garayzábal Heinze, Elena (Coord.) (2006): *Lingüística clínica y logopedia*, Madrid: Ed. Antonio Machado
- López García, Angel y Gallardo Paúls, Beatriz (Eds.) (2005): *Conocimiento y lenguaje*, Valencia: Universitat.

### Supplementary:

- Gallardo Paúls, Beatriz (2007): *Pragmática para logopedas*, Cádiz: Servicio de Publicaciones de la UCA
- Hernández Sacristán, Carlos; Serra Alegre, Enric y Veyrat Rigat, Montserrat (2005): Antónimos conversos y Teoría de la Mente, en Serra Alegre, Enric y Veyrat Rigat, Montserrat (Eds.) (2005): *Estudios de Lingüística Clínica. Problemas de eficacia comunicativa. Descripción, detección, rehabilitación*, València: Universitat, 39-53.
- Rosell Clari, Vicent y Hernández Sacristán, Carlos (Coords.) (2014): *MetAphAs. Protocolo de Exploración de Habilidades Metalingüísticas Naturales en Afasia*, València: Nau Llibres.