

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

**Code:** 35305  
**Name:** Linguistics Analysis of Clinical Data  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 4.5  
**Academic year:** 2025-26

**STUDY (S)**

Degree	Center	Acad. year	Period
1203 - Degree in Speech Therapy	Facultat de Psicologia i Logopèdia	4	Second quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1203 - Degree in Speech Therapy	Linguistic analysis of clinical data	ELECTIVES

**COORDINATION**

PUIG VILAR MARIA FRANCISCA

HERNANDEZ SACRISTAN CARLOS

**SUMMARY**

This course will deepen the knowledge of the linguistic categories affected by the linguistic deficit, the general presentation of which corresponds to the basic course "Linguistic foundations of speech therapy". Students will become familiar with the deficit data and their treatment, and with the identification of the enunciative, textual and interactive categories that may be affected in situations where speech therapy intervention is needed, whether in neurodegenerative diseases, neurodevelopmental diseases or acquired brain damage.

**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 prerequisites are specified.

## COMPETENCES / LEARNING OUTCOMES

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Become familiar with the ethnographic research method and with data of ecological validity.

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.

Consolidate the linguistic principles of speech therapy and differentiate between the grammatical and pragmatic levels in Spanish and Catalan.

Develop communication skills in the general population.

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

Integrate the analysis of the different linguistic levels from a single sample of data on linguistic deficits.

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

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

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

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

Transcribe conversations in Spanish and Catalan.

## DESCRIPTION OF CONTENTS

### 1. Introduction to Corpus Linguistics.

Corpus Linguistics in the context of Clinical Linguistics. Theoretical requirements of Corpus Linguistics:



representativeness.

## 2. Relevant variables in the assessment of language deficits.

Grammatical and pragmatic variables evaluable in a data sample. Sociolinguistic variables in linguistic description.

## 3. Ethnographic method in clinical linguistics. Transcription systems.

The ecological validity of the data. Transcription systems; readability and fidelity requirements.

## 4. Analysis of impaired Spoken Data.

Enunciative and interactional categories in transcribed oral data from speakers with deficits: speech acts, deixis, presuppositions, conversational maxims.

## 5. Analysis of Impaired Written Data.

Textual categories in written data from speakers with deficits: cohesion phenomena; relation of formal marks of enunciation with intersubjective capacity. Maintenance and management of textual superstructures.

### WORKLOAD

#### PRESENCIAL ACTIVITIES

Activity	Hours
Theory	30,00
Classroom practices	15,00
<b>Total hours</b>	<b>45,00</b>

**NON PRESENCIAL ACTIVITIES**

Activity	Hours
Attendance at other activities	10,00
Individual or group project	20,00
Independent study and work	0,00
Preparation of lessons	0,00
Preparation for assessment activities	37,50
Resolution of case studies	0,00
<b>Total hours</b>	<b>67,50</b>

**TEACHING METHODOLOGY**

Alternation of lectures and group work and presentations (data analysis from transcripts and/or videos).

**EVALUATION**

Evaluation of theoretical and practical contents by means of a written test: 70% of the grade (recoverable in the written exam of the second call).

Oral presentation in class of group work on oral or written language of clinical cases with speech therapy interest (recoverable in the second call as individual work).

The mention of honors (MH) can 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 before fraudulent practices at the University of Valencia (ACGUV 123/2020):

<https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

**REFERENCES****Basic:**

- Gallardo Paúls, Beatriz (2007): *Pragmática para logopedas*, Cádiz: Servicio de Publicaciones de la UCA
- Gallardo Paúls (2005-2011). *Corpus PerLA de casos clínicos en logopedia*: <https://www.uv.es/perla/CorpusPerla.htm>
- Gallardo Paúls, Beatriz y Hernández Sacristán, Carlos (2013): *Lingüística Clínica. Un enfoque funcional sobre las alteraciones del lenguaje*, Madrid: Arco/Libros.
- Gallego López, C & Lázaro López-Villaseñor, M. (coords.). *Casos prácticos en logopedia. Trastornos específicos del desarrollo del lenguaje*. Madrid: Síntesis
- Garayzábal Heinze, Elena (Coord.) (2006): *Lingüística clínica y logopedia*, Madrid: Antonio



Machado

**Supplementary:**

- Gallardo, B. (2005). *Afasia y conversación: Las habilidades comunicativas del interlocutor-clave*, Valencia: Tirant lo Blanch.
- Hernández Sacristán, C. (2015). Sobre datos conversacionales en la evaluación de la afasia: déficit lingüístico y función ejecutiva, *Oralia: Análisis del Discurso Oral*, 18: 131-161.
- Hernández Sacristán, C & Gallardo Paúls, B. (2010). Tres condiciones de empirismo para los hechos del lenguaje, de interés en un enfoque cognitivo. *Revista Española de Lingüística*, 40 (1): 73-96.
- Hernández Sacristán, C & Rosell Clari, V. (2020). Paradigma pragmático-funcional en la rehabilitación de la afasia. *Pragmalingüística, Extra 2*: 199-215.