

Article

Dysphasia: a determining factor in oral communication

La disfemia: un factor determinante en la comunicación oral



José Luis Alava Mieles*

José Luis Alava Alcívar*

Miguel Angel Alava Alcívar*

Abstract

Dysphemia in oral communication is based on the analysis of the application of techniques and strategies as a teaching guide to improve the communication process in students suffering from this speech disorder at the Educational Unit in the city of Guayaquil, during the 2022-2023 period. Supported by a qualitative, descriptive approach. An interview was conducted with the vice-principal of the institution, and two different surveys were administered to twenty-two students and three teachers from the same institution, justifying that students do not have a basic understanding of stuttering in oral communication and how it affects the individual's social environment, given that teachers do not have adequate guidance applied in teaching strategies. Therefore, the teaching guide is implemented to help teachers provide beneficial instruction for the development of students' skills in their active learning process.

Keywords: dysphemia, oral communication, teaching guide, teaching strategies, stuttering

Universidad de Guayaquil
<https://orcid.org/0000-0002-2706-5870>
jose.alavam@ug.edu.ec

Universidad de Guayaquil
<https://orcid.org/0000-0001-87364-9458>
jose.alavaa@ug.edu.ec

Universidad de Guayaquil
<https://orcid.org/0000-0002-6530-2857>
miguel.alavaa@ug.edu.ec

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Resumen

La disfemia en la comunicación oral es basada en análisis de aplicaciones de técnicas y estrategias como una guía didáctica, para mejorar el proceso de la comunicación en los estudiantes que padecen de este trastorno del habla en la Unidad Educativa de la ciudad de Guayaquil, periodo 2022-2023. Apoyada de un enfoque cualitativo, tipo descriptivo. Elaborando una entrevista al vicerrector de la institución, y dos diferentes encuestas a veintidós estudiantes y 3 docentes del mismo, justificando que, los estudiantes no tienen el breve conocimiento sobre la tartamudez en la comunicación oral, y de cómo afecta en el entorno social del individuo, dado a que los docentes no poseen de una orientación adecuada aplicada en estrategias didácticas. Por lo tanto, la guía didáctica es implementada en ayudar a los docentes a tener una instrucción beneficiaria para el desarrollo de las habilidades de los estudiantes en su proceso de aprendizaje activo.

Palabras clave: disfemia, comunicación oral, guía didáctica, estrategias didácticas, tartamudez

Introduction

Globally, dysphemia can be defined as a communication disorder characterized by involuntary interruptions in speech. It is also known as stuttering, spasmodic dysphonia, or speech disfluency. It is important to note that this is not a language disorder but a communication disorder. (Logopedia y Más, 2019)

Thus, the proposed teaching guide based on dysphemia as a predominant factor in oral communication will help improve the performance of students who suffer from speech disorders. At the same time, it is recommended that teachers change their approach to teaching literary activities through dynamic and motivating activities.

After observations made in teaching practices, an analysis was carried out on the degree of teacher knowledge about stuttering. This was followed by evaluations carried out in the Educational Unit on 10th-grade students and teachers at the institution, which revealed how knowledgeable they are about dysphemia in oral communication.

In another context, the purpose of this study is to improve the speech process through teaching methods based on a set of modern activities. Therefore, the structure of the study is divided into chapters.

Dysphemia, being a predominant factor in oral communication, justifies the case study of this speech disorder in a student. Stuttering has a negative impact on the development of oral and social communication skills, which hinders appropriate behavior in the educational environment.

People who suffer from this disorder react with strained and tense behavior when trying to communicate, in addition to avoiding spoken situations and feeling afraid of speaking in public.

These behaviors have negative consequences in the school and social spheres and, later on, in the workplace. (Maset, 2023) In most cases, dysphemia begins around the age of three. The article written by (Ortofon, 2019) indicates that when a child begins to stutter, it is very important that all educational agents act in a consistent manner. In other words, we must identify when dysphemia is only a developmental problem, due to the child not finding the words and getting a little stuck, and when the disorder shows signs of being chronic, in the latter case involving children with very blocked speech, with many repetitions and especially with obvious physical and facial tension.

Due to misinformation, a large proportion of adolescents with this speech disorder grow up without understanding why they have so much difficulty communicating compared to individuals who do not have this disorder.

This generates feelings of frustration, shame, guilt, pain, inferiority, and even rejection of their own stuttering.

Therefore, it is indisputably important to understand the individual circumstances of young people in order to intervene and provide appropriate responses based on their needs.

While it is true that school bullying is any physical, verbal, or psychological aggression by a child or group of students against another, Children who suffer from bullying are more susceptible, as they begin with this speech disorder at a very early age. The type of teasing that students with dysphemia endure includes imitations and nicknames given by bullies, leading to low self-esteem, shame, and making them introverted and shy. They feel afraid to communicate and express themselves with those around them.

The article written by (World Stuttering, 2022) states that children with dysphasia may be victims of bullying because of their speech difficulties. This can be difficult to control and can lead to increased stuttering and, therefore, increase the negative consequences of stuttering: increased negative reactions, social isolation, low self-esteem, and other adverse effects on the child's quality of life.

According to an article written by (Joven seguro, 2020), stuttering is a verbal fluency disorder characterized by abrupt interruptions in the rhythm of speech accompanied by blocks and repetitions, which becomes a serious communication problem that affects the social and school life of the victim of bullying.

On the other hand, the article published by the newspaper (El Universo, 2021) mentions that stuttering is a speech difficulty with multiple causes. There is a hereditary history of family members with this condition, or if there is an associated language problem, we must point out that disfluencies can occur in the early language development of some children, but this does not mean that they will become permanent.

Dysphemia or stuttering is a speech disorder that impedes oral communication due to involuntary interruptions that occur throughout the student's growth. Without early stimulation in their speech process, it is necessary to understand the root of the problem and its consequences in terms of the psycho-pedagogical aspect of oral communication.

To begin detecting these types of cases, teachers must be trained and informed about the types of disorders that exist, in order to identify students who have this speech disorder and also inform parents of the condition that must be treated by a specialist. Therefore, it is necessary to adapt innovative techniques that allow students to speak more fluently, where they can socialize and work on their emotions.

Based on the study, the aim is for teachers to have an affective conversation with students about the causes and effects of this speech disorder in order to obtain favorable results throughout the research.

In accordance with the objectives set, the aim is to improve the process of correlating and establishing oral communication with different social groups or communities focused on the psycho-pedagogical area.

(Calle, 2022) From the National University of Chimborazo, Faculty of Education, Humanities, and Technology. With the theme "Dysphemia in academic performance in language and literature in the third year of General Basic Education."

This research details that dysphemia is the main reason for low academic performance in the area of language and literature, causing deficits in oral expression and revealing changes that prevent the development of normal cognitive abilities and skills.

On the other hand (García & Cárdenas, 2020) from the National University of Education, Special Education degree. With the topic "Speech therapy intervention in a student with stuttering from an inclusive education perspective."

Their methodology was to evaluate techniques and instruments with speech and communication needs. Providing solutions to these deficiencies, demonstrating strategies with explicit intervention through speech therapy exercises with an inclusive and communicative approach.

(Ochoa, 2022) In this study mentioned by Latina Multidisciplinary Scientific Journal, independent researcher. With the topic "Stuttering and its implications in the classroom: general knowledge and pedagogical strategies."

With regard to this research work, its objective is to determine the knowledge that teachers have about dysphemia, using strategies in the classroom with children who have this speech disorder. Through informative talks, dispelling myths and stereotypes about dysphemia.

Another study conducted by (García, 2020) from the University of Zaragoza, Faculty of Humanities and Education. With the theme "Dysphemia: a proposal for intervention from emotional education."

This research project analyzed the importance of early intervention, which should be paramount in the lives of students, working with specific and appropriate tools and sessions to understand the emotions and negative feelings that arise from dysphasia.

According to (Rivera, 2023) from the State University of Southern Manabí, with a master's degree in education, with the topic "Teaching strategies to improve oral communication in children at the initial level of the Pichincha Fiscal Educational Unit."

This study deals with teaching strategies to improve oral communication, as the problem is based on the difficulties children

have in expressing their ideas, thoughts, and emotions to others. Strategies were implemented to improve oral communication and address the difficulties children have when trying to express their ideas.

On the other hand, Uisrael scientific journal (Peralta, 2023) with the topic “Verbal board games to improve oral expression in general basic education students.”

For this reason, this research aims to describe the benefits of verbal board games for developing oral expression in general basic education students. It should be noted that the deductive method and documentary research with a qualitative approach were used to carry out the work.

According to the study conducted by (Graduate School of Psychology and Psychiatry, 2021) on the topic of “Language and Communication Disorders.”

Therapists specializing in speech therapy use various tools to improve vocabulary and grammar development. From an early age, they help improve children's oral and written language skills. They do this through techniques that encourage the expression of ideas and thoughts, teaching speech skills for conversation, among other resources.

Materials and methods

Its design consists of descriptive research, which will allow us to establish the structure or behavior of the phenomenon being studied, providing information that is systematic and comparable with information from other sources. (Guevara Alban, 2020)

To carry out the present study of the research design of this project, the chosen methodology was framed within the qualitative paradigm, which is based on collecting and analyzing a better understanding of the research, which will allow the

answers to the questions posed. This provides accurate information from each survey conducted during the study of the twenty-two 10th-grade students in section “C” of upper secondary education at the Francisco Huerta Rendón Private Educational Unit during the 2022-2023 academic year.

This research is documentary, field-based, and descriptive in nature.

According to Simón Bolívar University (2020), documentary research is a method in which the researcher is responsible for examining, collecting, organizing, analyzing, and interpreting existing information. In this type of research, data analysis is based on the observation of documents to obtain knowledge about a specific object of study.

Field research focuses on obtaining information directly from the environment where the study is carried out. To do this, tools such as interviews and surveys are used, which facilitate data collection and allow us to know, for example, the level of knowledge that students and authorities have about dysphemia in oral communication.

According to Rus Arias (2021), descriptive research analyzes the characteristics of a population or phenomenon without establishing relationships between them. Its main objective is to identify, classify, divide, or generalize, often using statistical measures such as position or dispersion.

In this study, descriptive research will be used to analyze the results of the surveys, which will allow us to understand and describe knowledge about dysphemia and the techniques used to improve oral communication.

Anderson (2023) states that the population “is a set of elements with certain common characteristics, observed in a specific place and time” (p.07).

The population of the following research project has a total of 26 individuals, consisting of: three teachers, one administrator or authority, and twenty-two 10th-year “C” upper basic education students from the Educational Unit, during the 2022-2023 school year.

According to (Anderson, 2023), the sample is “a subset of units of analysis, representing a population, which the researcher selects to obtain accurate information that characterizes the population.” (p.10)

It is necessary to determine the number of people who will form part of the population. Because the populations are small, researchers have access to each population, a total of twenty-six individuals is used.

This method states that its effectiveness lies in achieving the objectives set for the phenomenon under study, moving from the general to the specific, or from the general to the particular.

Ultimately, according to research in this field, “critical thinking” is not only a basic idea for achieving meaningful and constructive learning, but also enables the development of necessary skills for the individual. (Palmett, 2020)

(Romero, Real, Ordoñez, Gavino, & Saldarriaga, 2021) states that “The interview is a formal dialogue between the researcher and the researched. It is a form of inquiry that involves asking questions orally to obtain answers to the information according to the hypothesis of the work.”

The interview was conducted with the rector of the institution, Alicia Ruiz Ramírez, and was organized around open-ended questions based on the topic of study, which helped us gather information about the lack of knowledge and the importance of training on dysphasia in oral communication.

According to (Evalo, 2021) and the Royal Spanish Academy, a survey is “a set of standard questions sent to a representative sample of social groups to gather opinions or learn about other topics that interest them.”

Therefore, we can say that a survey is a tool with which we can learn certain information about a specific group of people (the size of the group must be representative of the chosen industry). We will receive this information through questions that will be formulated in accordance with the objectives set.

Based on this definition, a study sample of twenty-two students and three teachers is presented with questions about dysphemia in oral communication, where their knowledge of the subject and how they apply it will be analyzed.

Scales are instruments that have a score, which depends on their assessment. Each question contains a predetermined numerical range, graded from highest to lowest or vice versa, for a satisfactory or unsatisfactory result. The design is as follows: Strongly agree, Agree, Partially agree, Disagree, Strongly disagree. The alternative is to choose any of the answers, giving a successful result based on the study of the questions asked about dysphemia as a predominant factor in oral communication.

Results

Analysis of the survey results shows that 12.5% (one-eighth) of respondents agree that teachers promote interaction and equality among students. However, 27% expressed disagreement. This finding suggests a possible lack of activities or interest on the part of teachers in fostering a participatory environment.

Analysis of the responses shows that some of the respondents partially agree with the appropriateness of the tasks assigned to students with speech disorders. However, 9% of the participants strongly disagreed. This result could indicate that the planning of activities for these students is not consistent or that the tasks assigned are not properly adjusted to their special educational needs.

Fifty percent of respondents strongly agree with the activities that teachers carry out to promote and raise awareness of dysphemia and other speech disorders. However, 14% of them expressed their disagreement. This discrepancy could suggest that the help required from representatives is not adequate or that there is a lack of coordination between school and home.

Analysis of the teacher surveys reveals that the vast majority of participants feel comfortable addressing speech disorders such as dysphasia. This comfort is likely related to their years of experience and interest in the subject. We can conclude that the majority agree that helping to create an inclusive environment where factors that promote understanding of stuttering contribute to a good educational environment, avoiding discomfort or discouragement in students with speech disorders.

According to the results, we see that they are divided in their responses, but this leads us to a single conclusion: they agree on how to address educational needs. This could be because teachers are being trained to address these issues in the classroom.

Based on observations where the problem is identified, they report it to the DECE department and to the parents, following a protocol based on the appropriate knowledge so that they can take the corresponding and professional measures according to the case mentioned.

One of the challenges, unfortunately, is not knowing what to do, such as promoting new strategies or techniques based on this type of disorder, which is carried out in conjunction with psychologists, within the field, in the same way as pedagogy, so that they have a verified and concrete solution.

There is no policy, but if they are validated and directed by the DECE department, as mentioned above, parents take the initiative to have their children examined by professionals so that teachers know what to do or how to treat them, carrying out an improvement process over an indefinite period of time with the help of appropriate implementation techniques.

Teachers are always open to the proposals and methodologies demanded by the authorities, listening to new suggestions to improve the quality of teaching. One of the characteristics is to identify the problems that students have, to follow the same line and be in tune with active improvements.

Discussion

Students at the Educational Unit apply the techniques and strategies provided by teachers to improve their oral communication and overcome challenges that arise in the classroom. Collecting data on appropriate strategies for students with dysphemia, using technological tools, has proven effective in improving their performance. This underscores the importance of fostering an inclusive and supportive environment for students who experience stuttering.

Oral communication activities led by teachers in the classroom facilitate formative assessments, allowing for the identification of specific deficiencies and needs of students with speech disorders in Section 10 "C." This practice is key to providing targeted and timely support.

Despite teachers' willingness to address the issue, a need for more specialized teaching strategies and intervention techniques for dysphasia was identified. The educational community, including authorities and teaching staff, is willing to participate in training to develop more innovative ideas and conduct workshops and activities that address this speech disorder more effectively.

To ensure comprehensive and effective care, collaboration with specialists, such as speech-language pathologists, is essential. Their expertise is crucial for developing support strategies and programs that benefit students with dysphasia in their oral communication development.

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