

**Communication and Spoken Language in Inclusive Schools**

Code: 101688  
ECTS Credits: 6

Degree	Type	Year	Semester
2500893 Speech therapy	OT	4	1

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

## Contact

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## Use of Languages

Principal working language: catalan (cat)  
Some groups entirely in English: No  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: No

## Teachers

Nuria Miranda Codina

## Prerequisites

No requirements.

## Objectives and Contextualisation

1. Knowing the communicative interactions that take place within the classroom.
2. Setting up the concepts concerning communication in the context of the inclusive classroom.
3. Designing strategies oriented to communicative interactions improvement.
4. Providing the logopedist with the adequate knowledge for guiding teachers in the identification of potential needs.
5. Offering strategies to the teaching staff oriented to classroom interactions improvement.

## Competences

- Communicate orally and in writing to the patient, family members and other professionals involved in the case, the relevant observations and conclusions, adapting these to the socio-linguistic characteristics of the environment.
- Design, implement and evaluate actions aimed at preventing communication and language disorders.
- Have a strategic and flexible attitude to learning.
- Identify, analyze and solve ethical problems in complex situations.
- Understand, integrate and relate new knowledge deriving from autonomous learning.

## **Learning Outcomes**

1. Explain orally and then produce in written format observations and conclusions directed to other professionals, adapting these to the sociolinguistic characteristics of the environment.
2. Have a strategic and flexible attitude to learning.
3. Identify, analyze and solve ethical problems in complex situations.
4. Orient the educational response based on the difficulties and needs that the student, with communicative and/or linguistic alterations generate.
5. Understand, integrate and relate new knowledge deriving from autonomous learning.

## **Content**

### Module 1: The communication process

- 1.1. General characteristics
- 1.2. Non-verbal components
- 1.3. Verbal components
- 1.4. Underlying processes: the meaning
- 1.5. Communicated contents

### Module 2: The classroom as a communicative environment

- 2.1 The teacher and the classmates as communicative models
- 2.2 The role of the logopedist in the inclusive classroom
- 2.3 Other efficiency factors

### Module 3: Communication activities in the classroom. Strategies for counseling and intervention

- 3.1 Oral presentations
- 3.2 Debate
- 3.3 Conversation

## **Methodology**

1. Analysis of documents
2. Group discussion
3. Team work
4. Observation and analysis of recorded materials
5. Practical cases
6. Observation in natural communication settings

## **Activities**



Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Practices	12	0.48	
Theoretical classes	24	0.96	5, 1, 3, 4, 2
Type: Supervised			
Follow-up of group activities	25.5	1.02	5, 1, 2
Type: Autonomous			
Working with documents and communication settings analysis	88.5	3.54	5, 4, 2

## Assessment

Evaluation is continued. All activities are optional and performed at home, except activity 04, that will be done in person the two last classes, and activity 05 that will be done in the examination period at the classroom determined by the Administration. However, a minimum of two (from activity 01 to 04) to have access to the recovery test. If less than two have been delivered, it will be considered NOT AVALUABLE, since it does not exceed 40% of the activities. To access the synthesis exam, which is also optional, you must have delivered at least three of the activities from 01 to 04.

The final grade of the subject will be the sum of the qualifications obtained in the evaluation activities 01 to 04 according to the percentages specified in the Assessment Activities box. If the accumulated mark is greater than 6, the difference between this mark and a 10 can be gained in the synthesis exam. In the case of a mark of 6 or less, the difference between this mark and 8.5 may be gained in the synthesis test. Under no circumstances will activity 05 (synthesis test) reduce the mark accumulated with activities 01 to 04.

The recovery test will consist of activity 05 and will be equivalent to the difference between the mark accumulated with activities 01 through 04 and 8.5. Students who have not achieved the established criteria to pass the course and who have previously been evaluated in a set of activities, whose weight equals to a minimum of two-thirds of the qualification total, may choose to take the recovery test.

The subject will be considered surpassed if one of the following circumstances is fulfilled:

1. A minimum of two activities have been carried out (from 01 to 04) accumulating 5 or more points with a maximum of 10.
2. A minimum of three activities have been carried out (from 01 to 04) without accumulating 5 points, but this value has been reached or exceeded with the synthesis test.
3. A minimum of two activities have been carried out (from 01 to 04) without accumulating 5 points, but this value has been equaled or exceeded with the recovery test.

Further information: <https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.htm>

N.B. The proposed teaching and assessment methodologies may experience some modifications as a result of the restrictions on face-to-face learning imposed by the health authorities. The teaching staff will use the Moodle classroom or the usual communication channel to specify whether the different directed and assessment activities are to be carried out on site or online, as instructed by the Faculty.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
01. Questions on class-notes (Week 5)	25%	0	0	5, 1, 2
02. Conceptual map (Week 8)	25%	0	0	5, 1, 3, 4, 2
03. Analysis of a video-content (Week 12)	25%	0	0	3, 2
04. Oral presentation (Weeks 14 and 15)	25%	0	0	5, 1, 4
05. Synthesis exam (Week 18 or 19)	variable	0	0	5

## Bibliography

### COMPLEMENTARY READINGS

Fernández Sarmiento, C. (2009): La logopedia en la escuela. Propuestas desde una práctica para una educación más inclusiva. Universidad de las Palmas de Gran Canarias. Servicio de Publicaciones.

Generalitat de Catalunya (2003): L'ús del llenguatge a l'escola. Publicacions de la Generalitat de Catalunya

Monfort, M. i Juárez, A. (1997): El niño que habla. Madrid: CEPE

Palou, J. i Bosch, C. (2005): La llengua oral a l'escola. 10 experiències didàctiques. Barcelona: Graó

Sánchez Cano, M. (1999): Aprenent i ensenyant a parlar: ajuda a la comunicació i al llenguatge a l'escola. Lleida: Pagés

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Sanz, P. (2005): Comunicació efectiva a l'aula. Barcelona: Graó.

Valenzuela, J. (2004): La comunicación en la escuela infantil: algunas consideraciones teóricas de utilidad para maestros en ciernes. Didáctica (Lengua y literatura), vol. 16, 207-233.

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