

**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

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## 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

Activities 01 to 04 conform the theory mark (60%), while activity 05 assesses the practices (40%). To pass the course, the addition of the marks in the five activities, pondered by the indicated percentage, must yield a minimum mark of 5. Hence, theory and practice do not have to be passed independently.

Activities 01 to 03 are online and will be done with the software that will be provided in the Campus Virtual website. They will be delivered individually, though they may be done either individually or in a group. Activity 04 is presentational and can be done individually or in a group. Finally, activity 05 (practices) will be done in a group.

Those students that will have delivered activities with a weight lesser than 40% will be considered as NON-ASSESSABLE. If the delivered tasks weigh a 66% or more, and the final mark is not yet a five or greater, a recuperation exam concerning theoretical contents can be done and/or the practices report can be delivered. The theory, recuperation exam will consist of forty, multiple-choice items.

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)	15%	0	0	5, 1, 2
02. Conceptual map (Week 9)	15%	0	0	5, 1, 3, 4, 2
03. Analysis of a video-content (Week 12)	15%	0	0	3, 2
04. Oral presentation (Weeks 14 and 15)	15%	0	0	5, 1, 4
05. Practices report (week 15)	40 %	0	0	5, 1, 3, 4, 2

## 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

Sánchez Cano, M. (2009): La conversa en petits grups a l'aula. Barcelona: Graó

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

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

[Http://wuster.uab.es/web\\_argumenta\\_obert](http://wuster.uab.es/web_argumenta_obert)

## Software

The applications that are necessary to materialise the evidences will be available at the Campus Virtual website. They consist in the Windows applications "Tester" and "Mapper".