



IDENTIFYING DATA

Communication: The galician language

Subject	Communication: The galician language			
Code	P02G110V01201			
Study programme	(*)Grao en Educación Infantil			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Basic education	1st	2nd
Teaching language	Spanish Galician English			
Department				
Coordinator	Fernández Salgado, Benigno			
Lecturers	Fernández Salgado, Benigno			
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Web
 General description In addition to a good psychological and pedagogic workout, the Degree in Child Education demands from the future teacher a good competence in the most basic communication tool: language.

The main goal of this subject is to develop linguistic and communication capacities in a consistent way so that a comprehensive education and the transmission of knowledge to the students are favoured. In addition to listening, three linguistic skills must be improved and developed in the classroom: proficient reading skills (comprehension, rhythm, and elocution), spoken communicative skills (correction, clarity, and fluency) and effective writing skills (coherence, cohesion, and grammaticality).

Future teachers should, therefore, have a good command of a suitable level of Galician language in order to perform their tasks efficiently: by using Galician as the main language in teaching, by playing the role of linguistic models to their students and by correcting the inadequacies and mistakes they can make when talking and writing.

Competencies

Code	
A2	(*)Promover e facilitar as aprendizaxes na primeira infancia, desde unha perspectiva globalizadora e integradora das diferentes dimensións cognitiva, emocional, psicomotora e volitiva
A4	(*)Fomentar a convivencia na aula e fóra dela e abordar a resolución pacífica de conflitos. Saber observar sistematicamente contextos de aprendizaxe e convivencia e saber reflexionar sobre eles
A5	(*)Reflexionar en grupo sobre a aceptación de normas e o respecto aos demais. Promover a autonomía e a singularidade de cada estudante como factores de educación das emocións, os sentimentos e os valores na primeira infancia
A6	(*)Coñecer a evolución da linguaxe na primeira infancia, saber identificar posibles disfuncións e velar pola súa correcta evolución. Abordar con eficacia situacións de aprendizaxe de linguas en contextos multiculturais e multilingües. Expresarse oralmente e por escrito e dominar o uso de diferentes técnicas de expresión
A11	(*)Reflexionar sobre as prácticas de aula para innovar e mellorar o labor docente Adquirir hábitos e destrezas para a aprendizaxe autónoma e cooperativa e promovelos nos estudantes
B1	(*)Capacidade de análise e síntese
B2	(*)Capacidade de organización e planificación
B3	(*)Comunicación oral e escrita
B4	(*)Coñecemento de lingua estranxeira
B7	(*)Resolución de problemas
B11	(*)Habilidades nas relacións interpersoais
B12	(*)Recoñecemento da diversidade e multiculturalidade
B13	(*)Razoamento crítico
B14	(*)Compromiso ético
B15	(*)Aprendizaxe autónoma

B17 (*)Creatividade

B18 (*)Lideranza

Learning aims

Expected results from this subject	Training and Learning Results	
Understanding the basic principles of the sciences of language and communication.	A4 A6	B3 B11 B13 B14
Speaking, reading and writing Galician correctly and properly.	A4 A5 A6 A11	B1 B2 B3 B11 B13 B15
Knowledge and command of techniques of oral and written expression in order to improve linguistic and communication skills, particularly, with a view to improve the writing of academic texts.	A5 A6 A11	B1 B3 B13 B17
Knowledge of Galician phonetics and spellings of the Galician writing system.	A6	B3 B15
Knowledge of the grammar of the Galician tongue.	A2 A6 A11	B1 B3 B12 B15
Knowledge of the different registers and uses of Galician language.	A5 A6 A11	B3 B18
Knowledge of the way Galician words are formed from internal sources.	A6	B1 B3 B7
Knowledge and good use of vocabulary to express ideas accurately, both orally and in written texts.	A2 A4 A6	B3 B4 B7 B11 B12 B15

Contents

Topic	
Phonetics and spelling	Phonetic and writing system of Galician. Written accent. Words of dubious spelling. Punctuation marks.
Grammar	Noun and adjective. Article. Personal pronoun. Demonstrative. Possessive. Numerals. Indefinite pronouns and adjectives Relatives, interrogatives and exclamatives. The adverb. The verb. Personal infinitive. Verbal periphrases. The elements of relation: prepositions and conjunctions. Syntax. Noun and verb concordance. Sentence construction.
Lexicon. Derivative Morphology.	Patrimonial, semilearned and learned words. Consonantical groups. Suffixes and word endings. Irregular lexical families. Lexical interferences. Neologisms. Lexical accuracy: word choice, common mistakes, clichés, uses and abuses. Lexical morphology: processes of word formation. Derivation: prefixación, sufixation, parasynthesis. Compounding. Other methods.

Planning			
	Class hours	Hours outside the classroom	Total hours
Tutored works	7.5	15	22.5
Troubleshooting and / or exercises	15	15	30
Master Session	30	49.5	79.5
Troubleshooting and / or exercises	3	3	6
Jobs and projects	4	4	8
Other	2	2	4

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
	Description
Tutored works	Guided Project (text writing, dialectological study or analysis of any linguistic aspect concerning form or content).
Troubleshooting and / or exercises	Exercises related to each of the programme's subjects.
Master Session	Development of the programme of the subject, with special attention to the grammar of the language.

Personalized attention	
Methodologies	Description
Troubleshooting and / or exercises	Explanations concerning the program, any other topic dealt with in the classroom, or doubts related to the planned activities. Instructions concerning the written piece of the project. Indications concerning the oral presentation of the subject investigated.
Tutored works	Explanations concerning the program, any other topic dealt with in the classroom, or doubts related to the planned activities. Instructions concerning the written piece of the project. Indications concerning the oral presentation of the subject investigated.
Master Session	Explanations concerning the program, any other topic dealt with in the classroom, or doubts related to the planned activities. Instructions concerning the written piece of the project. Indications concerning the oral presentation of the subject investigated.

Assessment		
	Description	Qualification
Tutored works	Design, composition and editing of a piece of writing (a creative text, a dialect study, a piece of linguistic research or any analysis of a given aspect related to the programme).	25
Troubleshooting and / or exercises	Exercises related with the subject matters of the programme.	15
Other	Exam	60

Other comments on the Evaluation

Model A. Students that attend classes regularly (a minimum of 80%) will have to submit exercises B and the piece of writing of C if they want to get the final exam. Students need to pass the exam, the exercises and the project of C. The mark obtained in the exam will be added to the marks of B and C.

Model B. The students that do not attend classes regularly (less of 80%) and want to take the final exam, will have to hand in the exercises of B and an equivalent written work of C two weeks in advance of the exam's official date.

Sources of information

Álvarez, R., Monteagudo, H. e Rigueira, X. L., **Gramática galega**, Vigo: Xerais,
 Álvarez, R. e Xove, X., **Gramática da lingua galega**, Vigo: Galaxia,
 Callón, Carlos, **Como falar e escribir en galego con corrección e fluidez**, Vigo: Xerais,
 Dubert García, Francisco et al., **Novo dicionario da lingua galega**, Vigo: Obradoiro,
 Feixóo Cid, X., **Gramática da lingua galega. Síntese práctica**, Vigo: Xerais,
 Fernández Salgado, B. (ed.), **Dicionario de usos e dificultades da lingua galega**, Vigo: Galaxia,
 Formoso Gosende, V., **Do estigma á estima. Propostas para un novo discurso lingüístico**, Vigo: Xerais,
 Freixeiro Mato, X. R., **Gramática da lingua galega, I, II, III**, Vigo: A Nosa Terra,
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 Hermida, C., **Gramática práctica (morfosintaxe)**, Santiago: Sotelo Blanco,
 ILG/RAG, **Normas ortográficas e morfolóxicas do idioma galego**, Santiago de Compostela: ILG/RAG,

López Taboada, C. e Soto Arias, R., **Dicionario de fraseoloxía galega**, Vigo: Xerais,
Méndez Álvarez, M^a. X., **Ortografía da lingua galega**, Vigo: Xerais,
Muñoz Súa, B., **Claro e seguido, 1, 2, 3, 4**, Vigo: Xerais,
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Regueira, X. L., **Os sons da lingua**, Vigo: Xerais,
Santamarina, A. (dir.), **Dicionario de dicionarios, Versión 3**, A Coruña: Fundación Barrié de la Maza,
VV.AA., **Gran dicionario Xerais da lingua**, Vigo: Xerais,

Links:

<http://www.cirp.es/bdo/bil/bilega.htm>

<http://www.ogalego.eu/>

<http://ilg.usc.es>

<http://www.consellodacultura.org/arquivos/asg/anosafala.php>

<http://www.realacademiagalega.org/documents/10157/62f973c5-a315-48e8-a899-6bdd22910381>

<http://www.realacademiagalega.org/dicionario/#inicio.do>

<http://www.xunta.es/linguagalega/arquivos/Lexico2-Galicia.pdf>

<http://www.xunta.es/linguagalega/arquivos/Lexico1-Galicia.pdf>

Recommendations

Other comments

A filing card with a personal photograph must be handed in within the first two weeks of class.
