



## IDENTIFYING DATA

### Communication: Galician language

Subject	Communication: Galician language			
Code	P02G110V01201			
Study programme	(*)Grao en Educación Infantil			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Basic education	1st	2nd
Teaching language	Galician			
Department	Filoloxía Galega e Latina			
Coordinator	Fernández Salgado, Benigno			
Lecturers	Fernández Salgado, Benigno Gómez Clemente, Xosé María			
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**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 for their students and by correcting the inadequacies and mistakes they can make when talking and writing.

## Competencies

Code	
B2	Promote and facilitate the learnings in the first infancy, from a perspective globalizadora and integradora of the different cognitive dimensions, emotional, psicomotora and volitiva.
B4	Boost the convivencia in the classroom and out of her and tackle the peaceful resolution of conflicts. Know observe systematically contexts of learning and convivencia and know reflexionar on them.
B5	Reflexionar In group on the acceptance of norms and the respect to the other. Promote the autonomy and the singularity of each student like factors of education of the emotions, the feelings and the values in the first infancy.
B6	Know the evolution of the language in the first infancy, know identify possible dysfunctions and look after his correct evolution. Tackle with efficiency situations of learning of tongues in contexts multiculturales and multilingual. Express oralmente and by writing and dominate the use of different technical of expression.
B11	Reflexionar On the practices of classroom for innovar and improve the educational work Purchase habits and skills for the autonomous and cooperative learning and promote it in the students.
C43	Favour the capacities of speech and of writing.
C44	Know and dominate technicians of oral expression and written.
C46	Comprise the step of the oralidad to the writing and know the different registers and uses of the tongue.
C48	Face situations of learning of tongues in multilingual contexts.
C49	Recognise and value the suitable use of the verbal language and no verbal.
C50	Know and use properly resources for the animation to the reading and to the writing.
D1	Capacity of analysis and synthesis
D2	Capacity of organisation and planning
D3	oral and written Communication
D4	Knowledge of foreign tongue
D7	Resolution of problems
D9	Work in team

D11 Skills in the interpersonal relations

D12 Recognition of the diversity and multiculturalidad

D13 critical Reasoning

D14 ethical Commitment

D15 autonomous Learning

D17 Creativity

D18 Leadership

### Learning outcomes

Expected results from this subject	Training and Learning Results	
Understanding the basic principles of the sciences of language and communication.	B2	C48 D3 C49 D9 D11 D13 D14
Speaking, reading and writing Galician correctly and properly.		C43 D1 C44 D2 C46 D3 C50 D11 D13 D15
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.		C44 D1 C46 D3 D13 D17
Knowledge of Galician phonetics and spellings of the Galician writing system.		C43 D3 D15
Knowledge of the grammar of the Galician tongue.		C44 D1 C48 D3 D12 D15
Knowledge of the different registers and uses of Galician language.	B2 B4 B5 B6	D3 D18
Knowledge of the way Galician words are formed from internal sources.		C43 D1 C49 D3 D7
Knowledge and good use of vocabulary to express ideas accurately, both orally and in written texts.	B6 B11	D3 D4 D7 D11 D12 D15

### 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: prefixation, suffixation, parasynthesis.  
 Compounding.  
 Other methods.

### Planning

	Class hours	Hours outside the classroom	Total hours
Supervised work	7.5	22.5	30
Problem solving	13	26	39
Classroom jobs	13	26	39
Lecturing	13	13	26
Essay questions exam	2	6	8
Essay	2	6	8

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

### Methodologies

	Description
Supervised work	Guided Project (text writing, dialectological study or analysis of any linguistic aspect concerning form or content).
Problem solving	Exercises related to each of the programme's subjects.
Classroom jobs	Exercises or projects in the classroom following the guidelines and supervision of the professor. They can be related to the students' developments achieved with autonomous tasks.
Lecturing	Development of the programme of the subject, with special attention to the grammar of the language.

### Personalized attention

Methodologies	Description
Problem solving	By means of personalised attention at the office or by electronic mail.
Supervised work	Specific instructions will be given during the first days of the course.

### Assessment

	Description	Qualification	Training and Learning Results
Supervised work	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	B2 C43 D1 B4 C44 D2 B5 C46 D3 C49 D7 D11 D12 D13 D14 D15 D17 D18
Problem solving	Exercises of grammar and vocabulary which have been previously done at home	10	B4 C43 D2 B6 C44 D3 B11 D7 D15
Classroom jobs	Carrying out a variety of work and small tasks. Resolving linguistic problems. Doing practical exercises. Analysis and comments on different contents of the program.	10	B4 D1 B6 D2 B11 D3 D7 D11 D13 D15 D17 D18

Lecturing	Attendance with the aim of preparing the final exam which will include grammar, the seminar's subjects and the practical exercises.	5	B4	C50	D1 D2 D3 D13 D15
Essay questions exam	Examination to assess the progress in the subject matter.	40	B6	C43 C44 C49	D1 D2 D3 D4 D7 D13
Essay	Oral presentation of the written Project.	10		C43 C44 C46 C48	D1 D2 D3 D11 D13 D17

### Other comments on the Evaluation

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

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

The examination dates are available on the website of the faculty in the academic organization section

### Sources of information

#### Basic Bibliography

- 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,  
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ILG/RAG, **Normas ortográficas e morfolóxicas do idioma galego**, Santiago de Compostela: ILG/RAG,  
López Viñas, X.; Lourenço Mória, C. e Moreda Leirado, M., **Gramática Práctica da Lingua Galega. Comunicación e Expresión**, A Coruña: Baía Edicións,  
Noia, C.; Gómez Clemente, X.M.; e Benavente Jareño, P. (coords.), **Dicionario de sinónimos da lingua galega**, Vigo: Xerais,  
Santamarina, A. (dir.), **Dicionario de dicionarios, Versión 3**, A Coruña: Fundación Barrié de la Maza,

#### Complementary Bibliography

- Álvarez, R. e Monteagudo, H. (eds.), **Lingüística Galega. A contribución do Instituto da Lingua Galega / Labor Histórico, vol. 3 (1)**, Universidade Federal do Rio de Janeiro,  
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Granxa González, X. A. e Méndez Álvarez, M. X., **Manual de lingua galega I e III**, Vigo: Xerais,  
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Mariño Paz, R., **Fonética e fonoloxía históricas da lingua galega**, Vigo: Xerais,  
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Muñoz Súa, B., **Claro e seguido, 1, 2, 3, 4**, Vigo: Xerais,  
Núñez Singala, Manuel, **En galego, por que non?**, Vigo: Galaxia,  
Pena, X. R. e Rosales, M., **Manual e exercicios de galego urxente**, Vigo: Xerais,  
Regueira, X. L., **Os sons da lingua**, Vigo: Xerais,  
Sousa, X. e Álvarez, R. (eds.), **A toponimia em foco: princípios, métodos, enfoques / Guavira Letras, nº 25**, Universidade Federal do Mato Grosso do Sul,

### Recommendations

**Other comments**

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- A filing card with a personal photograph must be handed in within the first two weeks of class.
  - We recommend that Erasmus and foreign students possess some knowledge of Galician (level B2) to study this subject.
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