



IDENTIFYING DATA

Communication: Galician language

Subject	Communication: Galician language			
Code	P02G110V01201			
Study programme	Grado en Educación Infantil			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Basic education	1st	2nd
Teaching language	Galician			
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 for their students and by correcting the inadequacies and mistakes they can make when talking and writing.

Skills

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. Consonantical groups.
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.
Word formation
Derivation: prefixación, sufixation, parasynthesis.
Compounding.
Other methods.
Irregular lexical families.
Neologisms.
Lexical interferences.
Lexical accuracy: word choice, common mistakes, clichés, uses and abuses.

Planning

	Class hours	Hours outside the classroom	Total hours
Problem solving	15	30	45
Mentored work	8	30	38
Lecturing	30	30	60
Presentation	3	4	7

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

Methodologies

	Description
Problem solving	Guided Project (text writing, dialectological study or analysis of any linguistic aspect concerning form or content).
Mentored work	Exercises related to each of the programme's subjects.
Lecturing	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.

Personalized assistance

Methodologies Description

Problem solving	By means of personalised attention at my office (209, Faculty of CCSS) or by electronic mail (lingua2@gmail.com). There will be the possibility to provide each student of groups of students personalized attention through the available telematic means (UVigo Campus Remoto: videoconference; forums in FAITIC...).
Mentored work	In the case that there is no face-to-face teaching, personalized attention will be provided online at the office 863 or via email and at the Faitic forums.

Assessment

	Description	Qualification	Training and Learning Results
Problem solving	Final Examination (30%)	40	B4 C43 D2
	Presentation of the course project (10%)		B6 C44 D3
			B11 D7 D15
Mentored work	The practical work is of two types. The students must work in a team group on one of the subjects proposed in the classroom (40%). The practical exercises of grammar and vocabulary made at home and destined to speak and write properly and correctly amount to remaining 20%.	60	B4 C43 D1
			B6 C44 D2
			B11 C46 D3
			C48 D7
			C49 D11
			C50 D13
			D15 D17 D18

Other comments on the Evaluation

Model A: Continuous evaluation: in order to pass the subject, students will have to get 5 points in the written work, the exercises and the exams.

Model B. Single assesment: students unattending regular classes will have to take a final exam (100% of the mark).

Sources of information

Basic Bibliography

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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,
- Sousa, X. e Álvarez, R. (eds.), **A toponimia em foco: principios, métodos, enfoques / Guavira Letras, nº 25**, Universidade Federal do Mato Grosso do Sul,

Recommendations

Other comments

- 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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Contingency plan

Description

=== EXCEPTIONAL PLANNING ===

Given the uncertain and unpredictable evolution of the health alert caused by COVID-19, the University of Vigo establishes an extraordinary planning that will be activated when the administrations and the institution itself determine it, considering safety, health and responsibility criteria both in distance and blended learning. These already planned measures guarantee, at the required time, the development of teaching in a more agile and effective way, as it is known in advance (or well in advance) by the students and teachers through the standardized tool.
