

**Modern Language II (Galician)**

Code: 100050  
 ECTS Credits: 6

Degree	Type	Year	Semester
2500239 Art History	OT	3	0
2500239 Art History	OT	4	0
2500240 Musicology	OT	3	0
2500240 Musicology	OT	4	0
2500241 Archaeology	OT	3	0
2500241 Archaeology	OT	4	0
2500243 Classics	OT	3	0
2500243 Classics	OT	4	0
2500245 English Studies	OT	3	0
2500245 English Studies	OT	4	0
2500246 Philosophy	OT	3	0
2500246 Philosophy	OT	4	0
2500247 Catalan Language and Literature	OT	3	0
2500247 Catalan Language and Literature	OT	4	0
2500248 Spanish Language and Literature	OT	3	0
2500248 Spanish Language and Literature	OT	4	0
2500256 Social and Cultural Anthropology	OT	3	0
2500256 Social and Cultural Anthropology	OT	4	0
2500501 History	OT	4	0
2501002 Geography and Spatial Planning	OT	3	0
2501002 Geography and Spatial Planning	OT	4	0
2501801 Catalan and Spanish	OT	3	0
2501801 Catalan and Spanish	OT	4	0
2501902 English and Catalan	OT	3	0
2501902 English and Catalan	OT	4	0

2501907 English and Classics	OT	3	0
2501907 English and Classics	OT	4	0
2501910 English and Spanish	OT	3	0
2501910 English and Spanish	OT	4	0
2501913 English and French	OT	3	0
2501913 English and French	OT	4	0
2502533 French Studies	OT	3	0
2502533 French Studies	OT	4	0
2502758 Humanities	OT	3	0
2502758 Humanities	OT	4	0
2503702 Ancient Studies	OT	4	0
2503710 Geography, Environmental Management and Spatial Planning	OT	4	0

## Contact

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## Use of Languages

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

## Teachers

Alba Losada Cuquejo

## Prerequisites

Not required.

## Objectives and Contextualisation

*Modern Language II* is a subject contained in the "Modern Language" course, together with *Modern Language I* subject. It is part of the 60 elective credits programmed for the third year.

It will constitute a continuation of the subject of introduction to the Galician language, *Modern Language I*. Students will have a command of the language that allows them to participate with relative security and efficiency in different situations in daily communication, work and study, which require a foreseeable use of the language.

## Competences

- Art History
- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.

- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

#### Musicology

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.

#### Classics

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

#### English Studies

- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

#### Philosophy

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.

#### Catalan Language and Literature

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

#### Spanish Language and Literature

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.

#### Social and Cultural Anthropology

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.

#### History

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

#### Geography and Spatial Planning

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

#### Catalan and Spanish

- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

#### English and Catalan

- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

#### English and Classics

- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

#### English and Spanish

- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

#### English and French

- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

#### French Studies

- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

#### Humanities

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.

## Learning Outcomes

1. Ability to maintain an appropriate conversation.
2. Carry out oral presentations using an appropriate academic vocabulary and style.
3. Carrying out oral presentations using an appropriate academic vocabulary and style.
4. Carrying out oral presentations using appropriate academic vocabulary and style.
5. Communicate in the studied language in oral and written form, properly using vocabulary and grammar.
6. Communicating in oral and written form in the studied language, properly using vocabulary and grammar.
7. Communicating in the studied language in oral and written form, properly using vocabulary and grammar.
8. Critically take part in classroom oral debates and use the discipline's specific vocabulary.
9. Critically taking part in classroom oral debates and using the discipline's specific vocabulary.
10. Develop an organized and correct oral and written speech, in the corresponding language.
11. Engaging in debates about historical facts respecting the other participants' opinions.
12. Expressed in the target language, orally and in writing, using the vocabulary and grammar properly.
13. Identify main ideas and express them with secondary and linguistic correctness
14. Identify the main and secondary ideas and express them with linguistic correctness.
15. Identifying main and supporting ideas and expressing them with linguistic correctness.
16. Identifying the main and secondary ideas and expressing them with linguistic correctness.
17. Maintain an adequate level of conversation partner.
18. Oral presentations using appropriate vocabulary and one academic style
19. Participate in oral discussions in the classroom in a critical way and using the vocabulary of the discipline
20. Preparing an oral and written discourse in the corresponding language in a proper and organized way.
21. Present works in formats tailored to the needs and personal styles, both individual and small group.
22. Submitting works in accordance with both individual and small group demands and personal styles.

## Content

Grammar contents:

- Adjective position and gradation, the comparison.
- Uses and values of other determiners: demonstrative, possessive, indefinite, interrogative.
- Atonic personal pronouns: position; concurrence of various forms; distribution of accusative and dative pronouns.
- Use of relative pronouns.
- Formation, uses and values of the indicative (*postpretérito*, *antepretérito*) and subjunctive present tenses of the most frequent regular and irregular verbs.
- Use of the affirmative and negative imperative modes.
- Most frequent verb periphrases.
- Most usual coordinate and subordinate clauses.

- Proper connectors for the expression of communication functions at this level.
- Construction of the reported speech.

#### Phonetics and orthography:

- Recognition and pronunciation of the complete phonological system.
- Stress rules (lexical stress and diacritical stress).
- Intonation in dialogues.
- Use of punctuation marks.

#### Lexicon:

-Vocabulary related to a number of thematic areas: Lexicon on feelings and moods lexicon. Lexicon on places and leisure activities. Lexicon on health conditions, illnesses and accidents. Lexicon on technology and natural environment, economy, society, geography. Phrases for apologizing, advising, expressing time, etc.

## Methodology

*Modern Language II* subject is instrumental and essentially practical. The emphasis on training activities will focus on the active participation of the students in order to achieve the competences foreseen in this teaching guide.

Overall, learning will be conducted by the following techniques and actions:

- 1) Problem-based learning (PBL) and communication tasks.
- 2) Simulated situations and case resolution. Personal exercises.
- 3) Master class.
- 4) Performance of tutored coursework (essays, oral/written comprehension/production, presentations, critical text commentary, information research).

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
ICT-supported theoretical classes, assignment performance in class; analysis, evaluation and discussion of written documents, problems, practical cases and evaluation	52	2.08	20, 3, 16, 1
Type: Supervised			
Coursework preparation and tutorial classes	15	0.6	20, 16, 1
Type: Autonomous			
Textbooks, dossiers, and texts readings; reviewing grammar, lexicon, written expression techniques, etc.; and assignment performance	70	2.8	20

## Assessment

The score marks of assignments assessed and final exam will require achieving a sufficient skill level, according to the expected learning outcomes, described in this teaching guide.

The assessment system will be divided into three modules:

- 1) Tests on written and oral comprehension, and use of grammar and vocabulary.
- 2) Oral presentation.
- 3) Written paper.

Course evaluation will be continuous and will include all the activities completed along the course, both tests and assignments submitted during the semester.

It will be accounted 'non-assessable' when the student has completed less than 2/3 of the activities assessed.

To participate in make-up work and/or exams, the student must have been previously assessed on a set of activities weighing at least 2/3 on the overall grade. Students with an average grade equal or higher than 3.5 will have access to make-up exam. Certain assignments are not suitable for the make-up process (participation in class, oral presentations, and activities in class).

At the time of each activity assessed, the student group will be informed of the procedure and the date of grade review.

**PLAGIARISM:** Total and partial plagiarism in any of the exercises will be considered automatically as FAIL (0) in the plagiarized exercise. PLAGIARISM is copying from unidentified sources from a text, followed by a single phrase or more, being considered as self-produced (also included copying phrases or fragments from the Internet and adding them without any modification to the text submitted as one's own), and it constitutes a serious offense.

**SPECIAL CASES:** Students who are Galician language speakers will have to fulfil the same evaluation criteria as regular students, even when considered as exempt from attending class. The responsibility for the monitoring and the assessment of training activities lies exclusively with the student.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Oral presentation	25%	1	0.04	20, 3, 18, 4, 16, 15, 1, 17
Tests on written and oral comprehension, and use of grammar and vocabulary	50%	2	0.08	20, 10, 7, 6, 12, 5, 3, 18, 4, 2, 13, 16, 15, 14, 1, 17, 11, 9, 19, 8
Written work	25%	10	0.4	20, 10, 16, 15, 22, 21

## Bibliography

Textbooks references

- ÁLVAREZ, Rosario / X. XOVE (2002): *Gramática da lingua galega*. Vigo: Galaxia.
- CARBALLEIRA ANLLO, X. M<sup>a</sup>. (coord.) (2010): *Gran dicionario Xerais da lingua*. Vigo: Xerais.
- CHAMORRO, Margarita; Ivonete da SILVA e Xaquín NUÑEZ (2009): *Aula de Galego 2*, Santiago de Compostela: Secretaría Xeral de Política Lingüística- Xunta de Galicia.
- FEIXÓ CID, X. (2004): *Gramática da lingua galega. Síntese práctica*. Vigo: Xerais.

- FREIXEIRO MATO, X. Ramón (2006): *Manual de gramática galega*. Vigo: A Nosa Terra.
- GONZÁLEZ REI, Begoña (2004): *Ortografía da lingua galega*. A Coruña: Galinova Editorial.
- ILG / RAG (2004): *Normas ortográficas e morfolóxicas do idioma galego*. A Coruña: ILG/ RAG.
- LABRAÑA BARRERO, Sabela (dir.) (2007): *Vencello. Lingua e cultura galegas para estudantes de fóra de Galicia*: Santiago de Compostela: Xunta de Galicia.
- LAMELA, Carme (2008): *Materiais de clase\_Celga 2*. Santiago de Compostela: Secretaría Xeral de Política Lingüística- Xunta de Galicia.
- LÓPEZ TABOADA, Carme; SOTO ARIAS, M<sup>a</sup> Rosario (2008): *Dicionario de fraseoloxía galega*. Vigo: Xerais.
- NAVAZA BLANCO, Gonzalo (coord.) (2007): *Dicionario Xerais Castelán - Galego de usos, frases e sinónimos*. Vigo: Xerais.
- PENA, X. Antonio (dir) (2005): *Gran dicionario Século 21 da lingua galega*, Vigo: Editorial Galaxia / Edicións do Cumio.

Web resources:

<http://www.xunta.es/linguagalega/celga>

[www.portaldaspalabras.gal](http://www.portaldaspalabras.gal)

[www.realacademia.gal](http://www.realacademia.gal)

<http://www.estraviz.org/>

<http://blogs.uab.cat/estudisgallecs/>

<https://academia.gal/Volga/>

<https://digalego.xunta.gal/digalego/Html/index.php>