

**COURSE DATA****Data Subject**

Code	35438
Name	Russian language 1
Cycle	Grade
ECTS Credits	6.0
Academic year	2023 - 2024

Study (s)

Degree	Center	Acad. year	Period
1000 - Degree in English Studies	Faculty of Philology, Translation and Communication	2	First term
1001 - Degree in Catalan Studies	Faculty of Philology, Translation and Communication	2	First term
1002 - Degree in Classical Philology	Faculty of Philology, Translation and Communication	2	First term
1003 - Degree in Hispanic Studies, Spanish Language and Literature	Faculty of Philology, Translation and Communication	2	First term
1009 - Degree in Translation and Interlinguistic Mediation(English)	Faculty of Philology, Translation and Communication	3	First term
1010 - Degree in Translation and Interlinguistic Mediation (French)	Faculty of Philology, Translation and Communication	3	First term
1011 - Degree in Translation and Interlinguistic Mediation (German)	Faculty of Philology, Translation and Communication	3	First term
1013 - Degree in Classical Philology	Faculty of Philology, Translation and Communication	2	First term

Subject-matter

Degree	Subject-matter	Character
1000 - Degree in English Studies	48 - Modern language C (C1)	Optional
1001 - Degree in Catalan Studies	47 - Modern language C (C1)	Optional
1002 - Degree in Classical Philology	17 - Modern language C (C1)	Optional
1003 - Degree in Hispanic Studies, Spanish Language and Literature	55 - Modern language C (C1)	Optional
1009 - Degree in Translation and Interlinguistic Mediation(English)	23 - Language D: Russian	Optional



1010 - Degree in Translation and Interlinguistic Mediation (French)	23 - Language D: Russian	Optional
1011 - Degree in Translation and Interlinguistic Mediation (German)	23 - Language D: Russian	Optional
1013 - Degree in Classical Philology	17 - Idioma moderno FB (C1)	Optional

Coordination**Name**

PIROZHENKO ., OLGA

Department

340 - Language Theory and Communication Sciences

SUMMARY

The course is part of the General Philological Training module and the subject Modern Language. It is conceived as a basic general training in the degrees of Hispanic Studies, English Studies, Catalan Philology, Classical Philology, with the aim of developing the communicative linguistic competence of students in the cultured norm, standard variety, of Russian in all its aspects (grammatical, orthographic, orthological, lexical, sociolinguistic, pragmatic, etc.). Students can achieve a command of the Russian language corresponding to level A1 of the CEFR. The subject is also a curricular option as an elective in Languages D1 of the Degree in Translation and Interlinguistic Mediation. Language of instruction: Spanish.

PREVIOUS KNOWLEDGE**Relationship to other subjects of the same degree**

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

Not specified.

OUTCOMES**1000 - Degree in English Studies**

- Know the grammar and develop communicative competences in (a) foreign language(s).

1001 - Degree in Catalan Studies

- Be able to work and learn autonomously and to plan and manage work time.



1002 - Degree in Classical Philology

- Know the grammar and develop communicative competences in (a) foreign language(s).
- Work as a team in the environment of language studies and develop interpersonal relations.
- Be able to work and learn autonomously and to plan and manage work time.

1003 - Degree in Hispanic Studies, Spanish Language and Literature

- Know the grammar and develop communicative competences in (a) foreign language(s).
- Work as a team in the environment of language studies and develop interpersonal relations.
- Be able to work and learn autonomously and to plan and manage work time.

1009 - Degree in Translation and Interlinguistic Mediation(English)

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Work as a team in the environment of translation and linguistic mediation and develop interpersonal relations.
- Work and learn autonomously and plan and manage work time in the field of translation and linguistic mediation.
- Have and apply general knowledge in the field of translation and linguistic mediation.

1010 - Degree in Translation and Interlinguistic Mediation (French)

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Work as a team in the environment of translation and linguistic mediation and develop interpersonal relations.
- Work and learn autonomously and plan and manage work time in the field of translation and linguistic mediation.
- Have and apply general knowledge in the field of translation and linguistic mediation.

1011 - Degree in Translation and Interlinguistic Mediation (German)

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Work as a team in the environment of translation and linguistic mediation and develop interpersonal relations.



- Work and learn autonomously and plan and manage work time in the field of translation and linguistic mediation.
- Have and apply general knowledge in the field of translation and linguistic mediation.

LEARNING OUTCOMES

1. Oral comprehension

Understand, provided acoustic conditions are optimal and communication is direct, the general meaning and essential information of very short, well-structured oral texts, articulated at a very slow speed, in a formal register:

- Extract essential information from what is said directly in basic transactions and formalities (checking into a hotel, shopping, etc.).
- Capture essential information in conversations.
- Understand the general meaning and relevant information of conversations taking place in their presence.
- Locate the essential facts of clearly recorded messages on predictable subjects.

2. Oral expression

Produce very short oral texts in a formal register with a minimally understandable pronunciation, as long as the communication is face to face and even if some gestural support, many pauses for expressions and the cooperation of the interlocutors are necessary:

- Make rehearsed presentations.
- To manage in a very basic way in transactions and formalities that have to do with general information (numbers, quantities, prices, dates and schedules).
- Answer basic and direct questions about personal aspects.

3. Reading comprehension

Understand, whenever possible reread if necessary, the general meaning and essential information of very short texts and simple structure with the possibility of being accompanied by images or illustrations:

- Identify data of interest to him/her on street signs, stores, restaurants, means of transport and other services.
- Understand messages in notes, letters, e-mails and advertisements.
- Recognize the topic and grasp the meaning of a written text.

4. Written expression



Write very elementary and short texts, using a limited repertoire of words, expressions and basic structures:

- Write messages (announcements, notes, etc.) with information, esdtructions and indications.
- Write personal correspondence, thanking, apologizing or talking about oneself or one's family.
- Fill in forms that require personal data.
- Produce descriptive and dialogical texts.

In addition, know the basic vocabulary of everyday Russian life and use it accurately. Know the basic structures and forms of the Russian linguistic system in order to use them fluently and correctly in oral and written production. To become familiar with Russian cultural and pragmatic conventions. To have the ability to make decisions and solve normative problems in an autonomous way from the location of the relevant bibliographic information.

DESCRIPTION OF CONTENTS

1. Unit 1

0. Presentation of the subject. Information on basic bibliography. Web resources, dictionaries and reference works.

A. Linguistic competence:

- Phonology, phonetics and orthography. The vowel system of the Russian language. The consonantal system of the Russian language. The Russian alphabet. Matching and divergence of spellings: comparative study. Spelling. Intonation.

B. Sociolinguistic competence:

- Formal and informal greetings and farewells.
- Languages and dialects in Russia.
- Social and political organization of Russia.

C. Pragmatic competence:

- Greeting and farewell formulas (formal and colloquial).

2. Unit 2

A. Linguistic competence:

- Phonology, phonetics and spelling. The consonant system and its classification: phonological features (dull/sound; hard/soft). The reduction of words. Intonation in enunciative and interrogative sentences (Model M1 and M2).

- Morphology and Syntax. Absence of the article in the Russian language. Concept of gender and number of nouns. Personal pronouns. Demonstrative pronouns. General interrogative sentences. Cardinal numerals (1-20). The dative case of personal pronouns.

- Lexicon. Personal identity. Personal data (name, nationality, origin). Objects of the environment: the classroom.

B. Sociolinguistic competence:

- Social behaviors.
- Forms of address.



- Gestures and greetings in presentations.
- C. Pragmatic competence:
 - Introducing someone and reacting to being introduced.
 - Asking for and giving information (personal identity and objects).

3. Unit 3

- A. Linguistic competence.
- Phonology, phonetics and spelling. Dental consonants; bilabial consonants before vowels [a], [o], [u]; predorso-dental consonants [s], [z]; nasal consonant [n]; voiced fricative center-palatal consonant [i]; lateral predorso-dental consonant [l], velarized occlusal consonants [k], [g] and velarized fricative [h]. Intonation in interrogative sentences (M3).
 - Morphology and Syntax. Nouns: common and proper nouns. The declension of nouns: basic concepts. Case functions: general presentation. Prepositive of place. Dative of permission and prohibition. Interrogative pronouns. The qualifying adjective: gender. Interrogative pronouns. Demonstrative adverbs. Prepositions of spatial location. Negative sentences: absolute negation; partial negation. Transformation of enunciative sentences into interrogative and negative sentences. Ordinal numerals (1-10)
 - Lexicon. The house. Parts of the house. The room.
- B. Sociolinguistic competence:
- Sociocultural norms. Politeness.
 - Ways to decorate and furnish a house.
- C. Pragmatic competence:
- Apologizing and apologizing.
 - Saying thank you.
 - Asking permission and prohibiting.
 - Expressing agreement and disagreement.

Control test (Units 1, 2, 3,) Objective test (1 hour).

4. Unit 4

- A. Linguistic competence:
- Phonology, phonetics, and spelling. The predorso-dental and vibrant consonants [r] velarized and [r'] palatalized. The velarized affricate [ts] and the palatalized affricate [ch]. The palatalized fricative predorso-dental fricative [sh']. The predorso-dental fricative velarized consonants [sh] and [zh]. The intonation models M4 and M5.
 - Morphology and Syntax. Dative of age. The qualifying adjective: number. Regime of the verb: basic concepts. Types of conjugation: I, II and mixed. Meanings of the present indicative. Forms of the present indicative of the first conjugation: the verbs leer, escribir, contar, escuchar, contestar. Possessive pronouns (1st and 2nd person). Interrogative pronouns (Whose?). The construction of possession or presence "I have", positive form. Cardinal numerals (20-100)
 - Exclamatory sentence: its elements.
 - Word order and syntactic relations.
 - Lexicon. The family. Family relationships. Work (professions and places).
- B. Sociolinguistic competence:



- Sociocultural norms. Ways of dressing in different situations. Clothing. Colors.
- Family and work customs and habits. Types of families.

C. Pragmatic competence:

- Control of oral communication: initiating and ending a speech, pointing out something that is not understood, requesting repetition, requesting writing, requesting spelling, verifying that what has been said has been understood, asking someone to speak slower or louder.
- Relate elements and parts of speech.

5. Unit 5

A. Linguistic competence:

- Phonology, phonetics and spelling. Tonicity, atonicity and vowel reduction. Vowel groups. Vowel pronunciation.
- Morphology and syntax. The accusative case: direct and circumstantial complement of place (direction and point of reference for travel). The genitive case of origin and possession. The interrogative pronoun (Where to?). Possessive pronouns (el resto). The second conjugation. Indicative mood. Conjugation of verbs of movement (ir) and verbs of displacement. Past tense and its formation. Prepositional expressions: (near, far from, to the left, to the right). Expressing syntactic relations by means of the inflection. Subject and circumstantial complement in initial position.
- Lexicon. The street. Types of housing: administrative buildings. Means of transport.

B. Sociolinguistic competence:

- Leisure places.
- The city, its neighborhoods and areas; services in a neighborhood.

C. Pragmatic competence:

- Asking for and giving information about places.
- Expressing distance in space.

6. Unit 6

A. Linguistic competence:

- Phonology, phonetics and orthography. Systematization: the vowel and consonant system; the palatality and velarity of Russian consonants.
- Morphology and syntax. Verbs of mixed conjugation (querer, desear). Conjugation of verbs of daily activities. Conjugation of reflexive verbs. The qualifying adjective: number. Negative form of the construction of possession or presence (existence). The dative case of nouns and pronouns: its syntactic function. Negative form of the construction of possession or presence. Interrogative pronoun "From where" Interrogative sentence "Who possesses?". Determining adverbs. Ordinal numerals (1-10).
- Direct and indirect objects in initial position.
- The simple sentence and the indication of temporal relations.
- The compound sentence by addition (and...and).
- Lexicon. Individual: routine activities. Physical dimension (parts of the body and physical characteristics). Health and hygiene (symptoms, facilities, medicines, diseases).

B. Sociolinguistic competence:

- Daily and leisure time activities.
- Organization of health care in Russia.



C. Pragmatic competence:

- Identifying, describing and comparing people, places and objects.
- Expressing intentions.
- Expressing everyday situations (present moment).
- Asking and giving information about health and personal hygiene.
- Offering and asking for help, accepting and refusing it.

Control test (Units 4, 5 and 6). Objective test (1 hour).

7. Unit 7

A. Linguistic competence

- Phonology, phonetics and spelling. Consonant clusters. Voiced and voiced consonants. Sonorization and voicing in the spoken chain.
- Morphology and syntax. The genitive case with numerals. Formation of present and preterite forms. The partitive genitive and its syntactic function. The instrumental case of nouns (instrument). Interrogative sentence of temporal location "When?". Determining interrogative sentence of quantity "How much?". Adverbs of time; of quality and manner; of quantity.
- The compound sentence by disjunction (or...or).
- Lexicon. Atmospheric weather. Days and months. Holidays and birthdays.

B. Sociolinguistic competence:

- Timetables and ways of organizing time (schools). Gifts and greetings.

C. Pragmatic competence:

- Manifesting knowledge and lack of knowledge.
- Congratulating
- Expressing and asking for opinions about someone or something.
- Asking and giving information about the weather.
- Referring to habitual situations (present and past).
- Expressing and asking for likes and dislikes.
- Accepting and refusing invitations.

8. Unit 8

A. Linguistic competence.

- Phonology, phonetics and spelling. Basic models of intonation: systematization. The morphological principle of Russian orthography. Orthography of unstressed vowels. Vowel alternations in the root: a-o; e-i. Orthography of the vowels o-e after [ch], [zh], [sh], [sh'].
- Morphology and Syntax. The noun: accusative and prepositive; systematization. Declension of personal pronouns: systematization. Formation of the compound future. Present and past tense of verbs with indirect object. Present and past tense of verbs of movement with indirect object. Imperative affirmative. Cardinal numerals (100-1000).
- The compound sentence by opposition.
- Lexicon. Shopping. Prices. Stores and commercial establishments. Time.

B. Sociolinguistic competence:

- Places of commerce in Russia.



- Work and holiday calendar.
 - Russian national currency.
- C. Pragmatic competence:
- Asking and answering about tastes and preferences.
 - Describing places, people and things.
 - Talking about habitual actions in the present, past and future tenses.
 - Asking and giving information about the time.
 - Expressing likes and dislikes.
 - Expressing distance in time or space.
 - Expressing quantity.
 - Proposing travel plans.
 - Macrofunctions. Writing a descriptive text (person).
- Relate elements and parts of speech.

9. Unit 9

- A. Linguistic competence:
- Phonology, phonetics and spelling. Syllable typology. Phonetic transcription. Accentuation models.
 - Morphology and syntax. The declension of singular nouns: Instrumental (middle, comitative). The verb: verbal aspect. Aspectual pairs and their conjugation. Formation of the simple future tense. The adjective: declension (hard, soft, mixed). Basic concepts: the word, morpheme typology (root and affixes).
 - The simple sentence and the indication of causal relations.
 - The compound sentence of cause.
 - Lexicon: Leisure time (sports, shows and hobbies).
- B. Sociolinguistic competence:
- Places of leisure in Russia.
 - Schedules and ways of organizing leisure time.
- C. Pragmatic competence:
- Asking and answering about tastes and preferences.
 - Reacting to information with expressions of surprise, interest, joy, sorrow, etc.
 - Describing places, parties.
 - Talking about actions in present, past and future tenses.
 - Expressing likes and dislikes.
 - Expressing agreement or disagreement.
 - Proposing plans about distractions.
 - Macrofunctions. Writing a descriptive text (place, objects).
 - Relate elements and parts of speech.

Control test (Units 7, 8 and 9). Objective test (1 hour).

**10. Unit 10****A. Linguistic competence.**

- Morphology and Syntax. Negative Imperative Mood. Verb Tenses of the Indicative: (systematization). The declension of singular nouns: 1st; 2nd and 3rd declension (systematization). The adjective (systematization). The adverb (systematization).

The sentence with the infinitive of purpose. The compound sentence with temporal relations of simultaneity.

- Lexicon. Public services: bars, restaurants. Food and drinks.

B. Sociolinguistic competence:

- Types of restaurants. Social habits and behaviors at meals.

- Ways of decorating and furnishing restaurants, bars and cafeterias.

- Types of popular food and its preparation.

C. Pragmatic competence:

- Requesting, granting and refusing permission.

- Asking for and reacting to information that produces liking/disliking, satisfaction and desire, joy/sadness, preferences, etc.

- Inviting and offering, accepting and rejecting invitations and offers.

- Expressing intentions and conditions;

- Macrofunctions. Writing a directive text (a cooking recipe).

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Development of individual work	20,00	0
Study and independent work	16,00	0
Preparation of evaluation activities	14,00	0
Preparing lectures	40,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

The methodology used will be based on the action-oriented approach set out in the Common European Framework of Reference for Languages. Language learners should be considered as social agents, i.e. as members of a society who have tasks - not only language-related - to carry out in a set of circumstances, in a specific environment and within a specific field of action.

Accordingly, the following methodological principles will be followed and the following learning strategies will be used.

1) The teacher's role will be essentially to facilitate the students' participation in communicative activities, to evaluate their performance, to guide them with respect to it, and to indicate how they can develop their competences and their own learning strategies.

2) In accordance with the general and specific objectives established, teaching and learning activities will focus mainly on those activities that students will have to face in real communication situations -that is,



comprehension, production, interaction and mediation activities-, through tasks that involve such activities.

- 3) Whenever possible, classes will be taught in the target language to ensure greater direct exposure to it.
- 4) Classes will be organized in a way that favors communication among students.
- 5) Follow-up of the principle of communicative competence of the students.
- 6) Consecutive development of the four skills: oral comprehension, oral expression, written comprehension and written expression.
- 7) Thematic and situational exposition of the learning material.
- 8) Execution of periodic written tests.
- 9) Use of all the direct material that stimulates learning through visual, auditory or mixed perceptions (blackboard, drawings, illustrations, crossword puzzles, tape recorder, video...).
- 10) Optionally, to carry out phonetic practices in the laboratory of the Faculty.

The teaching and learning methodology is articulated around two types of activities (face-to-face and non-face-to-face):

(a) face-to-face training activities (representing 40% of the ECTS credits, 2.4 credits, 60 teaching hours). In these training activities the teacher will mainly deal with the current academic regulations in force in the Russian language (rules concerning grammar, spelling, registers, etc.) and the uses that deviate from the norm, as well as issues related to pronunciation, correct oral expression and orthology; which will be the basis for the design of exercises and practical activities. These practices require a reduced number of students, since they involve a more individualized interaction, due to the correction of texts.

Theoretical classes:

Theoretical classes on each of the topics of the program, according to the punctual development specified in each of them, supported by the reading by the student, previous or simultaneous to the explanations in class, of the recommended works or various texts supplied.

Practical classes:

Practical classes, in support of the theoretical classes, consisting of the practice of the skills. A series of central themes of the practical classes will be targeted, whose discussions or comments will be in charge of the students, under the supervision of the teacher.

Other activities:

Non-presential activities and tutorials (representing 60% of the workload, i.e. 3.6 credits, 90 hours). This personal work may include the elaboration of individual or group work on normative issues, the resolution of activities and the preparation of the final exam. Also participation in videoconferences with native speakers. All this work involves bibliographical consultation, the promotion of a reflective spirit, the active involvement of the student in the process of building his or her knowledge of the target language.

On the other hand, in addition to face-to-face classes, the student has tutorials, which can be individual or in groups. The teacher-student contact, initiated in the classroom, is consolidated in the tutorials in order to create a favorable attitude towards the subject that stimulates the desire and ability to continue learning. It is very convenient to make the student aware of the decisive role played by the tutorial, since it plays a fundamental role in the monitoring of the learning process, since, among other things, it allows the resolution of specific problems, whether individual or group, enables comments related to the



bibliography and its possible extension, detects problems of reception and assimilation of the information provided, and facilitates the supervision of individual and team work.

EVALUATION

The evaluation fulfills several functions, which are closely related to all the stages of the teaching-learning process.

- 1.- To make the results of the process known.
- 2.- Motivation and encouragement of learning.
- 3.- Appropriate awarding of grades.
- 4.- Guidance to the student on his or her degree of progress.

Diagnosis and prognosis.

Promotion of students through the assignment of fair grades. 7.

7.- Feedback, reinforcing the necessary areas.

8.- Teacher self-assessment.

9.- Planning of subsequent stages of the process.

In this subject the evaluation system will be based on the control of the competences that the student must acquire (theoretical knowledge and practical competences).

In general, the evaluation of the students' learning will be carried out from the combination of a final exam and regular class attendance together with active participation in the classroom (activities, homework, video communication, etc.) represents 40% of the final grade; but this formative or continuous evaluation is complemented with a final or summative evaluation (exams, tests), which allows to assess the overall academic performance of the student and represents 60% of the final grade.

More specifically, the evaluation of this subject includes oral, written, grammatical and lexical activities.

a) Listening comprehension:

- Multiple choice or true/false on general meaning.
- Short answer, fill in gaps and complete information from concrete information.
- Fill in with options.
- Match texts and titles or headings.
- From a series of options, mark those that correspond to the message of the text.

b) Reading comprehension:

- Multiple choice on the general meaning of the text.
- Multiple choice or true/false on specific information of the text.
- Complete the text with the correct option.
- Filling in gaps in the text with a free choice.
- Matching questions and answers.
- Reinsert a series of sentences extracted from the text.

c) Oral expression (pronunciation, fluency, correctness, lexical richness, interaction):

- Talking about oneself.
- Describing and commenting on images.
- Dialogue or role play.

d) Written expression (spelling, cohesion, coherence):

- Completing a document (answering questions, filling in data).
- Write a text of an instrumental type (notes, notices, postcards, letters).
- Writing a descriptive or dialogical composition.



The evaluation will consist of 2 differentiated parts:

Type of evaluation:	% of the final grade
a) Individual written exam and partial tests.	60%
b) Class attendance, class participation and practical activities.	40%

To pass the course as a whole it is necessary to achieve at least 70%.

Evaluation criteria

Theory

This is an individual written test related to the most relevant aspects of the course content. The type and structure of the test will consist of short questions that will be extracted from a battery of questions formulated throughout the course. The main difficulty for the teacher lies in how to evaluate students who have not been involved in their learning process (lack of attendance, little or no participation in the classroom, not doing the work, etc.). The only option that allows him to be equitable and fair with the class as a whole is to conduct a written exam on the contents of the program (60%) and require the corresponding course work (40% of the final grade).

Practice

Evaluation of the realization of practical activities, tasks and experiments that will be proposed in relation to the syllabus. In the practical activities and experiments the assimilation of the theoretical contents will be valued, as well as the originality of the approaches and the capacity to work in team in the appropriate cases. Throughout the course there will be tests of knowledge acquisition, the results of which will be informative for the student and for the teacher.

The general grading system will follow the regulations of the Universitat de València approved by the Consell de Govern on May 30, 2017. ACGUV 108/2017.

Intellectual honesty is vital to an academic community and for the fair evaluation of the student's work. All work submitted in this course must be originally authored by every student. No student shall engage in unauthorized collaboration or make use of ChatGPT or other AI composition software.

REFERENCES

Basic

- Púlkina, I. (1992): El ruso. Gramática práctica. Moscú, Rubiños - Russki Yazik.
- Vidal, H. (1997): Introducció a la gramàtica russa. Barcelona, Universitat de Barcelona.



- Narúmov, B. (1988): Diccionario español- ruso. (70.000 vocablos). Moscú, Rubiños.
- Nogueira, J. (1991): Diccionario ruso-español (57.000 vocablos). Moscú, Rubiños.
- Sadikov, A. (1996): Diccionario español-ruso de uso moderno. Moscú, Russki Yazik.

