

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

<b>Code</b>	35614
<b>Name</b>	Russian language 2
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2023 - 2024

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1009 - Degree in Translation and Interlinguistic Mediation (English)	Faculty of Philology, Translation and Communication	3	Second term
1010 - Degree in Translation and Interlinguistic Mediation (French)	Faculty of Philology, Translation and Communication	3	Second term
1011 - Degree in Translation and Interlinguistic Mediation: German	Faculty of Philology, Translation and Communication	3	Second term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
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

**Coordination**

<b>Name</b>	<b>Department</b>
PIROZHENKO, OLGA	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 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 A2 of the CEFR. The subject is also a curricular option as a D2 Languages elective of the Degree in Translation and Interlinguistic Mediation.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

Russian language 1. In order to follow the course it is recommended to have passed the course Russian 1 or to have a level A1 of Russian language proficiency, according to the CEFR, or a level somewhat lower than EU (elementary level), according to the Russian State System established for the classification of levels of Russian as a foreign language.

## COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

### 1009 - Degree in Translation and Interlinguistic Mediation (English)

- 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)

- 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**

- 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 (RD 1393/2007) // NO CONTENT (RD 822/2021)**

**a) Listening comprehension**

Understand sentences and the most common vocabulary on topics of personal interest (very basic personal and family information, shopping, place of residence, employment). Can understand the main idea of short, clear, simple, well-structured statements and messages delivered by voice or by technical means, articulated at a slow speed, in a formal register, provided the acoustic conditions are good and the message is not distorted.

1. Identify the main points and relevant details in messages and public announcements containing instructions, directions and simple formalities.
2. Capture the essential information in direct or telephone conversations.
3. Understand the general meaning and relevant information of conversations taking place in their presence and identify a change of subject.
4. Capture the plot line and the most important episodes of recorded messages.

**b) Oral expression**

Produce short oral texts both in face-to-face communication and by telephone or other technical means, in a formal register, and communicate in an understandable way, although foreign accents, pauses and hesitations are evident and repetition, paraphrasing and cooperation of the interlocutors is necessary to maintain communication. Specifically, the following objectives have been established:

1. To make, in front of an audience, public announcements and short, rehearsed presentations, and to answer short, simple questions from listeners.
2. To be able to manage in a simple way in everyday transactions and formalities (restaurants, stores, etc.):
3. Show limited control of simple grammatical structures and sentence patterns within a memorized repertoire.
4. Be able to carry out very brief social exchanges, although without understanding enough to maintain the conversation on one's own.



c) Reading comprehension

Understand the general meaning and essential information, the main points or relevant details in short texts of simple and clear structure, in a formal register, referring to everyday life matters. In detail, the following objectives have been established:

1. Understand instructions, directions, and information from signs and posters in kales, stores, restaurants, means of transport and other public services and places.
2. Understand documents (forms, catalogs, electronic pages) and personal correspondence.
3. Capture essential information and locate specific information in illustrated brochures and other written information material in different formats.
4. Understand instructions on frequently used devices (a public telephone, an automatic teller machine, etc.).
5. Understand with relative accuracy a linear story or description.

d) Written expression

Write elementary and brief texts of simple structure in formal register, using adequately the resources of cohesion and the most elementary spelling and punctuation conventions. These texts will refer to everyday life issues. In detail, the following objectives have been established:

1. To write brief and simple notes and messages concerning matters that have to do with my immediate needs.
2. Write very simple personal letters.
3. Completing forms and questionnaires related to their daily activities.
4. Produce narrative and dialogic texts.
5. e) Know the basic vocabulary of everyday Russian life and use it accurately.

f) Know the basic structures and forms of the Russian linguistic system in order to use them fluently and correctly in oral and written production.

g) Become familiar with Russian cultural and pragmatic conventions.

h) Obtain the ability to make decisions and solve normative problems in an autonomous way from the location of relevant bibliographic information.

## DESCRIPTION OF CONTENTS



## 1. Unit 1

Presentation of the subject. Contemporary Russian language and its trends. Information on basic bibliography. Web resources, dictionaries and reference works for a better knowledge of Russian.

A. Linguistic competence:

A. Phonology, phonetics and orthography.

1. Phonological processes.

1.1. Vowel reduction.

1.2. Sound alternation.

B. Morphology and syntax

1. 3. The noun. Flexion and agreement.

1.3.1. Masculine and feminine gender without desinence, whose radical ends in a soft consonant.

1.3.2. Cases (plural declension).

1.4. Demonstrative Pronouns

1.5. The verb: aspects (review)

Syntax

The simple sentence (review).

Lexicology and Semantics.

1.6. Individual (character and mood).

C. Sociolinguistic Competence

1.7. Use and choice of forms of address.

D. Pragmatic competence

1.8. Communicative functions: introduction of a topic or opinion.

## 2. Unit 2

A. Phonology, phonetics and orthography.

2.1. Basic rules of Russian orthography.

2.1.1. Spelling of foreign words according to their origin.

B. Morphology and syntax

The noun: concrete and abstract classes. 2.2.1.

2.2.1. Masculine and feminine gender whose radical ends in palatal fricative, hard or soft.

2.2.2. Number of masculine nouns in plural ending in -a (ya).

2.2.3. Functions of noun cases: nominative (calling).

2.3. Ordinal numerals (greater than 10).

2.4. The verb: Imperfective Durative and Habitual.

Modality (necessity and obligation) 2.4.1.

Syntax:

2.5. Compound sentence.

Lexicology and Semantics:

Individual (physical sensations and perceptions) 2.6.

C. Sociolinguistic Competence

2.7. Conventions for the turn of speech.

D. Pragmatic competence

2.8. Communicative functions: organization, elements and parts of speech.



### 3. Unit 3

A. Phonology, phonetics and spelling.

3.1. Use of capital letters.

B. Morphology and syntax.

3.2. The noun: singular and collective.

3.2.1. Functions of the noun cases: genitive (dates, of matter, cause, second term of comparison with numerals. Regimen of verbs).

3.3. The adjective

3.3.1. Possessive adjectives.

Syntax:

Expression of logical relations 3.4.1. Purpose.

Lexicology and semantics:

Social and professional relations 3.5.

C. Sociolinguistic Competence

3.6. Family, friendly and professional relationships.

D. Pragmatic competence

3.7. Communicative functions: writing letters according to common usage.

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

### 4. Unit 4

A. Phonology, phonetics and orthography.

4.1. Orthographic signs: umlaut and hyphen.

B. Morphology and syntax

4.2. The noun: countable and non-countable.

4.2.1. Functions of the noun cases: dative (of movement, distributive, impersonal sentences, physical and affective states. Regime of verb).

4.3. Relative adjectives

4.4. The reflexive pronoun.

4.5. Cardinal numerals (1000-1000000).

4.6. The verb: Imperfective inchoative and terminative aspect.

4.6.1. Modality (permission).

Syntax:

4.7. Prior temporal relations.

Lexicology and Semantics:

4.8. Dwelling (domestic objects, domestic activities).

C. Sociolinguistic Competence.

4.9. Rituals of celebrations, ceremonies.

D. Pragmatic competence

4.10. Communicative functions: expressing total or partial agreement, judgments and evaluations, possibility and impossibility.



## 5. Unit 5

A. Phonology, phonetics and spelling.

5.1. Word division at the end of the line.

B. Morphology and syntax.

5.2. The noun: animate and inanimate.

5.2.1. Functions of the noun cases: accusative (of time).

5.3. Declension of adjectives (mixed declension).

5.4. The verb: perfective aspect (punctual, completed action).

5.4.1. Modality (possibility).

Syntax:

5.5. Subsequent temporal relations.

Lexicology and Semantics:

Work and education (work activity, educational centers and institutions) 5.6.

C. Sociolinguistic Competence

5.7. Behaviors and social conventions (behavioral habits and gestures).

D. Pragmatic competence

5.8. Communicative functions: expressing surprise, joy, sorrow or disappointment, fear or worry, gratitude and reacting to an expression of gratitude.

## 6. Unit 6

A. Phonology, phonetics and spelling.

6.1. Syllabic structure.

B. Morphology and syntax.

6.2. Noun: foreign words of the neuter gender.

6.3. Declension of adjectives (plural).

6.4. Cardinal numerals+ adjective-noun syntagm.

6.5. The verb. Modality (prohibition).

6.6. The adverb of purpose.

Syntax:

6.7. Direct and indirect style.

Lexicology and semantics:

6.8. Travel and accommodation. Vacations. Celebrations.

C. Sociolinguistic Competence

6.9. Politeness rules. Positive politeness.

D. Pragmatic competence

6.10. Communicative functions: Instructing others to do something.

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



## 7. Unit 7

A. Phonology, phonetics and spelling.

Use of punctuation marks: general rules.

B. Morphology and syntax

7.1. Functions of noun cases: Instrumental: locative. Verbal regimen.

7.2. The degrees of comparison of qualifying adjectives.

7.2.1. Comparative of equality.

7.3. Declension of ordinal numerals.

7.4. The verb. Modality (intention).

7.5. The adverb of negation.

Syntax:

Direct and indirect style (continued).

Lexicology and semantics:

7.6. Health and hygiene.

C. Sociolinguistic Competence

7.7. Politeness rules. Negative politeness.

D. Pragmatic competence

7.8. Communicative functions: Advising and reacting to advice.

Discourse competence: The organization and structure of narrative text.

## 8. Unit 8

A. Phonology, phonetics and spelling.

8.1. Use of punctuation marks: general rules.

B. Morphology and syntax

8.2. Functions of noun cases: prepositive (temporal).

8.3. Degrees of comparison of qualifying adjectives (comparative of inferiority and superiority) 8.4.

8.4. Negative pronouns.

8.5. The adverb of order.

8.6. Prepositions with regimen.

Syntax:

Compound sentence (review).

Lexicology and Semantics:

8.8. Food (recipes, dishes, places to eat).

C. Sociolinguistic Competence

8.9. Politeness rules. Discourtesy.

D. Pragmatic competence

8.10. Communicative functions: drawing attention to something.

Discourse competence: Organization and structure of the directive text (cooking recipes).



## 9. Unit 9

A. Phonology, phonetics and spelling.

9.1. Aspects of intonation.

B. Morphology and syntax

The degrees of comparison of qualifying adjectives (superlative degree). 9.2.

9.2. The degrees of comparison of adverbs (positive, comparative and superlative). 9.3.

9.3. Prepositions with dative, accusative regimen.

Syntax:

Impersonal sentence (review) 9.4.

Lexicology and Semantics:

9.5. The weather: atmospheric conditions and phenomena, seasons. Fauna and flora.

C. Sociolinguistic Competence.

9.6. Intercultural competence.

D. Pragmatic competence

9.7. Transmitting what has been said by others.

Discursive competence: The organization and structure of the directive text (instructions, leaflets).

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

## 10. Unit 10

A. Phonology, phonetics and spelling.

10.1. Aspects of intonation.

B. Morphology and syntax.

10.2. Indefinite pronouns.

10.3. Prepositions with instrumental regimen.

Syntax:

Subordinate sentence (elements) 10.4.

Lexicology and Semantics:

Shopping (stores and establishments, markets, payments, products) 10.5.

C. Sociolinguistic Competence

10.5. Expressions of popular wisdom.

D. Pragmatic competence

10.6. Communicative functions: apologizing for something one has done and reacting to an apology.

**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
<b>TOTAL</b>	<b>150,00</b>	

**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, phonetic practice in the school laboratory.

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

a) Face-to-face training activities (which represent 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 the 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, prior 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. There will be a series of central themes of the practical classes whose debates or comments will be in charge of the students, under the supervision of the teacher.

b) Non-face-to-face 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, and 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 fulfils 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.

Teacher self-assessment.

9.- Planning of later stages of the process.

The continuous evaluation includes the sporadic control of class attendance, active participation in the classroom (tasks and activities, oral questions, collaborative attitude), etc. On the other hand, the summative evaluation is justified because it allows to evaluate the knowledge acquired and consolidated during the development of the subject.



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 and other people.
  - 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 assessment will consist of 2 distinct 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.

## REFERENCES

### Basic

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