

Subject card

Subject name and code	Acquisition of language and its strategies, PG_00150192						
Field of study	Russian Philology						
Date of commencement of studies	October 2024	Academic year of realisation of subject			2025/2026		
Education level	Bachelor's studies	Subject group			Obligatory subject group in the field of study Optional subject group Subject group related to scientific research in the field of study		
Mode of study	full-time studies	Mode of delivery			at the university		
Year of study	2	Language of instruction			Russian - Polish 50.00% - Russian 50.00%		
Semester of study	4	ECTS credits			3.0		
Learning profile	academic	Assessment form			exam		
Conducting unit	Division of Russian Language Pragmatics, Communication and Didactics -> Institute of Russian and Eastern Studies -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Joanna Mampe				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	30.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
	Additional information: Didactic methods:- Text analysis with discussion- Discussion- Conversational lecture- Lecture with multimedia presentation- Method of projects						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	30		2.0		43.0	75
Subject objectives	The class is designed to introduce students to the problems of language acquisition; In the course, the student acquires, among other things, the ability to use language learning skills to develop cognitive activities in communicative practice.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FROSL3_U14] The student presents the results of his work in Polish and Russian in a clear, systematized and thoughtful form, using a variety of modern methods and techniques.	The student clearly presents (both in Polish and Russian) the results of his work on language acquisition strategies, using a variety of modern methods and techniques.	[SU2] presentation/project/paper/report [SU5] implementation of a problem task
	[FROSL3_W18] The student has advanced detailed knowledge of the selected specialty specific to the field of Russian philology.	The student has a structured detailed knowledge of language acquisition and language acquisition strategies.	[SW1] oral statement/conversation/discussion
	[FROSL3_U02] The student has mastered and applied research skills in linguistics, literary studies, and cultural and religious studies using the recommendations and guidance of the research supervisor.	The student has mastered and applied research skills in glottodidactics and psycholinguistics using the recommendations and guidance of the supervisor.	[SU2] presentation/project/paper/report
	[FROSL3_K04] The student is ready to take on professional challenges; he or she is proactive, makes an effort and shows perseverance in the implementation of individual and team professional activities.	The student is prepared for the profession of a teacher / teacher of Russian, is active and persistent in the implementation of individual and team professional activities.	[SK1] oral statement/conversation/discussion [SK8] observation of student's independent or team work
	[FROSL3_U18] The student has professional skills in linguistics, literary studies, cultural sciences and religion.	The student has professional skills in language acquisition.	[SU2] presentation/project/paper/report [SU6] demonstration of practical skills
	[FROSL3_W07] The student has advanced knowledge and understanding of specialized terminology and advanced knowledge of linguistic communication and communication strategies and language culture.	The student knows and understands specialized terminology on language acquisition and has a structured and in-depth knowledge of language communication and communication strategies.	[SW1] oral statement/conversation/discussion
	[FROSL3_K02] The student is prepared to actively participate in groups, organizations and institutions that implement activities for cultural integration, promotion of culture, and is able to communicate with people who are and are not specialists in the field.	The student has mastered and applied research skills in glottodidactics and psycholinguistics using the recommendations and guidance of the supervisor.	[SK2] presentation/project/paper/report [SK8] observation of student's independent or team work
	[FROSL3_U12] The student communicates in his native language and his field language, i.e. Russian, using professional terminology appropriate to the humanities.	Students are able to communicate in Polish and Russian, using professional terminology appropriate to language acquisition.	[SU1] oral statement/conversation/discussion
	[FROSL3_W03] The student has advanced philological knowledge in the study of language and its acquisition, and literature and culture.	The student has a structured philological knowledge of the science of language and its acquisition.	[SW1] oral statement/conversation/discussion
Subject contents	<p>Human language vs. animal communication systems (functions of language; linguistic competence vs. communicative competence). Determinants of language mastery. The influence of emotional factors on children's foreign language acquisition. The role of motivation and gender in a child's language learning. Mnemonics. Theories of language acquisition. Language acquisition by children. Bilingualism and second language acquisition. Types of bilingualism in adults and children. Disorders of language development and acquisition. Left-handedness and language acquisition. The role of music and song in language mastery. Thinking in a foreign language. The concept of learning strategies and their classification. Research on the impact of the use of learning strategies on the effectiveness of mastering a foreign language. Teaching learning strategies. The impact of the drug on the mastery of the language - the fight against stress. The latest IT trends in language acquisition (distance education, multimedia programs for language learning, the Internet library, the use of cell phones in learning a foreign language). The concept of autonomy, its determinants and ways to promote it. Authorities and their use in the acquisition of knowledge.</p>		

Prerequisites and co-requisites	Specialty selection: Teaching Russian in specialized language courses. Knowledge of the Russian language to the extent that it is possible to achieve the learning outcomes established by the subject.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	oral exam (statement on one of the drawn topics from the scope of the program subject matter)	51.0%	50.0%
	active work in class, systematic preparation of issues and tasks indicated by the instructor (including the draft program for learning Russian)	51.0%	50.0%
Recommended reading	<p>Basic literature</p> <p>- Anisimowicz B., Alternative language teaching in the 20th century: a suggestopedia, DiG, Warsaw 2002 (excerpts).- Bogdanowicz M., Leworęczność u dzieci, WSiP, Warsaw 1992 (excerpts).- Bogdanowicz M., Różycka M., Lewa ręka rysuje i pisze, Fokus, Gdańsk 2001 (excerpts).- Kurcz I., Psychology of language and communication, Wydawnictwo Naukowe SCHOLAR, Warsaw 2005 (excerpts).- Komorowska H., Methodology of teaching foreign languages, Fraszka Edukacyjna, Warsaw 2001(excerpts).- Figarski W., Glottodydaktyczny proces w szkole, Wyd. Uniwersytetu Warszawskiego, Warsaw 2003 pp. 93-112 (excerpts).- Gleason J. B., Ratner N. B., Psycholinguistics, Gdańskie Wydawnictwo Psychologiczne, Gdańsk 2005.</p>		
	<p>Supplementary literature</p> <p>- Avdeev A., Grammar of verbal interaction, Krakow 2004.- Bugajski M., Language in communication, PWN, Warsaw 2006 (excerpts).- Kalisz R., Pragmatics of language, University of Gdansk, Gdansk 1993 (excerpts).- Adria J., Communication, Studio Emka, Warsaw 2000 (excerpts).Articles: - Arabski J., Rola płci w przyajaniu języka obcego {in}: Problemy komunikacji międzykulturowej: lingwistyka, translatoryka, glottodydaktyka / com. ed. Barbara Z. Kielar, Graf-Punkt, Warsaw 2000. - Bogdanowicz M., Nonspecific and specific difficulties in learning foreign languages {in}: Bogdanowicz M., Smoleń M., Dyslexia in the context of teaching foreign languages, Harmonia, Gdańsk 2004.- Cieszyńska J., Linguistic and psychological problems of bilinguals {in}: Bogdanowicz M., Smoleń M., Dyslexia in the context of teaching foreign languages, Harmonia, Gdańsk 2004.- Jurek A., Difficulties in learning foreign languages of students with developmental dyslexia {in}: Bogdanowicz M., Smoleń M., Dyslexia in the context of teaching foreign languages, Harmonia, Gdańsk 2004.- Czabaj R., Learning techniques of adolescents with dyslexia{in}: Bogdanowicz M., Smoleń M., Dyslexia in the context of teaching foreign languages, Harmonia, Gdańsk 2004.- Stasiak H., Influence of emotional factors on children's acquisition of a foreign language, {in}: Problems of intercultural communication: linguistics, translation, glottodydaktyka / com. ed. Barbara Z. Kielar, Graf-Punkt, Warsaw 2000.</p>		
	eResources addresses		
Example issues/ example questions/ tasks being completed	How to motivate yourself to learn languages?What learning techniques to apply to yourself?How to use music in the learning process?		
Work placement	Not applicable		

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