

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 2025		Academic year of realisation of subject		2026/2027		
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% English 50%		
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						
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_U06] The graduate is able to present the results of their work in Polish and Russian in a clear, systematic, and well-thought-out manner, using various modern methods and techniques.	Student(s) orally and in written form present works in Polish and Russian. He/she chooses the methods and techniques of presenting his/her skills appropriately.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU4] test/exam - oral or written
	[FROSL3_K02] The graduate is prepared to recognize the importance of the knowledge acquired during their studies in Russian philology for solving cognitive and practical problems, as well as to seek expert opinions when faced with difficulties in solving problems independently.	He is prepared to actively participate in groups, organizations and institutions that carry out activities for cultural integration, promotion of culture, and is able to communicate with people who are and are not specialists in the field.	[SK1] oral statement/conversation/discussion [SK5] implementation of a problem task
	[FROSL3_U01] The graduate is able to apply general linguistic and literary knowledge, as well as general knowledge from related disciplines, to solve tasks involving the study of specific issues, including those related to the Russian language and literature.	The student(s) will master and apply research skills in glottodidactics and psycholinguistics using the recommendations and guidance of the lecturer.	[SU8] observation of student's independent or team work
	[FROSL3_W07] The graduate has advanced knowledge and understanding of the complex nature of the Russian language, its multidimensionality, and historical variability; they have knowledge of the mechanisms governing language use.	Knows and understands specialized terminology and has a structured detailed knowledge of language communication and communication strategies.	[SW1] oral statement/conversation/discussion
Subject contents	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.		
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	Basic literature	- 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.
	Supplementary literature	- 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.
	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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