

Subject card

Subject name and code	Theories of Second and Third Language Acquisition, PG_00211284						
Field of study	Russian Philology						
Date of commencement of studies	October 2026		Academic year of realisation of subject			2027/2028	
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			Polish	
Semester of study	3		ECTS credits			3.0	
Learning profile	academic		Assessment form			exam	
Conducting unit							
Name and surname of lecturer (lecturers)	Subject supervisor		dr Anna Hau				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	30.0	0.0	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 objective of the course is to introduce students to the key theories and models of second and third language acquisition, and their application in analyzing the process of learning Russian as a foreign language. The course prepares students to analyze language acquisition theories and to consciously apply this knowledge in their further education.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[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 can compare selected theories of language acquisition and apply them to the interpretation of typical difficulties in learning Russian, including transfer from Polish, previous knowledge of other foreign languages and socio-educational conditions.	[SU4] test/exam - oral or written
	[FROSL3_W01] The graduate has advanced knowledge and understanding of the place and significance of linguistics within the system of the humanities, its subject-specific and methodological characteristics, as well as its connections with selected disciplines in the humanities and social sciences.	The student knows and understands major theories and models of second and third language acquisition, including cognitive, interactionist, sociocultural and social approaches, and can explain their relevance to learning Russian as a foreign/additional language.	[SW4] test/exam - oral or written
	[FROSL3_W03] The graduate has advanced knowledge and understanding of concepts and terminology used in linguistics, particularly applying to research on the Russian language.	The student knows the basic terminology in the field of second and third language acquisition research, including interlanguage, transfer, input, output, plurilingual competence, multilingualism, metalinguistic awareness, and cross-linguistic influence.	[SW4] test/exam - oral or written
	[FROSL3_U11] The graduate is able to independently plan and implement their own lifelong learning in the field of Russian studies, the Russian language and a selected sphere of professional activity related to the use of the Russian language.	The student is able to plan their own language learning process, using basic knowledge of second and third language acquisition, transfer, learning strategies and individual factors influencing the development of language competence.	[SU1] oral statement/conversation/discussion
	[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.	The student is ready to critically assess simplified explanations of success and failure in foreign language learning and to take into account individual, social, cultural and ethical factors in the analysis of language learning.	[SK4] test/exam - oral or written

Subject contents	Second and third language acquisition basic concepts First, second, third and additional language; language learning and language acquisition; the specificity of Russian as an additional foreign language. Major theories of second language acquisition Selected approaches: behavioural, cognitive, interactionist and sociocultural. Their significance for understanding the process of foreign language learning. Input, interaction and language production The role of language exposure, practice, communication, feedback and language use in the development of language competence. Interlanguage and learner errors Error as part of language development; typical difficulties in learning Russian; basic principles of error analysis. Language transfer in learning Russian The influence of Polish and other known foreign languages on learning Russian; positive and negative transfer. Third language acquisition and multilingualism Learning Russian as an additional language; the role of previous language-learning experiences, metalinguistic awareness and learning strategies. Individual factors in language learning Age, motivation, language anxiety, memory, language aptitude, learning style and learning strategies. Social conditions of language acquisition Educational environment, contact with language users, language status, stereotypes, learner identity and inequalities in access to language resources. Plurilingual and intercultural competence Language learning as the development of a linguistic repertoire; language mediation; the importance of intercultural competence in philological education. Application of acquisition theories in philological practice Interpreting the difficulties of students learning Russian; using knowledge of language acquisition in self-directed learning and future professional practice.		
Prerequisites and co-requisites	Optional course		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Written exam consisting of multiple-choice and open-ended questions.	51.0%	100.0%
Recommended reading	Basic literature Gębał P. E., <i>Dydaktyka języków obcych. Wprowadzenie</i>, Warszawa: Wydawnictwo Naukowe PWN, 2019. Lewicka G., <i>Glottodydaktyczne aspekty akwizycji języka drugiego a konstruktywistyczna teoria uczenia się</i>, Wrocław: Oficyna Wydawnicza ATUT, 2007. Komorowska H. (red.), <i>Nauka języka obcego w perspektywie ucznia</i>, Warszawa: Oficyna Wydawnicza Łośgraf, 2011. Kurcz I. (red.), <i>Psychologiczne aspekty dwujęzyczności</i>, Gdańsk: Gdańskie Wydawnictwo Psychologiczne, 2007.		

	Supplementary literature	Kurcz I., <i>Psychologia języka i komunikacji</i>, Warszawa: Wydawnictwo Naukowe Scholar, 2005. Nowacka D., Z problemów akwizycji języka trzeciego u neofilologów. Uwagi wstępne, <i>Roczniki Humanistyczne</i>, 2015, t. 63, nr 10, s. 109120. Wilczyńska W., Michońska-Stadnik A., <i>Metodologia badań w glottodydaktyce. Wprowadzenie</i>, Kraków: Wydawnictwo Avalon, 2010.
	eResources addresses	
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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