



COURSE DATA

DATA SUBJECT

Code: 35614
Name: Russian language 2
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1009 - Degree in Translation and Interlinguistic Mediation (English)	Facultat de Filologia, Traducció i Comunicació	3	Second quarter
1009 - Degree in Translation and Interlinguistic Mediation (English)	Facultat de Filologia, Traducció i Comunicació	4	Second quarter
1010 - Degree in Translation and Interlinguistic Mediation (French)	Facultat de Filologia, Traducció i Comunicació	3	Second quarter
1010 - Degree in Translation and Interlinguistic Mediation (French)	Facultat de Filologia, Traducció i Comunicació	4	Second quarter
1011 - Degree in Translation and Interlinguistic Mediation: German	Facultat de Filologia, Traducció i Comunicació	4	Second quarter
1011 - Degree in Translation and Interlinguistic Mediation: German	Facultat de Filologia, Traducció i Comunicació	3	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1009 - Degree in Translation and Interlinguistic Mediation (English)	Language D: Russian	ELECTIVES
1009 - Degree in Translation and Interlinguistic Mediation (English)	Language D: Russian	ELECTIVES
1010 - Degree in Translation and Interlinguistic Mediation (French)	Language D: Russian	ELECTIVES
1010 - Degree in Translation and Interlinguistic Mediation (French)	Language D: Russian	ELECTIVES
1011 - Degree in Translation and Interlinguistic Mediation: German	Language D: Russian	ELECTIVES
1011 - Degree in Translation and Interlinguistic Mediation: German	Language D: Russian	ELECTIVES

COORDINATION

PIROZHENKO OLGA

SUMMARY



The course is part of the Complementary Training in Language and Tradition module and the subject D Language, a curricular option as a D2 Languages elective of the Degree in Translation and Interlinguistic Mediation. It is conceived as a continuation of the Russian Language 1, which is also offered as a part of the subject Modern Language as a basic general training in the degrees Hispanic Studies, English Studies, Catalan Philology, Classical Philology. 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.) is the aim of this subject. Students can achieve a command of the Russian language corresponding to level A2 of the CEFR.

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 / LEARNING OUTCOMES

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Work and learn autonomously and plan and manage work time in the field of translation and linguistic mediation.

Work as a team in the environment of translation and linguistic mediation and develop interpersonal relations.

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.

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.



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).

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.

The Russian Language 2 contents are equivalent to level A2 (platform) of the Common European Framework of Reference for Languages (CEFR) and allows students to achieve the following skills:

- Know the grammar and basic theoretical foundations of the Russian language.

- Understand frequently used phrases and expressions related to particularly relevant areas of experience (basic information about themselves and their family, shopping, places of interest, occupations, etc.).



- Communicate when carrying out simple, everyday tasks that require no more than simple, direct exchanges of information on familiar or routine matters.

- Describe in simple terms aspects of the past and their surroundings, as well as issues related to their immediate needs.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	20,00
Independent study and work	16,00
Preparation of lessons	40,00
Preparation for assessment activities	14,00
Resolution of case studies	0,00
Total hours	90,00

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 but also 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: 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.

The course is part of the teaching innovation project "Resonando con ECO más allá de las aulas", SFPIE call 2025-26, a continuation of the teaching innovation project "ECO, ODS y emprendimiento desde Minor de Árabe" (No. 3309414) of the SFPIE call 2024-2025.

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.
- 5.- Diagnosis and prognosis.
- 6.- Promotion of students through the assignment of fair grades. 7.



7.- Feedback, reinforcing the necessary areas.

8.- 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, 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%

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.

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, except if its use is part of the contents of the subject and is authorized by the teaching staff who teach it.

The general grading system shall follow the regulations of the Universitat de València approved by the Governing Council on 30 May 2017. ACGUV 108/2017.

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