

# actr LETTER

*Newsletter of the American Council of Teachers of Russian*

*a division of the American Councils for International Education*

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## **Utilizing the World-Readiness Standards for Learning Languages and the NCSSFL-ACTFL Can-Do Statements in Teaching Practice**

*Olga Scarborough, US Air Force Academy*

**E**very summer, about 15-20 incoming cadets at the US Air Force Academy try to take our departmental placement test and validate some of our foreign language courses. Some of them are from Russian-speaking families. Some participated in study abroad programs, and some took Russian courses in high schools or colleges online or in person. Our placement assessment consists of several sections with multiple choice questions corresponding to listening and reading comprehension tasks, knowledge of Russian culture, and writing tasks. Most of the testing materials are based on the topics, lexical and grammatical, covered in most Russian textbooks widely used in the US. Usually, only a handful of young people are able to demonstrate sufficient Russian skills in all modalities in order to be placed into a second-year Russian class or higher at our institution.

We see a tendency that students who have previously received an A and credit for a Russian course at a school or another college cannot validate first-year language courses in order to be placed at a higher level. Why do they end up starting over at the beginner's level for Russian courses at our institution? There could be various reasons. For heritage learners, their inability to read and write in Russian may reflect their lack of knowledge of Cyrillic characters. For recent high-school graduates, inadequately developed skills in different modes of communication may result in their enrollment in a first-year Russian course again. From our institution's data, only those proficient users of Russian who can interpret spoken and written passages, respond properly to a variety of questions and prompts about their personal lives orally and in writing, and have at least a basic knowledge of sociocultural life in the Russian Federation and Russian-speaking countries, could expect their placement

into Russian courses higher than the beginner's level.

Placement into intermediate or advanced courses cannot be guaranteed if students only learned Russian through Rosetta Stone (surprisingly, young people still recently mentioned that software) or grammar drills. Furthermore, many students taking our placement test could not recall any textbook or any particular author of the learning materials that they used in their studies. It appears that the COVID-19 pandemic has affected student outcomes; most of us struggled with utilizing online platforms for our language courses for the first time. Nevertheless, language programs in K-16 education should have common objectives to bring students' skills to certain proficiency levels by the end of their particular course(s).

The guiding tool that may unite language teachers regardless of the language they teach, or the size of their program, can be the World-Readiness Standards for Learning Languages. In this article, I aim to share my experience of utilizing this comprehensive national document with some necessary modifications in my teaching of all levels of Russian language and culture courses at the U.S. Air Force Academy.

Since 2012, the formerly named Standards for Foreign Language Learning in the 21st Century and ACTFL's Proficiency Guidelines have served as a reference for setting course goals and outcomes for my colleagues and me. We were able to align course materials, whether they were based on commercial textbooks or solely on authentic Russian language sources, and assessments with expected learning goals and outcomes for our students. Those goals correspond to levels of foreign language proficiency that can be reached depending on the number of

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instruction hours and student commitment, motivation, and involvement in the active learning process.

In 2015, the most recent version of *World-Readiness Standards for Learning Languages* was made possible by the collaborative effort of many organizations and individuals who supported the National Standards in Foreign Language Education Project. The *World-Readiness Standards* are available as the general version that is applicable to all foreign languages taught across the US and as a specific version related to the Russian language. This document can serve as the practical guidelines for designing foreign language courses at all levels of study. By using the *World-Readiness Standards*, educators can set up students' learning outcomes for five (5Cs) goal areas:

1. **Communication skills** being developed in three modes - interpersonal, interpretive and presentational;
2. **Culture** — systematic growth of cultural and intercultural competence in the foreign language courses by relating cultural products and practices to perspectives;
3. making **Connections** with other disciplines studied;
4. **Comparisons** of student native and target languages and cultures;
5. using the target language in face-to-face and virtual communication with target-language-speaking **Communities** and continuing lifelong learning for achieving personal enrichment and professional advancement.

These Standards suggest close consideration of the inclusion of authentic cultural content into language studies throughout all foreign language courses. They involve:

- knowledge about the country or countries where the target language is spoken, cultural traditions, values, and mindsets;
- development of personal attitudes to realia of foreign culture, including an ability to overcome and solve sociocultural conflicts in communication;
- recognizing relations between cultural products, practices, and perspectives in the foreign language learning process.

Several years ago each of our department's language programs developed descriptors of the corresponding outcomes for language minors. Moreover, our department's leadership suggested that it would be even more effective for all faculty members, civilian and military, to collaborate on creating roadmaps that comprise learning outcomes for each level of language study, from the introductory through the advanced level. As stated in the *World-Readiness Standards*, the 5Cs of language learning should be included in the curriculum in any setting. Nevertheless, because of certain requirements and considerations of protecting security on the USAFA base, the Comparisons and Communities components may not always be accomplished in real-world conditions by most of our military students.

Уважаемые коллеги!

We hope you have a great beginning to the new academic year 2023-2024.

The new school year started with an incredible feeling of normality, almost all students stopped wearing face masks. Sometimes, it becomes challenging to recognize your last year's students in your class after they take off their masks.

American Council of Teachers of Russian (ACTR) will continue to support you and your students in exploring Russian culture and learning the Russian Language.

Our upcoming great event, the National Russian Essay Contest for pre-college students, will take place during the second week of November 2023.

If you need more information or would like to register your high school students to participate in this contest, please contact co-chairs Paavo Husen at [paavohusen@gmail.com](mailto:paavohusen@gmail.com), John Rook at [RookJ@glastonburyus.org](mailto:RookJ@glastonburyus.org). We are happy to announce that Robert Chura, a member of the Board of Directors, will be a new co-chair, his contact information is [rchura@sluh.org](mailto:rchura@sluh.org)

Phillip Stosberg has resigned as an NREC co-chair. We all want to express our genuine gratitude to Phillip for his superb dedication and service to our profession and ACTR for the past six years.

On the ACTR website, you can find the contact information of the new co-chairs of the National Olympiada of Spoken Russian: Brooke Ballinger, Camelot Marshall, and Betsy Sandstrom. The Olympiada Preparation materials and information about Regional Chairs are available at <https://www.actr.org/olympiada-of-spoken-russian-945071.html>.

The Nominations have opened for this year's ACTR awards, recognizing outstanding teachers of the Russian language:

- ACTR Teaching Excellence Awards for [K-12 Teachers](#)
- ACTR Teaching Excellence Award for [Post-Secondary Instructors](#);
- ACTR Teaching Excellence Award for [Graduate Student Instructors](#).

The deadline for each of these awards is **December 15**,

## ACTR President's Corner СЛОВО ПРЕЗИДЕНТА



2023.

Olga E. Kagan Professional Development Grant, **with a deadline of April 1, 2024.**

If you have any questions, please contact a committee chair for the appropriate category of your nomination:

### K-12 Award Committee

Committee Co-Chairs: John R. Rook ([rookj@glastonburyus.org](mailto:rookj@glastonburyus.org)) and Elena Farkas ([RussianAZ@alaskan.com](mailto:RussianAZ@alaskan.com))

### Post-Secondary / Graduate Student Award / 2024 Professional Development Grant Committee

Committee Chair: Susan Kresin ([kresin@humnet.ucla.edu](mailto:kresin@humnet.ucla.edu))

Dear ACTR members, please nominate candidates for the ACTR Distinguished Service Award.

Nominations should be sent to Elena Farkas, committee chair ([Russianaz@alaskan.com](mailto:Russianaz@alaskan.com)), and must be received by **November 15**.

We look forward to receiving your nominations.

On October 21, 2023, the ACTR Board of Directors meeting was held in person (hybrid) in Washington, D.C., for the first time after the pandemic. Major issues discussed at the meeting and information about ACTR committees will appear in the Winter Newsletter.

Please join us at the membership meeting in February 2024. The date and time of the meeting will be announced in November.

ACTR is your organization, and we would like to hear your voice!

Please send your suggestions or questions to John Rook (ACTR Board Secretary) at [rookj@glastonburyus.org](mailto:rookj@glastonburyus.org) and Nataliya Ushakova (ACTR President) at [nushakova@gmail.com](mailto:nushakova@gmail.com)

До встречи на мероприятиях и собраниях ACTR.

*Nataliya Ushakova*  
President, ACTR

*Utilizing the World Readiness Standards for Learning Languages, continued from p. 2*

Currently, our department's language programs adhere to only three categories included in the Standards: Communication, Cultures, and Connections. The additional Careers goal relevant to our institutional mission replaces both Comparisons and Communities. Each language program may also emphasize different standards in their courses, commensurate with course objectives and desired learning outcomes. For the Russian curriculum, the goals of developing student intercultural skills were added to practically every level of study.

Below is a sample of the roadmap for our program's third-year courses based on the *Russian: from Intermediate to Advanced textbook* by Olga Kagan, Anna Kudyma, and Frank Miller published by Routledge in 2015 and accompanied by the corresponding online platform. I chose to adopt this textbook because it is carefully structured to develop all four communication skills in Russian (listening, speaking, reading, writing) by following the ACTFL Proficiency Guidelines. In addition, the textbook materials allow significant expansion of student cultural awareness and conduct cross-cultural comparisons and discussions.

### **Pre-Advanced (High Intermediate) Level (Russian 321/ 322)**

**Timeline:** 5 chapters per semester (fall and spring semesters)

**Assessments:** Cadets are assessed using the three modes of communication. Assessments include comprehensive quizzes, speaking proficiency tests, group cultural presentations or digital posters, and a final exam.

**Approach:** The language learning approach is student-centered, Standards-based, communicative, and multi-modal, and implements interactive approaches to world language teaching and learning grounded in target language use. As advocated by the field, cadets and instructors utilize Russian as a means of communication 90% of the time in the classroom. Instruction focuses on the Russian-speaking world in order to teach language, cultures, and literature over the four-year course sequence.

**Proficiency Benchmark Goal:** Intermediate Mid – High

**Instructional Hours:** 80 hours

Per the *NCSSFL-ACTFL Can-Do Statements Proficiency Benchmarks* (2017) grounded in the three modes of communication, cadets will be able to:

*Interpretive Communication* - recognize the main idea and key information on familiar topics from sentences and series of connected sentences within spoken and written texts;

- ◇ follow the main message in various time frames and straightforward, and sometimes descriptive, paragraph-length informational texts, including journalistic discourse;

- ◇ explain the main idea and flow of events expressed in various time frames in conversations and discussions.

*Interpersonal Communication* - participate in spontaneous conversations on familiar topics by creating sentences or series of sentences to ask and answer a variety of follow-up questions;

- ◇ effectively exchange information in conversations and discussions on familiar and some concrete researched topics using connected sentences that may combine to form paragraphs and asking various questions in major time frames;
- ◇ interact with others to meet their needs in various situations, sometimes involving a complication;
- ◇ exchange preferences, opinions, and feelings, and provide advice on familiar topics and some researched concrete topics.

*Presentational Communication* - communicate information both verbally and in writing in a more formal, elaborative narrative style and express their thoughts on familiar topics using a few short paragraphs, often across various time frames;

- ◇ state their viewpoint on familiar and researched topics and provide reasons to support it;
- ◇ give detailed presentations on familiar and some concrete researched topics.

*Cultures* - interpret authentic materials to identify and analyze practices (social interactions) that reflect perspectives (values, attitudes) in Russian-speaking cultures;

- ◇ compare and analyze perspectives reflected in news reports, social media, advertisements, etc.

*Intercultural Communication* - make comparisons between practices and products to help them understand perspectives (values, attitudes);

- ◇ compare various products and practices related to everyday life and personal interests or studies in Russian-speaking and American cultures.

*Connections* - build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and solve problems creatively, and access and evaluate information and diverse perspectives that are available through the language and its cultures.

*Careers* - continue to explore military service and armed forces in Russian-speaking countries, the relevance of learning a foreign language and culture, and how its knowledge develops cadets into officers that are prepared for 21st-century international relations.

Even though specific outcomes for the Comparisons category are

not provided in our program roadmaps, they are implied in bond with the content of the textbook and relevant supplemental materials. They are related to the nature of both Russian and English languages as well as cultural and social life in the Russian Federation nowadays or the Soviet Union in the past and in the United States.

I try to encourage my students to attend various educational and cultural events where they can communicate with speakers of Russian and other Slavic languages. Some of them do that and then share their impressions and knowledge received in real-world communication. They also read comments and posts on social media, including the YouTube platform, by Russian-speaking people, and get an insight into Russian ways of thinking and attitudes. When possible, I also organize in-person or virtual visits of Russian guest speakers during our class sessions so that students may learn something new beyond our course materials and have an opportunity to ask questions. These activities are closely related to the Communities goal in the World-Readiness Standards. Since the goal cannot be implemented in our language program on a regular basis, it remains optional due to current circumstances.

For each unit in those courses, I developed the learning outcomes for all modes of communication, including intercultural ones. This information is given to students no later than the first lesson of the unit. Here I offer the outcomes developed for the fourth topic covered in the fall semester of the third year or the fifth course of the Russian program

**Семья и семейные отношения**  
**(Family and family relations)**

**YOUR LEARNING OUTCOMES**

By the end of this unit, you will be able to:

I. Communication:

A. Interpersonal Mode:

Discuss family relations and the role women play in Russian society

Formulate and argue your own points of view in a new context

B. Interpretive Mode:

Discuss information on typical family problems in Russia

Recognize the main ideas and key information in authentic videos and texts

C. Presentational Mode:

Describe your families by incorporating useful phrases and connectors given

II. Cultures:

Explore common family life, values and issues in today's Russia

III. Intercultural communication:

Identify and compare the roles of family members in Russian and American societies

These outcomes are based on the content of the corresponding chapter in the textbook. The brief statements given to all enrolled students at the start of each course unit inform them of what skills they need to develop and demonstrate by the end of the unit (usually in about three weeks). Nonetheless, they are not provided by the textbook authors so I could formulate them by using the World-Readiness Standards. Additionally, I found out that it would be helpful to consult the NCSSFL-ACTFL Can-Do Statements for Communication and Intercultural Competence (2017) because they include a category of Intercultural Communication with its Investigate and Interact subcategories and examples of respective skills related to Products and Practices and Language and Behavior aspects. Since in my third-year Russian courses I devote some class time to intercultural comparisons and discussions of both Russian and American cultural peculiarities, the Can-Do Statements navigate us through the process of developing student intercultural competence.

The learning outcomes guide students throughout the courses and assist in focusing on the skills they need to develop and demonstrate by the end of a particular unit. All learning and assessment materials are authentic with minimal adaptation. Most text excerpts and video fragments have been taken from Russian regional mass media. Although it is not exactly easy for students to comprehend and discuss the information covered in both oral and written forms at the beginning of the academic year, later they get used to the structure of the original Russian texts and the pace of journalistic broadcasts. Learning about real-world events and people's lives motivates students to pay more attention to cultural commonalities and differences in different countries. It becomes their incentive to analyze and pre-empt various situations of intercultural communication.

At the end of the most recent academic years, students enrolled in foreign language courses at the first three levels, were required to take a random baseline test in listening and reading comprehension in respective courses. The tests have been developed at an American university on the ACTFL proficiency scale. All of my third-year students were selected to take the tests this spring. As mentioned above, the proficiency benchmark goal for my students was to reach the range of Intermediate Mid-High sublevels by the time of the testing sessions. Since the listening test is always the most challenging one for students learning a foreign language outside the target-language-speaking environment, only 40% of the group was able to achieve the goal in that communication mode. At the same time, 90% of the third-year students were successful on the reading test, and their reading skills were at Intermediate-Mid or higher level. Only 20% of the selected group were heritage learners of Russian. Most of the students who took the same tests after our summer immersion program in the previous year showed improved listening and reading skills.

Unfortunately, having all the students take OPI tests and evalu-

*Utilizing the World Readiness Standards for Learning Languages, be continued from p. 6*

ate their oral interpersonal skills, according to the ACTFL proficiency levels, is not always possible. However, throughout the academic year, students should take multiple oral assessments in simulated role-play settings and give group presentations of their collaborative research projects in order to examine progress in their speaking abilities. Additionally, students work on their writing assignments relevant to the topics discussed. Hence, all kinds of communication skills are being developed and assessed in accordance with the learning outcomes developed for every course unit.

In closing, I would like to emphasize that in the process of creating and developing any language course, the World-Readiness Standards for Learning Languages along with the NCSSFL-ACTFL Can-Do Statements can provide invaluable resources for describing teaching and learning goals and objectives and aligning them with levels of students' language proficiency. Both resources include indicators of performance or progress that can orient learners and their instructors towards skills that can be achieved at each level and in various school or college settings. My experience of creating multiple-level roadmaps and learning outcomes for three modes of communication, intercultural communication, and culture for my upper-level courses by utilizing not only textbook materials but also the World-Readiness Standards and the Can-Do Statements was very positive and constructive.

I would certainly suggest that teachers of Russian consider these documents at all levels and educational settings for adapting, setting, and implementing the learning goals and objectives for their students. Using the thoroughly developed common guidelines would unite our efforts in educating effective and competent communicators who succeed at learning the Russian language and culture regardless of wherever they start and who continue their studies.

#### References

The National Standards Collaborative Board. *The World-Readiness Standards for Learning Languages*. (2015). 4th ed. Alexandria, VA: Author.  
NCSSFL-ACTFL Can-Do Statements for Communication and Intercultural Competence. (2017) <https://ncssfl.org/linguafolio-linguagrow/2017-can-do-statements/>

*Disclaimer: "The views expressed in this article are those of the author and do not necessarily reflect the official policy or position of the United States Air Force Academy, the Air Force, the Department of Defense, or the U.S. Government."*

**Olga Butyrskaya Scarborough** holds a Ph.D. in Theory and Methodology of Teaching Russian as a Foreign Language from the Peoples' Friendship University of Russia.

Since the summer of 2012, she has been teaching various Russian language, literature and culture courses at the USAFA's Department of Foreign Languages.

She has given multiple presentations at conferences in Russia, Latvia, the USA, and published articles and volumes on her research.

Her professional interests include the methodology of foreign language teaching, second language acquisition, intercultural communication, and others.



## Fall 2023 Teachers' Lounge Series: Bridge Building

Many Russian programs are experiencing an increased need to “sell” their programs, both to potential students and to university and school administrators, due to drops in enrollments in Russian classes. This is affecting both the pre-college and post-secondary levels across the country, with the last few years seeing the closure of a number of prominent Russian programs. These developments highlight the need to strengthen our program profiles and pipelines.

In order to provide a broad forum for sharing ideas on how to strengthen our program profiles and boost enrollment, the ACTR Professional Development and Bridge-Building Committees joined forces to organize a Fall 2023 Teachers' Lounge Series devoted to bridge building, both pre-college/post-secondary and within our individual campuses.

The topics of Fall 2023 Teachers' Lounges included recruitment, retention, placement, and advocacy, with pre-college/post-secondary bridge building interwoven into each topic. In order to accommodate a more diverse set of schedules, this fall the PD committee alternated meetings between Thursdays and Fridays.

Friday, September 22: Strategies for Recruitment

Thursday, October 5: Spotlight on University of Wisconsin-Madison's Pushkin Summer Institute (recruiting and serving diverse students), followed by the annual ACTR Open House

Friday, October 27: Strategies for Retention

Thursday, November 9: Placement Methods

Friday, December 1: Advocacy Efforts

Thursday, December 14: Program Highlights from the Fall and Hopes for the Spring

Ideas and resources shared have been compiled on the ACTR [Academic Year 2023-2024 Padlet of shared ideas, materials, resources](https://friendsbalt.padlet.org/eroby7/academic-year-2023-24-actr-teachers-lounges-ad3401i2n0j2euyw) (<https://friendsbalt.padlet.org/eroby7/academic-year-2023-24-actr-teachers-lounges-ad3401i2n0j2euyw>).

The padlet functions as an open electronic bulletin board and members are welcome to continue to post to the padlets after the Teachers' Lounges. As a reminder,

Teachers' Lounges are open to active ACTR members and the meetings are recorded, but not posted publicly. Recordings are sent only to those members who register in advance.

In addition to the Teachers' Lounges, we hosted an information session (November 3) about Russian language programs for students and teachers administered by American Councils for International Education. The American Councils representatives, Vladka Shikova, Nellie Manis, and Angela MacDougall, shared with our participants information about Russian study abroad opportunities and federal scholarships for US students, the Summer Russian Language Teacher professional development program (SRLT), the Critical Language Scholarship Program (CLS), and the National Security Language Initiative for Youth Program (NSLI-Y).

We enjoyed connecting virtually with many ACTR colleagues over the course of the Fall, and look forward to more conversations in the spring! A winter/spring schedule of events will be posted on the ACTR website at the [Teachers' Lounge](#) tab (under Publications and Webinars) soon.

Warm regards,

**Professional Development Committee:** Irina Dubinina, Elizabeth Ewaskio, Olga Klimova, Irina Kogel, Susan Kresin, Lee Roby

**Bridge-Building Committee:** Katya Cooke, Julia Denne, Meredith Doubleday, Olga Gotta, Susan Kresin, Olga Klimova, Heather Rice, Lee Roby, Debra Solomon, Tommy Tabatowski

**Please contact Professional Development Committee co-chairs** (Olga Klimova, [vok1@pitt.edu](mailto:vok1@pitt.edu) or Lee Roby, [eroby@friendsbalt.org](mailto:eroby@friendsbalt.org)) with questions or suggestions for future professional development.

## Русский язык в вопросах и ответах

This column is hosted by **Alina Israeli**, American University.  
Please direct your own questions to her at: [aisrael@american.edu](mailto:aisrael@american.edu).

**Question.** *зарубежный и иностранный. Какая разница? Ведь нельзя же сказать "зарубежный язык", но можно сказать "зарубежное кино". Иностранное кино? - кажется, нет....*

**Answer.** In many languages there exists a distinction between СВОЙ and ЧУЖОЙ. It can be expressed in lexicon, in register, or in style of requests. One of the most obvious examples is naming someone who works for our side as *разведчик*, and someone who works against us as *шпион*. The same distinction exists in English — intelligence officer vs. spy — but the emotional component is much stronger in Russian than in English.

*Зарубежный* and *иностранный* represent a similar opposition, even though the distinction is not as stark as in the case of spy. I suggest that *иностранный* is 'foreign in the sense of being alien or even an adversary to Russian entities (language, bank, cinema etc.)', while *зарубежный* is 'foreign but friendly, cooperative with Russian entities'. Typically, we use both words to describe foreign entities vis-à-vis a Russian one; a foreign entity with respect to other foreign entities but described by Russians may not follow the same principle.

I conducted searches in the Russian National Corpus (RNC) on June 8, 2023, and discovered that there are the following numbers of examples (searching with an \* after a truncated word allows you to get all the forms, regardless of case, gender etc.):

**иностранн\*** — 32 978 примеров

**зарубежн\*** — 9,874 примера

This might suggest that **иностранный** is three times more common. This is true as far as frequency is concerned, but a closer look reveals that **иностранный** has a much more limited distribution. The most common combinations are:

**иностранн\* дел\*** — 5850 примеров (including **иностранн\* дел\*** — 5489 примеров)

**иностранн\* язык\*** — 2505 примеров

**иностранн\* лит\*** — 554 примера

**иностранн\* граждан\*** — 474 примера

**иностранн\* инвестиц\*** — 453 примера

**иностранн\* валют\*** — 442 примера

**иностранн\* компан\*** — 263 примера

**иностранн\* банк\*** — 220 примеров

**Total** — 10761 пример

Thus, one third of all examples with **иностранный** include just

eight nouns. The nouns that collocate with **зарубежный** are a lot more varied: none, with the exception of **страна/страны**, exceeds 200. The case of **страна** is obvious, since **иностранный** means **иная + страна** 'other country'. And indeed, there are just 2 awkward examples of **иностранн\* страны**, compared to 596 examples of **зарубежн\* страны**.

**зарубежн\* стран\*** — 596 примеров

**зарубежн\* лит\*** — 193 примера

**зарубежн\* фирм\*** — 191 пример

**зарубежн\* учен\*** — 180 примеров

**зарубежн\* произв\*** — 147 примеров

**зарубежн\* рын\*** [рынок/рынки] — 121 пример

**зарубежн\* инвест\*** — 111 примеров

**зарубежн\* банк\*** — 92 примера

**зарубежн\* автор\*** — 90 примеров

**зарубежн\* фильм\*** — 58 примеров

**зарубежн\* пис\*** — 43 примера

**зарубежн\* кино\*** — 37 примеров

**зарубежн\* автом\*** — 16 примеров

**Total** — 1875 примеров

Meanwhile there are some nouns that can combine with either adjective: **банк**, **инвестиции**, **партнер**, **делегации**, **студенты** and some others.

Let us examine a few parallel usages.

**иностранн\* партнер\*** — 101 пример

**зарубежн\* партнер\*** — 158 примеров

The following examples are from the same text:

Как только мы начинаем обсуждать с **зарубежными партнерами** возможность инвестиций или производства каких-то моделей, сразу же всплывает реструктуризация завода. [Петр Меньших, Владимир Кадаников. В Тольятти придут инвесторы... (2003) // «За рулем», 15.05.2003] — As soon as we begin discussing with foreign partners the opportunity of investments or production of some models, the idea of restructuring the plant immediately comes up.

**Иностранн\* партнеры**, прежде чем прийти, подсчитывают, сколько они могут в Россию вложить и сколько при этом здесь продать. [Петр Меньших, Владимир Кадаников. В Тольятти придут инвесторы... (2003) // «За рулем», 15.05.2003] — Foreign partners calculate before coming



how much they can invest in Russia and at the same time how much they can sell here.

In the first of these examples, the partners are benign, and the gist is the restructuring of the Russian plant. In the second example, the partners are viewed as self-interested and not working in the Russian interest at all, which is accentuated by the choice of the adjective.

Let us examine another noun, delegations. As we can see, the numbers are skewed towards *иностранный*, which is logical, since they are totally non-Russian. But let us see the tone of some typical examples:

**иностранный\* делегация\*** — 118 примеров

**зарубежная\* делегация\*** — 24 примера

В радостях и эйфории, казалось, Мороз со товарищи не заметили, что на инаугурацию приехало совсем мало **иностранных делегаций**. [Алесь Пашкевич. Сим победиши // «Сибирские огни», 2013] — In joy and euphoria, it seemed, Moroz and his cronies did not notice that very few foreign delegations came for the inauguration.

Эта **иностранный делегация** еще 3 дня в СССР (завтра в Одессе, послезавтра в Киеве, послепослезавтра — в Москве). [Б. Е. Клетинич. Моё частное бессмертие (2015) // «Волга», 2016] — This foreign delegation will be in the USSR for 3 more days (tomorrow in Odessa, the day after tomorrow in Kiev, and the day after that in Moscow).

Дело в том, что 22 мая в Ташкенте открывался кинофестиваль стран Азии. Большая группа кинематографистов вылетала туда. Но многие пожелали принять участие в вечере, уговорили Тамару Федоровну изменить срок торжества. Об этом просили и **зарубежные делегации**, которые после окончания съезда возвращались домой. [Б. А. Красноперов. Стоп-кадр // «Уральская новь», 2001] — The fact of the matter is that a May 22 film festival of the countries of Asia was opening in Tashkent. A large team of cinematographers was going to fly there. But many among them wanted to participate in the evening and convinced Tamara Fedorovna to change the date of the celebration. Foreign delegations that were returning home after the congress also asked about that.

Мы понимали, что объявление моратория носило чисто политический характер — страна готовилась к празднованию 50-летия Великой Победы, в Москву прибывали многочисленные **зарубежные делегации**. [Геннадий Трошев. Моя война (2000-2001)] — We understood that the announcement of the moratorium was strictly of a political nature; the country was preparing for the 50th celebration of the Great Victory; many foreign delegations were arriving in Moscow.

In the first two examples, the description is formal and matter of fact, while in the last two examples, the delegations act either just like Russians or are honored guests at a Russian celebration.

Other nouns exhibit similar tendencies. Therefore, it is not surprising that the current repressive regime has designated a label of «иностранный агент» for its critics, particularly those from

among actors and journalists.

But **иностранный** can also be viewed as positive precisely because it is foreign and very different:

Эти прекрасные женщины с этих фотографий... я таких не встречал, я не видел таких ни на улице, ни в магазинах, и даже на пляже таких не видел. Они были лучше, они были **иностранные** и прекрасные. **Иностранные певицы**, те, о которых я не знал,... как они выглядят, пели мне голосами этих женщин... с этих фотографий. Они были спрятаны в самом потайном месте, и я иногда, соблюдая все предосторожности, приходил посмотреть на них. Я запомнил не только их голые тела, но и их красивые лица, и прически, и позы. [Евгений Гришковец. ОднорЕмЕнно (2004)] — These beautiful women from these photographs... I've never met the likes of those, I never saw them either in the streets or in the stores, and even on the beaches I never saw such women. They were better, they were foreign and fantastic. Foreign female singers, those about whom I did not know how they looked, sang to me in the voices of these women, from these photographs. They were hidden in the most secret place, and sometimes I came to look at them following all precautions. I remembered not just their naked bodies, but also their beautiful faces, and hairstyles, and poses.

**B**ack to the question. There are 79 examples of **иностранный\* фильм\***. Here the main issue is attitude:

— Раз запретили ввозить американские окорочка, почему бы не поступить так же с **иностранными фильмами**. [Александр Садчиков. Малой кровью. Народная партия намерена ограничить насилие на телеэкранах (2003) // «Известия», 04.02.2003] — Since they banned the importing of American chicken legs, why not do the same with foreign films?

The other reason may be the category of foreign films (in the Academy Awards, for example):

Кинолента имела оглушительный успех: в 1967 году она получила Золотую пальмовую ветвь в Каннах, затем «Оскара» за лучший **иностранный фильм** и еще более сорока различных призов. [Н. Б. Лебина. Мужчина и женщина Тело, мода, культура. СССР -- оттепель (2014)] — The film was a roaring success: in 1967 it received a Palme d'Or in Cannes, and later an Oscar for Best Foreign Film, and additionally more than forty various prizes.

In contrast to a negative attitude, liking will be expressed with the adjective **зарубежный**, of which there are 58 примеров:

— Я всегда любил кино. Правда, я вам скажу, ни одна из экранизаций моих книг мне не нравится. Режиссеры на меня не обидятся, их уже нет с нами. Из современных я люблю **зарубежные фильмы**. Он с увлечением пересказал Андрею сюжет картины, которую посмотрел на днях. [А. Н. Бузулукский. Интервью // «Волга», 2012] — I always loved movies. Although, I must tell you that I don't like a single picture based on my books. The directors will not be offended, they are no longer with us. Out



## ACTR DISTINGUISHED SERVICE AWARD



**T**his award, originally established *in memory of Jane Barley and Fred Johnson*, is given annually to recognize outstanding service to ACTR. The award is traditionally presented at the annual ACTR membership meeting.

Nominees must be members of ACTR in good standing. They should have demonstrated prominent service to ACTR in the form of active involvement in the work of the organization and promotion of its goals. Additional considerations include demonstrated devotion to the profession in terms of activities such as teaching, professional involvement, and activities in the field beyond ACTR and the classroom. Those were qualities exemplified by Jane Barley and Fred Johnson.

Members of the awards committee are Elena Farkas, Betsy Sandstrom, and Jane Shuffelton.

Nominations for the award may be addressed to Elena Farkas: [Russianaz@alaskan.com](mailto:Russianaz@alaskan.com). Nominations for the award must be submitted by November 15 to be considered for that year's award.

### Past recipients:

- 1995—George Morris
- 1996—Marian Walters
- 1997—Zita Dabars
- 1998—John Schillinger
- 1999—Irwin Weil
- 2000—Elizabeth Neatrou
- 2001—Renate Bialy
- 2002—Jane Shuffelton
- 2003—John Mohan
- 2004—Halina Danchenko
- 2005—John Sheehan, Richard Brecht\*
- 2006—Robert Channon
- 2007—Betty Leaver
- 2008—Elizabeth Sandstrom, Vitaly G. Kostomarov\*
- 2009—Maria Lekic
- 2011—Patricia Zody
- 2012—Thomas Garza
- 2013—Peter Merrill
- 2014—Benjamin Rifkin
- 2015—Dan Davidson (special lifetime award)
- 2016—Cynthia Ruder
- 2017—William Rivers
- 2018—Camelot Marshall
- 2019—Paavo Husen
- 2020—Alla Smyslova
- 2021—Evgeny Dengub
- 2022—Mara Sukholutskaya, Mark Trotter\*

\*special award

## ACTR Olga E. Kagan Professional Development Grant Recipients

*Receiving an ACTR Olga E. Kagan Professional Development Grant helped me offset the costs of traveling to Vermont to attend the residential session of the STARTALK Institute for Teachers of Russian. STARTALK is a unique program that brings together enthusiastic instructors from different backgrounds who strive to make their classes as meaningful and impactful as possible. During the pre-immersion online sessions, we focused mainly on the theory of language pedagogy, the role of grammar in our classroom, and language proficiency evaluation. Once at Middlebury, we continued to learn from our mentors, but we also got to practice structuring our lessons and teaching them to the students in the Summer Russian Program. The two-week program was intensive and inspirational on every level: professional, as I could feel I was learning how to be a better teacher, and personal, as I met many incredible and like-minded people with whom we shared ideas, practices, and advice.*

*During the program, I reevaluated my approach to lesson and course planning, choosing materials and assessment. I now*

## Russian Scholar Laureate Award 2023

# School year 2022-2023



We are happy to announce 32 outstanding Russian high school students from multiple high schools nationwide who were nominated for the prestigious annual ACTR Russian Scholar Laureate Award. These students were carefully selected and nominated by

their school administrators and by their Russian teachers to proudly represent their school and its Russian program.

**Congratulations**

to our 2023 Scholar Russian Laureates  
for their constant dedication and  
enthusiasm for Russian!

*Поздравляем!*

**Kateryna Ratushnyuk**

Co-Chair ACTR RSLA

**Nina Vaykhanskaya**

Co-Chair ACTR RSLA



**Staten Island Technical High  
School: College Preparatory,  
Engineering NY**

6d · 🌐

**Congratulations** to SI Tech HS seniors, Adam Zafrani and Aaron Tyutyunik being named 2 of 30 Russian Scholar Laureate's across the United States by the American Council of Teachers of Russian language. @CSD31SI #ElevateD31 SI Tech PTA



*have a clear understanding of why certain aspects of my teaching were not working well, while others were successful. I see how I should choose materials for my courses and how crucial it is to make them relevant and authentic. What I enjoyed the most is that the SLA research that the program is based on is geared toward teaching the Russian language, something that was lacking from my previous SLA theoretical exposure. I'm excited about implementing the acquired skills in my teaching and sharing this knowledge, learned with my colleagues.*

**Daria Smirnova** grew up in St. Petersburg, Russia, where she completed her first B.A., and from there, moved to Klaipeda, Lithuania, to pursue her studies. After four years in the Baltic state, she moved to central China to teach at a university. Several years later, she started a Ph.D. in Comparative Literature at the University of South Carolina, where she's currently an ABD working on her dissertation examining contemporary works on memory, feminism, and national identity.



## ACTR Russian Scholar Laureate Award 2023



**Janae  
Cameron**

Teacher  
**Zana Sukaj**

Bowie High School,  
Bowie, MD



**Hanna Schechter**

Teacher  
**Nina  
Vaykhanskaya**

Bruriah High  
School, Elizabeth,  
NJ



**Jonah  
Brandenburg**

Teacher  
**Julia Kriventsova  
Denne**

By the Onion Sea,  
Arlington Heights,  
IL



**Andrew  
Casey**

Teacher  
**Marian Barnum**

Cherokee High  
School,  
Marlton, NJ



**Megan Malmberg  
-Burnette**

Teacher  
**Richard Uzzell**

William G. Enloe  
High School,  
Raleigh, NC



**Victoria  
Fefilova**

Teacher  
**Natalia Billings**

James Madison High  
School, Brooklyn, NY



**Daniel  
Gavrilov**

Teacher  
**Ekaterina  
Kalmanson**

James Madison  
High School,  
Brooklyn, NY



**Will  
Knutson**

Teacher  
**Michael White**

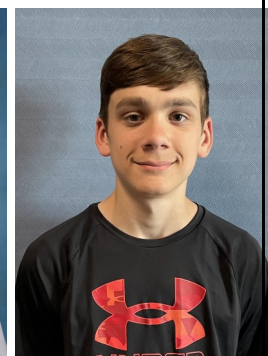
Maggie L. Walker  
Governor's School,  
Richmond, VA



**Kamryn  
Herrick**

Teacher  
**Olga Gotta**

Glastonbury High  
School,  
Glastonbury, CT



**Justin  
Cloud**

Teacher  
**Ted Krejsa**

Kenston High  
School,  
Chagrin Falls, OH

## ACTR Russian Scholar Laureate Award 2023



**Azyzah  
Assria**

Teacher  
**Rebecca Kaegi**

Pritzker College  
Prep,  
Chicago, IL



**Melanie  
Sanchez-Ponce**

Teacher  
**Lauren Nelson**

Pritzker College  
Prep,



**Cleia  
Jones**

Teacher  
**Valentin Cukier-  
man**

Langley High  
School,  
McLean, VA



**Vishwa  
Rakasi**

Teacher  
**Nazeli  
Nersesian**

Langley High  
School,  
McLean, VA



**Zion  
Najee-Ullah**

Teacher  
**Todd Golding**

Jefferson High  
School, Lafayette IN



**Rodolfo  
Herrera**

Teacher  
**Dr. Thomas  
Tabatowski**

The Noble Acade-  
my, Chicago IL



**Peter  
Shkolnik**

Teacher  
**Elisa Frost**

Roland Park Coun-  
try School,  
Baltimore, MD



**Alexandra  
Dubodelova**

Teacher  
**Lyudmila Andre-  
yeva**

Russian Language  
School Ckyku Net,  
San Jose, CA



**Leila  
Kurtti**

Teacher  
**Natalya  
Peretyatko**

Russian School of  
Hampton Roads,  
Yorktown, VA



**Francisco  
Mendieta-Galaviz**

Teacher  
**Robert Chura**

St. Louis University  
High School,  
St. Louis, MO



**Satvik Reddy**

Teacher

**Betsy Sandstrom**

Thomas Jefferson High School for Science and Technology, Alexandria, VA



**Nora Houston-Speckman**

Teacher

**Nadejda Hess**

West Anchorage High School, Anchorage, AK



**Ashley Conlon**

Teacher

**Nadejda Hess**

West Anchorage High School, Anchorage, AK

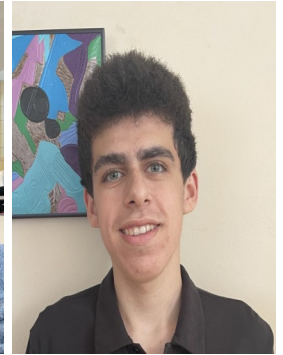


**Cassandra Ng**

Teacher

**Nataliya Ushakova**

Staten Island Technical High School, Staten Island, NY



**Edward Novodvorskiy**

Teacher

**Natalya Levina**

Staten Island Technical High School, Staten Island, NY



**Alexandra (Nick) Shergova**

Teacher

**Ekaterina Kerova**

Alma Mater Studio, Lexington, MA



**Valentina Fayzullina**

Teacher

**Ekaterina Kerova**

Alma Mater Studio, Lexington, MA



**Charles Winikoff**

Teacher

**Dr. Joshua Walker**

Buckingham Browne & Nichols School, Cambridge, MA

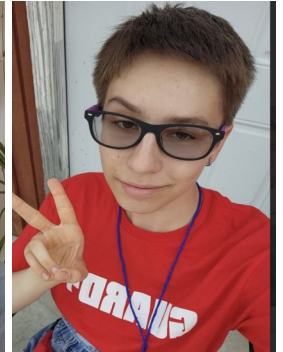


**Uta Seliverstov**

Teacher

**Vladimir Zaverukha**

Edward R. Murrow HS, Brooklyn NY



**Daria Hrabar**

Teacher

**Vladimir Zaverukha**

Edward R. Murrow HS, Brooklyn NY



**Kyren Hartman**

Teacher

**Marian Barnum**

Seneca High School, Tabernacle, NJ



**Isabela Cortez**

Teacher

**Vlada Jackson**

Vineland High School, Vineland, NJ

**Поздравляем студентов и учителей!**



ACTR Olga E. Kagan Professional Development Grant Recipients, continued from p. 11

*Thanks to an ACTR Olga E. Kagan Professional Development Grant, I could cover my travel expenses for attendance at the residential session of the STARTALK Institute for Teachers of Russian this summer. The residential session took place on the Middlebury College campus, which gave me a great opportunity to interact with and teach highly motivated students and observe talented language teachers who use different approaches to teaching the language. Some of the primary goals of the program were to provide the participants with a good understanding of processes involved in adult SLA, to teach us how to develop our teaching materials and plan our lessons in accordance with appropriate proficiency goals, and to help us engage students by using authentic materials and contextualizing our activities.*

*The SLA concepts that we discussed during the session turned out to be applicable and very useful. For example, I got familiar with the Gradual Release of Responsibility framework, and now I apply the 4 phases of the model when I plan and teach my lessons. I also learned backward design to be a beneficial lesson planning strategy, as it encourages me to build my syllabus as well as lessons toward the identified desired goals. I am also very grateful that I got to practice the acquired skills by teaching excellent Middlebury students and receiving helpful feedback from the instructors and other participants. Another crucial part of the program was the round table on inclusive teaching, where we all got to share our concerns, ideas, and practices in the context of Russian language teaching.*

**Liubov Kartashova** is a Ph.D. candidate in Comparative Literature at the University of South Carolina, where she also obtained her MA degree in 2020. Since her first year in graduate school, she has been teaching Russian language, culture, and literature courses. She defended her dissertation prospectus in May 2023 and is currently working on her dissertation on female representation and reflection of the Soviet construction of womanhood in Svetlana Alexievich's narrative of WWII, the Chernobyl disaster, and the Soviet-Afghan War.



*I want to express my deepest gratitude to ACTR for the Olga Kagan Professional Development Grant that allowed me to participate in the Middlebury STARTALK Program for Russian teachers. This experience has been nothing short of transformative for my professional development. Throughout the program, I had the invaluable opportunity to delve deep into the pedagogy of Russian, and it has significantly enriched my teaching expertise.*

*The Middlebury STARTALK program has not only bolstered my confidence as a teacher but has also given me a platform to find my authentic voice in the classroom. The guidance and mentorship I received were instrumental in the development of my teaching style. The feedback from my mentors proved invaluable, offering me valuable insights that have already had a positive impact on my teaching. Additionally, the program introduced me to a network of incredibly talented colleagues, fostering meaningful connections within the teaching community. Perhaps the most significant takeaway has been mastering the art of setting precise learning objectives and strategically sequencing activities to facilitate effective material acquisition by my students. Once again, thank you for this incredible opportunity, which has empowered me to become a more effective and passionate educator.*

**Varvara Kurylova** is a third-year doctoral student at the University of Cincinnati, specializing in Second Language Studies. Before relocating to Ohio, Varvara earned dual Master's degrees from West Virginia University. She embarked on her teaching journey as a Teaching Assistant at WVU, a path that led her to Middlebury College and eventually the University of Cincinnati. Varvara's research is centered around innovative pedagogical approaches in the realm of Russian language instruction. Her interests span idiom instruction, Mobile-Assisted Language Learning (MALL), and the integration of gamification techniques in language classrooms. Beyond her academic pursuits, Varvara finds joy in fitness, indulging in culinary shows, and cherishing quality moments with loved ones.



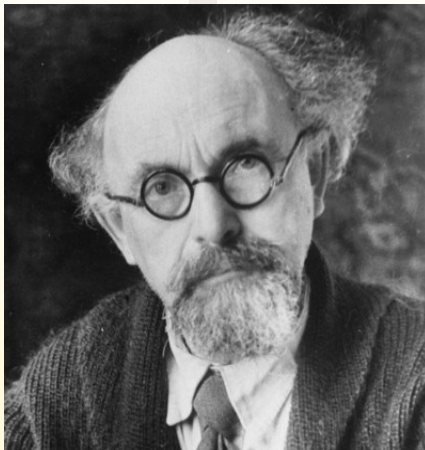
**Поздравляем!**

# ЛИТЕРАТУРНЫЕ ПАМЯТНЫЕ ДАТЫ

Я БЛАГОДАРЕН ПРИРОДЕ, СПАСАЮЩЕЙ МЕНЯ ОТ ПУСТОТЫ

Irina Y. Barclay, Appalachian State University, Boone, North Carolina

Четвертого февраля исполнилось сто пятьдесят лет со дня рождения Михаила Михайловича Пришвина (1873-1954). Он оставил после себя романы, рассказы, очерки и огромное мемуарное наследие, названное сегодня *Великим Дневником* писателя, записи которого охватили полувековой промежуток пришвинской жизни. В *Дневнике* Пришвин представил свои дореволюционные и послереволюционные философско-нравственные убеждения, а также рассказал о своих семейных отношениях и многочисленных встречах с известными русскими писателями и советскими политиками: Толстым, Чеховым, Волошиным, Гиппиус, Мережковским, Блоком, Луначарским, первым наркомом советского просвещения и даже Поскребышевым, личным помощником Сталина [1].



Михаил Михайлович Пришвин  
(1873-1954).

В 1926 году Максим Горький заметил, что Пришвин уже двадцать пять лет *отлично* работает в русской литературе, потому что его чистейший и целомудренный русский язык, построенный на использовании гибких сочетаний простых слов, придает образам писателя физическую ощутимость всему тому, что он изображает [2].

В 1937 году Пришвин, оценивая свой вклад в русскую литературу, написал о себе так:

*Розанов – послесловие русской литературы, я – бесплатное приложение к ней. И все... [3].*

Биография писателя началась в селе Хрущёво-Лёвшино в Орловской губернии, в котором отец Пришвина разводил рысаков, увлекался скачками и охотой, а мать занималась домашним хозяйством и воспитанием детей.

В 1882 году Михаил поступил учиться в начальную деревенскую школу, а через год продолжил свое обучение в Елецкой классической гимназии, в которой географию преподавал знаменитый религиозный философ Василий Васильевич Розанов. Обучение в этой гимназии для Пришвина закончилось трагично, потому что из шести классов ему удалось с трудом закончить четыре из-за дерзости, сказанной Розанову. Получив свой *волчий билет*, Михаил уехал учиться в Тюменское Александровское реальное училище, а позднее в Рижское политехническое училище. В Рижском политехническом училище он изучал агрохимию, общался с марксистами и народниками, под влиянием которых перевел книгу А.Бебеля *Женщина и социализм*. В это время Пришвин также изучал философию в университетах

восточной Германии. В 1902 году он вернулся в Россию, где работал агрономом, принимал активное участие в составлении лесной энциклопедии и написал свой объемный труд *Картофель в огородной и полевой культуре* [1908].

В 1906 году Пришвин опубликовал свой первый рассказ *Сашок* в журнале *Родничок* [4]. В названии вышеупомянутого произведения уменьшительная форма собственного имени Сашок тесно переплетается с такими же субъективно-оценочными изображениями и эстетическими взглядами писателя, который стремился описывать едва различимые образы природы:

*Тут Сашок всегда уж достанет из кармана какую-нибудь диковину: невиданного кузнечика, который может перелетать с треском, раскрывая красные и синие крылья или перепелочку маленькую с черным пушком, иногда вытащит из-под амбара смешных слепых щенят.*

В выше процитированном фрагменте эмоционально-окрашенные образы кузнечика, небольшой перепелочки с черным пушком и слепых щенят символизируют собой пришвинские музы полей, лесов, воздуха и света. Все они являются неотъемлемой частью нежного сердцебиения земли, которое с удовольствием слушают дети, выполняя команды Сашка:

*- Тихо, тихо! – шепчет Сашок. – Летит! – И все мы боимся дыхнуть, мы маленькие мальчики, и этот большой волосатый человек. Скорчились, прижались почти к земле. Слышно, как сердце бьется.*

*Он рассказывает, а небесно-голубые глаза на волосатом лице светятся ласково-ласково.*

Детское мировосприятие вселенной становится одной из главных характеристик пришвинского творчества, а небесно-голубые глаза Сашка на его волосатом лице ассоциируются с понятиями солнечной правды и с силой своих будущих литературных шедевров. В рассказе они дополняются библейскими символами мира и рождества:

*Мы выталкиваем сонного кота из-под стульев, а он возвращается назад в виде голубя и приносит зеленую масляную ветвь. Нам грустно: завтра Рождество, а елки не будет; не до веселья, говорят, в такой неурожайный год. Вдруг из передней в коридор отворилась дверь, что-то зашумело. Мы тихонько к двери. И что же! Сашок, весь в снегу, с белой от*



морозу бородой, тащит по коридору на холодную половину большую-большую елку...

Однако гармония жизни, увиденная в рассказе глазами девятилетнего мальчика, разрушается из-за символической смерти Сашка в пруду под ветвями ивы. Образ его смерти ассоциируется с поисками света и графическим изображением седой женщины, несущей деревянную чашу в руках:

*Идет старая женщина, седая, с лицом темно-бронзовым, словно почерневшим со временем. Но глаза светятся религиозным светом, и крепко сжаты сухие бескровные губы. В руках у нее большая деревянная чашка, а там горит "страстная" свеча, лежит ладан (наверно, ладан). Она идет к прямо к пруду и пускает по воде чашку с горящей свечой.*

Ее темно-бронзовое лицо символизирует собой своеобразную литургию по утонувшему Сашку, который в заключительной части рассказа постоянно жалуется на отсутствие голосистых птиц, то есть на исчезнувшую музу полей и лесов.

Пришвин заново открыл ее на европейском Севере Олонецкой губернии, которому посвятил свои уникальные очерки *В краю непуганых птиц: Очерки Выговского края* [5]. В этой книге Пришвин описал экономическое освоение русского севера, его фольклорные темы, местные исторические предания о Петре Первом, сказания о панских кладах и водоплавающих птицах, а также записал языческую карельскую легенду о сотворении земли и воды, быличку о Шишко, похоронные причитания и свадебный обряд.

В *Очерках* широко используются пословицы, поговорки, записан оригинальный плач вдовы в исполнении Степаниды Максимовны и говорится о знакомстве с Григорием Андриановым, который был певцом богатырских былин прошлого золотого времени.

Кроме этого, в своих очерках Пришвин отметил формирование нового светлоглазого этноса, который начал складываться в этой местности в результате слияния русских старообрядцев со шведами и финнами.

В очерке *Волленица* Пришвин восхищается внутренней свободой архангельских и олонечких крестьян, уклад жизни которых формировался вдалеке от культурных и индустриальных центров России и Европы:

*Кто никогда не бывал в не тронутых культурах уголках нашего Севера и знает родной народ только по представителям, например, черноземного района, того поразит жизнь "верных людей. Поразят эти остатки чистой, не испорченной рабством народной души.*

*Сначала кажется, что вот наконец найдена эта страна непуганых птиц: так непривычна эта простота, прямота, ласковость, услужливость, милая, непосредственная. Душа отдыхает, встретив в жизни то, что давно уж забыто и разрушено, как иллюзия.*

В 1945 году Пришвин опубликовал свою замечательную сказку-быль *Кладовая солнца*, в которой показал борьбу света и тьмы, а также участие детей в этой нелегкой схватке [6]. Двенадцатилетняя Настя и десятилетний Митраша сумели победить опасного волка по кличке Серый помещик и открыть для себя таинственные богатства болота, в котором протекала своя гармоничная жизнь:

*(...) горячее солнце было матерью каждой травинки, каждого цветочка, каждого болотного кустика и ягодки. Всем им солнце отдавало своё тепло, и они, умирая, разлагаясь, в удобрении передавали его, как наследство, другим растениям, кустикам, ягодкам, цветам и травинкам. Но в болотах вода не даёт родителям-растениям передать все своё добро детям. Тысячи лет это добро под водой сохраняется, болото становится кладовой солнца, и потом вся эта кладовая солнца как торф достаётся человеку от солнца в наследство.*

Как писал сам Пришвин в этой сказке жизнь болота с его зверями и птицами описана с точностью естествоиспытателя и в то же время в совершенно сказочном преображении, что самая главная радость от Кладовой солнца заключалась для него в том, что этой сказкой, наконец-то, открылся мой выход от маленьких вещей к большому сказочному роману.

В литературоведении *Кладовая солнца* нередко сравнивается с пьесой М. Метерлинка *Синяя птица* и с произведениями Р. Киплинга о джунглях.

Михаил Михайлович Пришвин скончался шестнадцатого января 1954 года в Москве и был похоронен на Введенском кладбище. На его могиле установлена скульптура птицы Сирина С.Т. Коненкова.

В 2023 году банк Российской Федерации выпустил памятную монету, посвященную 150-летию со дня рождения писателя.

#### СПИСОК ГЛАВНЫХ ПРОИЗВЕДЕНИЙ

- За волшебным колобком (1908)
- У стен града невидимого (1908)
- Мирская чаша (1922)
- Кашеева цепь (1927)
- Корабельная чаща (1953)
- Осударева дорога (1954)

#### ФИЛЬМОГРАФИЯ

Ветер странствий (1978) по мотивам произведений Пришвина *Кладовая солнца* и *Корабельная чаща*.

Хижина старого Лувена (1935) по мотивам повести Жень-Шень. Фильм не сохранился.

#### ЦИТАТЫ ИЗ ВЕЛИКОГО ДНЕВНИКА ПРИШВИНА

В чувстве природы таится моя родина, в делах моих определяется отечество. Дереву назначено стоять на корнях и расти вверх, животному двигаться, человеку же и стоять, и расти вверх, и двигаться, и особенно, как человеку, обнимать все сущее сознанием.

Так один только след человека сделался кладовою сокровищ для птиц. А сколько следов оставил я, десятки лет ожидая прилета



## FUNDING OPPORTUNITY FOR U.S. TEACHERS OF RUSSIAN

### 2024 Summer Russian Language Teacher Professional Development Program

The four-week 2024 Summer Russian Language Teacher (SRLT) professional development program at Al Farabi Kazakh National University (KazNU) is designed to address the professional interests and needs of US teachers of Russian at the K-12 and college levels. Fifteen (15) teachers will be accepted and funded for participation in the 2024 program, which will consist of small group work, individual tutorials, and seminars based on a curriculum which emphasizes four-skill communication in contemporary Russian, clarity and confidence of teacher self-expression, and an expanded understanding of the diverse peoples and cultures that make up the Russian-speaking world today.

**Program Dates: June 26 to July 28, 2024**

**Application Deadline: February 15, 2024**

Eligibility requirements, program details, and funding information are available at:

**[www.studyabroad.americancouncils.org/srlt](http://www.studyabroad.americancouncils.org/srlt)**

Questions? Contact us: [outbound@americancouncils.org](mailto:outbound@americancouncils.org)

ЛИТЕРАТУРНЫЕ ПАМЯТНЫЕ ДАТЫ, *continued from p. 16*

своей желанной птицы!

Только теперь мне стало понятным, почему весну света я избрал, сделал для себя лучшим временем навстречу прилетающим птицам. Я потому избрал себе весну света, что такую весной все в будущем: потому что я ждал. Теперь моя птица прилетела и свила гнездо в моей душе.

Знание дается в помощь пониманию, а понимание рождается из целомудрия.

Река - это борьба воды с берегом при конце predetermined: вода победит и придет в океан.

Вода в природе всегда побеждает, даже от самого маленького ручья разваливаются со временем горы.

Талант поэта есть сила любви, превращенная в слово.

Все весенние цветочки и каждый зеленый смолистый лист просят нас об одном - о защите.

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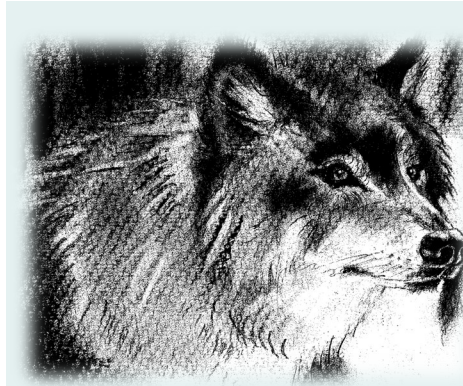
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порыв ветра принес ему пронзительный Настин крик:— Митраша!

## Иллюстрации к повести «Кладовая солнца»

Полина Хилл



Серый волк по кличке Помещик.

Антиповой сторожки, с холма прямо на широких махах пустился в том направлении.

И Серый, разобрав живой стон собаки от стоны деревьев, тихонечко выбрался из завалов и с настороженным единственным ухом и прямой половинкой хвоста поднялся на взлобок. Тут, определив место воя возле

И почувствовал, что он [Митраша] плотно схвачен со всех сторон по самую грудь. Теперь даже и сильно дыхнуть ему нельзя было: при малейшем движении его тянуло вниз, он мог сделать только одно: положить плашмя ружье на болото и, опираясь на него двумя руками, не шевелиться и успокоить поскорее дыхание. Так он и сделал: снял с себя ружье, положил его перед собой, оперся на него той и другой рукой. Внезапный



**Irina Y. Barclay**, Ph.D., Professor of Russian and Russian Literature at Appalachian State University, Boone, NC, has 30 years of college teaching in America and Russia. A former Yeltsin Presidential Scholar, Dr. Barclay has authored 55 articles, participated in world conferences, and led three StarTalk Russian ASU summer programs. Her research focuses on historical manuscripts and Russian literature. Dr. Barclay received the 2013 CARTA Award for excellent teaching. Her translation, *Twenty Years of a Siberian Gulag: Memoir of a Political Prisoner at Kolyma/Leonid Petrovich Bolotov*, was published with an extensive index of people, places, and unseen archival photographs of Stalin's notorious gulags.

## Celebrating 30 years of Russian in Juneau, Alaska

Starting a high school Russian program and keeping it going almost single-handed for thirty years would be a major accomplishment for any teacher. Janna Lechuk celebrated doing just that recently, with a big school-wide event.

Janna began teaching Russian in 1992 at Juneau Douglas High School and then moved to the newly built Thunder Mountain High School in 2008. She credits the support of the district administration for helping the program do so well for so long, noting especially school principals Ron Gleason and Sasha Soboleff (1992-2008), Dan Larson (2008-2021), and Shawn Arnold (2022-current). For a time, a second teacher, Svetlana Filkova, also taught in the program, until she left Alaska.

The photo that accompanies this article shows students of levels 2 and 3, who are high school students in grades 10-12. For the thirty-year anniversary, also marking Ms. Lechuk's retirement, they participated in a memorable celebration. For the event, they invited all the teachers and some former students to a big potluck, for which they prepared Russian food. Principal Shawn Arnold attended the event and gave students well-deserved awards.

With the help of her students, Janna had made a video about the Russian program, which they showed as part of the celebration. They sent the video to Moscow, to a famous and reputable contest in the area of international communication, named "Silver Luchnik" (Серебряный Лучник). In March 2023 Janna and her students received an award for the best project. That award meant a great deal to the Juneau program, partly because there were hundreds of other projects submitted from all over the world. Besides that, as the only Russian program in south-

east Alaska, far from anywhere, the Luchnik recognition was truly awesome for the Juneau program.

The video is accessible at [https://youtu.be/Llr4OEO\\_kYo](https://youtu.be/Llr4OEO_kYo). We hope you will enjoy watching it; it is well worth your time!



Unfortunately, for lack of another teacher to continue the program, it is closing this year. However, Ms. Lechuk and her classes hope to restore it as a full program when a new teacher can be found. In the meantime, they are saving all the copies of the Russian textbooks ("I Want to Speak Russian"), as well as other materials. And Janna will return in spring 2024 to teach a class on Digital Story Telling, where she will also be working with Russian language students

to make videos in Russian and/or about Russia.

*Submitted by Jane Shuffelton for Janna Lechuk, Thunder Mountain High School, Juneau, Alaska*

**Janna Lechuk** was born and raised in Kamchatka, Russia. She graduated from Minsk Pedagogical University with a Masters Degree in Education and St. Petersburg University with a PhD in Linguistics. She started her teaching career in 1980. In 1992 she moved to Alaska to develop a Russian Language Program for the Juneau School District and the University of Alaska SE, where she taught Russian for 30 years at two high schools and 15 years at the University.

Author of the textbook "I Want To Speak Russian" (Хочу говорить по-русски) and many reading materials including TPRS book "Приключения Тошки и Волшебной Матрешки". A recognized author in Russia with more than a dozen books of novels published. Member of the Russian League of Writers (Российский Союз писателей).



## AMERICAN COUNCIL OF TEACHERS OF RUSSIAN FORTY-SECOND ANNUAL NATIONAL RUSSIAN ESSAY CONTEST

NOVEMBER 13-17, 2023

The National Russian Essay Contest (NREC) provides students a unique opportunity to demonstrate their Russian language written proficiency and rewards them for their progress. Students write essays in Russian on a topic announced at the beginning of a two-hour period during the week before Thanksgiving.

Registration materials for the NREC were sent to US middle and high school teachers of Russian shortly after Labor Day. The registration deadline was October 13. First round results will be shared with teachers and students in February 2024.

*Paavo Husen and John R. Rook*  
*Co-Chairs, ACTR National Russian Essay Contest*

*Russian in Qs & As, continued from p.9*

of the modern ones, I like foreign films. He started retelling Andrey with enthusiasm the plot of a film he saw the other day.

We find a similar situation with кино\*:

**зарубежн\* кино\*** — 37 примеров (не только кино, но и киноплакат, кинороль, киноиндустрия, киноактриса, кинолента, кинодетектив, кинопрокат, киноактеры, кинопродукция, киноискусство, кинохроника, кинорежиссеры)

**иностранны\* кино\*** — 22 примера (не только кино, но и кинофильмы, киносайты, кинопродюсеры, кинодеятели, киножурналисты, киноленты, кинохроники, киногерои, кинооператоры, киноартист, кинофабрика)

While there are neutral examples in both groups, the negative ones are more likely with **иностранный**:

Одна из депутатских групп Госдумы в эти дни предпринимает попытку ограничить насилие на телеэкране, введя лимит на показ **иностранный кино**. [Семен Новопрудский. Свежая струя. Колонка обозревателя (2003) // «Известия», 04.02.2003] — These days, one of the deputy groups of the State Duma is attempting to limit violence on television by limiting the showings of foreign films.

«Произойдет рост спроса на **зарубежное кино** и сериалы,» — объясняет он. [Юлия Демина, Евгения Дмитриева. Пойдут в библиотеку (23.04.2009) // <http://www.rbcdaily.ru/2009/04/23/media/411891.shtml>, 2009] — There will be growth in demand for foreign movies and TV shows, he explains.

In the RNC, believe it or not, there are four examples of **зарубежный язык**, as compared to over 2500 for **иностранный язык**, two represent deliberately lower register (one at the market, the other a working-class point of view), and two are from other languages' points of view, for example:

Для японского понятия «икэбана» в **зарубежных языках** до сих пор не найдено точного перевода. [Всеволод Овчинников. Ветка сакуры (1971)] — There still hasn't been found an exact translation in foreign languages of the Japanese notion of "ikebana".

In this case the author would have been lost using **иностранный**, since Japanese is already foreign to Russian, and he meant foreign to Japanese.



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- The Post-Secondary Russian Scholar Laureate Award program

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# ACTR Letter

*Newsletter of the American Council of Teachers of Russian*

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## TO:

**Elena Farkas**, Chair, Editorial Board, Advertising and General Submissions  
**Paavo Husen**, Special Assistance to the Editorial Board  
**Annalisa Czeuczulin**, Contributing Editor, "Classroom Potpourri"

**Contact Information for**

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### ADVERTISING RATES AND POLICIES

Commercial ads of interest to the profession, including tour and book ads, are accepted at these rates:

SIZE OF AD	COST	SIZE OF COPY
Full page	\$ 150.00	7.25" x 9"
One-Half Page	\$ 100.00	7.25" x 4.5" or 3.5" x 9"
One-Third Page	\$ 85.00	2.25" x 9" or 3" x 7.25"
One-Quarter Page	\$ 75.00	3.5" x 4.5"
One-Sixth Page	\$ 45.00	2.25" x 4.5"

Price is for publication in the *ACTR Letter* one time. Multiple insertions receive a 20% discount for each repeated use of the same advertisement. Photoshop, InDesign, PDF, EPS, or other usable file is required for each advertisement. Advance payment is appreciated. The *ACTR Letter* is published four times per year in the fall, winter, spring, and summer. Copy deadlines are August 15, November 1, January 31, and April 15.

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