

## Open Architecture Approach to Teaching Russian as a Foreign Language

Irene Krasner, Defense Language Institute Foreign Language Center (DLIFLC)

The purpose of this article is to introduce and discuss some principles of Open Architecture in the application of teaching foreign languages, Russian in particular. The term Open Architecture (OA) originated in computer science. "Open architecture is a type of computer architecture or software architecture intended to make adding, upgrading, and swapping components easy... Similarly, an open software architecture is one in which additional software modules can be added to the basic framework provided by the architecture. Open APIs (Application Programming Interfaces) to major software products are the way in which the basic functionality of such products can be modified or extended".<sup>i</sup> While widely used in software design, this concept might be applicable to other fields of knowledge, specifically to teaching foreign languages. In our day and age, with the exposition of information available to any learner via electronic devices, a fixed one-size-fits-all methodology to teaching foreign languages seems to be utterly outdated. Thus, a static textbook with a linear approach to teaching that does not take into consideration either learner variables or class profile needs to be revisited. Open Architecture (OA), as it refers to foreign language teaching, is a "curriculum design principle that encourages teachers to add and swap activities and tasks on a continual basis according to learner needs, specifically their styles, strategies, level of fossilization, interests, and zone of proximal development... according to a thematically based syllabus based on authentic materials".<sup>ii</sup> This approach has been discussed in the field of foreign language teaching for quite some time, specifically for intermediate and advanced courses since it enhanced student proficiency and

autonomous learning. In the case of an open architecture approach, the syllabus is co-created by faculty and students, thus students take an active part in structuring, modifying, and shaping their own learning experiences.

Constructing an open architecture syllabus might be quite challenging as it should provide sufficient structure in order to achieve the course goals and be flexible enough to accommodate students' needs.

The proposed syllabus is more suitable for post-basic courses in Russian, e.g. intermediate or advanced, although the same methodological principles might be applicable to elementary level courses. As mentioned before, the OA courses are highly flexible, based on students' interests in terms of content as well as on diagnostic assessment of students' learning styles. Therefore, at the beginning of each course, students are given a questionnaire with the list of topics that they prefer to study. The sequencing of the topics in the course depends on the level of students' interest. The course normally starts with the topic that elicits the most interest among the students. This way, students are "drawn" into the Russian language by eliciting positive emotions towards the subject matter from the get-go. Once the positive emotional link

between the subject matter and Russian is established, the program can move to other topics in the syllabus. In addition to the topics of interest, the questionnaire might also include students' preferred way of studying in terms of social interaction, their learning styles, and personality type. Prior to the course, it is very useful to conduct a diagnostic assessment to determine students' levels of actual and proximal



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development in various linguistic skills, e.g. listening, reading, speaking, and writing. This information will be helpful in shaping the course, assigning various projects, and making the course as individualized as possible. Thus, the proposed Open Architecture Syllabus is composed from the interchangeable blocks of instruction that are sequenced according to students’ interests, levels, and needs. This syllabus will inevitably change with every group of students and will continuously evolve based on students’ characteristics. The OA syllabus does not rely on one textbook, but utilizes a plethora of authentic resources which include reading, listening, and video materials at the levels appropriate for the students at their stage of development. The proposed OA Syllabus was developed for the post-basic courses; it is a content-based and scenario-based course. The scenarios might be completely different depending on students’ needs and geared towards their future jobs. In a course that focuses on language for specific purposes, the best idea would be to collect the scenarios from the professionals who already worked in the field and use them as “bait” for the students.

In the OA curriculum, each week is culminated by a scenario which is relevant to the topic. Each topic represents the content of studies for one week of instruction. The topics in the proposed curriculum are derived from the Final Learning Objectives (FLO) document which guides the work of the Defense Language Institute.

Learner autonomy is fostered through a considerable amount of research that students are supposed to conduct on each topic, as well as continuous exchange of information based on the constructivism theory of knowledge acquisition. The proposed Syllabus is student-driven with the highest degree of student autonomy, e.g. students research the topics independently based on the suggested scenarios and guiding questions. If students are not ready for the proposed level of autonomy, some reading and listening material needs to be developed by the teacher, and then students will gradually move toward totally independent research. The level of student autonomy needs to be assessed before the course; it will gradually change as the course progresses. Again, the sequencing of topics will change with each course of instruction; materials will also be different since they are co-created with the students.

Depending on the level of students and the depth of the required subject-matter knowledge, the time allocated for each topic might be significantly shorter or longer than the suggested one week of instruction. Keep in mind that at DLIFLC students are normally in class for six hours a day. Thus, a week of classroom instruction is thirty hours.

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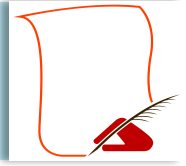
*H*appy 2019 to all! I hope that everyone is settled in to a new year and a new academic term. While many of you may still be digging out from a snowy start to winter, the spring term is also when our attention turns to our students and the prospect of study abroad. For K-12 teachers, regional ACTR Olympiada competitions entice participants with the possibility of travelling to Moscow, while postsecondary instructors begin advising students on summer and fall options for getting to Russia. Since its inception in 1974, ACTR has maintained as one of the key tenets of its mission the operation of quality programs abroad for students and teachers to study Russian language and culture. Through the American Councils for International Education, access to these programs has expanded over the years and opportunities for our students to participate in an immersion experience in Russia are greater than ever.

The centerpiece of study abroad options in Russia is certainly the venerable Advanced Russian Language and Area Studies Program (RLASP), which allows participants both to study the language and culture intensively in a classroom setting, while also engaging in internships, community service, regional field studies, or any number of other extracurricular activities. RLASP programs are located in Moscow, St. Petersburg, and Vladimir – as well as in Almaty, Kazakhstan. Open to both undergraduate and graduate students, RLASP offers semester- or year-long opportunities for students of Russian to make substantial proficiency and cultural gains.

Like the RLASP program, the Russian Heritage Speakers Program (HSP) offers semester- and year-long courses, but also has an eight-week summer offering. This program focuses specifically on the needs and particular challenges of learners who speak Russian at home, grew up speaking Russian, or have relatives with whom they converse in Russian. Because these learners tend to have unique profiles in regard to their language skills, the HSP creates individualized programs to fit the specific needs of the participants.

For students interested in business in Russia, there is the Business Russian and Language Internship (BRLI) program. Available in semester, year, and summer options, the BRLI program combines intensive language classes with substantial ten to fifteen hour per week internships at a business or company in Russia. The goal of the BRLI program is to provide insight into the global workplace and to prepare participants to use Russian in professional contexts. This program accommodates

## ACTR President's Corner Слово президента организации



learners from ACTFL Intermediate to Superior levels, as well as native speakers of Russian.

American Councils also offers an opportunity for students who are interested in Russian history and current events, who wish to get an in-country experience, but who don't yet have any Russian language abilities: Politics and Public Diplomacy in Contemporary Russian. This five-week summer program is taught in English and gives participants the opportunity to understand social and political developments in Russian from Gorbachev to present at the Moscow International University.

Finally, if what you want for your students is a tailor-made, faculty-led in-country experience, American Councils can work to match the right institution and resources to make it happen. Such is the case with my own "Moscow Plus" program for students at the University of Texas at Austin. Since 2005, our students have participated in this six-week immersion program that combines classroom language study with experiential learning projects at the Moscow International University. The goal of this program is to build students' facility and confidence in using Russian in situational environments, and to prepare them for the next stage in their Russian training at U Texas.

From short-term summer familiarization courses to six-week immersion courses, to the semester- or year-long RLASP program, the transformational benefits of study abroad are unquestionable. Beyond proficiency gains in language and deeper understanding of intercultural communication, participants on these programs also experience changes in the ways they think, communicate their ideas, and interact with their surroundings and interlocutors. Access to these study abroad opportunities is supported with generous financial aid packages available for most programs. The variety of Russian language and culture programs available through American Councils can and should be part of any learner's Russian studies education.

I hope to see many of you in February at the annual ACTR membership meeting February 9 at the AATSEEL annual convention in New Orleans!

~ Tom Garza

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### A Sample of the Scope and Sequence for a six-week OA course:

Wk.	Topics	Subtopics
1.	Politics	Visits, Negotiations, Elections, Russian Political System, Regional Politics, Political Personalities, American-Russian Relations. Current News.
2.	Military	Conflicts in the Former Republics of the Soviet Union, Military Reform, Weapons, Terrorism, Regional Conflicts. Current News.
3.	Social Issues	Education, Healthcare, Homelessness, Immigration Problems in Russia, Housing, Russian Youth, (Un)employment, Social Media, Women's Issues. Current News.
4.	Culture	Youth Culture, Russian Traditions and Holidays, Sports, Mass Media, Literature, Cinema, Theater, Art, Slang, Youth Slang, Military Slang. Current News.
5.	Science/ Technology	Medicine, Space, Science in Russia, Information Science, Weapons. Current News.
6.	Geography	Physical Geography, Ecology, Climate Change, Nature, Natural Disasters, Natural Resources, Disputed Territories, Border Conflicts. Current News.

#### Suggested weekly mega-scenarios/projects for various topics:

##### SCENARIO 1:

**Topic:** Economics Sub-topic: Corruption

You are helping to prepare a team of UN (or any other organization in your target language (TL) country) experts who will be working on fighting corruption in that country.

Suggested sequencing of the above scenario:

##### Step 1:

Working in pairs (small groups), identify the level of corruption in your TL country by researching Internet resources and mass media.

Find at least three written articles and three audio/video passages on this topic.

##### Step 2:

Using Internet resources, research the history of corruption in the TL country.

##### Step 3:

Make a presentation on the level of corruption and history of the subject to the rest of the class. Identify three or four points that are the same (similar) for all the groups in your class.

##### Step 4:

Working in different pairs, research the following:

**A.** How is corruption in your TL country affecting everyday life of ordinary people (healthcare, education, housing, nutrition, family court system, etc.)? Give specific examples.

**B.** How is corruption in your TL country related to crime, e.g. trafficking of narcotics? human trafficking, gang violence, and weapon proliferation? Give specific examples.

**C.** How is corruption in your TL country related to cyber security?

**D.** How is corruption in your TL country related to terrorism?

For each subtopic, research the official mass media (Internet, TV, radio) and the public mass media sources (blogs, social networks, Facebook, Twitter etc.). Compare them. Suggest possible solutions on how to fight corruption in your TL country.

##### Step 5:

Each pair will then present their findings to the rest of the class.

##### Step 6:

As an entire class, identify three main issues related to corruption in your TL country which were common for all the pairs.

##### Step 7:

As a group, prepare a written report on those issues in the TL language for the American team of experts (4-5 pages). Distribute the parts of the report between yourselves. Edit each other's work.

Make sure to include in your report the official stance on corruption, the prevailing sentiment on corruption in the society. Suggest three actions that could be taken to improve the situation. Provide justification for each action.

**Note:** Feedback by the teacher and fellow students is given after each step of the scenario.

##### SCENARIO 2:

**Topic:** Military

**Subtopic:** Arms Trade and Weapons Proliferation

You are part of a Translator Support Team for the Defense Threat Reduction Agency.

Prepare a report for your agency and your Russian-speaking partners on the latest developments of arms trade and weapons proliferation in Russia and the former republics of the Soviet Union.

Steps for implementation of this Scenario might be similar to the previous scenario.



**SCENARIO 3:****Topic:** Geography/Economics**Subtopic:** Humanitarian mission

You are currently in one of the former republics of the Soviet Union when a natural disaster strikes somewhere in close proximity. There is an English speaking relief organization prepared to enter the area to provide relief in the form of medical aid, casualty evacuation, food and supplies, etc. You should coordinate between the humanitarian aid organization and the local officials on the ground at the disaster site as to what is available and what needs to be requested.

As mentioned before, the proposed sequence of activities is highly flexible, and will depend on students' ability to work independently. If the students' autonomy is still not that high, the teacher can initially provide some materials and sources of information. Also, vocabulary and grammar are continuously addressed at each stage of instruction. Students can compile their own vocabulary lists derived from the authentic sources

and then teach them to the rest of the class. Detailed weekly schedules are developed for each topic of the Syllabus, which take into consideration time allocation for each task. For the sake of space, all of the schedules cannot be included in this article, but they are very important for implementation and actualization of an OA curriculum.

Creating an OA course is rather challenging as the OA syllabus requires both structure and flexibility which represents an intrinsic systemic tension. However, an OA foreign language course might ultimately be the most humanistic approach to teaching as it enlists students' creativity and treats them as equal partners in their own journey towards linguistic proficiency.

**REFERENCES:**

- <sup>i</sup> Wikipedia, *Open Architecture* (22 July, 2018). [https://en.wikipedia.org/wiki/Open\\_architecture](https://en.wikipedia.org/wiki/Open_architecture)
- <sup>ii</sup> *Dialogue on Language Instruction*, V. 28, N. 1, p.13 (1 Nov., 2018). The Scenario-based Syllabus for the Post- Basic Arabic Program at the DLIFLC, Reem Dababneh.



**Irene Krasner is a tenured Professor at the Defense Language Institute Foreign Language Center.**

She has more than thirty years of experience in education, with twenty-five years at the Defense Language Institute Foreign Language Center (DLIFLC). During her career at DLIFLC, she served as a Department Chair, Academic Specialist, Project Manager, President of Chairs' Council, Chair of Academic Specialists' Council, President of a Faculty Advisory Council, Test Developer, Faculty Developer, Team Leader, and Instructor. She also served on multiple Boards and Committees, including DLIFLC Accreditation Committee. Prof. Krasner

served as Project Manager for multiple projects, such as *12-week Russian Navy Extension*, *Russian testing project*, and a massive *Russian Basic Course curriculum project* that have been successfully implemented by DLIFLC. Prof. Krasner has been a frequent presenter at national and international levels, and has authored multiple articles on foreign language education. She was recognized repeatedly for professional excellence by high-level DLIFLC leadership, including Commandant Coins of Excellence and Provost Commendations. Prof. Krasner is a certified Oral Proficiency Interview (OPI) tester, certified Diagnostic Assessment Specialist and a Visiting Scholar for the Directorate of Continuous Education (CE) at the Defense Language Institute.

## From the ACTR Board Nominations Committee

The Nominations Committee is pleased to note that Board positions rotate normally as members complete their terms of service; new members are sought from the membership at large to replace them. As of now, there are two vacancies on the Board and the Committee welcomes nominations (including self-nominations) from teachers of Russian of all levels including pre-schools and elementary schools.

Submit your nomination by March 31, 2019 to Alla Smyslova [as2157@columbia.edu](mailto:as2157@columbia.edu).

Subject: ACTR Board Nomination

Alla Smyslova  
Chair, Nominations Committee

### ACTR 37th National Russian Essay Contest

The ACTR National Russian Essay Contest (NREC) provides high school and middle school students the opportunity to demonstrate their writing proficiency in Russian in a meaningful context. This year 1,193 traditional learners, heritage learners, and native speakers, who represent 44 schools and 53 teachers in 17 states and the District of Columbia, wrote essays in a two-hour period during the week of November 12-16.

New participating schools and teachers in the contest this year included: C. D. Hylton High School (VA), Maria Goebert; Central High School (MD), Danine Falcon; Langley High School (VA), Nazelie Nersesian; Noble Academy (IL), Thomas Tabatowski; Russian School House (MD), Lidia Krasnov; Russian School "Olympus" (DC), Nathalie McGregor; San Diego Russian School (CA), Maria Ezhevskaya; Skaker High School (NY), Sara Detmer; Sparta High School (NJ), Eric Hood; The Thinkers Cottage (TX), Carrie Hoke; Thunder Mountain High School (AK), Svetlana Filkova; West Anchorage High School (AK), Yelena Reep.

The topic this year was: "Свободное время". The topic prompt was as follows: Everyone enjoys and values free time, those times when you are not required to study or work and when you can do what you want. What exactly do you like doing in your free time? What are your favorite activities and hobbies? Where do you go in your free time, and with whom? Why? Perhaps you are a member of a sports team or club. Perhaps you are an avid reader or gamer. Perhaps you like to shop. Perhaps you play a musical instrument. Perhaps you like programming. Perhaps you are involved with drama at your school. Perhaps you like to watch television, videos, and movies. Perhaps you

simply like to hang out with friends whenever possible in order to talk. How much of your free time is spent online? How much free time do you have? Do you ever have enough free time?

You may use the suggestions given above, or any other information that you consider relevant to the topic, but you must write in Russian and stay on the topic of: FREE TIME.

Judges for the first round of the NREC this year were:

Anna Czczulin, Goucher College, MD  
 Olga Gotta, Whitby School, CT  
 Elena Kostenko-Farkas, Anchorage West High School (emerita), AK  
 Jill Lederman, Berkshire Country Day School, MA  
 Lisa Steffen, State University of New York at Brockport, NY  
 Mara Sukholutskaya, East Central Oklahoma University, OK  
 Bozena Szulc, Linden Hills High School, NJ  
 Dawn Stuart Weinraub, Emma Willard School (emerita), NY  
 Evgenia Wilkins, Portland State University, OR  
 Judith CB Wobst, Amherst Regional High School (emerita), MA

Judges each received 120 coded essays at the end of December and read and assessed them according to communicative guidelines. Judges were instructed to look first at whether the students were able to communicate their thoughts to a tolerant native speaker, and then to judge the content, effort, style, and grammar presented in the essays. First-round NREC results will be provided in February. Essays awarded gold medals at the Native Speaker, Advanced Heritage, and Advanced levels in the first round will be forwarded to the A.S. Pushkin Institute in Moscow for the second round of judging. First and second-round results will be reported in the Spring issue of the ACTR Letter.

~ Paavo Husen, John Rook, and Phillip Stosberg,  
 NREC Co-Chairs



## SUMMER 2019 PROGRAM FOR RUSSIAN LANGUAGE TEACHERS

**A four-week program in Russian language, culture, and foreign language pedagogy for teachers or teachers-in-training**

The American Councils Summer Program for Russian Language Teachers offers current and prospective American teachers of Russian language and culture from schools and universities an opportunity to reach new levels of competency in Russian. The four-week program is designed to accommodate the particular professional interests and needs of teachers of Russian, incorporating grammar and conversation courses with lectures and workshops in culture and civilization, literature, and foreign language pedagogy.

The program will take place at the Russian State Pedagogical University in St. Petersburg from June 30 to July 31, 2019. Twelve finalists will be selected to receive program funding. All program expenses (tuition, housing, visa, international airfare, cultural activities and insurance) will be paid for these participants. In order to receive funding, applicants must be (1) U.S. citizens or permanent residents who are currently teaching Russian at the university, high school, or grade school level, or (2) U.S. citizens or permanent residents who are currently graduate students of Russian and plan to pursue a career in teaching.

Applicants not selected for funding may still participate in the program if they are able to find other sources of revenue to cover costs. For example, past participants have applied FLAS funding to this program; others have obtained support from their academic departments.

Applications from K-12 teachers of Russian are especially encouraged and will be given preference.

**DEADLINE FOR SUBMISSION OF APPLICATIONS: March 8, 2019**

### **ELIGIBILITY**

In order to receive funding, applicants must be U.S. citizens or permanent residents, and be in-service K-12 or university level teachers of Russian language and culture, or graduate students who intend a teaching career in the field. In the selection process, preference will be given to applicants who have not been to Russia for an extended period during the past three years, to non-native speakers, and to teachers who play a key role in maintaining under-supported, innovative Russian-language programs. Applicants will be selected for funding on the basis of their statement of purpose, Russian language ability, teaching responsibilities, and academic achievement.

### **NATURE OF THE FELLOWSHIP**

Finalists will each receive funding covering: round-trip international airfare from Washington, D.C., to St. Petersburg, Russia; housing with a local host family; tuition and fees at the Russian State Pedagogical University; a Russian student visa; medical insurance; five graduate credit hours of academic credit from Bryn Mawr College. Participants are responsible for the cost of domestic transportation in the United States; meals; local transportation; and incidentals.

### **NOTIFICATION AND ORIENTATION**

All applicants will receive formal notification of the results by approximately April 1, 2019. All participants must travel to Russia with the group and must attend and participate in all orientation activities, including a mandatory pre-departure orientation conference at the American Councils Washington, D.C. head office immediately prior to departure to Russia.

### **FAMILY**

The program makes no provisions for family members to accompany participants. No financial support, visas, housing, or letters of support can be provided to accommodate the travel of family members of program participants.

## APPLICATION INSTRUCTIONS

### GENERAL

Please read all instructions and information carefully before completing the application. All required fields must be completed in English. All sections of the application must be completed; incomplete applications will not be considered.

American Councils retains the right to interview prospective applicants or request additional information. In addition to the application form below, you will need to submit the following items to your application:

### STATEMENTS OF PURPOSE

Please prepare and submit **two short essays** (between 500 – 1000 words each). One essay should be in English, the other in Russian. In these essays, applicants should address the following questions:

- What areas of your Russian language skills do you most wish to improve on this program and why?
- What challenges do you face today in the teaching of Russian, and how will this program help you address them?

Please be sure to discuss specific pedagogical issues as well as larger challenges such as class size and resource distribution within your school, college, or university.

### RECOMMENDERS

Each applicant must provide two recommender names and contact information. Recommenders can be colleagues, professors, or other qualified persons who are familiar with your work as a teacher. At least one recommender must be able to assess the applicant's level of proficiency in Russian. Recommendations may not come from family members or friends.

### CURRICULUM VITAE OR RESUME

#### TRANSCRIPTS

Please submit transcripts of all university-level academic work completed in the past five years, including summer programs. Submit electronic transcripts to [outbound@americancouncils.org](mailto:outbound@americancouncils.org). Transcripts submitted do not have to be an original; however, a copy must have a legible college seal or registered stamp for authenticity.

#### PASSPORT

Please include a scanned copy, in color, of the inside page of your passport showing the expiration date, passport number, your photograph, date of birth, and signature. *Your passport must be valid for eighteen months after the start date of the program. If you do not have a current passport, or if it is not valid for eighteen months after the start of the program, you should apply for one immediately.* In addition, your passport must contain two blank adjacent, face-to-face visa pages (not amendment pages). If you do not have two blank pages, you will need to apply immediately for a new passport. Your departure to Russia may be delayed if you cannot provide a copy of your passport by the application deadline. PLEASE NOTE: Your Russian visa will display the same name and passport number as those appearing on the copy you submit to American Councils. *Do not in any way amend your passport or apply for a new one after submitting your copy to American Councils.* If you hold a U.S. green card, please provide a copy of your passport and your green card.

#### MEDICAL FORMS

Medical forms are not required for application to the program. However, final acceptance is contingent upon receipt of medical evaluation forms and immunization records completed by the applicant's physician. American Councils will provide these forms to finalists with award letters.

**If you have any questions about the application or the program, please contact the American Councils AC Study and Research Abroad office at (202) 833-7522 or via email at [ekaduck@americancouncils.org](mailto:ekaduck@americancouncils.org).**



## Report on the XVI MAPRIAL International Olympiada

### XVI International Olympiada of Spoken Russian in December 2018 in Moscow:

Four finalists from the US were able to participate in the International Olympiada of Spoken Russian in the Pushkin Institute sponsored by MAPRIAL. *Nataliya Ushakova*, Russian teacher at Staten Island Technical High School and ACTR Vice-President, accompanied the students to Moscow, where they were among the 137 students of Russian who competed, from 35 countries. The competition took place December 3-7, 2018. The American students represented three different schools and three regional ACTR Olympiada competitions in the US, as listed below. They were: **Jasper Zarkower**, St. Paul Central High School, MN, Oksana Cox (teacher), **Blake Harney**, Cherokee HS, NJ, Marian Barnum (teacher), **Katrina Brazhnikov** and **Patricia Ledakis**, Friends School of Baltimore, MD, Elizabeth Lee Roby (teacher).

**Benjamin Gaylord**, from American Councils for International Education assisted with the application process and arrangements for travel. His comments are as follows:

American Councils for International Education instructed the US regional nominees who qualified to apply online to the Pushkin Institute in Moscow. The Pushkin Institute hosts the International Olympiada in Moscow, organizing and paying for all accommodations and activities in Russia during the program. The Pushkin Institute selects national teams based on an online Russian test and submission of an essay in Russian. Up to six participants may be selected. This year there were four selected.

**Congratulations to all the student participants and their instructors!**

### Comments from Student Participants and Their Teachers:

#### **Marian Barnum, Cherokee High School:**

Cherokee High School is a four-year comprehensive public high school, serving students in ninth through twelfth grades as one of four high schools of the Lenape Regional High School District in Burlington County, New Jersey. As of the 2018-2019 school year, the school had an enrollment of approximately 2,200 students.

Cherokee High School offers four courses in Russian: Russian 1 Honors, Russian 2 Honors, Russian 3 Honors, and AP® Russian Honors. Activities for students of Russian include: Russian Club, the National High School Russian Essay Contest, the National High School Slavic Honor Society (SLAVA), World Cafe, the NJ State Bilingual Test (STAMP), the ACTR Olympiada of Spoken Russian (at Temple University), the International Olympiada of Spoken Russian, and NEWL (the National Examination in World Languages) Russian.

I have been teaching the Russian language at Cherokee High School since 2004. This year, I am teaching one section of all four Russian courses plus two sections of Spanish 1, College Prep. I have been a



Blake Harney, Cherokee High School

member of ACTR since I began teaching. My degrees: BS Russian, Georgetown University; MA International Relations, University of Southern California; BA Spanish, Rowan University; MS Educational Leadership, Delaware Valley University. I love teaching Russian, spending time with my family, going to the gym, and traveling.

I would like to thank my colleagues who work countless hours to make opportunities to travel abroad possible for students. Your hard work and dedication are truly admirable and greatly appreciated. A special thanks to Olia Prokopenko at Temple University!

I will close with a quote from Blake Harney, from the 2018 team: *"Being selected to go to the International Olympiada of Spoken Russian was one of the greatest experiences in my life. I was able to go to Moscow and meet different kids from all over the world. None of that would have been possible without the tremendous Russian program at*

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Cherokee High School. Marian

*Barnum, the Russian teacher at Cherokee, does a fantastic job at teaching her students the language and preparing her students for the Regional Olympiada. She was a huge part of why I was selected to go to Moscow."*

**Oksana Cox, St. Paul Central High School, St. Paul MN:**

I have been teaching Russian at St. Paul Central High School since 1996. Central HS has participated in all ACTR competitions every year since then.

I cherish the knowledge, training, and support I have received from ACTR – including the workshops at Bryn Mawr College. One memorable workshop was the Prototype Advanced Placement® workshop in Bryn Mawr, where I had a chance to work with Russian teachers and professors from around the country.

My students look forward to the ACTR National Russian Essay contest in the fall and to the ACTR



St. Paul Central Russian Club with Jasper Zarkower (back row, Time Magazine shirt and Oksana Cox (teacher, second row, left)

Olympiada of Spoken Russian in the spring. St. Paul Central High School students won the Olympiada grand prize trip to Russia in several years in the past. However, winning the prize this year has a special importance.

In the spring of 2018 the administration of Central HS actually announced that it would cut the Russian program due to budget constraints. But parents, students and the broader community rallied together and addressed the school board to express their passionate support and enthusiasm for the program. The community worked together with the administration to keep the Russian program open and seek ways to increase enrollment in the coming years. The Central Russian Program has the good fortune to continue and we look forward to further collaboration with ACTR for competitions and Prototype AP® testing.

In light of the current strained political relationship between the US and Russia, ACTR's continued efforts are

critical to enable students to experience language and cultural immersion. This year, one of Minnesota's participants in the ACTR Olympiada, Jasper Zarkower, worked towards this trip to the Moscow International Olympiada. Jasper has a fervent interest in linguistics and he finds Russian thought-provoking and inspiring. He has always been interested in geography and the Russian Federation's diverse niche ethnic groups and their languages and cultures. Jasper demonstrated his genuine interest in the personal presentation project at the Pushkin institute. Jasper presented on the "Kets" – a small ethnic group in Siberia.

Jasper's own comments on the experience are as follows: *"The trip to Moscow was a unique experience and I'm thankful to ACTR for organizing it. I think that the most valuable part of the trip was being able to form connections with students of Russian from all around the world, as well as gaining a deeper understanding of Russian culture. Lots of fun was had by all."*

As Chair of Minnesota's ACTR Olympiada of spoken Russian, I know that it motivates the participation of professors and teachers of Russian and other Russian speakers and enthusiasts from around the state. It is especially important for me since Central is the only public high school in Minnesota with a Russian program and without this opportunity we would not be able to connect with Russian instructors and exchange ideas.

We are fortunate to have all these academic opportunities provided by ACTR and wonderful people who are involved in all projects. Many thanks to Nataliya Ushakova for accompanying and guiding the students on the trip to Russia. And thanks to Benjamin Gaylord at American Councils for International Education for his coordination and help with the testing. Also, thanks to Mark Trotter and Ruth Edelman, national co-chairs, for their guidance and communication.

**Elizabeth Lee Roby, Friends School of Baltimore, Co-Chair ACTR Olympiada of Spoken Russian, Maryland region:**

Since 2002, I have been teaching Russian levels 2-5 to grades 9-12 at Friends School of Baltimore. Most of our students begin their Russian path in the sixth grade with my colleague, Shannon Johnson. Students advance into Russian 2 in ninth grade, and usually take the NEWL Russian exam at the end of Russian 5. In addition to the standard Russian language program, students have a variety of opportunities at Friends School to further develop their Russian language skills in both the traditional classroom and beyond it. Over the years, I have engaged students in a number of cross-disciplinary projects, providing a language-across-the-curriculum option for Russian students enrolled in the senior level history elective, *History of Modern Russia*, and have taught an English elective course for which students have translated and provided cultural annotations for the potential publication of a memoir written by a female Russian journalist from Leningrad/St. Petersburg. Most junior and senior Russian students opt to participate in our school's study/homestay immersion program in St. Petersburg. Since 2009 over 30 Friends



School students have spent a summer or academic year participating in the NSLI-Y program.

Beyond the classroom, students organize Russian film series, lead Russian lunch tables, start Russian choirs, host and execute Russian *Staryj Novyj god* parties for program alumni, organize outings to Russian community events and venues, serve as Russian tutors in the Russian Help Center, and teach an after-school exploratory Russian language and culture program that serves as an important feeder program for our own Middle School Russian program, as well as provides exposure to Russian to two Baltimore city public schools. Beyond our campus, all senior Russian students engage in a community partnership with a Baltimore city public charter school with a K-8 Russian immersion program. A number of Russian students each year fulfill their five-week senior work project out in the greater Baltimore Russian community.



Friends School Russian students at all levels eagerly participate in both the ACTR National Russian Essay Contest in the fall and the Maryland ACTR Olympiada of Spoken Russian in the late winter/early spring. Students realize that they have more opportunities to showcase their skills than their peers taking other languages. They frequently comment to me that they are glad that their contests are true performance assessments and not bubbles to fill in on a standardized test. Indeed, students strive to communicate their unique voice in Russian either on paper for the essay contest or face-to-face with judges at the Olympiada. I am grateful to ACTR for providing such authentic opportunities for students to showcase all that they know.

We usually devote about five weeks of our curriculum to preparing for the Maryland ACTR Olympiada of Spoken Russian. During this time, students can be heard muttering to themselves in Russian as they wander the school halls (inspiring many at Friends School to call Russian a “культ” – a label the Russian students embrace!). Students may walk into class repeating lines of poetry, Dostoevsky’s biography, or a comparison of Moscow and St. Pete, as they ready themselves for the oral quiz of the day. As the scope of the material increases, so too does their commitment to learn the new material and

review the old. It is the judges who await them and their own desire to perform well (and likely to earn a medal as well) that drive them. Level 4 students are enticed to even higher levels of preparation by the possibility of selection to serve on the US Delegation to the International Olympiada.

The two International Olympiada delegates from Friends School, Junior Katrina Brazhnikov and Senior Patricia Ledakis, earned gold with the highest (tied!) score at the highest level of the Maryland ACTR Olympiada last spring (level 4), were awarded the ACTR/SLAVA Award for Outstanding Achievement in Russian and nominated as Maryland semi-finalists for consideration as delegates to the International Olympiada. When they found out that they would both be on the US Delegation, they increased their focus and began to prepare their *мини-проект* (one of tasks at the International Olympiada). Patricia prepared to present her art exhibit of choice (Я делаю выставку: картины каких русских, советских художников я бы в неё включила) and Katrina on the trip of her dreams (Путешествие моей мечты: где бы я хотела побывать в России) – a cultural and literary walk through the streets of St. Petersburg. Both girls knew that they were headed off to Moscow to compete in an international competition, but neither knew just how impactful the experience would be for them.

Much gratitude is due to so many people for their efforts in making the International Olympiada a possibility for our students. First, thanks goes to ACTR for sponsoring the regional competitions and to our national co-chairs, Ruth Edelman and Mark Trotter, for their prompt and cheerful communication, organizational support, and apt leadership. Benjamin Gaylord at American Councils for International Education deserves our utmost gratitude for managing the finalist round of the competition and arranging for the group’s travel. Finally, the event wouldn’t occur without the Pushkin Institute and МАИРЯЛ organizing and sponsoring it, or without the generosity of Nataliya Ushakova, who takes a week out of her busy life to chaperone it. Огромное вам спасибо!

#### Two students’ reflections on the International Olympiada:

**Katrina Brazhnikov**, Friends School of Baltimore:

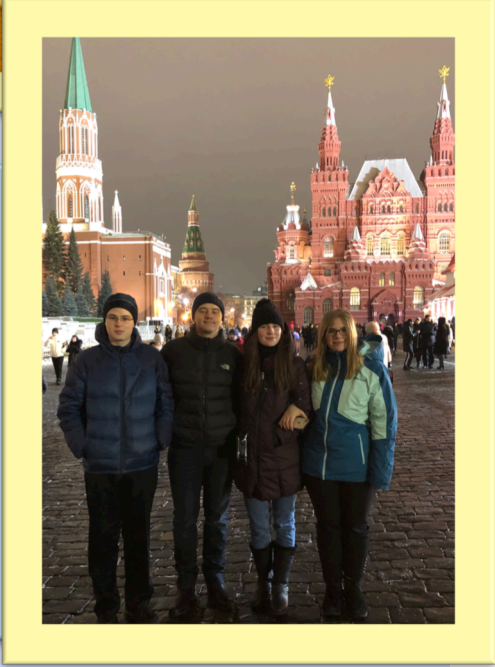
##### *The International Olympiada: An Experience of a Lifetime*

“You’re going to go to the International Olympiada and you’re going to be this worldly, experienced girl, and you’re going to realize what is beyond your life -- that there is more than this bubble here at home” was the response of my English teacher, as I sat in front of her with my head in my hands, crumbling under the stress and repetition that had consumed my life about half-way through junior year. Although I did not believe her at the time, this was exactly the effect the International Olympiada would have on me. The International Olympiada is not only a competition in which you are able to show off your skills in Russian, but also a place where kids from all around the world, from France, the US,

*Olympiada Report...*, to be continued on p. 13



# Olympiada Photo Album





*Olympiada Report...*, continued from p. 11

Kyrgyzstan, Ukraine, Poland, Montenegro, Mongolia, Slovakia, Lithuania, Spain, Austria (just to list a few), come together and connect through Russian. During the days of the competition, we completed activities, such as the creation of a written essay based off of a topic given to us, the presentation of a pre-prepared PowerPoint presentation on a chosen topic relating to Russia/Russian Culture, an oral exam on a randomly selected cultural topic, and the performance of a situational dialogue with another competitor from our delegation in front of a pair of judges. The competitiveness of the competition, however, did not affect the kindness of the judges and students competing. Each judge smiled and listened kindly to my presentations, even jumping in to help me better pronounce a word when needed.

After leaving the site of our competition activities, we were directed to a room in which kids from various delegations were able to meet, converse, and play games, such as *Uno*, or Russian *Spot It* over tea and Russian sweets. This time was among my favorites during the International Olympiada, as it was the starting place of many of the relationships I formed during my visit to Moscow. In this room, I met people from the Lithuanian delegation, who taught me later on our trip about the dialect in Lithuania, called “тутейшн,” and the size of Lithuania in relation to the US (one girl lived only four minutes from school, a distance that was among the farthest from school in comparison to her classmates!). I learned about how foreign language is taught in Austria--that everyone speaks German, but usually learns many other languages. Both a girl and boy from Austria were learning five different languages out of seven taught at their school, including German, English, Spanish, Russian, and Latin. I even had the opportunity to meet an Austrian boy who had lived in Maryland (the state I'm from) for a year, while my friend, also a US delegate, bonded with another Austrian girl over their shared interest in RuPaul's show, *Drag Race*. The more people I met, the more I began to learn about the world-- my bubble began to expand. One night as I tried an assortment of different wafers from Slovakia and Slovakian chips that resemble pringles but are shaped like planks, Polina, a girl from Ukraine, recounted the hardships of living in Lugansk, a city in Eastern Ukraine ravished by civil war. She described the lack of hot water and even water at all at times in her hometown, the need to leave Lugansk “in order to have opportunities in life,” and the effect the environment had on kids living there--that one kid at her school, so saddened by the quality of life there, committed suicide. These hardships, although deeply upsetting, not only proved helpful in allowing me to gain insight on how some other people around the world live, but also provoked me to become more appreciative of the opportunities I have here in the US. By meeting and connecting with people and places from

all around the world, these are the sort of life lessons that I found myself (and hopefully many others Americans in the future may find themselves) learning through the International Olympiada.

These connections are ones that I still carry with me today, not only through my memories, but also through the gifts that were given to me. The gifts remind me of my Polish friend Paul, Mary from Belarus, and students from Montenegro. They serve as pieces of my experience at this competition, pieces of my growth, which allowed me to transcend the boundaries of my bubble here at home. For this incredible experience, I would like to thank not only all the kind and interesting people who gave me these gifts and many wonderful memories, but also the people who allowed me to have this experience. I would like to thank American Councils, especially Benjamin Gaylord for managing the finalist round of the competition and arranging the travel, my parents (one of whom is also my Russian teacher) for their financial contribution to this trip and for my education in general, the Pushkin Institute and МАПРЯЛ for organizing and sponsoring this event, and my chaperone, Mrs. Ushakova, for being both a fun and supportive presence during the trip. Your contributions have granted me an experience that I will never forget. Спасибо вам огромное!

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**Patricia Ledakis, Friends School of Baltimore:**

Participating in the International Olympiada at the Pushkin Institute is an experience I will carry with me for my entire life. I could never have predicted before the trip just how impactful it would end up being for me to be able to once again see Russian culture and to also meet fellow students from around the world. Despite having seen Moscow once before, this trip allowed me to view the city from a different perspective. I felt less like a tourist and more like a traveler, perhaps due to being constantly surrounded by different cultures.

Talking to the other delegates and learning about their lives back home ended up being just as valuable, if not more valuable, than competing in the Olympiada. One day, I was speaking with Polina, a fellow 17-year-old from Lugansk, Ukraine. She spoke to me about the civil war in Ukraine and how oftentimes she only had running water in her home a few times a week. We connected over our shared interest in music and photography and her story is one I ended up taking back with me to America. She and I are still in contact, and hopefully will remain so. These types of connections were common during my trip, and perhaps one of the key factors in making it impactful. Hearing about schools, holidays, and everyday life in other countries was a new experience for me, as I don't have many international friends back home, and those that I do have currently live in the US.

*Olympiada Report...*, to be continued on p. 14

## Announcement



## Объявление

## ACTR SERVICE AWARD-2019

This 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, in whose memory the award was established.

Members of the awards committee are Elena Farkas, Betsy Sandstrom, and Jane Shuffelton. Nominations for the award to be given in 2019 may be addressed to Elena Farkas at [RussianAZ@alaskan.com](mailto:RussianAZ@alaskan.com). Nominations for future awards may be forwarded at any time.

**Past recipients:**

- 1995 – George Morris
- 1996 – Marian Walters
- 1997 – Zita Dabars
- 1998 – John Schillinger

- 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

\*special award

**Olympiada Report...**, continued from p. 13

One of the major realizations that I had from conversations with other delegates was the idealized view of America that they had, and I ended up asking one of my friends, Monika from Lithuania, exactly why America was such a fascinating concept for so many people. She explained to me that growing up she had often heard about American celebrities, government officials, and that as she grew older she was told how great the American economy was and how many opportunities there were for the people that lived there. This conversation was eye-opening for me, because, despite having had many conversations with people from around the world, I had never before understood why being from America was so “cool.”

Another interesting concept I learned from my fellow delegates was how they managed stress and a large workload, as many had such during the Olympiada. Personally, I am someone who places a high importance on grades and doing well academically and oftentimes find myself extremely stressed before an exam. While all the delegates I met valued doing well in the competition, few were acting in the same haphazardly stressed way that I usually would. I ended up discussing this with a girl named Valeria from Belarus and she explained that her personal methodology was to prepare at length before the

competition, and then trust that her preparations were comprehensive enough for herself to do well rather than stress out the night before. Whether or not this manner of thinking is particular to Valeria or is common among other Belarusians and Europeans I don't know, but it is something I will take with me. Being able to interact with the other delegates left so many different impressions on me that I believe I will take with me for the rest of my life.

The opportunity to be able to travel to Moscow and to interact with fellow students from different countries was an incredible one, and I will be forever thankful to both American Councils for choosing me to go and to the Pushkin Institute for hosting us there. Looking back, the entire process would have been much more difficult without the help of Benjamin Gaylord at American Councils in guiding us through the finalist round of the competition and in completing each step to arrange for travel. I am also immensely grateful to Mrs. Ushakova, our chaperone, who made the experience the best it could be. I'll never forget how she answered our nearly endless questions about Moscow, or those exciting nights when we went out for dinner together in the city, or how incredible it was to visit the Tretyakovskaya Gallery and see close up the art that I had studied in school. My trip to Moscow was an amazing experience largely due to the people that were a part of it, and I shall always remember them and what I learned.

**РЕЦЕНЗИЯ НА УЧЕБНОЕ ПОСОБИЕ ИВЛЕВОЙ Т.Г.  
“КАК «СДЕЛАН» ХУДОЖЕСТВЕННЫЙ ТЕКСТ.” М.,  
ИЗДАТЕЛЬСТВО “ФЛИНТА”, ИЗДАТЕЛЬСТВО “НАУКА”,  
2018., 277 с.**

ISBN978-5-9765-3373-8 (Флинта)  
ISBN978-5-02-039379-0 (Наука)

Появление и активное развитие технологий мобильной связи в ее сочетании с интернетом, в котором широко представлены паралингвистические средства письменной связи, в значительной мере и степени снижает интерес молодых людей к чтению художественных произведений.<sup>[1]</sup>

Между тем, такой взгляд на книгу может измениться, если преподаватель литературы сможет проникнуть в умы своих подопечных и сумеет убедить их в том, что хорошо написанная книга принесет им пользу, потому что поможет ответить на такие существенные вопросы:

*Что такое художественный мир автора, представленный в тексте? Что такое историко-культурный контекст эпохи, в рамках которой он был написан? Как правильно понять и оценить неизменные нравственные понятия: правда, ложь, добро, зло, справедливость, совесть, любовь, ответственность, скромность, долг и достоинство? Как все они представлены в неповторимом авторском словоупотреблении?*

Именно этим сложным вопросам и посвящено учебное пособие “Как «сделан» художественный текст,” подготовленное Ивлевой Татьяной Геннадьевной.

В его основу были положены семинарские занятия и лекции по литературоведению автора книги в Тверском государственном университете. Учебное пособие изложено в форме двенадцати бесед, которые написаны в доброжелательном и непринужденном тоне. Выбранный тон повествования направлен на открытый диалог автора со своими разновозрастными читателями.

Все беседы логично взаимосвязаны друг с другом; анализ литературоведческих терминов сопровождается богатым фактическим материалом, который был обнаружен Ивлевой Т.Г. в произведениях русских классиков от Ломоносова до Улицкой.

В “Довольно большом, но необходимом вступлении” приводится яркий пример из стихотворения “Бурное море при ясном небе” (1820) Кюхельбекера:

Дикий Нептун роптал, кипел и в волнах рассыпался,  
А с золотой высоты, поздней зарей освещен,  
Радостный Зевс улыбался ему, улыбался вселенной...

По мнению автора книги, художественный смысл этого стихотворения станет понятен учащимся после небольшой вступительной беседы, в которой будет представлена жизнь богов на древнегреческом Олимпе и воспроизведена эллинистическая картина мира. Проведенная работа поможет ученикам не только усвоить слог вышеупомянутого стихотворения,

*Reviewer's Corner Книжное обозрение*

но и прочувствовать эстетические представления самого поэта о Бытии [12-13].

Этим идеям посвящены первые главы книги, в которых особое внимание уделяется законам правильного чтения и понимания того или иного текста. Используя эстетическую теорию Канта, понятие *остранение* Шкловского и литературно-художественные взгляды Палиевского, Ивлева Т.Г. показала, что главные эстетические категории *Прекрасное* и *Гармония*, будут интересны ученикам после анализа *слова-образа*, в котором отражена творческая сила автора.

Этот выдвинутый аргумент подробно описан ей в третьей беседе пособия “Язык художественной литературы” на примере употребления слова-образа *звезда* в лирике Пушкина, Анненского, Гребенщикова и Бродского. Как известно, для Пушкина *звезда* символизировала перемену политического климата, для Анненского она сливалась с женскими чертами, для Гребенщикова обозначала логику дзен, а Бродский увидел в ней загадочность бытия всех людей [55].

Начатая тема продолжается в двух последующих беседах учебного пособия: “Тропы” [56-73] и “Фигуры” [74-85], где проанализирована природа метафоры, сравнения, олицетворения, психологического параллелизма, эпитета, метонимии, символа, синекдохи, аллегии, эмблемы, анафоры, эпифоры, перифраза, эвфемизма, иронии, гротеска и оксюморона [51-86]. Эти авторские приемы проиллюстрированы цитатами, взятыми из произведений Цветаевой, Мандельштама, Ахматовой, Эфрона, Гоголя, Тарковского, Вяземского, Ильфа и Петрова, Тютчева, Блока и Михалкова. Следует отметить, что многие из них впервые вводятся в широкий литературоведческий оборот студента и школьника, например, метафора *трамвайная вишенка страшной поры* из стихотворения “Нет, не спрятаться мне от великой муры...” Мандельштама:

Нет, не спрятаться мне от великой муры  
За извозчичью спину – Москву,  
Я трамвайная вишенка страшной поры  
И не знаю, зачем я живу [58-59].

Показателен также и верлибр из минималистской поэзии Макарова-Кроткова, в котором внутреннее состояние собаки сравнивается с тоской человека:

тихо так воет собачка  
словно хочет повеситься  
а не умеет [60].

Кроме поэзии, в этих беседах анализируется драма. Будучи талантливым чеховедом, автор пособия приходит

**РЕЦЕНЗИЯ..., to be continued on p. 16**

РЕЦЕНЗИЯ..., continued from p. 15

к выводу, что заглавие пьесы “Вишневый сад” символизирует воспоминания о прошлом и мечты о будущем, а “Чайка” говорит о творческих замыслах беллетриста Тrepлева, судьбе Нины Заречной и об идеале ускользящего счастья [70-71].

Вслед за этим рассматриваются три рода литературы: эпос, лирика и драма. Прибегнув к учению Аристотеля о *мимесисе* или о *подражании природе*, Ивлева Т.Г. показала специфику их художественной речи и авторское отношение к окружающему миру и его героям на материале произведений Тургенева, Пастернака, Фонвизина, Грибоедова и Лермонтова [86-94].

Во второй части этой беседы особое внимание уделено анализу лермонтовских стихотворений “Прощай, немытая Россия...” (1840) и “Родина” (1841), которые, по мнению автора книги, должны стать политическим эпиграфом к словам чеховского персонажа Лопухина о великом человеке навеликой земле. Эта цепочка мысли позволяет учащимся увидеть главный сюжет русской литературы, который заключен в тоске героев по внутренней свободе [94].

Специфике сюжета и фабуле посвящена седьмая беседа. Верно заметив, что фабула и сюжет совпадают в мемуаристике, Ивлева Т.Г. останавливается на подробном литературном анализе тех произведений, где авторы, пытаясь заполучить читательское внимание, прибегают к различным художественным деталям, среди которых важное место занимает авторская дата создания того или иного художественного произведения [95-131].

В связи с этим интересен подход автора пособия к анализу бунинского рассказа “Подснежник” (1927). Начатый словами: “Была когда-то Россия...”, он не только говорит читателям о непорочной душе гимназистика Саши, но и заставляет их задуматься над его судьбой, которая обозначена в заключительной фразе рассказа:

“-До свиданья, Сашенька, Христос с тобой!”

В этих простых словах отца Саши возникший образ Христа-мученика и Христа-защитника указывает на прощание с собственным сыном, который может быть в будущем не переживет большую чистку 1937 [142-143].

Используя бахтинскую теорию о внутреннем сюжете, Ивлева Т.Г. блестяще показала классификацию сюжетов, которые характеризуются разнообразными ситуациями, конфликтами, перипетиями и катарсисом, а также кульминациями и развязками.

Важной для нее становится роль препозиции и постпозиции, минус-приема, ретардации, пейзажа и портрета. Эти названные компоненты художественного текста представлены автором книги в самой обширной восьмой беседе, которая

посвящена анализу заглавий таких произведений, как: “Капитанская дочка” Пушкина, “Три сестры” Чехова, “Утес” Лермонтова, “Окно”, “Раковина,” “Письмо” Цветаевой [136-137].

Наряду с этим, Ивлева Т.Г. интересно рассуждает о *точке зрения автора*, как одном из наиболее важных элементов в структуре композиции, которая может реализовывать не только собственно литературную, но и нравственную значимость художественного произведения. В этом смысле показательны “Повести Белкина” Пушкина, где точки зрения рассказчиков, издателя и самого Белкина наглядно показали, что настоящее счастье может прийти к человеку только через справедливость [144-147].

О том, какую роль главный персонаж играет в художественном произведении, автор книги представила в девятой беседе. Дав четкие определения главным, второстепенным, внесценическим, драматическим персонажам, антагонистам и героям-резонерам на материале “Войны и мира” Толстого, “Мастера и Маргариты” Булгакова, “Горе от ума” Грибоедова, Ивлева Т.Г. описала их функции в прозе и драме и заговорила об авторском понимании места человека в мире [160-173].

Следуя теории Тынянова о лирическом герое, псевдониме, вымышленном и реальном авторе, она проиллюстрировала ее примером из жизни Елизаветы Дмитриевой, которая, взяв себе псевдоним Черубины де Габриаки и отделив себя от своего реального лица, сначала стала невероятно популярной, а сбросив с себя эту литературную маску, ушла, всеми забытая, во внелитературное небытие [165-167].

Для художественной литературы такие авторские приемы являются характерными, а поэтому всегда хочется установить реальное авторское лицо и лицо, представленное в тексте художественного произведения. Этим вопросам посвящена десятая беседа, в которой говорится, что автор – это конкретное лицо, автор – это создатель литературного произведения и автор – творец [174-187].

Следует отметить, что замечания по этому спорному и интересному вопросу разбросаны по всему пособию, в котором то упоминается фрагмент из судебных слушаний с Бродским в 1964 году, то цитируется стихотворный диптих Ахматовой – Гумилева: “Жираф” (1907) и “Он любил три вещи на свете...” (1910) [28-36].

Одиннадцатая беседа сфокусирована на пространстве и времени, в основу которых заложены следующие логические оппозиции: внешнее – внутреннее, верх – низ, замкнутое – разомкнутое [188-189]. Для описания этих понятий используются фрагменты из пьес Чехова, стихотворений



Одоевцевой и Мандельштама [195-198].

Заключительная двенадцатая беседа посвящена основам стихосложения. Она может стать интересной всем, кто осваивает основы русской фонетики, интонации, мелодики и ритмики русского языка [200-219].

В приложении приводится полный толковый словарь литературоведческих терминов, которые необходимо использовать при интерпретации художественных текстов [221-274].

Суммируя сказанное, можно с полной уверенностью утверждать, что в своем пособии Ивлева Т.Г. продемонстрировала уникальное искусство слова в структуре и композиции художественных произведений. Уже сегодня эта книга стала хорошим дополнением к существующему учебному материалу по курсам

введение в литературоведение и основам теории литературы, а также методике преподавания русской литературы в университетах и школах, поэтому она рекомендуется всем преподавателям и аспирантам русского языка и литературы на вебсайтах [labirint.ru](http://labirint.ru) и библио-глобус.

#### Сноска

<sup>1</sup>Для набора текста, написанного латиницей или китайскими иероглифами, требуется знать 160 знаков, а кириллического текста 70 знаков. <https://ru.wikipedia.org/wiki/SMS>.

Девятого декабря 2018 г. телепередача *60 Minutes* заявила, что сегодня современный подросток тратит в среднем четыре с половиной часа на общение с электронными носителями <https://www.cbsnews.com/news/groundbreaking-study-examines-effects-ofscreen-time-on-kids-60-minutes>.

~ Submitted by Irina Y. Barclay, Appalachian State University



**Irina Y. Barclay** is Associate Professor of Russian at Appalachian State University, Boone, North Carolina. With more than 20 years' experience teaching Russian as a second language at all levels, to both Russian and American students, her work includes Conversational Russian, Difficult Cases in Russian Grammar, Russian Literature in Translation, and The Politics of Female Identity in World Literature.

Dr. Barclay has authored 50 articles on comparative literature, historical development in Russian, and the methodology of teaching Russian. She has actively participated in numerous conferences and congresses in America, China, Europe, and Russia, and her publication, "The Diaries of Tver Merchants of the 19<sup>th</sup> Century," received high acclaim from scholars in Russia. Recently she completed a 450-page translation of a Gulag memoir, "Twenty Years in Beria's Hell: A Memoir of the Soviet Rehabilitation," from notes by a survivor. The memoir sheds light on both her grandfathers' arrests and imprisonment during Stalin's Purges.

Her students have earned Critical Languages scholarships, and, in 2011, 2012, and 2013, Dr. Barclay obtained federal grants and led StarTalk programs.

## Знакомьтесь

### Update on NEWL-Russian in 2019 (also known as the Prototype AP® Russian Exam)

Beginning in 2019, all four test sections of the exam will take place within ACTesting at American Councils for International Education. NEWL (National Examination in World Languages) Russian will assess proficiency in reading, listening, speaking, and writing as always with no changes in the format of the listening and reading sections. For those sections, test takers will listen to or read a series of separate prompts in Russian on different topics. Each prompt will be followed by a question (in English) and four possible answers (in English). The writing and speaking sections, however, will be based on an integrated task model, the same model used in the Russian written integrated tasks in the Prototype-AP Russian Examination prior to 2015.

The writing tasks will have two audio prompts and two written text prompts in Russian to which examinees will submit their four responses by typing in Russian, as they have in previous years. A Russian Cyrillic keyboard must be enabled on each computer used for testing. The speaking tasks will have four prompts: two audio, two written. Examinees will use their headsets with microphones to record their four spoken responses via a recorder embedded in the ACTesting browser window. There will be no need to install any special software on the computers used for testing. Examinees will be able to use scratch paper to develop responses for both speaking and writing IT tasks.

In terms of time on task, the break-down of individual sections of the test is:

*Reading Comprehension (44 items, 60 minutes)*

*Listening Comprehension (44 items, 45 minutes)*

*Integrated Task: Writing (4 tasks, 45 minutes)*

#### *Integrated Task: Speaking (4 tasks, 45 minutes)*

Within each writing task, the same topic will form the basis of the prompt, so that test takers will be responding to two topics, but providing a total of four responses. For the four speaking tasks, there will again be two topics. In all there will be two scenarios (topics) for writing and two for speaking, and the examinee will submit a total of four written responses and four spoken responses. For example, to respond to the speaking IT, a test taker might hear the following direction: "Listen to the voicemail about an invitation to a party." After playing the audio prompt, the test taker would record a response. Then the student might hear: "read the email about the party you attended and leave your friend a voicemail."

Score reports are the same as before, but have slightly better formatting than in the past. NEWL/Prototype AP® Russian score reporting include an over-all score ranging from 1(low) to 5(high). In this respect they follow the standard score reporting of the College Board. They also include four separate sub-scores, one each for Reading Comprehension, Listening, Comprehension, Integrated Task Writing, and Integrated Task Speaking. Those sub-scores reflect ACTFL Proficiency ratings, giving instructors more information on the appropriate placement in Russian courses at the postsecondary level.

More information about the NEWL exams can be found on the American Councils for International Education website, using the following link: <https://www.americancouncils.org/newl>

~Submitted by Victor Frank, Director of Test Content Development  
American Councils for International Education



## GO BEYOND ORDINARY WITH AMERICAN COUNCILS

### LANGUAGE & CULTURAL IMMERSION PROGRAMS

**Advanced Russian Language & Area Studies Program (RLASP)** Available in Moscow, Vladimir, and St. Petersburg, as well as Almaty, Kazakhstan.

**Business Russian Language & Internship (BRLI)** Combines high-level Russian language instruction and a substantive internship in fields such as marketing, journalism, and STEM. Available in Moscow, St. Petersburg, and Almaty.

**Balkan Language initiative (BLI)** offers overseas immersion in one of 5 Balkan languages. Offered in Albania, Bosnia and Herzegovina, Bulgaria, Macedonia, Montenegro, or Serbia.

**Eurasian Regional Language Program (ERLP)** Participants study one of 18 less commonly-taught languages in 9 Eurasian countries, including Armenian, Azerbaijani, Georgian, Persian (Dari, Farsi, Tajiki), Turkish, Ukrainian, Uzbek, and many more.

### SUMMER REGIONAL STUDIES PROGRAMS

**Politics & Public Diplomacy in Contemporary Russia** program explores regional developments, economic and political reforms under Vladimir Putin, the role of mass media, and cultural phenomena shaping today's Russia. Russian language instruction is offered at all levels.

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**Title VIII Language Fellowships** fund U.S. graduate students, scholars, and faculty participating in the RLASP, ERLP, or BLI programs. Awards may cover **up to 75% of the program cost**. Applicants must be U.S. citizens.

*Title VIII Fellowship funding is provided by the U.S. Department of State's Program for Research and Training on Eastern Europe and the Independent States of the Former Soviet Union. All competitions for funding are merit-based.*



Applications for Summer 2019 programs are due by **February 15**. Full details, including eligibility requirements, deadlines, financial aid, and applications, are available at:

**[www.acStudyAbroad.org](http://www.acStudyAbroad.org)**





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# ACTR Letter

Newsletter of the American Council of Teachers of Russian

*Elena Farkas, Chair, Editorial Board*

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