

# U.S. Department of Education

Washington, D.C. 20202-5335



## APPLICATION FOR GRANTS UNDER THE

**INTERNATIONAL RESEARCH AND STUDIES PROGRAM CFDA 84.017A. SCHEDULE  
84.017A-3  
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PR/Award # P017A090304  
Grants.gov Tracking#: GRANT10261111**

OMB No. 1840-0795, Expiration Date: 08/31/2010  
Closing Date: APR 23, 2009

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).



**U.S. DEPARTMENT OF EDUCATION**  
**BUDGET INFORMATION**  
**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
 The Colleges of the Seneca

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY**  
**U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 79,282	\$ 94,791	\$ 95,743	\$ 0	\$ 0	\$ 269,817
2. Fringe Benefits	\$ 15,986	\$ 20,688	\$ 20,829	\$ 0	\$ 0	\$ 57,505
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 3,500	\$ 500	\$ 3,500	\$ 0	\$ 0	\$ 7,500
9. Total Direct Costs (lines 1-8)	\$ 98,769	\$ 115,980	\$ 120,073	\$ 0	\$ 0	\$ 334,823
10. Indirect Costs*	\$ 47,097	\$ 57,954	\$ 58,620	\$ 0	\$ 0	\$ 163,672
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 145,867	\$ 173,934	\$ 178,693	\$ 0	\$ 0	\$ 498,495

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No
- (2) If yes, please provide the following information:  
 Period Covered by the Indirect Cost Rate Agreement: From: 6/1/2008 To: 5/31/2011 (mm/dd/yyyy)  
 Approving Federal agency:  ED  Other (please specify): Department of Health and Human Services
- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:  
 Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)?



**U.S. DEPARTMENT OF EDUCATION**  
**BUDGET INFORMATION**  
**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004

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Name of Institution/Organization:  
 The Colleges of the Seneca

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY**  
**NON-FEDERAL FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

# Project Narrative

## Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **1235-Abstract.pdf**

**A Russian Verbal Laboratory for On-Line Learning**  
**A Proposal to the Department of Education: International Research and Studies Program**  
**Submitted by Hobart and William Smith Colleges**

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**Abstract**

Verbal aspect and verbs of motion represent the height of grammatical difficulty in learning Russian for many students. Not only are these topics difficult for native English speakers to grasp on a conceptual level, but they are also difficult to train. By virtue of design alone, no existing web-exercises are able to convey to students the actual consequences of verbal choice, a critical component to understanding and learning. Our proposed Russian Verbal Laboratory will train students via an online module which provides feedback through a graphical environment. Students will interface with the program through an avatar (a graphical extension of the user, in this case a simple stick-figure) who is subject to the directional commands of the user, and by whose actions the student can immediately see the consequences of any given verbal choice. The Russian Verbal Laboratory will provide the student with a training environment in which feedback features provide guidance, mistakes can be made without consequence, and the language can truly be explored. Graphical representation of actions using prefixed verbs of motion is instantly comprehensible, truer to authentic language use, and much less cumbersome than a textual explanation would be. Thus, there is freedom to explore without penalty and to truly think about the implications of verbal aspect in Russian. The final format of the proposal will be an application integrated into our existing web-based *Molodets!* system (developed through a 2006-08 IRS grant). The enhanced application will remain free of charge and available to anyone with a computer and internet access; a user must simply set a username and password.

# Project Narrative

## Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **1240-2009 Narrative.pdf**

**A Russian Verbal Laboratory for On-Line Learning**  
**A Proposal to the Department of Education: International Research and Studies Program**  
**Submitted by Hobart and William Smith Colleges**

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**1. Need for the Project**

We propose an instructional materials project which will enhance the teaching of Russian at the beginning and intermediate levels, and which will offer a powerful solution to the structural limitations of existing web-based exercises for learning Russian. Our 2006-2008 International Research and Studies Grant funded development of a web-based module which allows users to train elements of basic and intermediate Russian grammar. This application, entitled *Molodets!* (Russian for “well done!”), differs from all existing resources in that its exercises are reusable, since they are generated on demand rather than stored as static data.<sup>1</sup> *Molodets!* focuses on nominal, adjectival, and verbal forms in the six grammatical cases and three tenses of modern Russian, and correspondingly supports training in declension, conjugation, case identification, and use of numerals in telling clock time. As a result of our work over the past two years, we have developed a plan for the 2009 grant competition to add a powerful module to the existing system. We call this proposal the *Russian Verbal Laboratory* (RVL). The new application will enable students to train and evaluate their understanding of Russian verbs of motion and verbal aspect, two of the principal hurdles to fluency, since the incorrect use of aspect or prefixed verbs of motion is the common marker of a non-native speaker.

**1a. Educational Area Need**

This proposed project fulfills a serious need in existing materials, as we will show in section 3 below. No existing application allows for the type of intuitive, visually-reinforced training we propose, and the value to the language learning community will be immense. Verbal aspect and

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<sup>1</sup> For purposes of clarity, all references to *Molodets!* are to the 2006-08 IRS grant.

verbs of motion represent, for many students of Russian, the height of grammatical challenge in the language. Not only are these topics somewhat difficult for native English speakers to grasp on a conceptual level, but they are also difficult to train. Since aspectual choice depends wholly on context, it is insufficient to offer students a few models, provide them with a list of ‘cue’ words for imperfective or perfective aspect, and expect them to master the concept. Frequently, students’ real understanding of verbal aspect only occurs after intensive study in-country, where they have the luxury of seeing thousands of real-time examples played out before them, as well as the opportunity to experiment with their ability to properly use verbal aspect with native speakers through authentic day-to-day interactions. Our application will create an environment in which students can visualize the effect of verb choices, something which cannot be done in any existing materials.

### **1b. Relevance of the Russian Language/Area**

Despite the collapse of the Soviet Union, Russia and the Russian language continues to be of great relevance to national security. The Russian responsibility for the Soviet legacy of nuclear stockpiles, bioweapons, and regional security issues in Central Asia and the Caucasus ensure that Russia’s role remains critical to European and Asian stability, while more recent developments, such as the availability of Russia’s oil and gas supplies, have become more relevant. Students with mastery of Russian find their language skills naturally in demand in the energy sector, multiple levels of government, private business ventures, non-governmental organizations involved in health care and medicine, and in a number of agencies concerned with the environment. Learning Russian is even more critical as this country has faced a loss of numerous high-school Russian programs, thus making it difficult for students to start the language until college. Achieving fluency under these circumstances is a challenge. Our project,

by providing a free-access web-based application, will support efforts at teaching Russian at both the high school and post-secondary levels.

## **2. Potential for the Use of Materials in Program to Others**

Our application has an overwhelming potential for use in Russian programs nationwide; and in fact, *Molodets!* has already begun to realize that potential on a regional basis as we complete our final testing.<sup>2</sup> Faculty at multiple institutions, including our home institutions (Union College, Hobart and William Smith Colleges), and Syracuse University use the application as a regular part of their Russian language courses. Students at other institutions are also using our program, even when their faculty members do not directly incorporate the application into the curriculum. Students strongly desire opportunities to drill grammatical concepts, and our application fills this need. From the initial conception, our emphasis has been on serving both faculty and students. Faculty can use the application to create specialized assessments for students, as well as printable worksheets; students can both self-test and take mandated quizzes/tests online at their convenience. Both types of users can track the students' performance over time. All these qualities will be preserved in the Russian Verbal Laboratory.

We also have taken steps in the initial design to maximize the potential for widespread use. We based our work on a web-platform rather than on a downloadable or CD-based module to simplify access; we have tested multiple browsers to ensure compatibility. We deliberately avoided using a proprietary software package or authoring tool to create the application so that we could provide it at no cost to the user. We chose to use the Unicode encoding system for Cyrillic to avoid font problems that plague other applications.

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<sup>2</sup> The *Molodets!* project formally closed on 31 March, and we will see a complete roll-out for fall semester 2009.

The program's vocabulary and thematic content is not based on any one specific textbook so that the words used in the exercises can appeal to a variety of learners and faculty. Instead, we consulted multiple Russian language textbooks in order to create a realistic set of beginner words and phrases which are suitable to the beginning level language student. We also have created the ability to add textbook vocabularies as desired, so that any textbook which is used by a sufficiently large portion of our users will be supported. All of these careful decisions have resulted in a product which is maximally useful to the range of North American learners of Russian, and we intend to preserve all of these features in the Russian Verbal Laboratory (RVL), since the *Molodets!* application will house the RVL module and serve as its user interface.

### **3. Account of Related Materials**

#### **3a. Listing of Materials (Primary and Secondary) for Russian<sup>3</sup>**

1. Richard Robin, "Review of Russian Language Instructional Sites on the Web."

*Language Learning and Technology* 9:3 (Sept. 2005), 28-34.

<http://llt.msu.edu/vol9num3/review3/default.html>

2. Robert Beard, "The Fundamentals of Verbal Aspect."

<http://www.alphadictionary.com/rusgrammar/aspect.html>

<http://www.alphadictionary.com/rusgrammar/java.html>

3. George Mitrevski, "Russian Web Tutor: Verbs."

<http://www.auburn.edu/~mitrege/RWT/tutorials/verbs.html#aspect>

4. Laura Janda, "Aspect in Russian Media Module."

<http://hum.uit.no/lajanda/aspect/ainr/>

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<sup>3</sup> All hyperlinks were tested and correct as of 14 April 2009.

### **3b. Critical Commentary (items refer to list in 3a above)**

1. Richard Robin's article reviews several existing sites that purport to offer materials for beginning and intermediate learners (ours is not reviewed). Dr. Robin, who has agreed to serve as one of our external reviewers on this project, is the lead author of *Golosa*, one of the leading Russian textbooks in our field, and he has extensive experience in pedagogy and online delivery of materials. While his review article is not comprehensive, it does point to the overall weaknesses in the field of Russian online materials. In his article, Robin calls for what we are proposing here, an innovative way to test Russian verbs in general and verbal aspect in specific. He writes, "[Robert] Beard's coverage of verbs is based on a dumbed-down generative analysis, which has at long last fallen out of favor... This leads to exercises with near-nonsense sentences such as, "*The young man is carrying his girlfriend to the beach*" with the learner being asked whether this scene is repetitive or continual." The need for a dynamic application that trains Russian aspectual usage is imperative. And, as Robin points out, none of the existing on-line exercises or explanations of verbal aspect are adequate.
2. Robert Beard's "The Fundamentals of Verbal Aspect" includes an explanation of aspect that is followed by a series of fill-in-the-blank exercises consisting of nine stand-alone sentences devoid of context. Depending on the intended meaning, students could actually use either form of the verb in any of the given sentences. The first sentence, for example reads, "*Tomorrow I will write him a letter.*" Students are asked to substitute the verb "to read" for "to write" and are expected to fill in the correct form of the verb, i.e. "will read". While the "correct" answer, according to the program, involves use of the perfective verb "napishu"

(will write, i.e. start and finish writing), the imperfective "буду писать" (will write, i.e. will start writing, but may not finish or intend to, but may not be able to) could also work here, depending on the subject's (I) intention. The perfective form would indicate that the speaker will start and finish writing the letter tomorrow, while the imperfective form could mean either, "I will start tomorrow (and may not finish)", or "I maybe not be able to start tomorrow, but I intend to." Without context, these exercises are virtually useless in training verbal aspect. Beard's site is also the only one we know of which attempts to illustrate Russian aspect through visual representations. The short animated video clips show actions and the user must then categorize the movement. The site, however, is limited to seven exercises, each of which ultimately leads to a mechanical drill in which only one response is correct. There is no intrinsic feedback provided and no way in which the student can experiment with the concepts presented.

3. George Mitrevski's the "Russian Web Tutor: Verbs", includes explanations on verbal aspect and exercises. While his is the most understandable of the three explanations on aspect, the exercises only serve to test a user's knowledge of conjugations of perfective or imperfective verbs—not of how to best make the choice between the two aspects. A student can quickly master endings, but learning when to use which aspect is a challenge that takes intensive practice and a sound understanding of how aspectual verbs are used in Russian.
4. Laura Janda's "Aspects in Russian Media Module" site (University of Tromsø/University of North Carolina) offers an analytical approach to verbal aspect aimed at training students to think through verb choice based on the cluster principle (a reimagining of traditional bases of

verb classification). However, module that Janda offers as the culmination of this theory-learning has been under development for many years without completion, and in fact, results simply in another mechanical drill rather than an innovative method.

### **3c. Relation of Proposed Materials to Existing Resources**

As far as we are aware, to date there is no other program that attempts to teach aspect and verbs of motion in the way that we propose. As outlined in 3b above, there are elements of existing exercises which clearly point to the need for an application like the one we propose. All existing attempts, including those in Russian language textbooks, use traditional methods, most of which create artificial environments in which students are asked to choose between two verb forms. This method has multiple flaws: first, it deforms the natural language environment by creating an artificial choice which would never occur in authentic language acts; second, it reduces the complex aspectual system to a mechanical drill with only two valid alternatives; third, it heightens confusion for students, who having only been recently introduced to the concept of aspectual pairs, see two different forms of what to them is a semantically identical form (as in the verb “to write”/pisat’ vs. napisat’, for example); fourth, such exercises depend on the students’ already knowing the implications of aspect. None of the existing resources helps students understand the usage of different forms, or teaches them how to productively use such forms in oral and written communication. When complete, the Russian Verbal Laboratory will fulfill both of these goals.

#### **4. Likelihood of Achieving Results**

##### **4a. Project Objectives**

This project's objectives are as follows:

- to develop the Russian Verbal Laboratory (RVL) modular addition to *Molodets!*, employing a graphical interface to illustrate and teach the concept of verbal aspect in Russian;
- to enable a training environment in which users can both experiment with verbal forms and see the effects of their choices, as well as create exercises which ask them to correctly describe actions taking place on screen;
- to incorporate the RVL into our *Molodets!* application in order to use existing structures for feedback, user tracking and saving of work, and instructor-controlled connections to a formal class;
- and, to disseminate the application to educational institutions and to individuals.

##### **4b. Methods and Procedures**

While developing *Molodets!* over the past two years, we have gained tremendous experience working from idea to product, collaborating with the technologist, and planning for problems and dealing with issues that arise during the development process. We believe our estimates of the time involved, in this case three years, are appropriate. The increase in difficulty of the project, primarily due to inclusion of a graphical interface which did not exist in *Molodets!*, will require additional time, and our estimation of the 2006-08 pacing convinced us that the extra year was needed to fully pre-test and revise the product. Our 2006-08 grant was completed within budget, but required a no-cost time extension to complete all the tasks. We have designed this proposal to correct this situation and allow for the increased design complexity.

#### **4c. Background Knowledge**

This question is more fully addressed in the relevant sections which speak specifically to it, but let us offer a short summary. The Principal Investigator and Faculty Consultant, both tenured faculty members, bring a collective 22 years of experience in language learning technology to the project, not to mention the past 5 years spent on developing *Molodets!*, first with the support of a CET (Center for Educational Technology) grant, and most recently, with support from the International Research and Studies grant program. Correspondingly, we are familiar with the pedagogical and linguistic issues surrounding this type of work, and have recently published an article on the theoretical basis of *Molodets!*.<sup>4</sup> Our external reviewers are both leaders in the field of Russian language learning technology who have developed materials and textbooks which are used nationwide.

#### **5. Expected Contribution to Other Programs**

Our project will make a major contribution to language learning resources for Russian. What we propose does not exist, to our knowledge, in any other form, so our project will give instructors and learners a powerful new way to both teach and reinforce aspect and verbs of motion in Russian. Since these topics are the areas of greatest difficulty for language learners the project will be relevant to all intermediate students nationwide. Finally, the fact that we will offer these materials at no cost to users will ensure a high percentage of participation amongst Russian programs in the U.S. and Canada.

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<sup>4</sup> “The Case for Dynamic Exercise-Generating Systems in Language Learning” (David Galloway and Kristin Bidoshi). *Computer-Assisted Language Learning: An International Journal* 21:1 (February 2008), 1-8.

**6. Plan of Operation**  
**6a. Project Design**

**Difficulty of Verbs of Motion/Aspect in Russian**

We begin with the following comments on Russian verbal aspect from an article by Betty Lou Leaver et al, in *Foreign Language Annals* 37:1, which is particularly relevant to our proposal:

The verbal system of Russian and other Slavic languages features an aspectual system unlike anything in Romance or Germanic languages. There is often no match between vestigial aspect in English and Slavic aspect, and in some instances, the ‘rules’ change, depending on the verb itself; aspect is both semantic and grammatical. The amount of comprehensible input needed to acquire this system is far beyond that which one can get in a classroom through authentic materials alone and in the time available....even with help, aspect is acquired very late.... (126-127).

Mastery of aspect is often the focus of Russian language teaching after the first or second year.

It is usually the single most challenging grammatical category that students struggle with.

Unlike learning grammatical cases such as Genitive, Dative, or Accusative, students have very little that is familiar to them when learning aspect. Aspect simply cannot be learned in rote fashion as one learns case endings. Instead, the particular challenges of the Russian verbal system demand additional means of training. Our program is designed to provide such training.

Aspectual pairs and verbs of motion require the student to make semantic decisions, yet the knowledge the student needs to make those decisions cannot be gained without the trial and error of actually using the verbs. This is impossible with traditional written exercises, since context is difficult to establish, and students cannot visualize the differences in meaning between related verb forms. The process can be approximated in class by virtue of an activity whereby

the instructor creates place locations (the store, the train station, uncle Ivan's house) and has students direct their peers to those places by using proper forms of the verbs. It is this experience we will replicate in our module. The primary goal is to *enable students to see the consequences of aspectual and verbs of motion choices*.

### **The Russian Verbal Laboratory**

The issue of feedback underlies (or should underlie) any language learning application. Basic grammar is fairly easy to test in an online or computer-assisted environment, since answers are either correct or not and can be tested through mechanical drill. Aspect and verbs of motion, however, being highly dependent on context, are extremely difficult to test in this way.

Moreover, without intrinsic feedback, the user cannot actively learn how various forms of verbs are actually used in the language:

In 'real' language situations, learners are rarely told 'Well done!' or "Try again." They encounter feedback, usually without realising it, when their efforts are greeted with a shrug of incomprehension, the request to repeat the utterance, or the right (or wrong) outcome of the transaction or request. This is the ideal type of feedback, and one which enables the learner more rapid acquisition of language patterns. This is what is meant by 'intrinsic' feedback, and seems to us to represent a more satisfactory match to constructivist learning approaches.- Paul Bangs<sup>5</sup>

A major problem in teaching aspect is that students cannot visualize the implications of the aspectual choice via realistic feedback; thus, no learning takes place beyond the examples given. In other words, the student can parrot the use of verbal aspectual pairs, but cannot duplicate proper aspectual choice in a different verb pair which behaves similarly. The RVL is inspired by a particular classroom technique for teaching verbs of motion. In this method, the classroom is

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<sup>5</sup> "Engaging the learner – how to author for best feedback." Uschi Felix, ed. *Language Learning Online: Towards Best Practice*. Lisse, The Netherlands: Swets & Zeitlinger B.V., 2003, 83.

made active and one student provides directions in the form of verbal commands, while a second student follows the directions, acting them out by moving to specified destinations (the store, the train station, the post office) represented in pictures posed in various points in the room. This exercise allows students to see the impact of their verbal choices. Student 1, for example, will instruct student 2 to “Go, i.e. walk-- to the library”. Student 2 will begin walking to the library and student 3 will ask “Where are you going?” (using the present tense uni-directional verb for walking). Student 2 will answer “I am walking to the library” (using the present tense uni-directional verb to walk). Once the student is back home, student 3 will ask “Where have you been?”, i.e. walked round trip). Student 2 will answer “I have been/walked to and back from the library” (using the past tense multi-directional/round trip verb for walking ). In this exercise it is immediately clear to the students that the unidirectional verb for walking must be used when one is making a trip in one direction, i.e. going to the library and then separately when one is coming back from the library, while the multidirectional verb for walking is used once the person has made a full trip (i.e. has been some place and has returned).] Our challenge in designing this proposal was to duplicate the features of that exercise in a web-environment, so that a user, working in concert with an online system, can experience a situational environment where there are real consequences to language choices.

The Russian Verbal Laboratory will train students via an online module which provides intrinsic feedback through a graphical environment. In our conception, students will manipulate the environment through an avatar (a graphical extension of the user, in this case a simple stick-figure) who is subject to the directional commands of the user, and by whose actions the student can immediately see the consequences of any given verbal choice. For example, consider how a student would begin using the program to train verbs of motion. First, he or she contemplates

the avatar at rest, centered on the screen. Various destinations are presented (the store, the train station, uncle Ivan's house), and the student can direct the avatar's movement by building basic sentences, during the creation of which the student selects the base verb and any prefixes. Once these commands are entered, the avatar moves as the student has directed. Direction can be uni-directional or multi-directional. If the movement is contrary to the student's objective, the process can be restarted. The program will also work in reverse: the avatar's movement can be shown, and the student queried on how to best represent that movement in the target language.

There exist sites which attempt to train the student in the underlying, theoretical decision-making process required to correctly choose the proper aspect; however, in our view they do not provide an environment for the student to experiment and *see the outcome of that* experimentation. The RVL will provide the student with a testing environment in which feedback features provide guidance, mistakes can be made without consequence, and the language can truly be explored by the user. Graphical representation of movement using prefixed verbs of motion is instantly comprehensible, truer to authentic language use, and much less cumbersome than a textual explanation would be. Finally, in this model we have separated exploration from testing, since in the first case there are no correct or incorrect responses by definition—the focus is on result. Thus, there is freedom to explore without penalty and to truly think about the implications of verbal aspect in Russian.

Finally, there is a significant advantage in connecting the RVL to the existing *Molodets!* application as we will be able to use the existing systems' structures for storing user data, preferences, and course exercises, instructor exercises, and so forth. Thus, instructors will be able to assign students work in the RVL and will be able to view their progress. Instructors will also have the flexibility to choose to work with the textbook they use in class, since *Molodets!*

supports an unlimited number of textbooks in its database. The RVL will dovetail easily with *Molodets!* and will tremendously raise the value of the application to Russian language students and teachers by adding significant functionality.

### **6b. Management Plan**

Our plan relies on a system of management developed for our previous grant (2006-08), and refined by our experience over the past two years. The Principal Investigator (Galloway) will oversee all grant activity. He will meet initially with Hobart and William Smith Colleges' Information Technology Services (ITS) members, led by Jeremy Trumble, Enterprise Solutions Development Leader, to form a management plan for the day-to-day workings, including divisions of the performance period into developmental phases, each of which will have built-in evaluation and pre-testing components. IT Services will facilitate the relationship between the developer and the PI and provide support for the remaining personnel involved in the grant. We intend to follow our previous model of collaboration by which we met for one-hour weekly in person or in phone conference with all primary members of the team to maintain a steady schedule of work and provide easy means of addressing issues, with other communications by email or phone as needed. The project will follow the outlined phases of pre-testing, development, implementation, testing and revision, and evaluation in two cycles over the three-year period.

### **6c. Objectives and Relation to the IRS Purpose**

Our proposal relates directly to the general purpose of the IRS program (“To improve and strengthen instruction in modern foreign languages, area studies, and other international fields”) as well as to the specific subcategory ‘c’ (“The development and publication of specialized materials”) for students and teachers of modern foreign languages.

## **6d. Resources and Personnel Use**

We feel that the best testament to our ability to marshal appropriate resources for this project lies in our previous experience with the IRS grant in 2006-08. We were able to move from a very small regional grant, which funded a pilot project, and complete a two-year project of dramatically increased complexity, involving a larger number of stakeholders, and demanding much more oversight to bring to fruition. We are confident that while this project proposes additional complexity to the type of work we have completed to date, the organizational structures and relationships established over the past two years will enable us to be successful.

## **6e. Equal Access Treatment**

Because our project is web-based and users are not required to divulge personal information, there are no filters to participation by any members of minorities or targeted groups. All access, by definition, is equal at the point of engagement with the system. There are no provisions in the system to collect any identifiable information, including ethnicity, disability, gender, or age—users only supply a valid email address and a password of their choice to gain access. Students who use the application as part of a formal educational institution are of course known to their instructor, but status as a student in a school, college, or institute is not a condition of use, only a condition of joining a *particular instructor's* course.

## **7. Quality of Personnel**

### **7a. Principal Investigator Qualifications**

#### **David J. Galloway, Associate Professor of Russian, Hobart & William Smith Colleges**

Prof. Galloway has twelve years' experience in Computer Assisted Language Learning (CALL) and in scripting or developing applications for language classes, and has presented his work at numerous regional and national conferences. He employs an all-digital method for Russian

language classes in which students are required to submit daily digital recordings and transcribe/translate similar materials, all delivered through the Colleges' Blackboard instructional server. He wrote the prototype for *Molodets!* for the Center for Educational Technology (CET) grant (2004-06), and served as the principal investigator for the 2006-08 Department of Education IRS grant. He is responsible for formulating the theoretical structure which dictates how the application generates and interprets linguistic elements, as well as direct administration of all grant activities. With Prof. Bidoshi, he published a recent article on computer-based language learning in *Computer-Assisted Language Learning: An International Journal*.<sup>6</sup> In 2008, he presented a paper specifically on the theoretical design principles of this proposal at the XIIIth International CALL Research Conference in Antwerp.<sup>7</sup>

#### **7b. Qualifications of Other Key Personnel**

##### **Faculty Consultant:**

##### **Kristin Bidoshi, Associate Professor of Russian/Interim Dean of Studies, Union College**

Prof. Bidoshi is co-author of Viewpoints (*Tochki zreniia*), a CD-ROM project entitled "Crossing Cultures and Platforms" that was funded by the Andrew W. Mellon Foundation in 1999. This was the first Russian-based project that was not textbook-centered, but rather topic oriented and that included authentic spoken Russian, as opposed to scripted monologues. In 2001, Bidoshi conducted videotaped interviews in Moscow with native speakers of Russian for the *Golosa* (Russian textbook) project. She is responsible for the idea behind the latest edition of *Golosa's* on-line project, which is based on a series of videos (that are non-scripted, but that correspond to textbook topics) and the questions related to those videos. She has presented papers on her work

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<sup>6</sup> "The Case for Dynamic Exercise-Generating Systems in Language Learning" (with Kristin Bidoshi). *Computer-Assisted Language Learning: An International Journal* 21:1 (February 2008), 1-8.

<sup>7</sup> "The Imperfect(ive) Avatar: Training Russian Verbal Aspect Through CALL."

at conferences for the American Association of Teachers of Slavic and East European Languages, the Northeast Association for Language Learning Technology, and the International Conference on Arts and Humanities, and has conducted extensive theoretical and practical research on the use of Blackboard in the Beginning level Russian classroom. Bidoshi collaborated with David Galloway on the CET pilot application and served as the co-director for the 2006-08 IRS grant. In 2008, with Prof. Galloway, she published an article entitled, “The Case for Dynamic Exercise-Generating Systems in Language Learning” in *CALLIJ*.<sup>8</sup>

**External Evaluator (1):**

**William J. Comer, Associate Professor of Slavic Languages, University of Kansas**

Prof. Comer has himself authored multimedia CD-Roms (*Govorit Rossiia—Learning to Listen in Russian*) for learning Russian, and has directed dissertations on language learning and technology. He is a veteran presenter and workshop participant on issues of Computer Assisted Language Learning (CALL) in the Russian field, and serves as a reviewer for many of the top print and online publications in the fields of Russian teaching and language learning with technology. Comer is intimately familiar with the state of technology due to his post as Director of the Ermal Garinger Academic Resource Center, a multi-media resource unit featuring computer workstations, software tools, and AV materials.

**External Evaluator (2):**

**Richard Robin, Associate Professor and Chair, Department of Slavic Languages and Literatures and International Affairs, George Washington University**

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<sup>8</sup> “The Case for Dynamic Exercise-Generating Systems in Language Learning” (with David Galloway). *Computer-Assisted Language Learning: An International Journal* 21:1 (February 2008), 1-8.

Prof. Robin is co-author of *Golosa*, one of the leading Russian language textbooks in the field. He is a proficiency-oriented methodologist who specializes in materials development, language across the curriculum, and teaching with technology. Robin is ACTFL certified for oral proficiency testing in Russian and has co-authored numerous Russian language textbooks including: *Russian for Russians*, *Russian Listening Comprehension*, *Political Russian: An Intermediate Course in Russian for International Affairs*, *National Security and Socio-Economics*, and *Teaching Listening in Russian: Instructional Materials for the Less Commonly Taught Languages*. He has presented numerous papers on technology and language teaching at both international and national conferences.

**Technologist: (to be hired)**

The primary responsibility for coding the module will fall on the technologist to be hired under the terms of the grant, whose work area will be provided by HWS Information Technology Services (ITS) and who will report directly to the Enterprise Solutions Development Leader. The specific requirements for this position are: experience programming HTML (Hyper Text Markup Language) and designing web pages in ASP (Active Server Pages) and VBScript (Visual Basic Script), as well as using Microsoft SQL (Structured Query Language) server database technologies; demonstrated project management experience and ability to develop, lead, and deliver complex programming projects; knowledge of Russian (desirable but not required), and ability to work with non-Latin characters and the Unicode encoding system. ITS has provided a standard set of broad qualifications for this type of position (see appendix). In consultation with the principal investigator and the HWS Chief Information Officer, ITS will revise this description as appropriate, submit it to relevant sources for dissemination, and oversee the hiring process.

### **7c. Time Commitments**

**Principal Investigator:** Prof. Galloway will devote his entire spring, 2010 sabbatical leave to the project, as well as one course release each year (from a normal teaching load of five courses/year) for academic years 2010-11 and 2011-12. Note that the sabbatical part of his post-tenure leave is not to be funded through the grant.

**Faculty Consultant:** Prof. Bidoshi will reduce her role from the 2006-08 IRS grant in deference to her current position as Interim Dean. She will commit 5 hours weekly to the project for the life of the grant (representing 12.5% of her professional time).

**External Evaluators:** Each evaluator will devote a week to each of their two evaluations.

**Technologist:** The technologist will be exclusively devoted to the project on a half-time basis for the entire grant period.

### **7d. Non-Discriminatory Employment Practices**

Hobart and William Smith Colleges are committed to attracting and supporting faculty and staff comprised of women and men that fully represent the racial, ethnic, and cultural diversity of the nation and actively seek applications from under-represented groups. The Colleges do not discriminate on the basis of race, color, religion, sex, marital status, national origin, age, disability, veteran's status, or sexual orientation or any other protected status.

### **8. Budget and Cost Effectiveness**

Estimated expenses for the proposal have been made in consultation with Hobart and William Smith Colleges' Information Technology Services (ITS) input, and are also based on the experience of our 2006-2008 International Research and Studies grant. All the personnel from the previous grant are included here, in the same duties. The only significant change has been to alter Professor Bidoshi's role in deference to her position as Interim Dean of Studies. She will,

however, lend her expertise on a reduced-time basis as our expert consultant. In terms of the technologist, we know from previous experience that half-time commitment is sufficient, since the work proceeds in a cyclical fashion through design, implementation, and testing, so that a full-time technologist would not be needed. Prof. Galloway is seeking one course of release (from a load of five courses a year) in years 2 and 3 to allow sufficient time to oversee the project, since in year one he will have a semester-long sabbatical to devote to it. The course releases, plus summers, will allow him to direct the project properly.

**Competitive Preference Priority 1:** The budget specifically addresses this priority (“the development of specialized instructional or assessment materials focused on any of the following seventy-eight (78) languages selected from the U.S. Department of Education’s list of Less Commonly Taught Languages (LCTLs)”) through costs for the technologist and IT support personnel, all of whom are engaged directly in the creating and testing of the software application for learning Russian verbal aspect; though, as all efforts in the proposal are targeted to this same goal, it seems to us that there are no items in the budget which do not support the priority.

<b>Description</b>	<b>Year 1 6/1/09- 5/30/10</b>	<b>Year 2 6/1/10- 5/30/11</b>	<b>Year 3 6/1/11- 5/30/12</b>
<b>Principal Investigator, Prof. David Galloway</b> Summer stipends (2 months, based on salary): Course release (1 course equivalent @ 20%):	\$16,205.78	\$16,691.95 \$15,022.76	\$17,192.71 \$15,473.44
<b>Faculty Investigator, Prof. Kristin Bidoshi</b> 260 hours/year, based on salary:	\$12,000	\$12,000	\$12,000
<b>Technologist (to be hired).</b> 20 hours/week (\$80k/year full-time salary)	\$40,000	\$40,000	\$40,000
<b>Project Manager</b> 9 hours/month. (\$70k/year full-time salary)	\$3,634.62	\$3,634.62	\$3,634.62
<b>Software Tester</b> 26 hours/month. (\$30k/year full-time salary)	\$4,500	\$4,500	\$4,500

<b>Support Technician</b> 17 hours/month (\$30/k/year full-time salary)	\$2,942.31	\$2,942.31	\$2,942.31
<b>Benefits</b>			
Prof. David Galloway: Technologist, 12 months halftime:	\$12,520	\$4,702.12 \$12,520	\$4,843.19 \$12,520
Project Manager:	\$1,137.63	\$1,137.63	\$1,137.63
Software Tester:	\$1,408.50	\$1,408.50	\$1,408.50
Support Technician:	\$920.64	\$920.64	\$920.64
<b>Equipment</b>	n/a	n/a	n/a
<b>Supplies</b>		n/a	n/a
<b>Other</b>			
William Comer, stipend for one week evaluation:	\$1,500		\$1,500
Richard Robin, stipend for one week evaluation:	\$1,500		\$1,500
Webhosting and backup of application:	\$500	\$500	\$500
<b>Total Direct Costs</b>	\$98,499.48	\$115,980.83	\$120,073.33
<b>Indirect Costs</b>	\$47,097.89	\$57,954.14	\$58,621.10
<b>Total Costs</b>	\$145,867.67	\$173,934.64	\$178,693.14
<b>Total Grant Request</b>			\$498,495.45

Personnel: Summer support for one faculty investigator (on nine-month salary), as well as one course release per year in years two and three, consultant salary, and the salary of the technologist who will perform the coding of the new module. Information Technology Services (ITS) has given us an estimate for the three other personnel costs, which are not fulltime but portions of time which existing employees will devote to the grant administration. The project manager manages all external grants developed by ITS. The software tester is a quality control position which ensures that developed applications meet quality standards within ITS. The support technician's responsibility is to deal with the increased support requests from users which will begin when the application is widely available.

Benefits: Hobart and William Smith Colleges' benefits rate of 31.3% is established by the Board of Trustees and is calculated based on costs for the following: faculty/staff and faculty/staff family tuition benefits and the institution's contribution to faculty/staff retirement and medical

benefits, as well as term life insurance, short and long term disability, workers' compensation, and unemployment.

Outside Evaluators: we propose to employ two experts in the fields of Russian pedagogy and technology in language instruction: Prof. William Comer of the University of Kansas and Prof. Richard Robin of George Washington University. Their expertise is needed to ensure that an objective evaluation of the application is completed. The evaluators will each complete a one week evaluation (culminating in a detailed written report) for years 2 and 3 of the grant. Because the application is delivered via the web, the use of the evaluators will not incur travel or maintenance costs.

Webhosting: ITS (Information Technology Services) at HWS has estimated the annual costs of hosting the application on its server, including the cost of backup and regular updates.

## **9. Evaluation Plan**

### **9a. Periodic Evaluation**

Two leading experts in the field of instructional technology and language teaching—William Comer (University of Kansas) and Richard Robin (George Washington University)—will evaluate the application at two points: once at the end of the first year of the project, and once approximately six months before the grant period ends, which will allow the investigators time to attend to their comments and suggestions. The first review will focus on the first-phase plan of development. They will be invited to comment on any aspects of the program they believe needs development, but the following is a basic list of broad issues that we will expect them to address in their evaluations:

- Design: Does the application conform to theoretical understandings of how students learn languages? Does the design most effectively offer solutions for the target user or users? Does the application adhere to the structure proposed by the designers?
- Tools: What sophistication is evident in the training environments the application produces? What are the kinds of feedback offered, how does that feedback contribute to a successful model of design, and what can be done to improve the nature of feedback structures?
- Pedagogy: How does the application lend itself to use within a structured course? Do its paradigms support the goals of the course in the best possible way? How can changes in the application improve the learning process within the course? Are there additional ways in which the application can be made crucial to the course content, rather than existing simply as an interesting diversion?

We also intend to formally submit the completed application to organizations such as *Calico Review*, which regularly review online and CD based language learning sources, to gain feedback from other faculty who teach languages.

In terms of day to day work, the development of the pilot application over the past two years has helped us develop an effective method of internal evaluation. On a weekly basis, with the help of the instructional technologist, we produce an updated task sheet which addresses all the relevant points that need correction, improvement, or development, and outline priorities for the week ahead. We solicit regular feedback from users (both students and faculty) informally, and formally through our error reporting system which is part of the application. Any sentence generated by the system can be marked as needing a correction if the user simply clicks on a link

on the page, which preserves the user name, date, time, sentence in question, and offers a means of categorizing the error (grammatical, typographical, semantic, syntactic) to aid us in fixing it. Thus, we are aware of problems as they develop, and of any issues which would require a more involved solution.

We also have a group of faculty at various institutions nationwide who are interested in our work and who are willing to evaluate the application with their students during the development phase. Feedback from these instructors is collated and added to our own evaluations, as well as those of the external reviewers, to form recommendations for improvements and refinements of the application.

### **9b. Time Schedule**

We have divided the development tasks on the project into three main phases: first, the *graphical interface* for depicting verbal actions will be developed; second, the *exercise framework* by which students are able to test their knowledge will be detailed; third, the *Molodets! interface*, through which the Russian Verbal Laboratory is tied into the existing application's user support features will be constructed.

### **Year 1 (2009-10)**

**1 June 2009:** Grant period begins. Principal investigator meets with ITS on receipt of final budget from Department of Education to review cost estimates and formally begin project. Advertisement for technologist is distributed. PI and consultant begin drafting initial design of application.

**August 2009:** Hiring of technologist completed and team assembled. Technologist, PI, and consultant begin series of meetings to discuss initial design plan and develop 'use cases' document (which outlines all functionality and specifications) for entire project.

**January 2010:** Completed use cases document sent to external reviewers, along with basic mockup of application.

**February 2010:** Reviewers' comments received; final initial design completed and submitted to technologist for initial development of the graphical interface.

**April 2010:** Graphical interface complete and submitted for internal compliance testing.

**May 2010:** Graphical interface opened for faculty/student testing.

### **Year 2 (2010-11)**

**August 2010:** Graphical interface testing completed; comments received; graphical interface fixes completed.

**November 2010:** Development of exercise framework. Use cases updated as needed.

**December 2010:** Internal testing of exercise framework.

**January 2011:** Faculty/student testing of exercise framework.

**February 2011:** Exercise framework testing completed; comments received; exercise fixes completed.

**April 2011:** Development of *Molodets!* interface. Use cases updated as needed.

**May 2011:** Internal testing of *Molodets!* interface.

### **Year 3 (2011-12)**

**June 2011:** Faculty/student testing of *Molodets!* interface.

**July 2011:** *Molodets!* interface testing completed; comments received; interface fixes completed.

**August 2011:** Application opened for external reviewers' second evaluation/student testing.

**October 2011:** External reviewers' evaluations received.

**December 2011:** Development begins on items from second evaluation.

**January 2012:** Internal compliance testing.

**February 2012:** Final faculty/student review of application.

**March 2012:** Support technician begins final documentation.

**1 May 2012:** Documentation complete. Application packaged and distribution points opened on HWS website. Publicity of application begins for fall semester teaching. Distribution of application and publicity materials, primarily via email, to instructors and institutions.

**30 May 2012** Grant closes. Final accounting to Business office.

**June 2012** Final report submitted to DOE.

## **10. Adequacy of Resources**

### **10a. Adequate Facilities to Conduct the Project**

Hobart and William Smith Colleges currently support the *Molodets!* application, and would continue to do so under the terms of the grant by providing server space for the database, and enabling password access for the developers to upload revisions and subsequent iterations of the application itself. Since we have worked in collaboration with the Information Technology Services staff and administrators over the past years, we are confident in the Colleges' commitment to the project and their ability to maintain the requisite hardware (which in itself is not specialized and therefore represents no excessive investment) so that the site remains operational and open to all users.

### **10b. Adequate Equipment and Supplies**

From the initial stages of our pilot application, we recognized the finite term of development with a professional programmer and have striven to create administrative functions within the website that will eliminate the need for technology professional to update the site after the grant period is concluded. In the attached letter of commitment, Jeremy Trumble, HWS Director of

Enterprise Solutions, has indicated the administration's willingness to provide server space and upgrades as needed to ensure the application's long term functionality.

### **11. Description of Final Format**

The final format of the Russian Verbal Laboratory will be an application integrated into our existing web-based *Molodets!* system (developed through the 2006-08 IRS grant). By adding to the user management structure already in place, we can save development funds by allowing users to train with multiple modules at the same site (<http://molodets.hws.edu>). The application has a demonstration version located on the HWS web server intended for user experimentation. For instructors who wish to use the application long-term, we provide a downloadable package which, when installed on the instructor's home server, stores all the user information. Running the application from one's home server ensures optimum processing speed and eliminates the need for HWS to host a massive database. The enhanced application will remain free of charge and available to anyone with a computer and internet access; a user must simply set a username and password. Instructor privileges, however, are reserved for teaching faculty.

### **12. Provisions for Retesting and Revision**

As indicated previously, we have divided the development tasks of the project into three main phases (graphical interface, exercise framework, and *Molodets!* interface), and for each of these development phases we have incorporated a period of student pre-testing. Since the application is intended to train students, student reaction and evaluation of the program is perhaps more important than any other evaluative component. We will test each phase separately, and then release the final, integrated application to student, faculty, and external evaluator review.

In terms of technical development, our Information Technology Services (ITS) staff will follow a specific protocol for each phase of the project. Once a working version is developed, it

is first pre-tested on our secure testing server, to which the Principal Investigator and consultant have access. Once the version is checked, it is loaded with whatever data is required and either opened to a larger user base or moved to an open-access web-address so that any users we contact can visit it. Throughout the process, identified issues (such as compatibility, functionality issues, or new items to be added to the project) are logged and then integrated into the appropriate workflow sequence.

We will also implement a regular system of student and instructor evaluation to engage questions of the application's role in language courses. We are interested in the following aspects: whether or not student/instructor attitudes support the role of this web-based instruction in formal coursework, what different ways instructors and students use the resource, and if there is anything we can do to improve the application in light of our overall goal of increasing mastery of the language and cultural content. We will poll students and instructors directly at regular intervals, seeking answers to specific questions on usage as well as on ways in which the application can be improved or modified to best suit particular needs.

Finally, the comprehensive evaluations prepared by our professional consultants will be crucial in identifying areas which require revision. The combination of student, instructor, and consultant feedback will serve to ensure that the final product is pedagogically sound, efficient, and user-friendly.

### **13. Competitive Preference Priority 1**

The proposal concerns itself exclusively with the learning of Russian, one of the listed LCTL's (Less Commonly Taught Languages) under this category.

## **14. Appendices**

### **14.1 Curricula Vitae**

David J. Galloway (Principal Investigator), Hobart and William Smith Colleges

Kristin Bidoshi (Faculty Consultant), Union College

William Comer (External Evaluator), University of Kansas

Richard Robin (External Evaluator), George Washington University

### **14.2 Supplemental Project Information**

Screenshots of 2006-08 International Research and Studies Grant Project (*Molodets!*)

### **14.3 Letters of Support**

Jeremy Trumble, Director, Enterprise Solutions, Hobart and William Smith Colleges IT Services

William Comer, University of Kansas

Richard Robin, George Washington University

# Project Narrative

## Other Narrative

### Attachment 1:

Title: Pages: Uploaded File: **1237-Appendix 1 curricula vitae.pdf**

### Attachment 2:

Title: Pages: Uploaded File: **1238-Appendix 2 screen shots.pdf**

### Attachment 3:

Title: Pages: Uploaded File: **1239-Appendix 3 letters of support.pdf**

## DAVID J. GALLOWAY

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### EMPLOYMENT, HOBART AND WILLIAM SMITH COLLEGES

Associate Professor (with tenure)	2009-
Assistant Professor	2002-09
Adjunct Assistant Professor	1999-02

### EDUCATION

Ph.D. in Slavic Studies, Cornell University	1999
M.A. in Slavic Studies, Cornell University	1997
B.A. in Russian; B.A. in English, University of Maryland (College Park)	1994

### FELLOWSHIPS AND GRANTS

#### FELLOWSHIPS

ACTR Summer Russian Language Teachers Program (Moscow State University) 2001

#### INSTITUTIONAL/COOPERATIVE GRANTS AWARDED (ALL AS PRINCIPAL INVESTIGATOR)

International Research and Studies, U. S. Department of Education “A Dynamic Grammar Trainer for Russian Verbs”	2006-08
Fulbright-Hays Group Projects Abroad, U.S. Department of Education “Modern Siberia: Ecology, Economy, and Culture”	2005
Center for Educational Technology Funded Project (HWS/Union College) “A Dynamic Application for Producing Language Exercises”	2004-05
Fulbright Scholar-in-Residence, Hobart and William Smith Colleges	2002

### PROFESSIONAL DEVELOPMENT

#### I. PUBLISHED WORKS

##### A. ARTICLES

“*The Zone: Sergei Dovlatov’s Metatextual Camp Memoir.*” *Canadian Slavonic Papers* 50: 3-4 (September-December 2008), 325-340.

“The Case for Dynamic Exercise-Generating Systems in Language Learning” (with Kristin Bidoshi). *Computer-Assisted Language Learning: An International Journal* 21:1 (February 2008), 1-8.

“Polemical Allusions in Russian Camp Prose.” *Slavic and East European Journal* 51:3 (Fall 2007), 536-553.

*The Encyclopedia of Contemporary Russian Culture*, Helena Goscilo, Karen Evans-Romaine, Tatiana Smorodinskaya, eds. Twelve contributed articles. Routledge, 2006.

*Victim of Circumstance: Rastopchin's Execution of Vereshchagin in Tolstoi's Voina i mir.* Pittsburgh: The Carl Beck Papers in Russian and East European Studies, 2000.

## B. REVIEWS

Bražėnienė, Konstancija. *Just One Moment More...: The Story of One Woman's Return from Siberian Exile.* *Slavic and East European Journal* (forthcoming).

Brooke, Caroline. *Moscow: A Cultural History.* *Slavic and East European Journal* 51:3 (Fall 2007), 407-408.

Paxson, Margaret. *Solovyovo: The Story of Memory in a Russian Village.* *Slavic and East European Journal* 51:2 (Summer 2007), 434-435.

Golden, Nathaniel. *Varlam Shalamov's Kolyma Tales: A Formalist Analysis.* *Slavic and East European Journal* 49:2 (Summer 2005), 322-323.

Bardach, Janusz and Kathleen Gleeson. *Surviving the Freedom.* *Slavic and East European Journal* 47:3 (Fall 2003), 503-504.

Toker, Leona. *Return from the Archipelago: Narratives of GULAG Survivors.* *Slavic and East European Journal* 46:3 (Fall 2002), 604-605.

Merrill, Jason. *Russian Folktales: A Reader.* *Slavic and East European Journal*, 46:2 (Summer 2002), 436-437.

Taylor, Erik K. *Using Folktales. Cambridge Handbooks for Language Teachers.* *Slavic and East European Journal* 46:1 (Spring 2002), 223-224.

Courtois, Stephane, et al. *The Black Book of Communism: Crimes. Terror. Repression.* *Slavic and East European Journal.* *Slavic and East European Journal* 45:3 (Fall 2001), 587-589.

Becker, Jonathan A. *Soviet and Russian Press Coverage of the United States: Press, Politics and Identity in Transition.* *Slavic and East European Journal* 45:2 (Summer 2001), 380-381.

Todorov, Tzvetan, ed. and intro. *Voices from the Gulag: Life and Death in Communist Bulgaria.* *Slavic and East European Journal* 45:1 (Spring 2001), 155-156.

Vilensky, Simeon, ed. *Till My Tale is Told: Women's Memoirs of the Gulag.* *Slavic and East European Journal* 45:1 (Spring 2001), 153-155.

Ivanova, Galina. *Labor Camp Socialism: The GULAG in the Soviet Totalitarian System.* *Canadian Slavonic Papers* XLII: 4 (December 2000).

Cornwell, Neil, ed. *The Gothic Fantastic in Nineteenth-Century Russian Literature.* *Slavic and East European Journal* 44:3 (Fall 2000), 472-473.

Ruder, Cynthia A. *Making History for Stalin: The Story of the Belomor Canal.* *Slavic and East European Journal*, 43:4 (Winter 1999), 756-757.

Geldern, James von, and Louise McReynolds, eds. *Entertaining Tsarist Russia: Tales, Songs, Plays, Movies, Jokes, Ads and Images from Russian Urban Life, 1779-1917*. *Canadian Slavonic Papers* XLI: 2 (June 1999).

Bukharin, Nikolai. *How It All Began: The Prison Novel*. *Slavic and East European Journal* 43:2 (Summer 1999), 398-399.

Bardach, Janusz and Kathleen Gleeson. *Man is Wolf to Man: Surviving the Gulag*. *Slavic and East European Journal* 43:1 (Spring 1999), 210-211.

Kershaw, Ian and Moshe Lewin, eds. *Stalinism and Nazism: Dictatorships in Comparison*. *Slavic and East European Journal* 42:4 (Winter 1998), 787-788.

Kozlov, Vladimir and Vladimir M. Khrustalev, eds. *The Last Diary of Tsaritsa Alexandra*. *Slavic and East European Journal* 42:4 (Winter 1998), 781-782.

Acton, Edward, Vladimir Iu. Cherniaev, and William G. Rosenberg, eds. *Critical Companion to the Russian Revolution: 1914-1921*. *Slavic and East European Journal* 42:4 (Winter 1998), 782-783.

Czyzhevs'kyj, Dmytro. *A History of Ukrainian Literature: From the 11th to the 19th Century*, 2<sup>nd</sup> ed. *With an Overview of the Twentieth Century by George S. Luckyj*. *Slavic and East European Journal* 42:3 (Fall 1998), 570-571.

Zuckerman, Fredric S. *The Tsarist Secret Police in Russian Society, 1880-1917*. *Slavic and East European Journal* 42:1 (Spring 1998), 159-161.

## II. SOFTWARE AND WEB-BASED APPLICATIONS

*A Dynamic Application for Producing Russian Grammar Exercises*. “Molodets,” a Department of Education International Research and Studies grant funded application for language learners and teachers which produces online exercises to train noun and adjective declensions, verb conjugations, and case recognition. <http://molodets.hws.edu>

## III. PRESENTATIONS

- |   |      |
|---|------|
| “The Imperfect(ive) Avatar: Training Russian Verbal Aspect Through CALL.”<br><i>XIIIth International CALL Research Conference, Antwerp</i>                                  | 2008 |
| <i>New England Regional Assn. for Language Learning Technology Meeting</i>  | 2007 |
| “Molodets!: A Dynamic Web-Based Application for Russian Grammatical Exercises”<br><i>Hawaii International Conference on the Humanities, Honolulu</i>                        | 2007 |
| “The Anticommunist Rhetoric of the Christianform in Cold War America”<br><i>AATSEEL National Meeting, Washington, D.C.</i>  | 2005 |
| “A Dynamic Application for Producing Russian Grammar Exercises”<br><i>AATSEEL National Meeting, Philadelphia</i>  | 2004 |
| “A Dynamic Application for Producing Russian Grammar Exercises”<br>“The Annotated Afanasev and Language Across the Curriculum”<br><i>AATSEEL National Meeting, New York</i> | 2002 |
| “Speech as Freedom, Silence as Bondage: Gorianchikov and Storytelling in <i>Zapiski iz mertvogo doma</i> ”  |      |

AATSEEL National Meeting, New Orleans	2001
“The Solicitous Narrator and the Quest for Truth in Lev Razgon’s <i>Nepridumanno</i> ”	
AATSEEL National Meeting, Washington, D.C.	2000
“Cracks in the Wall of Testimony: Polemical Allusions in Russian Prison Literature”	
“Izbushka: An Interactive Aid to Reading Afanas'ev's <i>Narodnye russkie skazki</i> ”	
AATSEEL National Meeting, Chicago	1999
“Increasing Comprehension Through Limited-Glosses: A CALL Design Strategy”	
“Izbushka: An Interactive Aid to Reading Afanas'ev's <i>Narodnye russkie skazki</i> ”	
AATSEEL National Meeting, San Francisco	1998
“CALL Prereading Strategies for First-Year Russian Students”	

## TEACHING EXPERIENCE

### Hobart & William Smith Colleges:

Tales of the Village Idiot (FSEM 058), Memoirs of Pain: Russian Prison Literature (RUSE 203), The Talking Beast (FSEM 026), Introductory Russian I/II (RUS 101/102), Land of the Firebird: Russian Folklore (/RUSE 237), Beginning Russian in Review (RUS 105), Russia and the Environment (BIDS 120), Advanced Russian I (RUS 301), Growing Up Russian (FSEM 186), Survey of 19<sup>th</sup> Century Russian Literature (RUSE 350), Different Voices in 20<sup>th</sup> Century Russian Literature (MDLN 351).

## PROFESSIONAL MEMBERSHIPS

AATSEEL (American Association of Teachers of Slavic and East European Languages)  
 AAASS (American Association for the Advancement of Slavic Studies)  
 ACTR (American Council of Teachers of Russian)

## TEACHING INTERESTS

- Russian Language
- Russian and Slavic Folklore
- 19<sup>th</sup> and 20<sup>th</sup> century Russian Literature

## RESEARCH INTERESTS

- Russian Computer-Assisted Language Learning
- Russian Literature of Prison and GULAG

## SERVICE

### **Hobart & William Smith Colleges**

Committee on Global Education	2007-09
Committee on Standards	2007-09
Joint COAA/COFAC Subcommittee on Information Technology	2006-09
Honors Faculty Examiner (Yim Ling Cheng, Honors in Chemistry)	2007
Honors Faculty Advisor (Sarah H. Kapp, High Honors in Russian Area Studies)	2005
Special Review I Committee (Prof. DeSantis), Dept. of Spanish and Hispanic Studies	2005
Program Coordinator, Russian Area Studies	2004-05
Faculty Advisor, Delta Mu Chapter of Dobro Slovo (The National Slavic Honor Society)	2003-
Special Review I Committee (Prof. DeCoste), Dept. of Modern Languages	2002
Faculty Research and Honors Subcommittee	2002-03

Grievance Committee	2003,06
Russian Language Coordinator, Department of Modern Languages	2001-04
Russian Search Committee, Department of Modern Languages	2001,'02

**AATSEEL (American Association of Teachers of Slavic and East European Languages)**

Webmaster, AATSEEL ( <a href="http://www.aatseel.org">http://www.aatseel.org</a> )	2008-
Co-Webmaster, AATSEEL Website	1999-02
Abstract Referee, <i>AATSEEL National Meeting</i>	1998-
Panel Chair, “Technology and Language Instruction,” <i>AATSEEL National Meeting</i>	2000
Discussant, <i>AATSEEL National Meeting</i>	2000
Panel Chair, “History and Literature,” <i>AATSEEL National Meeting</i>	1999
Panel Chair, “Technology and Language Instruction,” <i>AATSEEL National Meeting</i>	1998

**U.S. Department of Education**

Field Reader (East and Central Europe), Fulbright-Hays Group Projects Abroad Program	2008
Field Reader (East and Central Europe), Fulbright-Hays Group Projects Abroad Program	2006

**KRISTIN BIDOSHI**

Associate Professor of Russian  
Interim Dean of Studies  
Union College

E-mail: bidoshik@union.edu; Phone: (518) 339-4999

**EDUCATION**

**Ph.D.**, Department of Slavic and East European Languages and Literatures,  
The Ohio State University, Columbus, Ohio, December 2000

Dissertation: "The Stranger in the City: Genre and Place in the Works of Nikolai Gogol and  
Liudmila Petrushevskiaia"

Advisers: Angela Brintlinger (Slavic) and Sabra Webber (Comparative Studies)

**Master of Arts (Literature and Linguistics)**, Department of Slavic and East European  
Languages and Literatures, The Ohio State University, June 1995

Thesis: "The Crimson Flower: A Tale Revisited"

**Bachelor of Arts (German and Russian)**, Department of Modern Languages and  
Literatures, Beloit College, Beloit, Wisconsin, May 1991

**Exchange Program**, Kuban State University, Krasnodar, Russia, Autumn 1989

**CURRENT  
POSITION**

**Interim Dean of Studies**, Union College, September 2008-present

Duties: overseeing students' academic programs and advising, administering academic regulations,  
articulation of academic policies to students, parents and faculty members, coordinating Freshman  
Preceptorial meetings and assessment, resolution of issues related to students' academic progress such as  
course registration, transfer credit, honors requirements, satisfaction of graduation requirements, academic  
honesty, grade appeals and other issues that arise as students complete their academic requirements,  
collaborative work with the Dean of the Faculty, Dean of Academic Departments, Associate Dean of  
Academic Affairs, Dean of Interdisciplinary Studies, Dean of Engineering and the Dean of Students  
office, oversight of the following staff positions: Director of the AOP program, Director of the  
Health Professions Program, Director of the Office of Post-Graduate Fellowships, the Director  
of Undergraduate Research, Academic Counselor, Assistant Director of Advising

**PUBLICATIONS  
Articles**

"Beauty and the Beast à la Russe." *Marvels and Tales: Journal of Fairytale Studies*. Wayne  
State University Press. Vol. 22, No. 2 (2008): 277-295.

"Liudmila Petrushevskiaia: Voicing Marginalized Histories, Writing Women, Simulating  
Realities." *Reconstruction: Studies in Contemporary Culture*. Forthcoming 2008, 44 pp.

"The Case for Dynamic Exercise Systems in Language Learning" (with David Galloway).  
*Computer Assisted Language Learning: An International Journal (CALLIJ)*. Routledge:  
Taylor and Francis Group Publishers. Vol. 21, No. 1 (Feb 2008).

"Asynchronous Computer-Assisted Classroom Discussion in the Beginning Level Russian  
Language Classroom" (with Natasha Anthony). *Inventio: Creative Thinking About Learning  
and Teaching*. George Mason University.

“The Stranger in the Fictional Works of Nikolai Gogol's *Arabesques*.” *New Zealand Slavonic Journal* (NZSJ) 39: 1-36. Victoria University Press, Dec 2006.

“Veronica’s Dream’: A Contemporary Albanian Fairytale.” *Folklorica: Journal of the Slavic and E. European Folklore Association* (Translation from Albanian with Introduction and Notes.) Vol. XI, No. 1. Edmonton: Priority Printing (Autumn 2006): 78-116.

“The Dordolec: Albanian House Dolls and the Evil Eye.” *Journal of American Folklore* 119 (473): 337-355. University of Illinois Press, Summer 2006.

"Circles and Crowds: ‘Svoi krug’ Liudmily Petrushevskoi v angliiskikh perevodakh" [Circles and Crowds: Liudmila Petrushevskaiia’s ‘Our Circle’ in English Translation] in *Rossii i S.Sh.A.: formy literaturnogo dialoga*. Eds. M. Odesskaia and I. Masing-Delic. Moscow: Rossiiskii gosudarstvennyi gumanitarnyi universitet (2000): 164-171.

"U nego bylo takoe zhe angel'skoe litso, iasnoe i dobroe" (Simvolika podteksta rasskaza ‘Chernyi monakh’)" [‘He had the same angelic face, kind and clear’: Underlying Symbols in the “Black Monk”] in *Molodye issledovateli Chekhova*. Moscow, Russia III (1998): 74-77.

#### Book Reviews

Susan Ingram. *Zarathustra's Sisters: Women's Autobiography and the Shaping of Cultural History*. *Slavic and East European Journal*. (Book Review) Vol. 49, No. 4 (Winter 2005). Lexington, Kentucky: 682-683.

Stephen Moeller-Sally. *Gogol's Afterlife: The Evolution of a Classic in Imperial and Soviet Russia*. *Canadian Slavonic Papers*. (Book Review) Vol. 47, No. 3-4 (Sept-Dec 2005). Edmonton: Priority Printing: 47.

Aleksandr Kondratiev. *On the Banks of the Yaryn*. Trans. Valentina G. Brougher. *Folklorica: Journal of the Slavic and E. European Folklore Association* (Book Review) Vol. X, No. 1. Edmonton: Priority Printing (Spring 2005): 57-58.

Sally Dalton-Brown. *Voices from the Void: The Genres of Liudmila Petrushevskaiia*. *Canadian Slavonic Papers*. (Book Review) Vol. XLIII, No. 4. Edmonton: Priority Printing (Dec. 2001): 570-572.

#### Edited Journals

**Associate Editor**, *Symposium*. Syracuse University Press, April 2007-present.

**Editorial Board**, *Folklorica: Journal of the Slavic and East European Folklore Association*. University of Alberta Press, May 2008-present.

**Co-Editor**, *The Middle East and South Asia Folklore Bulletin*. The Department of Near Eastern Languages and Cultures, Vol. 16, No. 2-3, Eds. Sabra J. Webber, Kristin Peterson and Ipek Celik, Spring 2000.

#### Edited Book

*Fantasy or Ethnography? Irony and Collusion in Subaltern Representation*. Papers in Comparative Studies, Vol. 8, Eds. Sabra J. Webber and Margaret R. Lynd with Kristin A. Peterson, 1996: 3-254.

#### Other Textbook & CD

*Golosa*. Book 1, Third Edition. Internet Video Interviews and Web based Exercises (www.gwu.edu/~slavic/golosa/) Richard Robin and Kristin Peterson. Prentice Hall, September, 2002.

"Tochki zreniia". *Ohio 5 Viewpoints Series*, Russian Video CD-Rom Project "Crossing Cultures and Platforms" (with Arlene Forman). August 1999.

**CONFERENCE PRESENTATIONS** "Teaching Materials Forum: Multimedia and *Molodets!*" American Association of Teachers of Slavic and East European Languages Conference, San Francisco, California, December 2008.

"Refashioning the Contemporary Albanian Literary Fairy Tale: A Quest for Cultural Identity?" American Folklore Society Conference, Louisville, Kentucky, October 2008.

"Current Practical Issues in the Study and Teaching of Russian in the North American Context: Russian Grammar Review Online." American Council for Teachers of Russian Conference, Washington DC, October 2007.

"Molodets!: A Dynamic Web-Based Application for Producing Russian Grammatical Exercises." International Conference on Arts and Humanities, Honolulu, HI, January 2006.

"Forum on Teaching with Technology: Molodets!" American Association of Teachers of Slavic and East European Languages Conference, Washington DC, December 2005.

"A Dynamic Application for Producing Language Exercises." American Association of Teachers of Slavic and East European Languages Conference, Philadelphia, Pennsylvania, December 2004.

"The *Dordolec* and the Evil Eye: Material Culture and Social Construct in Post-Communist Albania." American Folklore Society Conference, Salt Lake City, Utah, October 2004.

"A Stroll Along Nevsky: The Flaneurs' Voyeuristic Gaze in Gogol's '*Nevsky Prospect*'." American Association for the Advancement of Slavic Studies Conference, Toronto, CA, November 2003.

"Blackboard Discussion in the Beginning Level Russian Language Classroom" (with Natasha Anthony). Union College Learning and Teaching with Technology Curricular Support Lunch Talk. Schenectady, NY, October 2003.

"Framing Evil and Framing Art: Gogol's 'Portrait' and Chekhov's 'House with a Mezzanine.'" Canadian Association of Slavists Conference, Halifax, CA, May 2003.

"The *Dordolec*: Albanian House Dolls and the Evil Eye". American Association of Teachers of Slavic and East European Languages Conference, New York, New York, December 2002.

"A family of Strangers: Liudmila Petrushevskaja's 'The Time: Night'". Canadian Association of Slavists Conference, Toronto, CA, May 2002.

"Teaching Strategies in a Multimedia Classroom". Midwest Slavic Conference, Bowling Green University, Ohio, March 2002.

"Ramki iskusstva i zla: Rasskazy N.V. Gogolia 'Portret' i A.P Chekhova 'Dom s mezoninom'" in *Molodye issledovateli Chekhova*. Crimean Ministry of Culture Chekhov Conference, Yalta, Ukraine, April 2002.

"Writing From the Margins: Liudmila Petrushevskaja's Construction of Genre and Place". Kentucky Foreign Language Conference, Lexington, KY, April 2002.

"Teaching Strategies in a Multimedia Classroom". Union College Learning and Teaching with Technology Curricular Support Lunch Talk. Schenectady, NY, October 2001.

"Mediation of Place: The Stranger in Gogol's 'Portrait'". American Association of Teachers of Slavic and East European Languages Conference, Washington, D.C., December 2000.

"The Meaning and Function of Myth in Petrushevskaiia's 'Medea'". American Association for the Advancement of Slavic Studies Conference, Denver, CO, November 2000.

"The Crowded Circle": Liudmila Petrushevskaiia's "Svoi krug". Conference on Literary Translation: Priorities, Theory, Practice, Hoboken, NJ, November 2000.

"Negotiating Boundaries: The Mediation of Place in Gogol's 'Portrait'". National Conference of the American Folklore Society, Columbus, OH, October 2000.

"Viewpoints: Using Computer Technology to Bring a Variety of Native Speakers into the Classroom". Kentucky Foreign Language Conference, Lexington, KY, April 2000.

"Of Beauties and Circles: The Function of Myth in Petrushevskaiia's 'Svoi krug'". American Association of Teachers of Slavic and East European Languages Conference, Chicago, IL, December 1999.

"Circles and Crowds: 'Svoi krug' Liudmily Petrushevskoi v angliiskikh perevodakh". Russian State Humanities University Conference, Moscow, Russia, April 1999.

"The Meaning and Function of Myth in Petrushevskaiia's 'Svoi krug'". University of Michigan - Ohio State University Slavic Colloquium, Ann Arbor, MI, March 1999.

"An Evening with Yevgeny Yevtushenko". Conference on Literary Translation: Priorities, Theory, Practice, Hoboken, NJ, November 1998.

"Borderline Poetics: Identity and Difference in Vasko Popa's *Earth Erect*". National Conference of the American Folklore Society, Portland, OR, October 1998.

"U nego bylo takoe zhe angel'skoe litso, iasnoe i dobroe' (Simvolika podteksta rasskaza 'Chernyi monakh')". Chekhovskie chteniia v Ialte: Chekhov i Krym: k 100-letiiu perezda pisatel'ia v Ialtu. Yalta, Ukraine, April 1998.

"Pushkin i *Literaturnaia Gazeta*: Iconographic Representation of Pushkin in the Twentieth Century". Midwest Regional Conference of the American Association for the Advancement of Slavic Studies, Columbus, OH, April 1997.

"Beauty and the Beast: A Tale Revisited". National Conference of the American Folklore Society, Pittsburgh, PA, October 1996.

## TEACHING EXPERIENCE

### Associate Professor, Dept. of Modern Languages and Literatures, Union College

Russian 100 Elementary Russian 1	Autumn 2005, 2003, 2002, 2001
Russian 101 Elementary Russian 2	Winter 2006, 2004, 2002
Russian 102 Elementary Russian 3	Spring 2007, 2006, 2005, 2003, 2002
Russian 200 Intermediate Russian 1	Autumn 2005, 2002, 2001

Russian 201 Intermediate Russian 2 Winter 2007, 2006  
 Russian 202 Advanced Russian 1 Spring 2006

**Russian Literature Courses – Union College**

Russian 133 The Russian Short Story (in Russian), Winter 2003  
 Russian 139 Illness and Its Representation: Madness, Disease and Death in Nineteenth and  
 Twentieth Century Russian Culture, Autumn 2001  
 Russian 139b The Forbidden: Eroticism, Passion & Death in Russian Culture, Autumn 2003

**Modern Literature and Culture in Translation Courses – Union College**

Modern Literature in Translation 66 The Vampire as Other in East European and American  
 Culture, Spring 2007, 2005, 2002  
 Modern Literature in Translation 69 Magnificence, Mayhem and Mafia, Spring 2003  
 Modern Literature in Translation 264 Illness and Its Representation, Spring 2006

**General Education Courses – Union College**

Freshman Preceptorial The Other: A Stranger Among Us? Winter 2007, 2004, 2003;  
 Autumn 2005

**Visiting Assistant Professor, Dept. of Modern Foreign Languages, Ohio Wesleyan U**

Russian 111 Elementary Russian 2, Winter, Spring 2001  
 Russian 490 Intermediate Russian 2, Winter, Spring 2001

**Graduate Teaching Associate, Slavic & East European Languages and Literatures, OSU**

Russian 101 Elementary Russian 1, Autumn 1998  
 Russian 102 Elementary Russian 2, Winter 1998  
 Russian 103 Intermediate Russian 1, Spring 1998  
 Russian 135 Introduction to Russian Culture, Winter 1999, 2000  
 Russian 250 19th and 20th Century Masterpieces of Russian Literature in Translation,  
 Summer 1997, 1998; Autumn 1997, 1999; Spring 2000  
 Russian 407 Advanced Russian 3, Spring 1999  
 Slavic 130 The Vampire in Eastern European and American Culture, Autumn 2000

**Lecturer, Department of Modern Foreign Languages, Ohio Wesleyan University**

Russian 111 Elementary Russian 2, Winter, Spring 1999  
 Russian 490 Intermediate Russian 2, Winter, Spring 1999

**Russian Language Instructor**, OSU Continuing Education Program, Autumn 1998

**German Language Instructor**, World Language Institute, Adult Program, Autumn 1998

**Group Leader and English Teacher**, Refugee Camp, Hvar, Croatia, Summer 1994

**English Teacher**, Russian language school (forms six through twelve), Latvian Ministry of  
 Education, Riga, Latvia, 1991-93

**AWARDS/  
 HONORS**

*External Grants/Awards*

Co-Recipient, Fulbright Foreign Language Teaching Assistant Program Grant (to host  
 Russian Teaching Assistant at Union College 2008-09, 2007-08), Institute of International  
 Education, June 2008, 2007

Co-Recipient, Department of Education Grant (\$250,000): A Dynamic Grammar Trainer for Russian Verbs, April 2006

Co-Recipient, Mellon Foundation Grant (\$30,000): A Dynamic Applicant for Producing Language Exercises, December 2003

Recipient, Who's Who Among America's Teachers Award, November 2003

Co-recipient, Mellon Foundation Grant: Ohio 5, "Crossing Cultures and Platforms", Jan 1999

### ***Union College Grants***

Union College Humanities Faculty Development Research Grant, Project: Birth Rites in Modern Albania, May 2008

Union College Humanities Faculty Development Research Grant, Project: Celebrating Contemporary Albanian Rituals, October 2007

Union College Humanities Faculty Development Research Grant, Project: Refashioning the Contemporary Albanian Literary Fairy Tale: A Quest for Cultural Identity, March 2005

Union College Humanities Faculty Development Research Grant, Project: Research in Albania on the Dordolec: Albanian House Dolls, May 2002

Union College New Course Development and Enrichment Grant for Nationalism and Empire: Russian Music and Art of the Nineteenth Century, November, 2001

### ***Ohio State University Grants/Awards***

Recipient, Ohio State University's Outstanding Teaching Award, May 1998

Recipient, Foreign Language and Area Studies Fellowship, Serbo-Croatian, 1996-97

Recipient, Ohio State University's Outstanding Graduate Student Award, 1996-97

Member, Dobro Slovo, The National Slavic Honor Society, Spring 1993-present

Member, Phi Sigma Iota, The National Modern Languages Honor Society, 1990-present

Member, Mortar Board National Honor Society, 1990-present

Member, Golden Key National Honor Society, 1990-present

## **SERVICE**

### **National**

NEH Collaborative Humanities Research Grant Selection Committee (Invited, 2008)

Vice President, Slavic and East European Folklore Society (Elected)

American Association for Teachers of Slavic and East European Languages (AATSEEL)

2008 Conference Program Committee (Invited)

2008 Division Head of AATSEEL Conference for Theory, Central/Eastern European

Literature and Special Topics Division (Invited)

Reader, Journal *Folklorica* (Invited)

Reader, Journal *Symposium* (Invited)

### ***Union College***

Russian Program Section Leader, 2001-present

Member, Committee on Advising, 2006-2007

Member, Modern Languages and Literatures Search Committee, German Position, 2005-06

Member, General Education Board, 2003-04

Member, Committee on Teaching, 2003-04

Member, Modern Languages and Literatures Curriculum Committee, 2004, 2006  
 Member, IEF and Humanities Faculty Development Research Grant Committee 2007-08  
 Member, Intellectual Enrichment Fund Committee, 2002-03  
 Faculty Advisor, Russian and East European Culture Club, 2001-present

***Ohio State University***

Graduate Student Representative, Slavic Department Chair Search Committee, 1999-2000  
 Graduate Student Representative, University Electronic Dissertation Task Force, 1998-2000  
 Graduate Student Representative, Humanities Computing Advisory Board, 1994-2000  
 Graduate Student Representative, College of Humanities Curriculum Committee, 1996-98  
 Graduate Student Representative, Slavic Department Faculty Meetings, 1996-98  
 Slavic Representative, Council of Graduate Students, 1995-96  
 Volunteer Interpreter, Ohio State University Hospitals, 1994-2000

***Ohio Wesleyan University***

Faculty Advisor, ACM Study Abroad Program, Winter, Spring 1999; Winter 2001  
 Faculty Advisor, Central and East European Language and Culture Club, Winter, Spring 1999; Winter 2001

**RELATED  
 PROFESSIONAL  
 EXPERIENCE**

**Resident Director**, American Council of Teachers of Russian (ACTR) University and College Professors of Russian Exchange Program at Moscow State University, SU 2001

**Editor**, *Slava*: Newsletter of the Department of Slavic and East European Languages and Literatures, OSU, SU 2000

**Co-Editor**, *The Middle East and South Asia Folklore Bulletin*, Department of Near Eastern Languages and Cultures, OSU, AU - WI, 1999-2000

**Graduate Research Associate**, Comparative Studies in the Humanities, OSU, SU 1996

**Graduate Research Associate**, Slavic Languages & Literatures, OSU, SU 1999

**Web Master**, OSU Slavic Department's and Slavic Center's first web pages, AU 1996

**Russian Language Interpreter**, North Central Mental Health Center, Columbus, 1995-96

**Graduate Administrative Assistant**, Comparative Studies in the Humanities, OSU, 1993-96

**Translator** (German-English), Desktop Publisher, Eppendorf, Madison, WI, Summer 1991

**Computer Soft/Hardware Administrator**, Beloit College, Beloit, WI, 1988-91

**PROFESSIONAL  
 MEMBERSHIPS**

American Association of Teachers of Slavic and East European Languages  
 American Association for the Advancement of Slavic Studies  
 American Folklore Society  
 Association for the Studies of Nationalities of Eastern Europe and Ex-USSR  
 Canadian Association of Slavists  
 Modern Languages Association  
 Slavic and East European Folklore Association

**LANGUAGES**    **Russian** - fluent in reading, writing, speaking  
                  **Albanian** - superior in reading, writing, speaking  
                  **Serbo-Croatian** - fair to good in reading, writing, speaking  
                  **German** - fair in reading, writing, speaking  
                  **Latvian** - fair in reading, writing, speaking  
                  **French** - reading knowledge

**REFERENCES**    Charles Batson, Associate Professor and Chair, Department of Modern Languages and Literatures, Union College 518-388-6021; batsonc@union.edu

Hans-Friedrich Mueller, Professor and Chair, Department of Classics, Union College 518-388-8748; muellerh@union.edu

Angela Brintlinger, Associate Professor, Department of Slavic and East European Languages and Literatures, The Ohio State University, (614) 292-6733.

Daniel Collins, Associate Professor and Chair, Department of Slavic and East European Languages and Literatures, The Ohio State University, (614) 292-6733.

Arlene Forman, Associate Professor, Russian and East European Studies Program, Oberlin College, (440) 775-8650.

Donald Lenfest, Professor and Chair, Department of Modern Languages, Ohio Wesleyan University, (740) 368-3665.

Sabra Webber, Professor, Division of Comparative Studies, The Ohio State University, (614) 292-2559.

# CURRICULUM VITAE

## RICHARD M. ROBIN

**IN BRIEF: Proficiency-oriented methodologist with emphasis in materials development, language across the curriculum, and teaching with technology.**

### Personal Information

Address:

Slavic Department - Phillips 509  
The George Washington University  
Washington, D.C. 20052  
(202) 994-7081 (work)  
(202) 994-0171 (work fax)

Internet e-mail: rrobin@gwu.edu  
Word Wide Web: <http://home.gwu.edu/~rrobin>

### Educational Background

- |             |  |
|-------------|--|
| 1982        | University of Michigan, Ann Arbor, Michigan. Department of Slavic Languages and Literatures, <i>Ph.D.</i> -Slavic Linguistics  |
| 1974        | University of Michigan, Ann Arbor, Michigan. Department of Slavic Languages and Literatures, <i>M.A.</i> - Slavic Languages and Literatures                                    |
| 1968 - 1972 | Georgetown University, Washington, D.C. Russian Department<br><i>B.A.</i> - Russian; <i>Magna cum laude</i> , <i>Phi Beta Kappa</i> , <i>Dobro Slovo</i> , departmental honors |

### Additional training

- |            |  |
|------------|--|
| 1985, 2000 | Certified by ACTFL for oral proficiency testing in Russian |
|------------|--|

1981 - 1992 Assistant Professor, Department of Slavic Languages and Literatures, George Washington University (Columbian College), Washington, D.C. Russian: first-year intensive, second-year intensive, fourth-year, methodology of teaching Russian, Russian syntax, Russian phonetics and phonology, Russian historical grammar. Language lab coordinator; Foreign-Language Committee.

MIDDLEBURY COLLEGE

Summers, 1983-88 Russian School, Middlebury College. 1988 - Master teacher for methodology seminar in video technology. 1987 - Course coordinator, intensive intermediate Russian. 1985-86 - Russian video programs resource coordinator. I put together a two-year supplementary course for audio-comprehension and cultural proficiency based on authentic Soviet television broadcasts. 1984 - Course coordinator, first-year Russian. 1983 - Instructor, intensive first- year Russian.

STATE UNIVERSITY COLLEGE AT OSWEGO

1978 - 1981 Instructor, Department of German and Slavic, State University of New York at Oswego. First- through third-year Russian.

UNIVERSITY OF NEW MEXICO

1976 - 1977 Lecturer, Department of Modern and Classical Languages, University of New Mexico, Albuquerque. First- through third-year Russian. Russian Club, Russian House adviser.

## Related Travel

2007	CIBER Business Russian project (video shoots)
2005 and 2006	<i>Голоса</i> video project, 4th edition. Photography for 4th ed.
2001-2002	<i>Голоса</i> video project, 3rd edition
1997 - 2000	Moscow. Co-authorship with S.A. Khavronina
1996 and 1997	Moscow and St. Petersburg: photography for <i>Голоса</i> , 2nd ed.
1995	Herzen Institute: initialization of GW-Herzen program.
1993	Moscow and St. Petersburg: photography for <i>Голоса</i> .
1989-1991	Three trips to the USSR as proficiency tester for ACTR.
1989-90	Herzen Institute, Leningrad: variable-term exchange scholar (American Council of Teachers of Russian).
Summer, 1988	Resident Director for the ACTR High School Teacher Exchange, Herzen Institute, Leningrad.
1981-1987	Four trips to the USSR (private travel).
Fall, 1980	Resident Director, SUNY-MGPIIA Moscow semester exchange.
Summer, 1978	IREX summer study at Sofia University, Sofia, Bulgaria.
Summer, 1974	Resident Director, Center for Foreign Study, Language seminars at Sochi.
Fall, 1971	CIEE Semester Program, Leningrad University.
Summer, 1970	CIEE Summer Program, Leningrad University.

## Scholarly Activity

Dissertation:

*Methodology of Teaching Russian Phonetics to American Students: A Survey of American and Soviet Approaches* (1976–1982).

## Grants

2006– CIBER Center Project. This DOE award is shared by the GW Language Center and the Business School. My part of the three-year project is to create a national CIBER business course in Russian with appropriate materials.

2005-. DOE Title VI (with Anna Chamot, co-PI). Narrative and narration in Russian OPIs. \$80,000 over three years.

2002-2006. DOE Title VI (Anna Chamot, PI). LCTFL Distance Learning Project.

1999-2001. DOE Title VI (Anna Chamot, PI). Section for Heritage Speakers' Distance Learning Project.

1994-1995. ESIA award for LCEN continuation (see below).

1988. Annenberg/CPB: for the development of a nationwide electronic-mail Listening Comprehension Exercise Network (LCEN) in Russian based on bi-monthly television broadcasts.

**Professional Recognition**

2006 – AATSEEL Slavic College Teacher of the Year Award

2004 – GW Bender Award: Teaching with Technology

2004 – AATSEEL Award for best pedagogical materials (*Russian for Russians*), shared with Olga Kagan and Tatyana Akishina. Interactive webpage and audio.

1988 – GW Columbian College Distinguished Teaching Award

**Publications**

2009, in press. *Political Russian*, 6th edition. Washington, D.C.: ACTR-Kendall/Hunt. Co-authored with Natasha Simes. Complete top-to-bottom revision.

2007. “Learner-Based Listening and Technological Authenticity.” *Language Learning & Technology*, Vol.11, No.1, February 2007, pp. 109-115.

2006. “Computers and Pedagogy in Russian: Where Have We Been? Where Are We Going?” *Slavic and East European Journal*, 50, 1: Spring: 65-82.

2006. *Teaching and Learning to Near-Native Levels of Language Proficiency II: Proceedings of the Fall 2004 Conference of the Coalition of Distinguished Language Centers*, edited with Inna Dubinsky.

2006. “Expert Language Learners in Foreign Clothing,” in Dubinsky and Robin: 101-104.

2006. *Political Russian*, 5th edition. Washington, D.C.: ACTR-Kendall/Hunt. Co-authored with Natasha Simes. Completely revised audio site.

2006-2007 *Голоса: A Basic Course in Russian, Book 1 and 2*, 4th edition. Upper Saddle River, N.J.: Prentice Hall. Co-authored with Karen Evans-Romaine, Galina Shatalina, and Joanna Robin. This edition includes a running e-mail soap opera, authored by me. plus a revised VHS and web accompaniment and new photographic supplement. It also includes Quia-based interactive web exercises (currently being completed).

2006. Review of Barbara Lewandowska-Tomaszczyk, ed. *Practical Applications in Language and Computers*. Series: Łódź Studies in Language. Frankfurt am Main: Peter Lang, 2003 in *Slavic and East European Journal*, 50, 4 (Winter): 755-756.

2005. “Review of Russian Language Instructional Sites on the Web” *Language Learning and Technology*, <http://llt.msu.edu/vol9num3/pdf/review3.pdf>, 28-34.

2005. “Aleksandr Galich.” *Dictionary of Literary Biography. Vol. 317, Twentieth century Russian Émigré Writers*. New York: Thompson/Gale, 110-118.

2002-2004. *Golosa Video Project*. Web-based video component for *Golosa*.

2003. *Голоса: A Basic Course in Russian, Book 2*, 3rd edition. Upper Saddle River, N.J.: Prentice Hall. Co-authored with Karen Evans-Romaine, Galina Shatalina, and Joanna Robin. This edition represents about a 30%-rewrite. Web-based audio program.

2002. “New Paradigm or Mid-Course Correction? Grammar as the Ultimate Advance Organizer.” Front Page Dialog. *ACTRLetter*.

2002. “Should We Teach Grammar?” National Capital Language Resource Center Newsletter 6, 8, October.

2002. *Голоса: A Basic Course in Russian, Book 1*, 3rd edition. Upper Saddle River, N.J.: Prentice Hall. Co-authored with Karen Evans-Romaine, Galina Shatalina, and Joanna Robin. This edition represents about a 30%-rewrite. Web-based audio program.

2002. *Political Russian: An Intermediate Course in Russian for International Affairs, National Security and Socio-Economics*, 4th edition. Dubuque, IA: Kendall-Hunt in with ACTR and SAIS. Co-authored with Natasha Simes. My work amounts to a 10%-rewrite.

2002. *Russian for Russians*. Bloomington, Indiana: Slavica. Co-authored with Olga Kagan and Tatiana Akishina. Interactive website and web audio.

2002. “Heritage Hares.” National Capital Language Resource Center Newsletter 6, 2 April.

2000. “Mentoring Lecturers and Adjunct Faculty: A Case Study of Russian in the National Capital Area” in Ben Rifkin (ed.) *Mentoring Foreign Language TAs, Lecturers and Adjunct Faculty*. AAUSC.

2000. “Language Across the Curriculum,” in Olga Kagan and Ben Rifkin (eds.) *The Learning and Teaching of Slavic Languages and Cultures: Toward the 21st Century* Bloomington, Indiana: Slavica.

1999. *On the Air: В эфире российское телевидение*. Washington, DC: ACTR/Kendall-Hunt. Co-authored with Natasha Simes and Ludmila Guslistova. Audio exercises based on Russian television.

1998c. “Writing Real Russian: Process or Product?” in *And Meaning for a Life Entire: Festschrift for Charles Moser* (Peter Rollberg, ed.). pp 479-498. Bloomington, Indiana: Slavica.

1998a. *Голоса: A Basic Course in Russian, Book 2*, 2nd edition. Upper Saddle River, N.J.: Prentice Hall. Co-authored with Joanna Robin and Kathryn Henry. This edition represents about a 40%-rewrite. Redone audio program.

1997a. *Голоса: A Basic Course in Russian, Book 1*, 2nd edition. Upper Saddle River, N.J.: Prentice Hall. Co-authored with Joanna Robin and Kathryn Henry. This edition represents about a 30%-rewrite. Redone audio program.

1997b. Review of Lekic, Masha, Olga Rassudova, and Tatiana Kirsh. *Что вы об этом думаем? Video Course: Focus on Listening and Speaking*. ACTR, Washington, DC: 1996. AATSEEL Webpage: <http://clover.slavic.pitt.edu/~aatseel/book-reviews/index.html>.

1997c. Review of Emily Tall and Valentina Vlasikova. *Let's Talk About Life! An Integrated Approach to Russian Conversation*. New York: John Wiley and Sons, 1996. AATSEEL Webpage: <http://clover.slavic.pitt.edu/~aatseel/book-reviews/index.html>.

1997d. "Cyrillic in Cyberia," *Problems of Post-Communism*. September–October, 1987: 65-66.

1996. Review of Lubensky, Sophia. *Russian-English Dictionary of Idioms*, New York: Random House. *Slavic Review* 57, 2.

1995a. "Talking about Communication and Grammar: Time to Call Time Out" *ACTR Letter* 22, 3 (Fall).

1995b. Review of Anikin, Andrei (ed.), *English-Russian Dictionary of Economics and Finance*, St. Petersburg: School of Economics Press, 1993. *Slavic Review* 54, 1: 222-223.

1994. *Голоса: A Basic Course in Russian* (2 volumes). Englewood Cliffs, N.J.: Prentice Hall. Co-authored with Joanna Robin and Kathryn Henry. Directed the audio program.

1993. *Russian Listening Comprehension, Part A, Volume 2*. Columbus, OH: Ohio State University Slavic Materials.

1992a. *Conversations in Exile: Russian Writers Abroad*. Ed. John Glad, interviews translated by Richard Robin and Joanna Robin. Durham, NC: Duke University Press.

1992b. "Listening Comprehension Before and After Study Abroad." National Foreign Language Center Working Papers. Washington, D.C.: Johns Hopkins University. Co-authored with Ralph B. Ginsberg and Paul R. Wheeling.

1991a. Russian-Language Listening Comprehension: Where Are We Going? Where Do We Go?" *Slavic and East European Journal*, 35, 3 (August): 403-410.

1991a. *Russian Listening Comprehension, Part A, Volume I*. Columbus, OH: Ohio State University Slavic Materials. Video/textbook for the development of advanced listening comprehension skills in Russian.

1990a. *Political Russian: An Intermediate Course in Russian for International Affairs, National Security and Socio-Economics*. Dubuque, IA: Kendall-Hunt in with ACTR and SAIS. Co-authored with Natasha Simes.

1990b. *English-Ukrainian Computer Dictionary*. Edmonton, Alberta: Canadian Institute of Ukrainian Studies Press, University of Alberta. Co-authored with Peter Fedynsky Tamara Horodysky, and Teresa Kikena.

1989a. "The Listening Comprehension Exercise Network (LCEN): A Nationally Available Tool for the Development of Listening Proficiency in Russian." *Foreign Language Annals*, 22, 6: 573-79. Co-authored with Betty Lou Leaver.

1989b. *The LCEN Handbook: How to Set up a Computer-Based Listening Comprehension Network for Language Studies*. Washington, D.C.: Annenberg/CPB - Project for International Communications Studies (PICS).

1988. "Watching Comprehension, the Motivating Power of Television." *ACTR Letter*, November.

1987a. "The VCR and the Development of Listening Comprehension in Russian," *Slavic and East European Journal*, 31, 1 (Spring): 220-233.

1987b. *Teaching Listening in Russian: Instructional Materials for the Less Commonly Taught Languages* (Isabelle Kaplan, Project Director). Yonkers, NY: American Association for the Teaching of Foreign Languages.

1984. "Russian Phonetics Instruction in American Colleges: Two Surveys," *Russian Language Journal*, Nos. 129-130, Winter-Spring.

1979. Review article of Davidson, Dan. E. and Brecht, Richard, *Soviet American Contributions*. Chicago: G and G Press, 1975, in *Modern Language Journal*, No. 111, Winter.

### **Additional Activity**

2009	Technology Workshop, Indiana SWEESL (to be given in June)
2009	Teaching Strategies Workshop. NCLRC (to be given in July)
2008	NCLRC Workshop (four days) YouTube for Foreign Language Teachers
2008	Russian Grammar AP (ACTR/ETS) 120 items submitted.
2007	Technology Workshop for Humanities Faculty. temple University. October.
2007	Technology Workshop for Middlebury College language Faculty, June
2004–2007	Russian Listening AP test (ACTR/ETS): 120 test items per year. I edited all the audio.
2005–2006	ACTR Advanced Placement Committee
2004–2006 (summers)	NCLRC Video Workshop
2004	Russian Reading AP test (ACTR/ETS): 120 test items. I edited all the audio.
2003 (June)	NCLRC Workshop: The Fundamentals
2002 (May)	Master Teacher for NCLRC workshops on less commonly taught languages
2002	Item writer for CAL Russian language reading test
2001 -	AATSEEL Professional Development Committee (Chair)
2001 -	ACTR AP Committee

- 2001 Reviewer for ACTR Russnet program
- 2000 Referee for AAASS panels and LLT publications
- 1999- Advanced Placement Advisory Board: Russian
- 1999- AATSEEL Committee on Testing and Professional Development
- 1998-2001 Referee for AATSEEL pedagogy panels.
- 1998-1999 Referee for *The Learning and Teaching of Slavic Languages and Cultures: Toward the 21st Century* (Slavica).
- 1997-1999 Grant Coordinator for ESIA Title VI: Section on Distance Learning (Languages across the Curriculum) and teacher education
- 1994-1999 Russian FLEX exams (reading). Listed in the testing data base for the Center for Applied Linguistics.
- 1997-1998 Item writer for Center for Applied Linguistics: Simulated Oral Proficiency Interview (SOPI)
- 1997-1998 Anonymous referee for Slavica
- 1997-2000 OASIS Lecturer: "Emerging Russia"
- 1994-1997 Outside reviewer for ACTR high school textbook series (*Лицо к лицу; Ровесники*)
- 1996, 93, 88-89 Master teacher for Indiana Slavic Summer Workshop
- 1994-5, 96-7 Performance Tester for the International Monetary Fund
- 1994, 1990 Ford/ACTR Summer Russian Institute: Teaching for Proficiency: Listening Comprehension.
- 1991-1994 Educational Testing Service: Consultant for Russian listening comprehension questions and writing proficiency test development.
- 1991-1992 Reviewer-Consultant for Norwich University's Summer Russian School (together with Irene Thompson and Maria Lekić).
- 1989-1992 Referee for *Slavic and East European Journal* (Methodology of foreign language instruction).
- 1991 Consultant to Russian and East European Area Studies Program, University of Virginia on proficiency-based language instruction.
- 1988-1990 AATSEEL Committee on educational technology
- 1988 Author for ACTFL materials development: listening comprehension in Russian.
- 1987 - 1990 Oral Proficiency Tester for ACTR USSR program participants; Middlebury College; Friends School (Baltimore, MD).
- 1987 - Tester trainer for ACTFL workshops, Russian section: George Washington U., 1987, and School for Advanced International Studies at Johns Hopkins U., 1988, George Washington University, 1991.
- 1987 Resource teacher for Soviet television workshop held at the University of Illinois, Champaign-Urbana, June, 1987.
- 1987-88 Language instruction coordinator for US guides at the USIA exhibit on technology in the USSR. I coordinated a staff of five instructors for three three-week training period for 24 USIA guides in April and October, 1987, and May-June, 1988.

### Papers Presented

2009. Technology Workshop. NECTFL. New York.

2007. The Non-Print Media in Russia Today. Presentation to the languages Schools of Middlebury College, August.
2006. Fair Use, Intellectual Property, and What if Russia Joins the WTO (Panel Discussant). AATSEEL, Philadelphia.
2006. Content-Based Language Instruction. Panel Chair. AATSEEL, Philadelphia.
2005. Legitimizing Semi-Authenticity, AATSEEL, Washington, DC
2005. Webcasting in Russian. ACTFL, Baltimore, MD
2005. Shooting Foreign Language Video. ACTFL, Baltimore, MD
2005. Webcasting in Russian. NECTFL. New York. April Sponsored by NCLRC.
2004. Roundtable: Teacher Preparedness? Non-Professionals Teaching Slavic Languages. AATSEEL. Philadelphia. December.
2004. Forum: "Golosa 4th ed. in preparation." AATSEEL. Philadelphia. December.
2004. "Expert language Learners Wear New Clothing." Second Annual Workshop on Teaching and Learning Languages to Nativelike Levels of Proficiency. Washington, D.C.
2003. "Teaching in the Mixed Classroom" AATSEEL. San Diego. December.
2003. "Technology and Language Teaching" AATSEEL. San Diego. December. (Panel chair)
2003. "Near native Speaker's Forum." Workshop on Teaching and Learning Languages to Nativelike Levels of Proficiency. Washington, D.C.
2003. "Special Russian Webcasts." NECTFL, Washington, DC. April Sponsored by NCLRC.
2003. "A Textbook for Heritage Speakers: How Is It Different?" With Olga Kagan. NCOLCTL, Los Angeles, May. Sponsored by NCLRC.
2003. "Preparing LCTL Language Instructors: The Essentials." With Dora Johnson. NCOLCTL, Los Angeles, May. Sponsored by NCLRC.
2002. "Roundtable: Student Counseling in Language Teaching: Assessing Learning Styles and Other Individual Variables" AATSEEL. New York. December.
2002. "Roundtable: Teaching to Mixed Audiences: Native/Heritage/Slavic/Non-Native" (Chair). AATSEEL. New York. December
2001. "Getting and Using Web-Based Audio and Video Authentic Materials in Teaching Upper-Level Classes." AATSEEL, New Orleans. December.
2001. "Russian for Russians Forum." AATSEEL, New Orleans. December.
2001. "Where have all the lyrics gone?" AAASS. Washington, DC.
2001. "Media in the Classroom." AATSEEL Roundtable (scheduled).
2000. "Viva the VIAs: In Defense of Soviet *Popsa*." Kentucky Foreign Language Conference and AATSEEL Conference.
2000. "Russian for Russians in the Heritage classroom." AATSEEL Conference.
1999. "Writing for Proficiency: Process or Product?" AATSEEL Conference. Chicago.
1999. *Golosa*, 2nd edition – Using *Golosa* on-line. Publisher's presentation. AATSEEL Conference, December, 2000.
1999. *On the Air*. Publisher's presentation. AATSEEL Conference. Chicago, December, 2000. (with Natasha Simes and Ludmila Guslistova).

1998. "Heritage Speakers in the Russian Language Classroom." AATSEEL Conference. San Francisco
1997. *Golosa*, 2nd edition. Publisher's presentation. AATSEEL Conference. Toronto.
1997. Testing for Placement. AATSEEL Roundtable. Toronto.
1997. Russian for Specialized Purposes. Roundtable at AAASS Conference. Seattle.
1997. Textbook roundtable. *Golosa*, 2nd edition and *Russian As We Speak It*, to be revised. Kentucky Foreign Language Conference. April.
- 1997 and 1996. "Narration vs. narrative in Russian OPIs," AAAL Conference. March, 1997; AATSEEL Conference. December, 1996.
1996. *Golosa* roundtable. Kentucky Foreign Language Conference. April.
1995. "Student self-evaluation in mini-OPIs," AATSEEL Conference. December.
1995. "Authentic Writing: Process or Product," AAASS Conference. October.
1991. "We've Got Ourselves a Situation Here: Role-plays and Authenticity in Russian-language OPIs," AATSEEL Conference, December.
- 1990a. "It's All in the Background: Media in Russian-Language Pedagogy," AATSEEL Conference, December.
- 1990b. "Методика и средства обучения аудированию при ограниченных финансовых и технических возможностях," (Teaching Listening Comprehension on a Budget.) Herzen Institute Conference on Language Pedagogy, Leningrad, January.
- 1989a. "The Listening Comprehension Exercise Network: Progress to Date," ACTR conference, Washington D.C., February.
- 1989b. "Teaching by Telecommunication: The Listening Comprehension Exercise Network." Georgetown University Roundtable on Linguistics, March.
- 1989c. "Russian Computer Fair," panel demonstration. Georgetown University Roundtable on Linguistics, March.
- 1989d. "Pedagogy of Russian in the Schools," panel discussion. Georgetown University Roundtable on Linguistics, March.
1988. "Television, Audio Comprehension and Small C Culture," North-east Conference on Language Teaching, New York, April.
1987. "The Listening Comprehension Exercise Network," AAASS Conference, Boston; Department of State Foreign Service Institute; the National Security Agency's Cryptological School; the U.S. Naval Academy; Interagency Linguistic Roundtable.
1986. "Proficiency in Audio Comprehension and the VCR," AATSEEL Conference, New York, December.
1983. "Hierarchies in Teaching Verbal Aspect," AAASS Conference, Kansas City.
- 1982a. "Is Russian That Hard?" Panel, Northwest Slavic Conference, Chicago.
- 1982b. "Conversation Strategies for L2 Learners," Southeastern Conference on Linguistics, College Park, Maryland.
1980. "Accent Perceptions in Second Language Speakers," Quest-80 Conference, Oswego, New York.
1979. "Masking Devices in Teaching Advanced Russian," Midwest Slavic Conference, Minneapolis, Minnesota.
1976. "Cultural Content in Russian and Ukrainian Textbooks," Conference of the Michigan Academy of Sciences, East Lansing.

1975. "Роль фонетики и интонации в обучении русскому языку иностранцев," IREX-MGU Exchange Conference, Moscow.

# Молодец!



Title: acc  
Type: Course Exercise

Course Title: Beginning Russian  
Posted Date: 4/14/2009 12:12:33 AM

1. Вы не знаете эти \_\_\_\_\_ [языки].
2. Мои друзья купили \_\_\_\_\_ [юбки] в магазине.
3. Наш профессор любит читать интересные \_\_\_\_\_ [книги].
4. Вы изучаете \_\_\_\_\_ [экономика].
5. Маша купила \_\_\_\_\_ [блузка].
6. Мы изучаем \_\_\_\_\_ [химия].
7. Он изучает \_\_\_\_\_ [физика].
8. Он читает \_\_\_\_\_ [детектив].
9. Она читает \_\_\_\_\_ [книжка].
10. У меня семинар в \_\_\_\_\_ [четверг].
11. У нас экзамен во \_\_\_\_\_ [вторник].
12. Я иду в \_\_\_\_\_ [кабинет].
13. Я изучаю \_\_\_\_\_ [география].
14. Я не люблю \_\_\_\_\_ [математика].
15. Я читаю \_\_\_\_\_ [письмо].

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e0

# Молодец!

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Select level of difficulty  Self exercises

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<input type="checkbox"/>	Self	20 Question Time And Noun Cas...	Advanced	Introductory Russian II	04/14/2009			Take Exercise
<input type="checkbox"/>	Self	20 Question Clock Time Exercises	Advanced	Introductory Russian II	04/14/2009			Take Exercise
<input checked="" type="checkbox"/>	Self	sample	Basic	No course selected	03/05/2009			Take Exercise
<input type="checkbox"/>	Self	20 Question Noun Case Exercises	Advanced	No course selected	03/04/2009		0	Retake Exercise
<input type="checkbox"/>	Self	Test Noun	Advanced	God or Nothing: Literature	03/03/2009			Take Exercise

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e1

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HELP!

Your last login was on April 20, 2009 at 07:22 pm.

PRDAmid # P017A090304

e2

April 16, 2009

To: Referees, International Research and Studies Program, Department of Education  
Re: Galloway/Bidoshi Grant Proposal

I wish to communicate my support of Profs. Galloway and Bidoshi's proposal for a Department of Education International Research and Studies grant. I have agreed to serve as a consultant on the project during the grant period, lending my experience and expertise in issues of language learning and technology, and specifically, the teaching of Russian within these contexts, to the grantees in order to help them to ensure the quality of the resulting on-line application.

I enclose my curriculum vitae, which outlines my background and qualifications to serve in this capacity.

Sincerely,



William J. Comer  
Associate Professor of Slavic Languages and Literatures



April 20, 2009

To: Referees, International Research and Studies Program,  
Department of Education  
Re: Galloway Grant Proposal

I wish to communicate my support of Prof. Galloway's proposal for a Department of Education International Research and Studies grant. I have agreed to serve as an expert consultant on the project during the grant period, lending my experience and expertise in issues of language learning and technology, and specifically, the teaching of Russian within these contexts, to the grantees in order to help them ensure the quality of the resulting on-line application.

I enclose my curriculum vitae, which outlines my background and qualifications to serve in this capacity.

Sincerely,

A handwritten signature in black ink, appearing to read "Richard M. Robin", written in a cursive style.

Richard M. Robin

HOBART  
AND  
WILLIAM SMITH  
COLLEGES

---

Information Technology Services

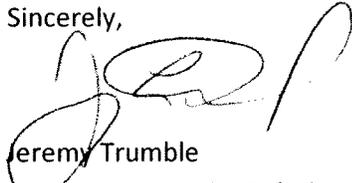
Monday, April 20, 2009

**To:** Referees, International Research and Studies Program, Department of Education

**Re:** Galloway Grant Proposal (Russian Verbal Laboratory)

Information Technology Services at HWS supports Professor Galloway's grant proposal for a Department of Education International Research and Studies grant. Professor Galloway has worked collaboratively with IT Services to develop an estimate of the technology and support costs for the project's budget. We believe that the requested funding will allow IT Services to fully support the project's needs throughout the proposed grant period.

Sincerely,



Jeremy Trumble

Director, Enterprise Solutions

Hobart and William Smith Colleges

# Budget Narrative

## Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **1234-Budget Narrative.pdf**

**A Russian Verbal Laboratory for On-Line Learning  
A Proposal to the Department of Education: International Research and Studies Program  
Submitted by Hobart and William Smith Colleges**

---

**Budget Narrative**

Estimated expenses for the proposal have been made in consultation with Hobart and William Smith Colleges' Information Technology Services (ITS) input, and are also based on the experience of our 2006-2008 International Research and Studies grant. All the personnel from the previous grant are included here, in the same duties. The only significant change has been to alter Professor Bidoshi's role in deference to her position as Interim Dean of Studies. She will, however, lend her expertise on a reduced-time basis as our expert consultant. In terms of the technologist, we know from previous experience that half-time commitment is sufficient, since the work proceeds in a cyclical fashion through design, implementation, and testing, so that a full-time technologist would not be needed. Prof. Galloway is seeking one course of release (from a load of five courses a year) in years 2 and 3 to allow sufficient time to oversee the project, since in year one he will have a semester-long sabbatical to devote to it. The course releases, plus summers, will allow him to direct the project properly.

**Competitive Preference Priority 1:** The budget specifically addresses this priority ("the development of specialized instructional or assessment materials focused on any of the following seventy-eight (78) languages selected from the U.S. Department of Education's list of Less Commonly Taught Languages (LCTLs)") through costs for the technologist and IT support personnel, all of whom are engaged directly in the creating and testing of the software application for learning Russian verbal aspect; though, as all efforts in the proposal are targeted to this same goal, it seems to us that there are no items in the budget which do not support the priority.

Description	Year 1 6/1/09- 5/30/10	Year 2 6/1/10- 5/30/11	Year 3 6/1/11- 5/30/12
<b>Principal Investigator, Prof. David Galloway</b> Summer stipends (2 months, based on salary): Course release (1 course equivalent @ 20%):	\$16,205.78	\$16,691.95 \$15,022.76	\$17,192.71 \$15,473.44
<b>Faculty Investigator, Prof. Kristin Bidoshi</b> 260 hours/year, based on salary:	\$12,000	\$12,000	\$12,000
<b>Technologist (to be hired).</b> 20 hours/week (\$80k/year full-time salary)	\$40,000	\$40,000	\$40,000
<b>Project Manager</b> 9 hours/month. (\$70k/year full-time salary)	\$3,634.62	\$3,634.62	\$3,634.62
<b>Software Tester</b> 26 hours/month. (\$30k/year full-time salary)	\$4,500	\$4,500	\$4,500
<b>Support Technician</b> 17 hours/month (\$30k/year full-time salary)	\$2,942.31	\$2,942.31	\$2,942.31
<b>Benefits</b>			
Prof. David Galloway:		\$4,702.12	\$4,843.19
Technologist, 12 months halftime:	\$12,520	\$12,520	\$12,520
Project Manager:	\$1,137.63	\$1,137.63	\$1,137.63
Software Tester:	\$1,408.50	\$1,408.50	\$1,408.50
Support Technician:	\$920.64	\$920.64	\$920.64
<b>Equipment</b>	n/a	n/a	n/a
<b>Supplies</b>		n/a	n/a
<b>Other</b>			
William Comer, stipend for one week evaluation:	\$1,500		\$1,500
Richard Robin, stipend for one week evaluation:	\$1,500		\$1,500
Webhosting and backup of application:	\$500	\$500	\$500
<b>Total Direct Costs</b>	\$98,499.48	\$115,980.83	\$120,073.33
<b>Indirect Costs</b>	\$47,097.89	\$57,954.14	\$58,621.10
<b>Total Costs</b>	\$145,867.67	\$173,934.64	\$178,693.14
<b>Total Grant Request</b>			\$498,495.45

Personnel: Summer support for one faculty investigator (on nine-month salary), as well as one course release per year in years two and three, consultant salary, and the salary of the technologist who will perform the coding of the new module. Information Technology Services (ITS) has given us an estimate for the three other personnel costs, which are not fulltime but portions of time which existing employees will devote to the grant administration. The project

manager manages all external grants developed by ITS. The software tester is a quality control position which ensures that developed applications meet quality standards within ITS. The support technician's responsibility is to deal with the increased support requests from users which will begin when the application is widely available.

Benefits: Hobart and William Smith Colleges' benefits rate of 31.3% is established by the Board of Trustees and is calculated based on costs for the following: faculty/staff and faculty/staff family tuition benefits and the institution's contribution to faculty/staff retirement and medical benefits, as well as term life insurance, short and long term disability, workers' compensation, and unemployment.

Outside Evaluators: we propose to employ two experts in the fields of Russian pedagogy and technology in language instruction: Prof. William Comer of the University of Kansas and Prof. Richard Robin of George Washington University. Their expertise is needed to ensure that an objective evaluation of the application is completed. The evaluators will each complete a one week evaluation (culminating in a detailed written report) for years 2 and 3 of the grant. Because the application is delivered via the web, the use of the evaluators will not incur travel or maintenance costs.

Webhosting: ITS (Information Technology Services) at HWS has estimated the annual costs of hosting the application on its server, including the cost of backup and regular updates.

Indirect/Facilities and Administrative Costs Rate: Hobart and William Smith Colleges' cognizant agency is the Department of Health and Human Services. Our current negotiated indirect cost rate is 70% of direct salaries and wages excluding all fringe benefits.