



THE LANGUAGE FLAGSHIP

Creating Global Professionals

Russian Overseas Flagship: Training to Level 3

St. Petersburg (SPBSU) and Almaty (KazNU), 2004-2018

Maria D. Lekic, American Councils
LEARN Conference: 31 January 2018
Washington, D. C.

Program Participants (2004-2017)

- 199 Russian language learners
 - Age
 - 68.34% of students were 22-24 years old
 - Range: 20-40
 - Average: 23
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- Gender: 85 male and 114 female
 - Domestic Russian Flagships:
 - Bryn Mawr/Haverford/Swarthmore, Portland State, UCLA, Wisconsin/Madison

Main Components: Russian Overseas Flagship

Curricular Components (25 – 30 hours per week)

- L2 training in small groups (academic reading, expository writing, advanced grammar, phonetics, oral communication)
- L2 lecture/discussion courses: ЯЗЫК КИНО, ЯЗЫК И КУЛЬТУРА, СМИ
- Direct enrollment course(s) in student's major field
- Faculty-led individualized tutorials
- Kazakh language and other elective courses

Co-Curricular & Informal Components (25-35 hours per week)

- Homestays
- Professional internships
- Integrated cultural program
- Language partners
- Self-directed activities: sports, musical, theater, volunteer activities
- Weekly Language Utilization Reports & Reflections (LUR)
- Evaluation: standardized testing, IDI, presentations, site visits, self-eval.

CLASS SCHEDULE – SPRING SEMESTER
РАСПИСАНИЕ ЗАНЯТИЙ - 2 СЕМЕСТР

День недели	№ группы, аудитории	09.00-09.50	10.00-10.50	11.00-11.50	12.00-12.50	13.00-13.50	14.00-14.50	15.00-15.50	16.00-16.50	17.00-17.50
Monday ПОНЕДЕЛЬНИК	Группа 1 ауд. 305 б	Reading Чтение Пшенина Т.Е.	Grammar Грамматика Сапронова И.И.		Mass Media Язык СМИ Ибраева Ж.К. 305 б		Индивид. 301, 303, 304, 305 б	Индивид. 301, 303, 304, 305 б	Elective Class Kazakh Language Факультатив Казахский язык 305 б, 301	
	Группа 2 Ауд.304	Reading Чтение Абаева Ж.С.	Writing Письмо Сансызбаева С.К				Индивид. 301, 303, 304, 305 б	Индивид. 301, 303, 304, 305 б		
	Группа 3 Ауд. 301	Reading Чтение Акберди М.И.	Mass Media Язык СМИ Ибраева Ж.К. 305 б		Writing Письмо Сансызбаева С.К	Индивид. 301, 303, 304, 305 б	Индивид. 301, 303, 304, 305 б			
	Группа 4 ауд. 303	Reading Чтение Екшембеева Л.В.			Grammar Грамматика Сапронова И.И.	Индивид. 301, 303, 304, 305 б	Индивид. 301, 303, 304, 305 б			
Tuesday ВТОРНИК	Группа 1 ауд. 305 б	Conversation Устная речь Пшенина Т.Е.	Reading Чтение Пшенина Т.Е.	Conversation Устная речь Пшенина Т.Е.	Writing Письмо Сансызбаева С.К		Индивид. 301, 303, 304, 305 б	Elective Class Culture of Business Communication Факультатив Культура делового общения Саина С.Т. 301		
	Группа 2 Ауд.304	Conversation Устная речь Абаева Ж.С.	Grammar Грамматика Сапронова И.И.				Reading Чтение Абаева Ж.С.			Conversation Устная речь Абаева Ж.С.
	Группа 3 Ауд. 301	Conversation Устная речь Акберди М.И.	Reading Чтение Акберди М.И.	Conversation Устная речь Акберди М.И.	Grammar Грамматика Сапронова И.И.		Индивид. 301, 303, 304, 305 б			Индивид. 301, 303, 304, 305 б
	Группа 4 ауд. 303	Conversation Устная речь Екшембеева Л.В.	Writing Письмо Сансызбаева С.К		Reading Чтение Екшембеева Л.В.	Conversation Устная речь Екшембеева Л.В.	Индивид. 301, 303, 304, 305 б			
Wednesday СРЕДА	INTERNSHIP ПРАКТИКА									

**CLASS SCHEDULE – SPRING SEMESTER
РАСПИСАНИЕ ЗАНЯТИЙ - 2 СЕМЕСТР**

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Thursday ЧЕТВЕРГ	Группа 1 ауд. 305 б	Grammar in Speech Грамматика в речи Сапронова И.И. Ауд.305б	Reading Чтение Пшенина Т.Е	Conversation Устная речь Пшенина Т.Е.	Language of Film Язык кино Пшенина Т.Е. Ауд. 305 б		Индивид. 301, 303, 304, 305 б	Индивид. 301, 303, 304, 305 б	Elective Class Rhetoric Факультатив Риторика Сансызбаева С.К	
	Группа 2 Ауд.304		Reading Чтение Абаева Ж.С.	Writing Письмо Сансызбаева С.К			Индивид. 301, 303, 304, 305 б	Индивид. 301, 303, 304, 305 б		
	Группа 3 Ауд. 301	Reading Чтение Акберди М.И.	Writing Письмо Сансызбаева С.К	Grammar in Speech Грамматика в речи Сапронова И.И. Ауд. 301			Индивид. 301, 303, 304, 305 б	Индивид. 301, 303, 304, 305 б		
	Группа 4 ауд. 303	Writing Письмо Сансызбаева С.К	Reading Чтение Екшембеева Л.В.				Индивид. 301, 303, 304, 305 б	Индивид. 301, 303, 304, 305 б		
Friday ПЯТНИЦА	Группа 1 ауд. 305 б	Reading Чтение Пшенина Т.Е	Grammar in Speech Грамматика в речи Сапронова И.И. Ауд.305б	Conversation Устная речь Пшенина Т.Е.	Writing Письмо Сансызбаева С.К	Conversation (Discussion) Устная речь (дискуссия) Ауд. 305б, 301	Индивид. 301, 303, 304, 305 б	Индивид. 301, 303, 304, 305 б	Elective Class Reading Circle Факультатив Круг чтения Сапронова И.И. 301	
	Группа 2 Ауд.304	Reading Чтение Абаева Ж.С.		Conversation Устная речь Абаева Ж.С.	Conversation Устная речь Абаева Ж.С.		Индивид. 301, 303, 304, 305 б	Индивид. 301, 303, 304, 305 б		
	Группа 3 Ауд. 301	Reading Чтение Акберди М.И.	Conversation Устная речь Акберди М.И.	Grammar in Speech Грамматика в речи Сапронова И.И. Ауд. 301	Conversation Устная речь Акберди М.И.		Индивид. 301, 303, 304, 305 б	Индивид. 301, 303, 304, 305 б		
	Группа 4 ауд. 303	Reading Чтение Екшембеева Л.В	Conversation Устная речь Екшембеева Л.В.		Conversation Устная речь Екшембеева Л.В.		Индивид. 301, 303, 304, 305 б	Индивид. 301, 303, 304, 305 б		

Recent Direct Enrollment Coursework

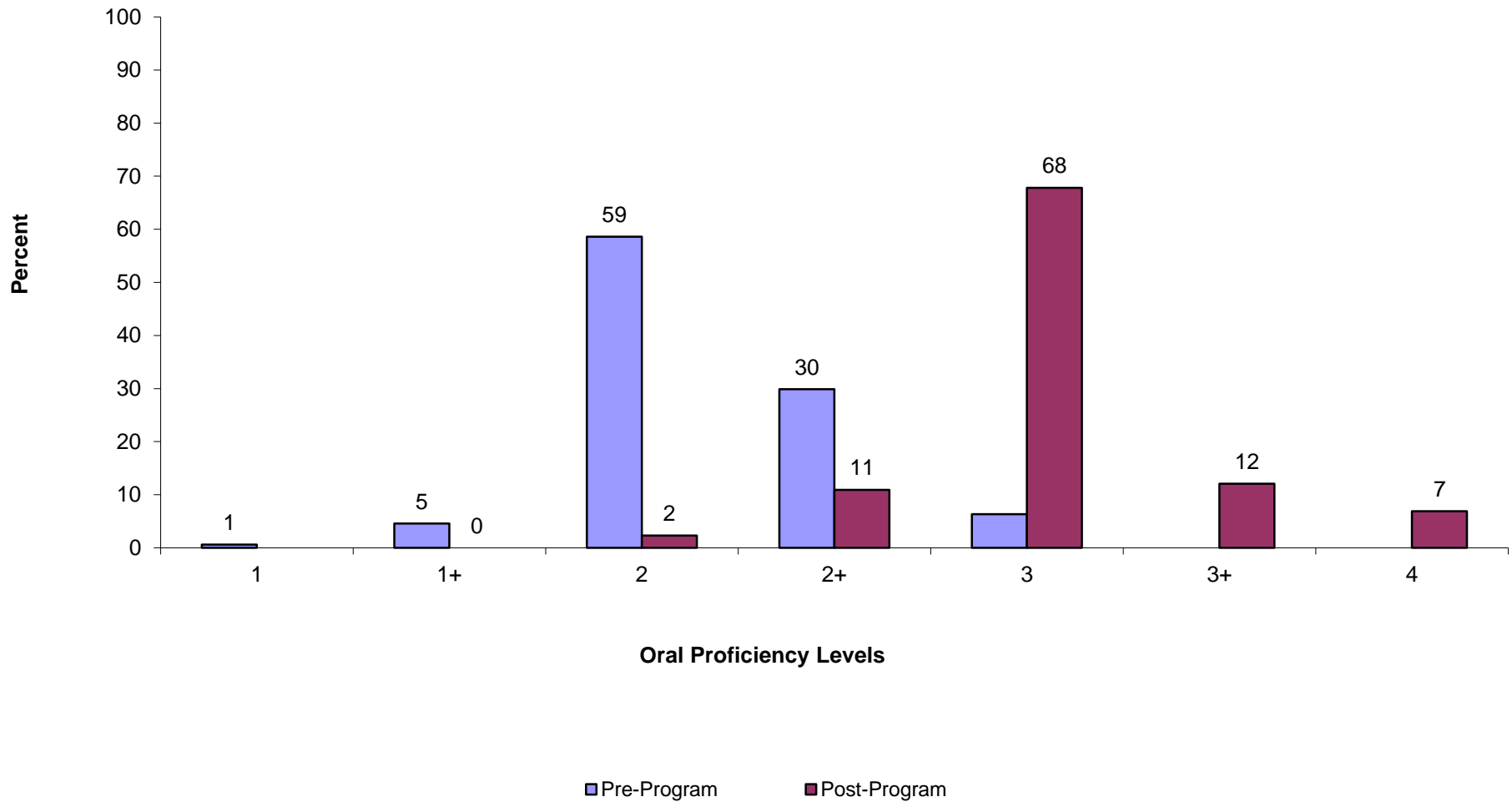
- Introduction to Sociolinguistics
 - Environmental Science
 - Neurophysiology
 - Theoretical Mechanics
 - History of World Culture: Theories of Eurasia
 - Contemporary Demographic Trends in Kazakhstan
 - Principles of Translation Theory
-
- History of Western European International Relations in the Middle Ages
 - History of Kazakhstani Bureaucracy from a Comparative Perspective
 - The Republic of Kazakhstan in the World Community

Recent Internship Placements

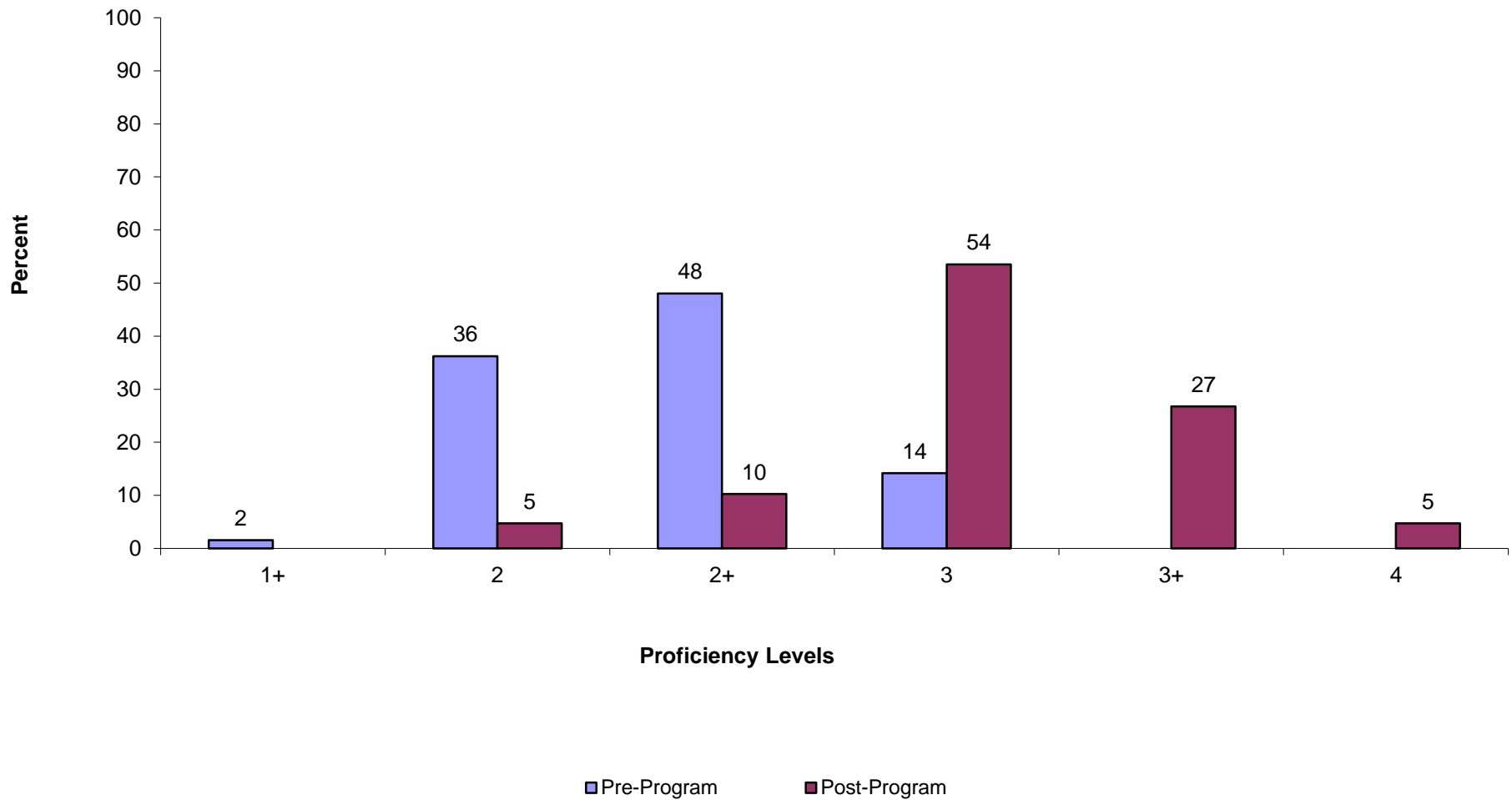
- Specialized Regional Court of Almaty
 - “Business TV,” Media Content Development Company
 - 365 info.kz Analytical Web News Portal
 - Kazakhstani Fund for Cultural, Social and Educational Development
 - Central State Archive of the Republic of Kazakhstan
 - Business and Power Newspaper (Isker Media)
 - Institute of Biology and Biotechnology
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- A. Kasteyev State Museum of Arts
 - Central Cardiology Hospital of Almaty
 - Kazkommertsbank
 - ARDI Center for Children with Autism and Asyl Miras Autism Center
 - Student Volunteer Movement: Assistance for the Under-served
 - Central Asia Eurasia Foundation

Comparison of Pre- and Post-Program OPI Scores:

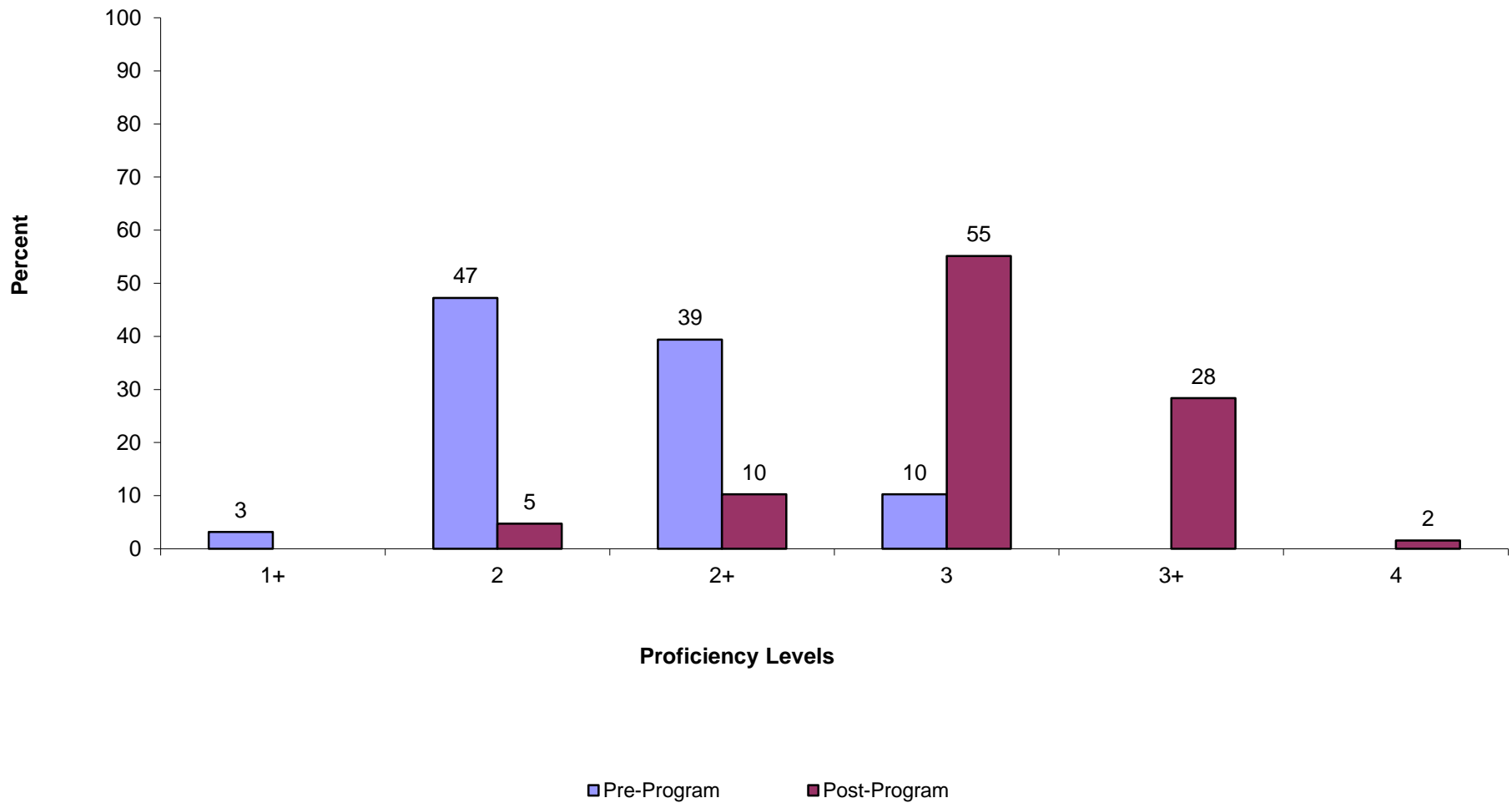
Flagship Students (N=174)



Comparison of Pre- and Post-Program Reading Scores: Flagship Students (N=127)



Comparison of Pre- and Post-Program Listening Scores: Flagship Students (N=127)



The Russian Overseas Flagship Immersion Context: Learner Self-Management:

Overview of Online Language Utilization Reporting Tool (LUR)

(Now in its 12th year of use)

Success of the Overseas Flagship requires advanced self-management skills, systematic reflection on learner's part

Reflection aids performance, teaches to do it more effectively the next time around.*

Dual-process theory of thought: thinking and learning utilize two distinct types of processing.

Type I processes are heuristic—automatically *learning by doing*, such that the more people do something, the better they know how to do it.

Type II processes are *consciously reflective*, associated with decision making.

Hypothesis: learning by doing will be more effective if deliberately coupled with learning by thinking. Sharing information with others will improve the learning process. Controlled experiment using brain teasers and reasoning/mathematical tasks. Reflective group scored 18% higher. In a separate experiment, group that reflected on self-efficacy similarly scored higher than control group. Felt more competent and effective, than those who did not.

*[Learning by Thinking: How Reflection Aids Performance](#),” Francesca Gino & Gary Pisano, *Harvard Business Review*, 5-5-2014.

An online tool to support learner self-management and the metacognitive function: the Language Utilization Report (LUR)

consists of two parts:

A. Concise target-language time/activity map

B. Four open-ended questions about the student's individual language and cultural use over the reporting period:

1. Successes
 2. Challenges
 3. Goals to the week ahead
 4. Cross-cultural observations
-

Language Use

How many clock hours during the past 7 days did you spend using Russian in the following activities (remember that your individual language classes last for 90 minutes each). Please use decimal-point notation, i.e. 1 hr. — "1"; 45 min. — "0.75"; 30 min. — "0.5"; 20 min. — 0.30; 15 min. = "0.25"; 10 min. — "0.15". Please only record the activities for ONE week. Do not Add the time for the two week period of the report.

Activity	Sat	Sun	Mon	Tue	Wed	Thur	Fri
Formal language learning classes	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Language tutorial sessions	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Host family	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Internship or specialization coursework	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> 1 In public transportation or while shopping	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
With friends	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Cultural events	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Russian radio or television	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Reading the press	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Professional/or academic reading	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Reading for pleasure	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
In homework and other preparation for formal language learning classes	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

2 Please list other activity

Percentage of Total Time Spent in L-2 Activities: Level 3 Learners (Semester 2)

- Friends 15%
- *Host Family* 13%
- Academic 40%
- *Reading* 14%
- *Cultural events* 4%
- Internships 10%
- Other 4%

II. Communication Challenges

A. What challenges did you encounter during the past week in operating in Russian?

(Consider interpersonal, interpretive, and presentational modes in responding, e.g., scanning detailed text for relevant information, understanding detailed written instructions or spoken advice, note taking, letter writing, holding the floor in a discussion, reacting appropriately to a culturally "sensitive" situation, etc.) Describe the situation briefly.

B. In view of the challenges described above, what language/cultural resources will you need to master or have greater control over to deal more effectively, when a similar situation arises in the future?

III. Communication Successes

Describe a linguistic interaction in Russian during the past week which might be seen to characterize your command of Russian at its best.

(This may be an interaction of any kind which you consider you handled well.)

IV. Goals for the Month(s) Ahead

Identify 2-3 thematic areas, language functions, or speech genres which you plan in the coming weeks to make stronger in your own Russian.

(E.g., getting better at making requests or offering apologies, understanding certain recurrent colloquialisms in the speech of friends, catching references to contemporary Russian culture and/or politics, mastering abstract expressions, learning how to keep up a conversation, improving phonetics/intonation, becoming more proficient at offering toasts, responding to compliments, invitations, leading a discussion, chairing a meeting, etc.)

V. Additional Comments

Please note any other observations that come to mind about your use of Russian during the past week?

LUR CULTURAL PROMPT ADDED IN 2015: LEARNER OBSERVATIONS OF CULTURAL DIFFERENCES

1. Tell us about a situation in which you were personally involved where you had to address cultural differences. Do you think this situation was resolved in a positive or negative outcome?
2. What are the factors that led to this outcome? Did you reach out to any individual(s) to help you better understand this situation? What are the lessons learned that you can use in the future?

EARLY COMMUNICATIVE CHALLENGES: SELF-ASSESSMENT > STRATEGY SELECTION (2 TO 2+)

- **A. What challenges did you encounter during the past week in operating in Russian?**
- I sat down with my host family to watch a chunk of the news show Время after getting home one day, which happened to be doing a special segment on a round table meeting President Putin was holding with some other government officials. I was surprised and frustrated by how difficult it was to follow the policy recommendations that were being discussed. Political science is my area of specialization, and this type of material is exactly what I am going to be exposed to in my professional life.
- **B.** In general, this draws attention to the fact that most of my consumption of this sort of material and level of discourse in Russian is written (articles, texts and so on) rather than oral. Watching political news coverage more often is an obvious step. I will keep my eye out for some public lectures at the European University, Center for Sociological Research and other places that will expose me to orally delivered political topics and help me meet my academic needs.

EXAMPLE 2: REFLECTION AND GOAL-SETTING (2+ LEVEL)

Challenge:

“This week I had more trouble than usual following the discussion in my direct enrollment course. The students who were giving reports talked very quickly and slurred their words. It was very hard to concentrate and listen to them for a prolonged period of time.

Goals:

“This [listening comprehension challenge] is just a matter of practice. I have no difficulty understanding my teachers, but need to spend more time listening to the everyday speech of Russians through interaction, television, etc.

October

Recognizing embedded cultural references

I am so excited that I am starting to pick up on cultural references in people's speech. When we started the kino class, I had my doubts that memorizing a bunch of quotes from movies was going to be useful - but I was wrong; since I've started listening for them, I've been hearing these references all over. Makes me wonder what I thought they meant before I knew where they were from?

LUR (December)

L2/C2 Identity competence

“In our writing class we have been working on the "personal essay" writing style, and I was pleased both with the essay I wrote spontaneously in class, as well as the one I wrote for homework. I think the format of the personal essay lends itself most readily to my style of writing anyway, but nonetheless I feel like I am starting to be able to see my own "voice" in my written work the way that I can when I write in English. I received compliments on my writing both from Sandugash, who said that I ought to become a journalist or writer, and my individual teacher, who said she wished she could write in a foreign language the way I write in Russian.”

LUR (January)

Competency: control of speech functions

Today I was talking to my host mom about her Easter cake and I felt like my command of the language was reflected in my ability to produce a diverse range of compliments about her cooking. I got a dialog going with her, all based on compliments on the cake, whereas in September I would have just said the cake was “tasty”, and left it at that.

LUR (February)

Communicating emotions with accuracy and appropriateness

“I am still working on expressing emotions and reactions. Everyday [speech] reactions are starting to become a regular aspect of my L2. But more extreme responses, e.g., to grief, excitement, as well as to frustrations or empathy, are still a work in progress. I rely on many non-verbal factors.

LUR (Jan)

Argumentation and Persuasion

I pitched my first leadership course to my internship supervisor this week. It felt like a very real-world challenge in which I did my best to clearly and accurately explain my idea, but also add a level of persuasiveness and sell the lesson. It was a challenge, in that it was a first for me in Russian. My supervisor loved the idea and told me my plan was well thought out.

LUR (Jan)

Communicating in unfamiliar speech situations

There is not one specific episode that stands out in my mind for this past reporting period. I have noticed a general comfort with the language. Where in the past I may have avoided an encounter due to perceived language restrictions, now I gladly engage in conversation, knowing that my Russian is good enough to get me through just about any daily experience that this country can throw at me.

LUR (April)

<http://www.americancouncils.org>

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