

# Scaffolding from Listening to Speaking

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Russian Flagship

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THE LANGUAGE FLAGSHIP

*Creating Global Professionals*



**WISCONSIN**  
UNIVERSITY OF WISCONSIN-MADISON

# Flagship Program components

- Content learning in target language and integration across disciplines
- Coordinated domestic coursework and interventions beyond the classroom
- Group tutoring and individual tutoring, and guided co-curricular activities
- Articulation from domestic to overseas programs
- Rigorous assessment tied to anticipated learner outcomes



# UW-Madison Domestic Curriculum

## *Pre-requisites:*

- 1<sup>st</sup>-4<sup>th</sup> Year Russian (AY and intensive summer options)

## *Required courses:*

- Slavic 433: History of Russian Culture (3 cr., fall semester)
- Slavic 434: Contemporary Russian Culture (3 cr., spring semester)
- One of the following:
  - Slavic 560: Capstone Seminar in Russian Literature and Culture (3 cr.)
  - Slavic 705: Special Topics in Russian Language/Linguistics (3 cr.)
- “Russian Across the Curriculum” tutorial (1 cr.)



# Slavic 705: Advanced Listening & Speaking Course Goals and Framework

- To bring students from Intermediate-High/Advanced-level to solidly Advanced-level proficiency in listening and speaking (ACTFL Proficiency Guidelines)
- To develop students' communication skills in interpretative, interpersonal, and presentational modes (ACTFL World-Readiness Standards for Learning Languages)
- 37.5 contact hours (75 minutes X 2, 15 weeks)



# Slavic 705: Course Goals

- To enable students to understand and discuss selected issues in Russian history, contemporary press and politics, foreign economic policy, the US healthcare system, and issues of national identity
- To enable students to understand and analyze radio and television news reports, interviews, debates, and other genres
- To make students aware of issues of importance in the contemporary Russian-speaking world
- To provide students with resources to continue study of these topics



# Slavic 705: Instructional Methods

- Initial survey on student goals and interests
- Initial diagnostic exams of student listening (in-class) and speaking (outside of class)
- Integration of reading, listening, discussion, and presentation assignments (no papers)
- Combination of pair, small-group, and full-group discussion in a class which could include undergraduate Flagship students, Slavic Ph.D. students, and graduate students (CREECA MA, History, Comparative Literature, etc.)



# Slavic 705: Course Assessment

- Assessments: oral and written, presentations and exams (regular written exams and midterm and final oral exams)
- Assessments at micro and macro levels (including dictation, comprehension of details, broader comprehension questions, discussion of implication and global issues)
- Accountability for colleagues' presentations: integration of student presentation content into exams and requirement that all students ask questions on each student presentation



# Instructional Methods: Principles

- Constant focus on subject matter and language proficiency in tandem
- Modularity: flexible content, adaptable to student needs/interests and current events
- Variety of genres: news reports, press conferences, interviews, debates, speeches, academic lectures
- Student choice in presentations, so that they can focus on their areas of interest





# Instructional Methods: Progression

- Vocabulary preparation (for example, from Larisa Moskvitina, *In the World of News* [*В мире новостей*])
- Reading text(s)
- Audio/video input
- Exercises geared toward learning new expressions in carefully guided contexts, use of “islands” (Shekhtman), movement back and forth from micro-level focus on language and content to open discussion of content
- Student presentations
- Unit tests: listening comprehension, vocabulary, comprehension of subject matter



# Slavic 705: Course Topics

- Introduction to Russian-language Press (upper Intermediate/Advanced)
- Lessons from Russian History (primarily Advanced)
- Press and Politics (primarily Advanced)
- Russian Economic and Foreign Policy (Advanced/Superior)
- American Healthcare and the American Dream (Advanced/Superior)
- Culture and National Identity (Advanced/Superior)



# Slavic 705 Course Specifics (see handout)

- Vocabulary building
- Reading & discussion/exercises
- Video & discussion/exercises
- Introduction of transcript (in some cases)
- Listening components: macro to micro to macro
- Discussion components: micro and macro; focused through questions, search for expressions, tightly structured E-R translation, short-answer content questions, open-ended discussion questions on implications and broader issues



# Slavic 705: Course Constant/Circularity

- News reports throughout the course: 5-minute news updates from major audio sources: listen, take notes, compare notes in pairs/small groups, summarize, discuss
- Comparison of entrance and exit listening ability: Superior-level interview excerpt (Tolstaya on Sovok) in Weeks 1 and 14



# Slavic 705 Course Assessment

- Student presentations (usually 2 per semester), graded by
  - quality of presentation
  - quality and accuracy of accompanying visuals [Power Point]
  - use of formal register
  - effective use of new vocabulary introduced in class
  - questions addressed to other students
  - responses to student questions



# Slavic 705 Course Assessment

- In-class listening tests based on audio or video, both previously presented and new:
  - Fill-in-the-blank dictations
  - Short-answer questions in Russian and English on content
  - Multiple-choice questions in Russian and English on content
  - True/false questions, said/didn't say questions
  - Numbering order in which events or items were mentioned
  - Multiple-choice questions on student presentations



# Slavic 705 Course Assessment

- Take-home listening tests based on audio or video, both previously presented and new, in form similar to previously assigned homework assignments:
  - Fill-in-the-blank dictation
  - Multiple-choice questions in Russian and English on content
  - Short-answer questions in Russian on content (usually of longer videos, such as a documentary film)
  - Short essay questions on implications of content



# Slavic 705 Course Assessment: Take-Home Final Listening Exam: News Analysis

- Вы работаете практикантом (intern) в организации, которая занимается анализом СМИ. Напишите анализ одного из следующих передач или репортажей для Вашей начальницы, Киры Ивановны. Напишите примерно 350 (не меньше 300, не больше 400) слов, через строчку, на самом лучшем русском языке, на котором вы умеете писать.
- В Вашем анализе, изложите главные темы репортажа или передачи. Также напишите Ваше мнение о содержании, о тоне передачи или репортажа (Серьезный? Ироничный или пародийный? Официальный? Сильно политизированный? Объективный или нет, и почему?)





# Slavic 705 Course Assessment

- Midterm and final oral exams
  - 20-25 minutes
  - list of questions handed out at the previous class period
  - students select questions по билетам and are to expect follow-up questions
  - graded according to preparation of responses without notes, quality of speaking, use of formal register and vocabulary introduced in class, effectiveness of arguments, responses to follow-up questions



# Slavic 705 Sample Assignments

- Putin press conference assignments
- Pozner press conference assignment
- Parfenov and Pozner interview with Navalnyi assignment
- Mikhail Khodorkovsky interview assignment
- Common Economic Space video exercises
- Pozner «Одноэтажная Америка» assignments



# Sample: Putin Press Conference Assignment

- Press vocabulary and exercises from Moskvitina textbook
- Pozner article on press (Moskvitina)
- Putin press conference 7 March 2012
  - Macro: review content questions together, then listen to entire interview together
  - Micro: pauses to focus on specific phrases, repeat segments to hone in on answers to questions
  - Macro: play entire interview again, pausing after response to each question, and have students discuss answers in small groups; go over responses together as a class
  - Micro focus on language: worksheet on sentence completion, activation of selected phrases
  - Macro: description of room, waiters, reporters: Why champagne?



# Excerpts from Putin Press Conference Assignment

Как Путин сказал, что невозможно привозить 45 миллионов человек в Москву?

Переведите на русский язык:

- You can't call 15 million people in a day.
- You can't gather 2 million signatures in a week.
- You can't check 2 million signatures in three days.
- You can't recount 250,000 votes in six hours.
- You can't nominate 5 people for the same position.
- You can't build a democracy without free elections.
- You can't build a government without a working coalition.
- You can't please 250 million people.
- You can't attract voters to a candidate without a program.



# Excerpts from Putin Press Conference Assignment

Путин говорит, что представители оппозиции станут реальной политической силой тогда, когда...

- они воспользуются плодами предложенной реформы и встроятся в эту политическую систему.
- они будут в состоянии сформулировать не только свои требования, но и свои предложения по развитию страны.
- они докажут какому-то количеству избирателей и в регионах, и в стране в целом, что их предложения являются привлекательными и люди им верят.

Теперь закончите следующие предложения:

- Россия станет настоящей демократией тогда, когда...
- В России будут полностью свободные СМИ тогда, когда...
- Республиканская партия назначит своего кандидата на пост президента тогда, когда...
- Он станет избранным кандидатом на пост президента от республиканцев тогда, когда...
- Кандидат от республиканской партии победит на президентских выборах тогда, когда...



# Sample: Pozner Press Conference Assignment

- Pozner press conference 15 March 2012 (no transcript available)
  - Review of vocabulary on handout, content questions
  - Macro: listen to entire interview as a class
  - Micro: pauses to focus on specific phrases, repeat segments to hone in on answers to questions
  - Macro: play entire interview again, pausing after response to each question, and have students discuss answers in small groups; go over responses together as a class
  - Micro: play interview again, pause to review specific linguistic features, have students prepare similar sentences in pairs
  - Macro: global discussion of interview: How does Pozner describe Putin? What is your impression of his description, five years hence?



# Slavic 705 Future Tasks

- Updating materials according to current events and student interests
- More women's voices
- More Central Asian/Kazakhstan content
- More and better scaffolding of full-length documentary films
- Greater variety in scaffolding assignments
- Further development of “islands”-based exercises to develop paragraph-length discourse
- Placing more assignments online



## Selected Bibliography

- *ACTFL World-Readiness Standards for Learning Languages*  
(<https://www.actfl.org/publications/all/world-readiness-standards-learning-languages>)
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