

The AATSEEL NEWSLETTER



American Association of Teachers of Slavic & East European Languages

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**For current online information about AATSEEL
 and its activities, visit AATSEEL on the web:**

<http://www.aatseel.org>

Message from the AATSEEL President

Dear colleagues:

By the time this message is in print, the 2011 conference will be behind us. We will have given our hearty thanks and gratitude to Sibelan Forrester (President 2007-2008) and ushered Caryl Emerson (President 2009-2010) into the hallowed, but demanding role as AATSEEL Past President.

For those of you unable to attend, what did you miss at AATSEEL in Pasadena? In January 2011, several key events were offered by two of the field's most visible scholars:

Irina Paperno (University of California, Berkeley) led an AATSEEL workshop ("Tolstoy in the Classroom") on strategies of presenting Tolstoy's works in undergraduate and graduate courses.

William Mills Todd III (Harvard) conducted an AATSEEL Master Class ("Approaching the 19th c. Novel as Art Form, Enterprise, and Institution").

In each case, participants were limited to a small group of current, pre-registered AATSEEL members. This is what AATSEEL—as a unique forum for the creative humanities, linguistics, and pedagogy—does best. These opportunities to interact with lead figures in our profession were organized by Julie Cassiday, now rotating off the AATSEEL Executive Council, and handing this task on to Katya Hokanson. These events were two of eight invaluable professional AATSEEL workshops including "Translating Chekhov: From Text to Stage" (organizer: Marina Brodskaya), "Pedagogy of Reading at the Intermediate Level" (William Comer), Translation Workshop (Sibelan Forrester), Job Interviewing Workshop (Jane Hacking), three poetry events, including the featured poet Alexei Tsvetkov (Olga Livshin, Maria Khotimsky, Keren Klimovsky), and a video editing workshop (Richard Robin).

Join us in Seattle (5-8 January 2012) for the next set of advanced professional workshops.

As you may have noticed, we have jumped from 2009 to 2011 without a 2010 AATSEEL conference. Any new system is not without its drawbacks, but we anticipate that the conference change from late December to early January will take the pressure off the busy holiday season (and for some, the end-of-semester rush). We hope to encourage colleagues, in particular those blessed with a winter break, to enjoy the new intellectual offerings that can be found uniquely at the AATSEEL conference.

With one major change behind us, we are preparing ourselves for another. In 2012, we will offer our thanks and congratulations to Pat Zody, who will step down as AATSEEL Executive Director to pursue new work at the American Councils of Teachers of Russian. We are actively soliciting applications for her replacement and have posted that position on our website. An additional issue under consideration is whether the time has come for AATSEEL to seek a more permanent institutional home. We welcome your comments, suggestions, and feedback, both individually and at the Business meetings of AATSEEL 2011 and 2012.

I wish you a productive Spring semester and look forward to your company in Seattle.

Nancy Condee
(University of Pittsburgh),
AATSEEL President (2011-2012)

Letter from the Editor

Dear AATSEEL Members,

It was very good to see those of you who came at the AATSEEL Annual Meeting in Los Angeles. I hope to see all of you and more in Seattle next year.

As we go forward into 2011, I would like to let members know that the online membership renewal form is being readied as I write. Please go to the AATSEEL website and renew your membership before the reminder gets lost. (I know that if I do not do it right away, months can lapse, which means that you will not be receiving future issues of the newsletter.)

One of the issues that came up at the meeting of your Executive Council is timing of the newsletter. Since going to paper, we have to add the days that it takes the USPO to move mail to the preparatory time. We will be moving up deadlines for columns so that we can get the newsletter into the mail earlier, which will hopefully put it into your hands at the beginning of each issue month.

Finally, I would like to ask if there is anyone out there with interests in the non-Russian languages and cultures who can help out with the publications listing. They tend to be slanted more toward Russian because those are the topics and publishers that I know. Judging the potential quality of publications in other areas is difficult, and I would appreciate assistance if someone feels that he or she has the time and interest in sorting through recently published works to determine the ones of which the membership should be aware.

BLL

RECENT PUBLICATIONS

The Recent Publications column includes books published in 2008-2009. Authors and publishers are invited to submit information about their new publications.

Please be sure to include the date of publication and the publisher.

Art & Arts

Ali, A. Y. 2010. *Mestrovic and Serbian culture*. Kessinger. (This is a reprint of an antiquarian book.)

Culture

Andreas K., Kohut, Z. E., Sysyn, F. E., & von Hagen, M., eds. 2010. *Culture, nation, and identity: The Ukrainian-Russian encounter (1600-1945)*. Ukraine: CIUS Press.

Continued on page 10

STATE OF THE FIELD

*Editors: Nancy Condee,
University of Pittsburgh &
Sibelan Forrester
Swarthmore College*

Publishing opportunity: Help Us Understand Your State of the Field

Over the past two years, the AATSEEL column "State of the Field" has included invited contributions by AATSEEL colleagues who have written invaluable profiles of the research going on in their fields within our common profession. Topics have included a wide range: **Cinema** (April 2009), **Poetry** (October 2009), **Slavic Linguistics** (December 2009), **Intellectual History** (February 2010), **Pre-college Russian** (April 2010), and **Study Abroad** (December 2010). For the full texts, see the Newsletters page at <http://www.aatseel.org/publications/newsletter/>.

With this February 2011 AATSEEL issue, we would like to send out a broader invitation for new ideas, proposals, and suggestions of topics that

members themselves would be prepared to tackle. The requirements are simple: a short piece (300-400 words) on the state of your sub-discipline today (challenges, absences, strengths, professional training, important tasks). We would welcome inquiries on either humanities topics (Theatre, Popular Culture, Polish Studies), pedagogical themes (Heritage Learners, Web-Based Teaching), or some aspect of the profession for which we ourselves have not yet recruited colleagues to help us understand.

The editors are open to innovative proposals, including joint proposals with two contrasting views on a single subject or question. Interested scholars are strongly encouraged to send inquiries immediately, so as to allow optimal

time to work out editorial details; the final submission deadline for a 400-word essay is 1 February 2011. Your submissions will reach a readership of engaged non-specialists who would love to read a snapshot of what your research is like from the inside, so please consider this opportunity! Send inquiries to Nancy Condee at condee@pitt.edu. And finally, the editors would like to congratulate and thank Sibelan Forrester for her unflagging work in coordinating this column for two years. Her enthusiasm, creativity, and scope have contributed a new dimension to the newsletter and the community who reads it.



STUDY ABROAD

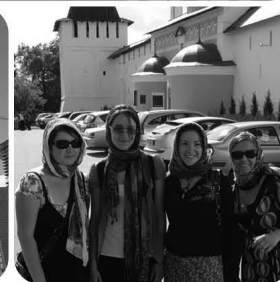
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- Ecology
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Member News

*Editor: Molly Thomasy Blasing
(University of Wisconsin-Madison)*

The AATSEEL Newsletter likes to keep its members informed about important events and professional milestones! If you or an AATSEEL member you know has recently defended a dissertation, been hired, received a promotion or retired, please send the member's name, accomplishment and affiliation to:

Molly Thomasy Blasing, thomasy@wisc.edu

The AATSEEL Newsletter would like to recognize the following members for their recent professional milestones:

Dr. Danko Sipka, Professor of Slavic Linguistics at Arizona State University's School of International Letters and Cultures has been awarded a titular professorship in humanities, known popularly as a "Belvedere Professorship", for his lifetime of positive achievement in Slavic Studies by Bronislaw Komorowski, the President of Poland. Dr. Sipka, currently on leave from ASU conducting a ACLS/State Department funded survey of heritage speakers

of BCS (<http://www.surveymonkey.com/s/bcsheritagespeakers>) and preparing to spend the spring in Munich on a Humboldt Fellowship, received this prestigious title from President Komorowski at the Presidential Palace in Warsaw on November 18, 2010.

Cynthia Simmons, Professor of Slavic Studies at Boston College, announces the publication of her new book, *Women Engaged/Engaged Art in Postwar Bosnia:*

Reconciliation, Recovery, and Civil Society, (Pittsburgh, PA: Carl Beck Papers, 2010)

Dr. **Jane F. Hacking**, University of Utah, will serve as President of the ADFL Executive Committee at the MLA for 2011.

Mary A. Nicholas of Lehigh University has just published *Writers at Work: Russian Production Novels and the Construction of Soviet Culture* (Bucknell University Press, 2010).

David L. Cooper, Assistant Professor of Slavic Languages and Literatures at University of Illinois, Urbana-Champaign, announces the publication of his book, *Creating the Nation: Identity and Aesthetics in Early Nineteenth-century Russia and Bohemia* (Northern Illinois University Press, May 2010).

Czech Corner

*Editor: Mila Saskova-Pierce
(University of Nebraska)*

Editor's Note: This corner is for teachers of the Czech language, and I would like to invite them to share their news, views, and experience related to the teaching of various kinds of courses dealing with Czech culture, language, and literature. Contributions do not have to be limited to the United States; they can and should include issues of Czech language and culture instruction throughout the whole world. Contributions to the Czech Corner may be sent to the column editor at msaskovapierce1@unl.edu.

The Czech Corner column was not ready at the time that this newsletter went to press. We expect it to return next issue. Please consider sending a contribution to the Czech Corner column editor.

Want a Past Issue of the AATSEEL Newsletter?

Past issues of the AATSEEL Newsletter dating back to 2002 are available in PDF format on the AATSEEL website:

<http://www.aatseel.org>

Technology & Language Learning

Editor: Ferit Kılıçkaya,
Middle East Technical
University

Submissions for future editions of this column should be sent electronically to Ferit Kılıçkaya (kilickay@metu.edu.tr, ferit.kilickaya@gmail.com)

Digital Story Telling: ZooBurst

The digitization of materials such as audio files, photos and videos has radically paved the way for a variety of uses and possibilities for people, especially teachers and students. More advanced computers and software together with the Internet and Web 2.0 tools have facilitated the way in which these materials can be created, recorded and shared, leading to the emergence of new means of expression such as *Digital Storytelling*. Briefly speaking, Digital Storytelling is a modern way of using computer-based tools to tell stories, which can be used or retrieved by users to their computers or portable listening devices. A more professional definition will be as Leslie Rule from Center for Digital Storytelling puts forward:

Digital Storytelling is the modern expression of the ancient art of storytelling. Digital stories derive their power by weaving images, music, narrative and voice together, thereby giving deep dimension and vivid color to characters, situations, experiences, and insights.

There are several ways to create digital stories, using computer software such as Windows Movie Maker and Photo Story. However, one of the Web 2.0 tools, ZooBurst will be discussed here.

ZooBurst



ZooBurst is a web-based tool that allows users to create their own digital stories as 3D pop-up books. Using ZooBurst, storytellers can create stories in a 3D world, using their own photos or the images and materials available on the site. No program installation is required, apart from a web browser with the Adobe Flash plug-in installed.

Using ZooBurst

ZooBurst is available at <http://www.zooburst.com/>. The first step will be to sign up and create a user name and password to benefit from *ZooBurst*. On the main page, registering a free account is available, using the link “Sign Up” or http://www.zooburst.com/zb_signup.php.

ZooBurst is a digital storytelling tool that lets anyone easily create his or her own 3D pop-up books.

Sign up!

Learn More

In the next step, all you need to do is to log in using the “Sign in” link on the main page (<http://www.zooburst.com/index.php?state=selectlogin>) and choosing the Personal or Teacher Account option. With the new screen appearing, some settings are provided. Using “Books”, a 3D book can be created to tell stories. “Profile” can be used to change passwords and provide information about the author. “Classes” can be used to set up protected spaces for students. However, this option is not available in free accounts.

☆ feritkilickaya 📖 Books 👤 Profile 😊 Classes 🚪 Sign out

A new book can be created to tell stories after the “Books” link on the top of the page is selected and on the new page “New Book” button is clicked on. On the next page, some information is required: *The name of the book, what the book is about, who can see and whether other users can leave comments on this book.*

What would you like to name your book?

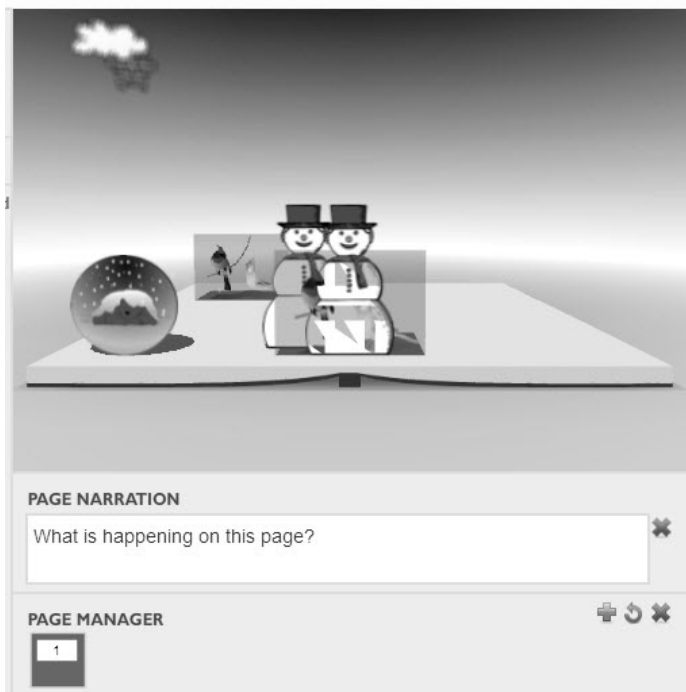
What is this book about? (500)

Who can see this book?

Can other users comment on this book?

Save

After the required information is provided, a new screen will appear.



On the left side of this screen, there is the “Pictures Panel”, which allows adding or searching your own photos or the ones in the Open Clip Art Library. Any picture or clipart can be moved to the stage in the middle of the screen and “Appearance” panel can be used to change some characteristics such as size, color and rotation. Using “Add Pictures to Background”, other elements can be added to the background of the book. In order to make images talk, “Character text” can be used to create a “chat bubble”. Moreover, “Page manager panel” can be used to add/delete/duplicate/re-order pages. When the book is finished, “Save” button can be used to save the book and in order to view the book “Books” link at the top can be selected. Created books can be shared with other users and embedded into blogs and wikis.

Evaluation

ZooBurst can be considered to be a cost effective way of creating digital stories to be used in classes by students as well as language teachers. It does not require any installation and programming and can help teachers stimulate students and engage them in interactive learning experiences. Using images and photos is clearly an instructional medium that generates excitement and taking into account types of students, those who are auditory or visual learners, *ZooBurst* seems to be a nice tool. Commenting feature is also a plus for *ZooBurst*, which allows users to interact with each other. However, it is due to note that free accounts are limited to 10 pages for each book. Adding sound or recording voice is also not available in free accounts.

How to use ZooBurst with students

Language teachers can assign their students to make a one-time show or a series of regular shows on the topic of their interest and comment on each other’s work.

Students can be assigned to create family stories using family photos.

Students can create holiday albums in which they talk about their experiences.

RESOURCES

Other Online Digital Story Creators

StoryJumper: <http://www.storyjumper.com/>

Story Bird: <http://www.storybird.com>

Websites

Integrating Digital Story Telling in your classroom
<http://its.ksbe.edu/dst/>

Center for Digital Storytelling
<http://www.storycenter.org/>

Digital Storytelling
<http://electronicportfolios.com/digistory/>

Educational Uses of Digital Storytelling
<http://digitalstorytelling.coe.uh.edu/>

Software

Microsoft Photo Story 3
<http://www.microsoft.com/windowsxp/using/digitalphotography/photostory/default.mspx>

Windows Movie Maker <http://www.microsoft.com/windowsxp/downloads/updates/moviemaker2.mspx>

AATSEEL Newsletter Needs Column Editors & Contributors

The AATSEEL Newsletter currently carries columns about news in the fields of Belarusica, Czech and Russian. We invite readers to send information for sharing to the respective column editors.

We are currently looking for editors for the Ukrainian studies and Russian at Work columns.

If you are interested in editing a new column or helping a current editor come forward. We are willing to add columns for other Slavic languages and covering topics of interest to all. Please contact Betty Lou Leaver at Leaver@aol.com.

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Contact Information:

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Pittsburgh, PA 15260
412-624-5906
email: Slavic@pitt.edu

Applications accepted beginning **January 1, 2011.**

For applications and more information, visit our web page at: <http://www.slavic.pitt.edu/sli/>



EVERYTHING YOU ALWAYS WANTED TO KNOW ABOUT RUSSIAN GRAMMAR BUT WERE AFRAID TO ASK

*Alina Israeli
(American University)*

Please send questions to: Prof. Alina Israeli, LFS, American University, 4400 Massachusetts Ave. NW., Washington DC 20016-8045; or via e-mail to: aisrael@american.edu

Q. What is the difference between как раз, именно, вот именно, точно.

A. Of the four, как раз cannot stand alone. The only way it can form an elliptical sentence is in the case of an answer while trying on some clothes, indicating that the size is right:

- Примерил? Ну как?
- Как раз.

Нашла девочка на дороге бабочкины крылья. Примерила - как раз. (http://www.liveinternet.ru/users/a__ya/tags/%E1%E0%E1%EЕ%F7%EA%E8/)

In these examples как раз means ‘perfect fit’ or rather ‘perfect match’: the size of the garment and the person’s size are exactly the same.

By extension как раз means a coincidence, as in the following examples where one family is looking for a summer home and by coincidence the friends of the speaker are selling their house, and the photographer by coincidence lives in a close-by village where he could do the photo shoot of Bashmet:

Однажды на каких-то экзаменах в ГИТИСе Игорь сказал Марии Кодряну (они учились вместе): «Мы ищем дачу и ничего не можем найти». А Кодряну отозвалась: «А у меня как раз знакомые дом продают». [Наталья Бестемьянова и др. Пара, в которой трое (2000-2001)] (RNC)

Я приехал, нашел адрес, пришел, мы провели съемку, и тут фотограф говорит: «А знаете, было бы здорово снять вас на фоне берез, на открытом воздухе. Здесь очень недалеко Солнцево, мы как раз там живем. Давайте подъедем, у вас есть машина?» Я отвечаю: «Да». Он обрадовался: «Вот и хорошо, подъедем к лесу и там сделаем эту съемку». [Юрий Башмет. Вокзал мечты (2003)] (RNC)

Именно means ‘precisely’, but with emphasis, so that the reader or listener *makes no mistake about it* (in the following example именно cannot be substituted by как раз or точно even with the change of meaning; the sentence will be simply ungrammatical):

Мне нравилось, что односельчане звали своего богатыря этим детским именем: Вася. **Именно** [*точно/*как раз] **Вася**, и больше ничего. Такого уж бог уродил, и ничего с ним не поделаешь, а все-таки любопытно. [Д. Н. Мамин-Сибиряк. Балабурда (1880-1895)] (RNC)

In other words, the author is emphasizing that it is Вася, not Василий or Василий Иванович, simply Вася. Similarly in the next example, it is neither before the age of two nor after that this problem occurred, which is important:

Мне кажется, что если проблема появилась **ИМЕННО** [*точно/*как раз] **в два года**, это связано с психологическим развитием малыша. [Женщина + мужчина: Брак (форум) (2004)] (RNC) — It seems to me that if it is at the age of two that the problem appeared, this is connected with the psychological development of the toddler.

Точно means ‘precisely’.

Он точно рассчитал прыжок: и мгновение точно выбрано было, и расстояние отмерено — тик в тик. [Борис Васильев. А зори здесь тихие (1969)] (RNC) — He calculated the jump precisely; the moment was chosen exactly right and the distance was measured just so.

In various constructions it is easy to find instances where two — как раз, именно or точно — are possible, but it is hard to find instances where all three are possible. The fourth — вот именно — can only be an answer in a dialogue.

In linguistics the question words are often referred to as wh- words. In Russian they should be called K-words, keeping in mind the K~Ч alternation. What is interesting in Russian is that there is a “reply” word, usually beginning with T. Syntactically, both are used together to attach a subordinate clause, but the T-word precedes the K-word: Он пришел тогда, когда все уже разошлись. In this context, unless we have an adverb как/так, we can encounter only как раз and именно immediately preceding the subordinate clause. Как раз points to the coincidence of two events, while именно underscores the specificity, the logical connection:

Действовал неумолимый закон, согласно которому вы подходите к остановке как раз тогда, когда отходит нужный вам автобус, бутерброд падает маслом вниз, а дождь — когда вы без плаща и посреди площади. “Приходите завтра”, — сказал вахтёр. [Д. А. Гранин. Месяц вверх ногами (1966)] (RNC)

Однако подобный бешеный и очень впечатляющий футбол требует либо сверхчеловеческой физической подготовки, либо тактической хитрости, чтобы играть в него **ИМЕННО ТОГДА**, когда соперник к этому менее всего готов. [Филипп Бахтин. Первая кровь. «Интер» -- «Ювентус»: лидеры итальянского чемпионата играют вничью (2002) // «Известия», 2002.10.20] (RNC)

Так, как allows all three possibilities: точно так, как means total identity of two instances, как раз так, как means coincidence of two facts or events (in the example below,

convenient placement of the wardrobe in order for a murderer to hide); именно так, как means exact logical connection (in the example below, following the instructions):

В литературоведческой книге, на которую ссылалась Чуковская, было напечатано **точно так, как** у неё: “дудылья татарника”, но без указания, из какого произведения и с какой его страницы словосочетание взято. [Аркадий Мильчин. В лаборатории редактора Лидии Чуковской // «Октябрь», № 8, 2001]

Просто Никитино поведение гораздо легче понять, если исходить из того, что он не знал о присутствии этого человека в доме. Иными словами, если этот тип где-то прятался. Например, в шкафу, который, насколько я понимаю, расположен **как раз так, как** надо. — Что значит: как надо? — Как надо — значит за спиной у человека, сидящего за компьютером, — пояснила сестра. — То есть он сидел в этом шкафу, а в определенный момент открыл дверцу и выстрелил? [Вера Белоусова. По субботам не стреляю (2000)]

Для Спивакова было наслаждением преподнести этот подарок **именно так, как** он срежиссировал: в день шестнадцатилетия грузчики привезли Жене роля с запиской от Спивакова на попугае. [Сати Спивакова. Не всё (2002)]

Let us try to examine minimal triplets. What we find in the first case is that there is some abstract model of what a private detective should look like, and the person in the example was a spitting image of the model. In the second example, according to the speaker, the guy just happened to look exactly as one would expect a guy with a couple of models to look. In the third example, where «Человек с бульвара Капуцинок» is a slapstick film about making a film, the author states that it is the title-film that looks exactly like the film in the plot was supposed to look, which was not an intended result:

Выглядел **точно так, как должен выглядеть** хорошо одетый частный детектив. Я шел с визитом к четырем миллионам долларов. (www.gramotey.com/books/401213960490.88.htm)

По пустынному супермаркету болтались трое – две высокие худые красивые девушки, при одном взгляде на которых в голову приходило слово «модель», и парень, выглядящий **как раз так, как должен** выглядеть молодой человек, которого сопровождает парочка моделек... (<http://www.jjournal.ru/FeYaDin/>)

«Человек с бульвара Капуцинок», к несчастью, выглядит **именно так, как должен выглядеть** продукт творчества героев картины. То есть людей, которые камеру видят в первый раз, а сценариев не то что никогда не писали, а вообще русским языком владеют неважно. (<http://www.megacritic.ru/film/1223.html>)

Именно is used to get more specific information after a question word:

ВАНЕССА. В доме много гостей?

ПАТРИК. Как обычно, мисс Ванесса.

ВАНЕССА. **Кто именно?** (Гр. Горин. Дом, который построил Свифт)

КУЗАКОВ. Что это такое?

ГАЛИНА. Что?

КУЗАКОВ. Все.

ГАЛИНА. **Что именно.** Не понимаю. Тебе не нравятся мои друзья? Напрасно. Они чудесные люди. (А. Вампилов. Кладбище слонов)

The questions can be extended:

Куда именно поехать? Куда именно поехать в Тунис?

Где именно в Израиле? А где именно находится Иль Меркаго?

Какие именно взгляды? кто именно мешает президенту работать? and so on.

So far we have neglected вот именно. As a unit it can occur in the beginning of a sentence in a dialogue, meaning total agreement with the previous statement by the interlocutor:

— Выходит, она для тебя как эта ваза. Хочу – цветы поставлю, хочу – часы положу.

— **Вот именно.** А ей все равно, понимаешь? Ничего не чувствует. (Вадим Шмелев. Прозрачная женщина)

КУДИМОВ. Ничего, ничего... Я не обращаю внимания. САРАФАНОВ. **Вот именно!** Не обращайтесь внимания! Наплюйте! Делайте по-своему! (Убегает в спальню.) (А. Вампилов. Старший сын)

Именно in the following example is a bit more concise and seems to emphasize the authority of the speaker who is agreeing with the interlocutor:

– Я думаю! – протянуло [Самое Высшее Начальство], – пускай. Пускай! развлекается, – и, вздохнув, встало из-за необъятного, как Родина, стола, размяло конечности, подошло к окну не Самого, кажется, Главного, но уж во всяком случае Второго или Третьего в этом Гранитно-Охристом Здании Кабинета. – Настоящий чекист! – помотало рукою в воздухе. – Даже если в отставке! Что гласит народная мудрость? – полуобернулось к Товарищу Майору.

– Старый конь борозды не испортит, – отрапортовал без паузы Товарищ Майор.

– **Именно!** – похвалило Начальство. (Е. Козловский. Как живете?..)

An authority figure does not have to use just именно, he can use вот именно as well:

КАЛИНИН. А чёрт его знает, Владимир Ильич.

ЛЕНИН. **Вот именно,** чёрт! (Э. Хвилковский. Коммунары)

Именно plus another word does not have this meaning; instead it emphasizes the word that follows:

ЛЕНИН. То есть как это нет?.. Что, совсем нет?..

ПОДВОЙСКИЙ. Именно так. (Э. Хвилковский. Коммунары)

Точно is used when in the dialogue there is something of a guessing game; in the first example this is clear: one says "I'argent", the other says "деньги", and the third states that the second was correct. In the second example, the second speaker anticipates what the first speaker is going to say, but nonetheless there is an element of guessing here as well:

ОЛЕНИН. Интересно, что бы ему надо было?

ВАНЮША. Ларжан.

ОЛЕНИН. Деньги?

ЕРОШКА. Точно. (Казак. по повести Л.Н. Толстого)

– Постой-постой, – сказал Юноша. – Это же...

Гость вышел, уселся в машину, заурчал мотор, вспыхнули галогенки.

– Точно! Отец! (Е. Козловский. Как живете?..)

A note: Точно can also mean 'as if, like'. This can create completely different juxtapositions:

За окнами — осенняя тьма и такая тишина, **точно дом** стоит в поле, далеко за городом. [Максим Горький. Жизнь Клим Самгина. Часть 4 (1928-1935)] (RNC)

Не удивительно, что **именно дом** Константина Сергеевича был «воспет» в «Театральном романе» Михаила Булгакова. [Алексей Митрофанов. Коварство и любовь маэстро Станиславского (2002) // «Известия», 2002.09.22] (RNC)

В Отечественную войну Берново заняли фашисты. Дом на горе оборонялся долго, но все же был взят и сильно пострадал, так же как и парк. Сосна сохранилась, однако после войны ее расколола молния, и вот уже в наши дни местный лесничий в память о поэте выращивает на "Парнасе" из шишек старой сосны новые деревья. Вообще-то придется признать, что из всех вульфовских имений Пушкин меньше всего любил посещать **как раз дом** на горе, хотя Иван Иванович отводил ему большую комнату с выходом на балкон. [Бронислав Холопов. Старицкие прелюды // «Дружба народов», 1999] (RNC)

In the preceding example, after discussing the house and the homage to the poet, as an afterthought the author states that it just so happens that this house was the least liked by the poet.

A post scriptum: Somehow students internalized the idea that *именно* is related to имя. True, *а именно* means 'namely', but *именно* never does, only 'specifically, exactly'

emphasizing the entity that follows unless it follows a question word, in which case it signals that one is supposed to (or going to) elaborate on the realm designated by the question word.

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Recent Publications Continued

Continued from page 1

Burak, A.L. 2010. *Translating Culture - 1: Words*. Pervod i Mez kul'turnaia Kommunikatsiia -1 : Slova. Moscow: R.Valent. Ukraine: CIUS Press.

Creed, G. W. 2011. *Masquerade and postsocialism: Ritual and cultural dispossession in Bulgaria*. Bloomington, IN: Indiana University Press.

Goscilo, H., & Strukov. V. 2010. *Celebrity and glamour in contemporary Russia: Shocking chic*. London: Routledge.

Macura, V. 2010. *The Mystifications of a nation: "The Potato Bug" and other essays on Czech culture*. Academic Studies Press.

Linguistics

Aronson, H. 2010. *Linguistic studies in the non-Slavic languages of the Commonwealth of Independent States*. Bloomington, IN: Slavica Publishers.

Franklin, S. 2010. *Writing, society, and culture in early Rus, c. 950-1300*. Cambridge, CA: Cambridge University Press.

Gueron, J., & Lecarme, J. 2010. *Time and modality* (Studies in Natural Language and Linguistic Theory). Springer.

Neweklowsky, G. 2010. *Die sudslavischen Standardsprachen*. Austria: Academy of Sciences.

Rivero, M. 2010. *Verbs and clause structure: Long verb movement in Balkan, Celtic, Old Romance, and Slavic Languages*. Oxford, UK: Oxford University Press.

Literature

Baines, J. 2010. *Mandelstam: The later poetry*. UK: Cambridge University Press.

Grinberg, M. 2011. *I am to be read not from left to right, but in Jewish, from right to left: The poetics of Boris Slutsky*. Academic Studies Press.

Loseff, L., & Miller, J. A. 2011. *Joseph Brodsky: A literary life*. New Haven, CT: Yale University Press. Oxford, UK: Oxford University Press.

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Cross-Cultural Communication

This column deals with cross-cultural issues. Topics covered will include teaching culture through language, cross-cultural communication in business environment and cross-cultural communication in academic settings. Any suggestions are welcomed. Please contact Elena Denisova-Schmidt (elena.denisova-schmidt@unisg.ch)

Russians are very superstitious, regardless of their gender, age, education or a social status; they consciously or unconsciously pay attention to the omens and this may have an influence on their behavior in both professional and social situations. Here are some of the superstitions that Russians often take very seriously:

If a black cat crosses your path, it will bring misfortune or at least it is a very bad sign.

It is bad luck to break a mirror.

Russians do not shake hands or talk over the threshold (на пороге не здороваются); it may lead to misfortune or a quarrel.

They remove the empty bottles from the table.

The forty-year anniversary is not celebrated.

It is considered unlucky to get married in May – the marriage will suffer (свадьба в мае – всю жизнь маяться).

Russians try not to disclose their future plans, so as not to put the evil eye on the situation (чтобы не сглазить).

When going on a long journey, they will briefly ‘sit down for the road’ (присесть на дорожку), i.e. they will sit down for a few minutes before leaving so as to have a lucky trip.

They try not to return to a house they just left, but if they have to, then they should by all means look in the mirror, otherwise they will have bad luck (возвращаться – плохая примета).

They do not whistle at home or in the office, otherwise they fear they will lose their money; Russians used to say: ‘Do not whistle indoors: it will blow your money away’.

It is bad luck to meet a woman who is carrying empty buckets.

If a fork or a spoon falls on the floor, expect a female visitor; if a knife falls on the floor, expect a male visitor (вилка – женский род, нож – мужской род).

It is a bad luck to give away money in the evening – it means you will never have enough.

If you spill salt, it is bad luck.

If any acquaintance of yours calls and you do not recognize the voice, you will become rich soon (Не узнал/не узнала – богатым/богатой будешь!).

A burning or tingling feeling in your ears or face means that someone is talking about you.

*Editor: Elena Denisova-Schmidt
University of St. Gallen (HSG), Switzerland*

If you visit a Russian’s home, bring an odd number of flowers – an even number is only given at funerals. Also, yellow is the color of separation.

If you say something that you do not want to happen, knock three times on a piece of wood to keep it from occurring; this goes back to the dark ages, when people believed that powerful spirits inhabited the wood.

Recent Publications Continued

Continued from page 10

Offord, D. 2010. *Journeys to a graveyard: Perceptions of Europe in classical Russian travel writing*. Springer.

Rytkonen, M., et al. 2010. *Mapping experience in Polish and Russian women’s writing*. Cambridge Scholars Publishing.

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Pedagogy, SLA, and Textbooks

Demirbulak, D., ed. 2010. *Practising the use of instructional technology: Material development*. Germany: VDM Verlag Dr. Müller.

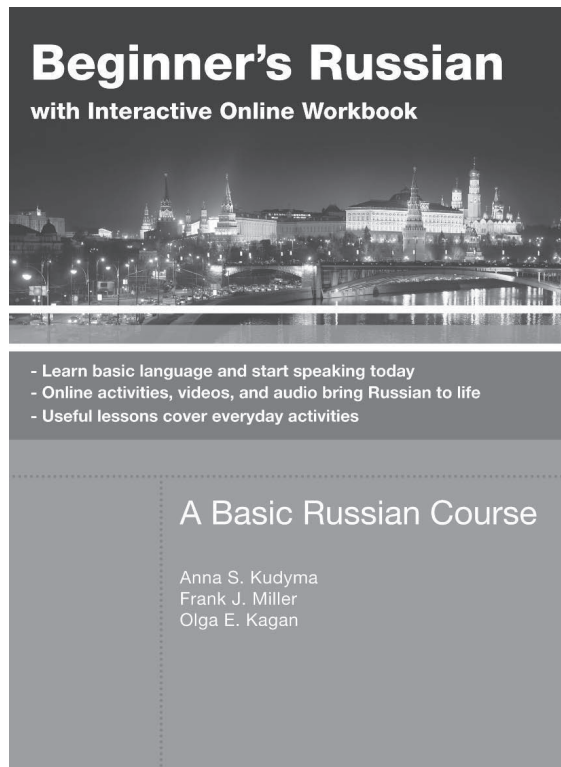
Hinkel E. 2011. *Handbook of research in second language teaching and learning: Volume 2*. London: Routledge.

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BEGINNER'S RUSSIAN with Interactive Online Workbook

Anna Kudyma, Frank Miller, Olga Kagan

Beginner's Russian with Interactive Online Workbook is the most accessible and carefully paced Russian course on the market. It is aimed at beginners with little or no previous knowledge of the language who want to understand, speak, and read Russian confidently.

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Graduate Student Forum

The AATSEEL and the editors of the AATSEEL Newsletter would like to thank our colleagues who serve as advisors to the Graduate Student Forum. They include Marina Balina (Illinois Wesleyan University); Margaret Beissinger (Princeton University); Thomas Beyer (Middlebury College); Robert Channon (Purdue University); Halina Filipowicz (University of Wisconsin at Madison); and Sibelan Forrester (Swarthmore College). Look for their responses to new questions in future issues of the AATSEEL Newsletter. Please send your questions to Ani at ak2448@columbia.edu.

“As a non-native speaker of Russian, I find that I do not often have the opportunity to practice my spoken Russian. I always read in Russian, both literature as well as the news, but I do not practice my speaking very often. In the past, I have tried to go to Russia for summer study, but though this process usually really revitalizes my language skills, I find that in the course of weeks and months they grow dormant again. In fact, as I begin work on my dissertation, I find that the problem is getting worse. I am no longer teaching or attending classes, and I need to focus on my project, so I do not have the time to spend a summer in Russia again. I had thought about trying to meet with a native speaker (for a fee) on a regular basis, but that is proving somewhat unaffordable. Aside from visiting the country, do you have any strategies you could recommend for how overworked graduate students can efficiently maintain their language skills on a budget? Are there things that I can do on my own that would keep up my spoken skills?”

Frank Miller: It goes without saying that language maintenance is difficult, and keeping up one’s spoken Russian is especially difficult. It is especially frustrating when you have spoken Russian without any problems for long time and then find yourself in an environment in which you have no one to speak Russian with and soon you see this precious ability start to disappear. I know myself. When I first started teaching full-time, I was a one-person Russian program in a place where I had no one to speak Russian with, and within

a few months’ time I found myself constantly looking in pronunciation dictionaries to check word stresses. When I was a graduate student at Indiana University, how to keep up one’s spoken Russian was a question that was often asked of my instructors there. Their answer was to read out loud for 15 min. per day, and people who did this said it worked. I never did this, but reading out loud is a special skill and I advise you to try it and pay special attention to your pronunciation and intonation when you’re doing so. This will make you aware of where the stress goes in words—one of the biggest problems for Americans. Memorizing poetry is also extremely helpful. As crazy as it sounds, I used to recite Russian poetry to myself when running every day. The main thing in this type of exercise is to do it daily. It seems that we can always find time for daily physical exercise, but finding 15 minutes per day for a simple exercise like reading out loud is more difficult.

I have some other suggestions. Since speaking skills are closely related to oral comprehension skills, I suggest that you also practice listening to Russian as well. When I was learning Russian, it was only after I had taught myself to understand Russian well (I did this by listening to an old MKhAT recording of Chekhov’s *Three Sisters* over and over again until I could understand every word) that I began to feel confident about speaking. An exercise like this will teach you to pay attention to various intonational patterns and use these patterns in your own speech. The Internet provides plenty of opportunities to listen to spoken Russian. You can listen to NTV news (texts, often

*Editor: Ani Kokobobo
Columbia University*

with minor inaccuracies, are provided for each news item), excellent closed-captioned documentaries on Russia’s Channel one (rutv.ru) and, of course, Russian movies. There are also excellent audio books available, and there is a wealth of material available on YouTube and RuTube. I wouldn’t dive into this completely. My approach would be to take small 10 to 15 minute segments and listen to them over and over again until you have practically memorized them. This will give you good pronunciation habits and help you remember where the stresses go in words.

From time to time I have received inquiries from Russians who are looking for conversation partners on Skype. They would like someone to practice English with and they are looking for Americans who would like to practice their Russian. This would also be an excellent way of keeping up your Russian. Whatever you do, the most important thing is to do it daily. You can’t put an hour in one day and then wait a week before putting another hour in.

Frank Miller, Columbia University

AATSEEL Newsletter Needs Column Editors & Contributors

We are currently looking for editors for the Ukrainian studies and Russian at Work columns.

If you are interested in editing a new column or helping a current editor come forward. We are willing to add columns for other Slavic languages and covering topics of interest to all.

Please contact Betty Lou Leaver at Leaver@aol.com.

PSYCHOLOGY OF LANGUAGE LEARNING

This column is intended to promote a dialogue for teachers of Slavic languages regarding the psychological aspect of language learning.

Submissions for future editions of this column should be sent electronically to Valery Belyanin (russianforyou@gmail.com)

Call for Nonverbal Means of Communication in SLA

Iaroslav Pankovskiy
MA, PhD (current),
University of Alberta

There is a large body of research on gesture and more broadly, *nonverbal means of communication* across a number of disciplines, including anthropology, sociology, social psychology; and more recently cognitive neuroscience, ethnography of speaking, discourse studies, sociolinguistics, and pragmatics. However, to date, there has been comparatively little investigation of nonverbal means of communication within SLA research. Most of the research in this field until the mid nineties focused mostly on gestures. Gestures (not any other nonverbal means of communication) were studied either as a part cultural competence, especially as a means to facilitate understanding of culturally specific gestures or gesture meanings (e.g. thumbs-up gesture is a rude insult in Australia) or more seldom as an element of L2 instructor – L2 students classroom communication.

In this article I discuss the benefits of nonverbal means of communication (NMC) for L2 students. In my discussion I underline (1) that students benefit directly from explicit instruction on NMC in L2 classroom, including a) L2 perception, b) L2 production, c) L2 instructor's interaction with her students (2) the necessity to include other than gestures NMC in L2 learning.

American psychologist Albert Mehrabian (1971, 1972, 1981) exploring affective communication, demonstrated

that our daily communication may heavily rely on nonverbal clues. In a series of experiments he showed that up to 93% of the information we transmit and receive in effective communication depends on verbal means including 35% in paralinguistic (aka as *prosody* or *vocalics*), and 58% in gestures, facial expressions (*mimicry*), eye contact (*gaze*), and dressing (*adornment*). And only 7% of information is carried out by words. Although we cannot extrapolate these findings to any sphere of human communication they convincingly testify in favour of NMC.

There is evidence that L2 learners benefit from explicit instruction of NMC as compared to more traditional implicit method in SLA where NMC are acquired by learners in the process of observation of native speakers and their instructor speaking a foreign language. In one of her SLA experiments, Jungheim tried to examine whether Japanese learners of English learned the meaning of American gestures better when given explicit instruction or when merely exposed to them and left to deduce the meaning. The students participating in the experiment, who received explicit instruction about the gesture and used it during class time demonstrated a higher degree of recognition on a post-test than did students who were only implicitly exposed to the gesture. Based on the comparison of the experimental and control groups, the results indicate that mere exposure to L2 NMC is not enough for their acquisition to take place. L2 students benefit more from explicit learning of NMC.

What are the practical benefits of explicit teaching of NMC? In recent studies, Marianne Gullberg and Steen McCafferty found that native speakers rated learners whose L2 proficiency was

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low but who used NMC strategically as more proficient than learners who were more accurate in linguistic terms but nonverbally passive. These findings suggest that there are two positive effects of NMC use in L2: (1) NMC facilitate perception of L2 speech by native speakers, (2) NMC elicit generally a more positive attitude to L2 speakers.

Against popular assumption that L2 learners mainly produce gestures and other nonverbal means of communication to overcome lexical shortcomings, studies have repeatedly shown that L2 learners use NMC for a variety of purposes. In a study of communication strategies, Gullberg found that L2 learners use gestures in conversational narratives to elicit more L2 speech production from their interlocutors, to manage problems of co-reference, and to metalinguistically signal the presence of a problem such as an ongoing lexical search or management of disfluency.

Platt and Brooks (2008) found that L2 learners used gestures, gaze, body movements, and physical contact with task materials to help them achieve self-regulation in L2. NMC provide a way for L2 learners to gain control over the linguistic, discursive or task difficulties in L2 or the combination of these. *Interactional functions* of NMC also include turn regulation, feedback eliciting, agreement marking, attention, and direction (pointing). *Self-directed functions* include organizing thoughts for expression and enhancing some aspect of the message to be conveyed.

NMC solutions for SLA are mostly successful and help sustain interaction and speech. McCafferty examined the interactional effect of learners' gestures, showing that a learner's use of gesture played an important role in promoting language use by facilitating positive interaction between the non-native and native participants. In this respect, learners' gestures promote learning by continued output and opportunities for using L2. Interestingly, learners are not alone in using gestures as *scaffolding*. Simplified registers used by native

speakers and instructors, known as “*Foreigner talk*” and “*Teacher talk*”, are characterized by an increased use of iconic, deictic, and rhythmic gestures.

At the same time, benefits of NMC in SLA are not limited to speech production and speech comprehension. Nonverbal communication between instructors and learners is also extremely important. A Bulgarian scholar G. Lozanov insisted that the instructor’s verbal and nonverbal messages should be harmonized in order that the same positive message of support and encouragement is received by students on both conscious and unconscious levels. Nonverbal behaviour of L2 instructors affects their students’ ability to learn and influence their attitudes towards learning.

In addition to harmonizing their own NMC, L2 instructors should also learn how to interpret L2 students’ nonverbal behaviour: Do they feel comfortable or anxious? Does their eye contact appeal for support or reveal misunderstanding? Do they gesture anxiety or calmness? To become better receivers of student messages, instructors should be more aware of nonverbal communication in SLA. Such nonverbal cues as frowning, absence of smile, and curt speech all speak volumes. If a L2 instructor is unable to read these and is waiting for a verbal message from students, such an instructor may wait way too long...

I would like to finish by quoting a theater director Yevgeniy Vakhtangov who points out that «*Всякий, кто хочет быть приятным, всегда неприятен тем самым, что хочет быть приятным*» (Everybody who wants to be pleasant is always unpleasant by wanting to be pleasant). This apt observation expresses the essence of NMC use. I have argued that NMC have a positive impact on L2 perception, L2 production and L2 learning process in general. However, when NMC are used in an apparently unnatural way, they produce no positive effect. Therefore, mind not only what you say but also how you say this; not only what you hear but also what you see.

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DOMESTIC SUMMER LANGUAGE PROGRAMS

AATSEEL compiles information on U.S.-based summer programs in Slavic, East European, and Eurasian languages and cultures. The information below was provided in late 2010 and is subject to change. Please contact programs directly for details and updates.

These listings include only Slavic, East European, and Eurasian offerings. Many of the programs listed offer additional languages, e.g. Chinese or Arabic. See individual program sites for details.

These listings include only programs where instruction is offered either wholly or primarily in the United States.

Many institutes have multiple programs, with different dates, locations, etc. The information below shows broadest range possible. Individual courses and levels may have different dates, prices, etc. Be sure to check the program site for details.

Program directors; send updates for future Newsletters to cli@asu.edu.

– Kathleen Evans-Romaine, Arizona State University

Institutions Offering Multiple East-European/Eurasian Languages:

Institution: **Arizona State University**
 Languages: Albanian, Armenian, BCS, Macedonian, Polish, Russian, Tajik, Tatar, Uzbek, Yiddish
 Dates: May 31-Jul 22 (plus 3-week optional study-abroad)
 Credits: 8-10
 Tuition/Fees: \$675
 Housing: optional, \$15/day (\$850/summer)
 Ugrad funding: Melikian Scholars Program International Distinguished Engagement Awards, Project GO for ROTC cadets and midshipmen
 Grad funding: Title VIII Fellowships
 Website: <http://cli.asu.edu>
 Contact: cli@asu.edu; 480-965-4188

The ASU **Critical Languages Institute (CLI)** offers summer intensive language courses and short-term summer study abroad programs for 11 languages in up to 5 levels to 175 students in 2 locations. CLI courses are tuition free and open to all U.S. students. Enrollment is limited and competitive.

CLI offers two programs: first, 8+3 courses, featuring 8 weeks of study in Arizona, followed by 3 (optional) weeks in the home country; second, 8-week courses in Kazan, Russia, for upper-level Russian and for all levels of Tatar.

Substantial funding is available for domestic and overseas study for **graduate** students in the less-commonly-taught languages.

The **Melikian Scholars** program provides awards of up to \$3,675 for **undergraduates** studying Armenian, Tatar, Uzbek, or Advanced Russian in CLI study-abroad programs. See <http://cli.asu.edu/fellowships> for details.

Institution: **BALSSI (University of Wisconsin, Madison)**
 Languages: Estonian, Latvian, Lithuanian
 Dates: June 13 - Aug 5
 Credits: 8
 Tuition/Fees: \$3,300
 Ugrad funding: FLAS, ACLS
 Grad funding: FLAS, ACLS
 Website: <http://www.creeca.wisc.edu/balssi/>
 Website: balssi@creeca.wisc.edu; 608-262-3379

The University of Wisconsin at Madison will host the **Baltic Summer Studies Institute** for its third consecutive summer in 2011.

The Baltic Studies Summer Institute, sponsored by a consortium of U.S. universities and the Association for the Advancement of Baltic Studies, offers students in the U.S. the only domestic opportunity to study intensive Estonian, Latvian, and Lithuanian during the summer. Due to the intense pace of the courses and the quality of the instructors, students learn a full year's worth of language in just eight weeks.

BALSSI 2011 will offer two levels each of Estonian, Latvian, and Lithuanian, a lecture series on Baltic history and culture, and a program of cultural events related to the Baltic countries.

Recent participants have praised their Madison training, reporting that their language progress was strong enough to allow them to perform field research in the region. A number of recent BALSSI alumni have received Fulbright awards for research in the Baltics.

Due to a generous grant from the American Council of Learned Societies, tuition for first-year Estonian and second-year Latvian will be waived for grad students specializing in East European studies.

Institution:	Indiana University
Languages:	Azerbaijani, BCS, Czech, Georgian, Greek (Modern), Hungarian, Kazakh, Macedonian, Polish, Romanian, Russian, Tajik, Tatar, Ukrainian, Uyghur, Uzbek, Yiddish
Dates:	17 Jun - 12 Aug
Credits:	6-10
Tuition/Fees:	\$2,434 - \$3,425
Housing:	\$27/day
Ugrad funding:	FLAS, Project GO for ROTC cadets and midshipmen
Grad funding:	FLAS, Title VIII; tuition is waived for graduate students in Czech, Macedonian, Polish, and Romanian
Website:	http://www.indiana.edu/~swseel/
Contact:	swseel@indiana.edu; 812-855-2608

Intensive language training has been offered at the Bloomington campus of Indiana University since 1950. The **Summer Workshop** provides up to 200 participants in Slavic, East European and Central Asian languages the opportunity to complete a full year of college language instruction during an eight-week summer session.

Utilizing the resources of Indiana University's own specialists as well as native speakers from other universities and abroad, the Summer Workshop has developed and maintained a national program of the highest quality. Allowing all participants to pay in-state tuition fees, the program has as its goal the enhancement of speaking, reading, listening and writing skills through classroom instruction and a full range of extra-curricular activities.

Fellowships and funding are available.

Institution:	UCLA
Languages:	Russian, Romanian, Serbian-Croatian
Dates:	June 21 – July 30/Aug 13
Credits:	12
Tuition/Fees:	\$350 + \$289 per credit
Website:	http://www.slavic.ucla.edu/summer-programs.html
Contact:	slavic@humnet.ucla.edu; 310-825-3856

Institution:	University of Chicago
Languages:	BCS, Czech, Polish, Russian
Dates:	June 20 – Aug 19
Tuition/Fees:	\$3,085
Housing:	\$220/\$273 per week (optional)
Meal Plan:	\$222 per week (optional)
Website:	http://languages.uchicago.edu/summerslavic/index.html
Contact:	sclancy@uchicago.edu; 773-702-8567

Institution:	University of Pittsburgh
Languages:	BCS, Bulgarian, Czech, Hungarian, Polish, Russian, Slovak, Ukrainian
Dates:	June 6 – July 15, or July 29, or August 12
Credits:	6-8
Tuition/Fees:	\$3,739 - \$7,210
Ugrad funding:	Tuition Scholarships, FLAS
Grad funding:	Tuition Scholarships, FLAS, ACLS
Website:	http://www.slavic.pitt.edu/sli/
Contact:	slavic@pitt.edu; 412-624-5906

University of Pittsburgh offers summer immersion programs in Russian, Slovak, Bulgarian, Czech, Turkish, Polish, Bosnian/Croatian/Serbian, Ukrainian, and Hungarian. The Russian Summer Language Program is an 8-week, 8-credit intensive language program (June 6-July 29, 2011) in beginning, intermediate, advanced, and fourth-year intensive Russian. Beginning Bulgarian, Czech, Turkish, Hungarian and Ukrainian; Beginning and Intermediate Polish, Croatian, Slovak, and Serbian; as well as Advanced Slovak and Bosnian/Croatian/Serbian are six-week intensive programs (June 6-July 15), carrying six credits.

All of the summer language programs consist of five hours per day of instruction with native speakers and are proficiency based. Scholarships are available (scholarship deadline: March 18, 2011).

FLAS fellowships, which cover tuition and provide a stipend, are available for undergraduates and graduate students.

Institutions Offering Russian:

Institution: **Beloit College**
 Languages: Russian
 Dates: 11 Jun - 5 Aug
 Credits: 12
 Tuition/Fees: \$4,980
 Housing: \$620/summer
 Meal Plan: \$1,318
 Ugrad funding: Director's Scholarship
 Grad funding: Director's Scholarship
 Website: <http://www.beloit.edu/cls/>
 Contact: cls@beloit.edu; 608-363-2277

The **Center for Language Studies** at Beloit College offers summer intensive language courses in Arabic, Chinese, Japanese, and **Russian** (1st through 4th year). Eight- and four-week sessions are available. The full eight-week program runs from June 11 through August 5; the four-week program runs from June 11 through July 9. Advantages: personalized instruction, small classes, superb teachers, twelve semester hours of credit, language tables, extracurricular activities, a pleasant summer on a lovely campus in southern Wisconsin with easy access to Madison, Milwaukee, and Chicago. Applications are accepted beginning in October 2010 and continuing until classes are filled. Reading of complete applications and rolling admissions will begin January 1, 2011. CLS Director's scholarships are available to all qualified applicants through April 22, 2011.

Institution: **Bryn Mawr College**
 Languages: Russian
 Dates: 15 Jun - 10 Aug
 Credits: 4-8
 Tuition/Fees: \$3,500
 Housing: \$2,800 (includes Meal Plan)
 Ugrad funding: need based
 Grad funding: need based
 Website: <http://www.brynmawr.edu/russian/rli.htm>
 Contact: rli@brynmawr.edu; 610-526-5187

Founded in 1977, the **Russian Language Institute** at Bryn Mawr seeks to support the study and teaching of Russian in the United States by providing an intensive-immersion setting for both teachers and learners of the language. RLI offers both four- and eight-week programs for male and female high school, undergraduate, and graduate students,

concentrating on language training. Specialized seminars are also periodically offered for high school and college Russian teachers of Russian under the auspices of RLI.

The eight-week Russian Language Institute offers a highly-focused curriculum and a study environment conducive to the rapid development of the four language skills (oral, aural, writing, reading) as well as cultural awareness. The program draws participants from a broad spectrum of academic fields, occupations, ages, and interests. Course offerings are designed to accommodate a full range of language learners, from the beginner to the advanced learner (three levels total). The highly intensive nature of the course work and the culturally-rich immersion environment have proven very successful in providing the equivalent of a full academic year of college Russian to participants who complete the program.

Institution: **Middlebury College**
 Languages: Russian
 Dates: June 17 – Aug 13
 Credits: 12
 Tuition/Fees: \$6,427 (9 week undergrad program)
 \$4,828 (6 week grad program)
 Housing: \$3,048 (mandatory; includes meals for 9 weeks)
 \$2,475 (mandatory; includes meals for 6 weeks)
 Ugrad funding: Merit-based fellowships, Davis Fellowship
 Grad funding: Merit-based fellowships, Davis Fellowship
 Website: <http://www.middlebury.edu/lr/russian>
 Contact: jstokes@middlebury.edu; 802-443-5230

The **Kathryn Wasserman Davis School of Russian** at Middlebury College offers intensive Russian language instruction at seven levels in its eight-week program and courses in language and linguistics, literature, culture, film, history, and pedagogy in its six-week graduate program. Graduate courses can lead to MA or DML degrees in Russian. All courses are taught in an intensive Russian-only environment complemented by rich co-curricular offerings. Dates: 17 June – 13 August 2011 (8-week program), 27 June – 13 August 2011 (6-week graduate program).

Institution: **Monterey Institute for Int'l Studies**
 Languages: Russian
 Dates: 14 Jun - 10 Aug
 Credit: 4-12
 Tuition/Fees: \$3,500
 Housing: not included
 Ugrad funding: financial aid

Grad funding: scholarships
 Website: <http://www.miis.edu/academics/language/summer>
 Contact: silp@miis.edu; 831-647-4115

We offer a **Summer Intensive Language Program** (<http://www.miis.edu/academics/language/summer>), as well as customized one-on-one and small group language training programs in a variety of common and less-commonly taught languages (<http://www.miis.edu/academics/language/custom>). These programs are open to anyone interested in language study and development of cross-cultural understanding.

Institution: **University of Michigan**
 Languages: Russian
 Dates: May 3 – June 20, June 29 – Aug 16
 Credits: 8 per class
 Tuition/Fees: \$2,800 per class
 Website: <http://lsa.umich.edu/sli>
 Contact: <http://lsa.umich.edu/sli>

Summer Term intensive language courses provide students the opportunity to rapidly increase their level of fluency. Intensive courses condense one or two terms of language study into an eight- or ten-week format; they provide an excellent means for students to prepare for a study, internship, or work abroad experience, graduate school, or for expanded career opportunities. Language teaching at the UM is proficiency-oriented and aims to develop four basic skills: speaking, reading, writing, and aural comprehension. Courses are designed to teach language within a cultural and social context, so that students deepen their knowledge of the relevant country as they develop language skills.

Institution: **University of Virginia**
 Languages: Russian
 Dates: June 12 – Aug 5
 Credits: 12
 Tuition/Fees: Undergraduate: \$11,400; Graduate: \$8,400; Non-Credit: \$3,336 (+ \$415)
 Housing: \$21 per night (optional)
 Website: <http://www.virginia.edu/summer/SLI/index.html>
 Contact: uvasli@virginia.edu; 434-924-3371

The Summer Language Institute offers eight-week courses in Russian. Students attend classes five days a week,

seven and a half hours a day. Listening, speaking, reading, and writing skills are developed in a student-centered environment. Students are expected to attend all classes and evening cultural activities. Individuals who successfully complete the Institute earn 12 credits, which satisfies the foreign language requirement at the University of Virginia.

Institution: **University of Washington**
 Languages: Russian
 Dates: June 20 – Aug 19
 Credits: 15
 Tuition/Fees: \$8,082 (non-res undergrad); \$7,982 (non-res graduate)
 Website: <http://depts.washington.edu/slavweb/academics/summer-language-intensives/>
 Contact: slavicll@uw.edu; 206-543-6848

The Intensive Summer Language Program has advantages for students in a variety of situations:

It enables undergraduates who begin their study of Russian after their freshman year to complete the four-year program in as little as two years and two summers (eight quarters).

It provides an opportunity for students from colleges and universities with limited offerings in Russian to complete the four years of language that are required by many graduate programs.

It allows graduate students in any discipline whose research requires knowledge of Russian to begin study of the language, or to continue it at an appropriate level.

The Intensive Summer Language Program is open to non-UW students registering through the UW Summer Quarter. The program includes extracurricular activities such as films, language tables for conversation practice, singing, poetry-reading and drama performances, and lectures on Slavic cultures. A number of recreational activities are usually organized, depending on the interests of the student group, ranging from hikes and bicycle rides to museum visits, concert outings, and even the culinary arts!

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INTERNATIONAL SUMMER LANGUAGE PROGRAMS

Cosmopolitan Educational Center, Novosibirsk, Russia

The major benefits to join our program are as follows:

We organise an exciting cultural, social and excursion program for international participants of the camp, which is a very enriching experience. You will be involved in interaction with the Russian children, youth and adults all the time. This is the kind of experience you will never get if you go as a tourist.

You will gain a first-hand experience of the Russian culture and life style and particularly the Siberian one. They say if you want to know what real Russia is like you should go to Siberia.

This is a not-for-profit program. Participation fee covers expenses on accommodation and ALL meals, and tuition fee for students as well. If you come to Russia (Siberia) on your own or through a travel agency you will spend much more money compared to what you would pay to participate in our program. Participating in our program you won't need much pocket money, you may only need some spending money to buy souvenirs and gifts to take back home.

All the local services (airport pickup, local transportation, excursions) are provided by our school without any additional payment.

You don't have to be a professional teacher in order to volunteer for the program. The most important aspect is your willingness to participate and share your knowledge and culture, as well as your enthusiasm and good will. Teaching at the camp is not like an academic teaching routine, it's more like fun where emphasis is made on communication. Our school will provide you with the daily topical schedule for the classes and will be happy to assist with lesson planning and teaching materials. University students are eligible to apply as volunteer teachers. You will gain valuable practical experience, proven ability and contacts that you can use to get a future job. Teaching at the camp can also

be considered as an INTERNSHIP with all necessary paperwork and an on-site internship supervision provided.

International participants have an opportunity to attend Russian languages classes every day. Russian classes are taught by well-educated native speakers trained to teach foreigners. Students are placed in a group according to their level of Russian. No previous knowledge of Russian is required.

We will also be happy to arrange courses on the Russian culture, history, music, etc., if required.

We are dedicated to providing a student with the most excellent supervision possible. All the students are supervised and each group has a group leader who is normally responsible for 10 students and stays with the group 24 hours a day. Everyone can expect a warm, supportive and friendly atmosphere along with professional service. Our goal is that a student has the most enjoyable and worthwhile experience possible during the stay with us. We are determined to ensure that everyone benefits fully from the interaction with other students and the staff. The Head of Studies, Psychologist, the Social Program Coordinator and the Program Director are constantly monitoring the program to assure that everyone is enjoying the stay and taking advantage of the many activities offered by the school. Parents are allowed to the program.

We also offer excursion packages which include trips to Moscow, St. Petersburg, Novosibirsk, Krasnoyarsk, Lake Baikal, the Altai Mountains, TransSiberian Railroad, 'Welcome to Siberia' program. All the details and tour descriptions are available upon request.

We provide all our foreign participants with an invitation to obtain a Russian visa and arrange their registration on arrival.

For further details please email cosmopolitan@rinet.su or cosmoschool2@mail.ru

Dubravushka School

Getting potential Russian language students to Russia helps get students to begin the Russian language and/or to continue with it. A prestigious 19 year old college preparatory boarding school located outside Moscow has a summer camp program where English is taught to high school aged Russians. Because the school is eager to expose these students to native English speakers, it offers a program which includes beginning and intermediate Russian lessons at what is in effect a subsidized rate to native English speaking high school aged students. (185 Euros/wk in 2008) This may be the only program where the American students are socializing and living mainly with Russian children. The fee includes room and board, Russian lessons, inclusion in all the camp activities and airport pick up and drop off. Watervliet, NY Russian language HS teacher Steve Leggiro had 5 of his students in the program in 2008. Thru local fund raising including obtaining funds from service clubs, Steve was able to reduce costs for his students. For additional information, see www.dubravushka.ru or contact Bill Grant, volunteer US Agent, at 941-351-1596 or grantwb@tampabay.rr.com

IQ Consultancy Summer School of the Russian Language

IQ Consultancy offers an intensive two or three week summer program for studying the Russian language to foreign students majoring not only in the Russian language and literature but also in history, economics, engineering or any other subjects. The summer school is the right option for everyone willing to develop their language skills and get an unforgettable international experience while exploring St. Petersburg, one of the world's most exciting and fascinating cities. This short term immersion program ensures not only intensive language practice but also a great opportunity to soak up the atmosphere of Russian life and culture.

Your students can come to Russia to study the Russian language with IQ Consultancy any time suitable for them. There are two- or three-week summer programs on fixed dates or we can arrange a course for the students of your university only, if they come in group of 6-10 students. Students can prolong their stay and study the Russian language with IQ Consultancy in a one-on-one format or joining any current group of students.

The summer program is comprised of the following activities which are included in tuition fees: 20 academic hours of General Russian a week in a group; 40 hours for 2 weeks and 60 for 3 weeks respectively.

IQ Consultancy offers different supplementary services to our students (they are charged extra), such as providing visa support, arranging different types of accommodation, transfer and an entertainment program. On your wish, we will fill in your afternoon hours with cultural program after the language classes. We will show you the evening and night life of the city and arrange an entertainment program on the weekends. We cooperate with different reputable and established agencies which provide these services and guarantee our students a comfortable stay in St. Petersburg.

For further information on summer language programs offered by IQ Consultancy you can contact us at any time by e-mail, skype, phone or ICQ listed:

Tel: +7 (812) 3225808, +7 (812) 3183390, +7 (911) 206 85 78 E-mail: natalia.pestovnikova@iqconsultancy.ru or russian@iqconsultancy.ru ICQ: 418528066 Skype: RussianinRussia

Presov University: Summer School of Rusyn Language and Culture

The Carpatho-Rusyn Research Center and the Institute for Rusyn Language and Culture at Presov University (Presov, Slovakia) announce the second annual Studium Carpatho-Ruthenorum Summer School of Rusyn Language and Culture for summer 2011. This program is the only one of its kind for scholars and students wish-

ing to familiarize themselves with the Rusyn language and Carpatho-Rusyn history and culture. The language of instruction for both the language and history segments, in parallel courses, is either English or Rusyn. University professors, distinguished Slavists, and specialists in Carpatho-Rusyn studies provide 30 hours of language instruction at beginning, intermediate, and advanced levels, as well as 30 hours of history lectures. Students may request college credit from their home institutions based on their transcripts at the close of the program. Excursions and extracurricular events acquaint students with Rusyn history and life in eastern Slovakia, including the region's unique wooden churches, museums, and folk festivals, as well as films and theater performances. Housing is provided in a university dormitory. Dates of the program are June 12 through July 2, 2011. Cost for the entire program (tuition, accommodations, three meals a day, extracurricular program) is 1200 Euros (approximately \$1668 U.S./exchange rate \$1.39). The 100-Euro (\$139) non-refundable administrative fee, due by April 15, 2011, is applied to the total cost of the program, with the remainder of the total cost due by May 15, 2011. For further information, contact Dr. Patricia Krafcik of The Evergreen State College (krafcikp@evergreen.edu).

Russian Academy of Sciences: Custom Study-Abroad with RLI

"Russian in Moscow: a Program in Russian Language and Culture" is an individually tailored program of Russian language and culture. Hosted by the Russian Language Institute of the Russian Academy of Sciences, it provides an individualized study-abroad experience. Students pick and chose from a wide range of academic and cultural activities to build a curriculum; to choose housing options; and even to set their start and end dates. Applications for Summer 2011 are due April 1. For details, see <http://russianinmoscow.ruslang.ru/> or contact Valentina Apresjan at valentina.apresjan@gmail.com.

Greifswalder Ukrainicum

The Greifswalder Ukrainicum is an international summer school for science and research of Ukraine. It is financed by the Alfried Krupp von Bohlen und Halbach-Stiftung, Essen, Germany. Language courses and seminars on the history and literature of Ukraine in German, English and Ukrainian held by international renowned instructors provide the unique opportunity to learn about the culture and varieties of Ukraine.

The Alfried Krupp Wissenschaftskolleg Greifswald awards 25 short-time travel stipends for students and PhD candidates to support their participation in the Greifswalder Ukrainicum 2011 from August 12 to 24, 2011 in Greifswald, Germany.

The Alfried Krupp Wissenschaftskolleg Greifswald awards:

10 stipends at 200 € for German applicants

10 stipends at 400€ for European applicants

5 stipends at 800 € for non-European applicants

Application requirements:

Sufficient Knowledge of German and/or English
Distinct interest in Ukraine
Student or PhD candidate

Application:

Please submit your application by e-mail only to: tagungsbuero@wiko-greifswald.de

Please enclose in your application

- a personal data sheet (CV)

- a short summary of your studies

- a short presentation of your distinct interest in Ukraine and your motivation to participate in the Ukrainicum of not more than 2500 words.

The stipends are awarded according to individual circumstances.

Application deadline is April 30, 2011.

PROFESSIONAL OPPORTUNITIES

Grants & Fellowships

Kathryn Davis Fellowships for Peace

Kathryn Davis Fellowships for Peace: Investing in the Study of Critical Languages – Full Scholarships Available for Intensive Russian Language Study at the Middlebury Summer Language Schools. We are pleased to announce the continuation of the Kathryn Davis Fellowships for Peace for the fifth year in a row. The fellowship will cover the full cost of one summer of language study, from the beginner to the graduate level, in any of six languages, including Russian. For more information, please visit <http://go.middlebury.edu/ls/kwd>.

Need-based Financial Aid Available to All Students – 42% of summer 2010 Language Schools students received a financial aid award, and the average award granted was \$5,454. To learn more about financial aid, visit <http://go.middlebury.edu/ls/finaid>.

For complete information on all Language Schools programs and to apply online – Visit <http://go.middlebury.edu/ls>.

Middlebury College Language Schools

Middlebury College
Sunderland Language Center
356 College Street
Middlebury, VT 05753
802.443.5510

languages@middlebury.edu

Scholarship Established for Ukrainian Studies at KU

LAWRENCE, Kan.—The Center for Russian, East European and Eurasian Studies (CREES) at the University of Kansas is announcing a scholarship in support of its Ukrainian Studies Program, one of the few in the United States. In honor of his late parents, Dmytro and Maria, and aunt

Olha, Peter Jarosewycz of Kansas City, Mo., a retired attorney, is establishing the Jarosewycz Family Scholarship in Ukrainian Studies at CREES.

Mr. Jarosewycz immigrated to the United States in 1949 at the age of one with his parents and aunt, who taught him an appreciation of his Ukrainian heritage.

“I decided to set up the scholarship at KU in their honor because it is one of the few universities in the United States with a graduate program in Ukrainian Studies,” Jarosewycz said. “There are several faculty members from Ukraine, and there is a frequent exchange of students and faculty between KU and universities in Ukraine, especially Ivan Franko University, from which both of my parents received their medical degrees.”

As part of the Ukrainian Studies Program, CREES conducts a summer school in Ukrainian Studies at Ivan Franko University in Lviv, Ukraine. Lviv is the largest city in western Ukraine and attracts university students from all over the world. Alex Tsiiovkh, professor of Russian, East European and Eurasian Studies who also is on the faculty of the University of Lviv, has been the director of the summer school since its inception in 1994.

Another activity at KU related to Ukrainian Studies has been the Maria Palij Memorial Lecture, a yearly lecture on the subject of Ukraine by leading scholars from around the world. Professor Michael Palij established it more than 25 years ago as a memorial to his wife. Although Palij died in 2009, his friends and supporters of Ukrainian Studies have continued to fund the Palij Lectureship.

The Ukrainian Club of Greater Kansas City, which has contributed to the Palij Memorial Lecture for many years, is now generously contributing to the Jarosewycz Family Scholarship.

Professor Edith W. Clowes, Director of CREES, expressed appreciation for the scholarship: “The whole CREES community joins in thanking Mr. Jarosewycz for establishing this scholarship, which will support top students in the KU Ukrainian Studies Program. Build-

ing on the intellectual enrichment that the Palij Fund has brought, and the various partnerships CREES has had over the years with the Kansas National Guard and the US Army’s Foreign Area Officers Program, the Jarosewycz Family Scholarship will help attract the best and the brightest to graduate study at KU. We are grateful to have a friend like Mr. Jarosewycz with a compelling vision of the future that includes strong expertise on Ukraine.”

The gift will be managed by KU Endowment, the official fundraising and fund-management foundation for KU. Founded in 1891, KU Endowment was the first foundation of its kind at a U.S. public university.

July 15 Annually

Kluge Center Fellowships for Library of Congress

Library of Congress Invites Applications for Kluge Center Fellowships. The Library of Congress (<http://www.loc.gov/>) invites qualified scholars to conduct research in the John W. Kluge Center using the Library of Congress collections and resources for a period of up to eleven months.

Up to twelve Kluge Fellowships will be awarded annually. Fellowships are tenable for periods from six to eleven months, at a stipend of \$4,000 per month. Visit the Library of Congress Web site for complete fellowship program information and application procedures Location: USA Deadline: July 15 each year. Website: <http://www.loc.gov/loc/kluge/fellowships/kluge.html>

Call for Papers

Brown University Call for Papers

The Slavic Studies Graduate Student Colloquium and the Department of Slavic Languages at Brown University are pleased to announce our upcoming graduate student conference on the subject of Estrangement. The conference will take place on Friday, April 15, 2011. We are currently soliciting proposals for individual papers on topics related to the theme of estrangement in Russian, East European and Eurasian literature, his-

tory, and culture in any historical period. We plan to include topics such as:

- linguistic and ethnic identity
- dialogues between East and West
- self-imposed or forcible estrangement from home/family
- minority religious cultures in Russia and Eurasia
- estrangement as self-preservation
- contemporary Marxism and Communism in the former USSR
- destructive conflicts within literary and artistic movements
- generational conflict
- loss of identity within shifting political and social structures.

This will be a one-day conference comprised of formal panels, informal roundtables, and a keynote lecture by Professor John Bowlt of the University of Southern California titled "Engines of the Russian Cosmos: Art and Astrophysics, 1900-1930".

Breakfast, lunch, and lodging will be provided for all participants

Special issue of *Canadian Slavonic Papers*: "Twenty Years On: Slavic Studies since the Collapse of the Soviet Union."

In late 2011, *Canadian Slavonic Papers* will mark the twentieth anniversary of the collapse of the USSR with a special double issue devoted to exploring a variety of perspectives—political, historical, literary, linguistic, anthropological, religious studies, film studies, cultural studies, gender studies, folklore studies—on the collapse of the Soviet Union and post-Soviet transformations. Submissions in any of these areas are invited. The issue aims to be multidisciplinary and interdisciplinary.

Manuscripts may be in English or French. The normal peer-review process will apply.

Please consult the most recent issue of *Canadian Slavonic Papers*, inside back cover, for style guidelines. Authors should use the Library of

Congress transliteration system and the *MLA Handbook for Writers of Research Papers* (3rd. ed.) as a standard form for documentation. For more detailed information, please see the CSP Style Sheet: <http://www.ualberta.ca/~csp/Submissions.html#StyleSheet>

Authors who submit papers must become members of the Canadian Association of Slavists (CAS).

Deadlines:

Expression of intent to submit: **4 January 2011**. Send e-mail to the Guest Editor, Prof. Heather Coleman: hcoleman@ualberta.ca

Final Paper with abstract: **1 March 2011** (maximum 25 pages). Please submit manuscripts in three hard copies and by e-mail to:

Prof. Heather Coleman, Guest Editor
Canadian Slavonic Papers
Department of Modern Languages and Cultural Studies
200 Arts Building
University of Alberta
Edmonton, Alberta, Canada
T6G 2E6
hcoleman@ualberta.ca

Conferences & Workshops

June 20-24, 2011

**The Ohio State University,
Columbus, Ohio
Linguistics Institute for Language Teachers**

LILT is a weeklong summer program designed specifically for language

teachers. The goal is to provide language teachers with greater linguistic awareness and understanding, with the ability to think critically about language, and with a deeper appreciation for all aspects of language and language study. The program is not a general introduction to language, nor is it an introduction to linguistics, nor is it about second language pedagogy. Rather, the philosophy behind the program is that language teachers and learners can be well served by knowledge that offers them insight into the structure and use of their own language, so that they will be able to see more clearly how the language that they are teaching or learning differs from it and be able to profit from this understanding. In short, the objective is to provide the teacher/learner with what s/he needs to know about language in general in order to study a particular language more effectively.

Course credit: 3 Ohio State University continuing education credits (CEUs)

Course times: 9 a.m. – 3 p.m., Monday, June 20th – Friday, June 24th

Tuition: \$395.00, includes cost of five days of lectures, all workshop materials, 3 Ohio State Continuing Education Units (CEUs) and participation certificate.

Application deadline: April 30th, 2011

Contact: lilt@ling.osu.edu

Webpage: <http://linguistics.osu.edu/newsEvents/lilt/yr2011/default>

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TO JOIN, RENEW or CHANGE YOUR ADDRESS BY MAIL, fill in the information requested and return it with your check (payable to AATSEEL in US dollars) to: AATSEEL, c/o Patricia Zody, P.O. Box 569, Beloit, WI 53512-0569 USA. If you wish a receipt in addition to your canceled check, please enclose a self-addressed stamped envelope. AATSEEL also accepts payment by Visa or Mastercard.

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The *AATSEEL Newsletter* is published in October, December, February, and April. Advertising and copy are due six weeks prior to issue date.

PUBLICITY AND ADVERTISING POLICY

Free of Charge: Full scholarship study tours and stateside study programs, meetings, job information, new classroom materials, and similar announcements are published free of charge.

Advertising Rates: Commercial ads of interest to the profession are accepted at the following rates and sizes: (Other sizes, such as vertical half-pages and quarter pages, can sometimes be accepted; please query first.)

Full page	\$200	7 5/8" x 9 3/8"
Half page	\$150	7 5/8" x 4 5/8"
Quarter page	\$90	3 5/8" x 4 5/8"
Column inch	\$30	Approx. 6 lines

Advertisement Composition Fee: The *AATSEEL Newsletter* staff will compose your advertisement for you based on your text, specifications (if any), and graphics (provided by you or suggested by the staff). There is a \$75 fee for this service.

Error Correction Fee: If advertisers wish to have the *AATSEEL Newsletter* staff correct errors in text, graphics, or composition that were created by the advertiser, there will be a \$50 correction fee. Similarly, if an advertiser wishes to use an advertisement from a previous year and change dates and other information within the ad, there will be a \$50 correction fee.

Questions on advertising fees and determination of whether an announcement is an advertisement should be addressed to the Executive Director.

Format: Preferred format for advertisements is PDF or eps with embedded fonts. Either Macintosh or PC format is acceptable. Advertisements without graphics may be sent as word files; rtf is preferable if using programs other than Word or WordPerfect. Files may be e-mailed to the editor (Leaver@aol.com). Detailed instructions for advertisers on how to prepare advertisements for the *AATSEEL Newsletter* can be found on the AATSEEL website: <http://www.aatseel.org>. Questions not answered there and requests for exceptions should be addressed to the Editor.

Visit the AATSEEL Web site

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