

Proficient Instruction for Proficient Students:

**Preparing Teachers for
21st Century Outcomes**

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2014 LEARN Professional Development Workshop

Foreign Service Institute

The Circumstances

- Budget Crisis of 2008
- Threat of Reducing Number of Languages/Sections
- Dean's Mandate: Reduce Resources to Maintain Programs at or above Current Proficiency Outcomes
- Stalemate at Intermediate-Mid
- Attrition after two-year language requirement

The Considerations

- Use Flagship model (6/6) for all classes and reduce overall FTEs over two semesters
- New “Intensive Model”
- Re-thinking training of in-service and pre-service teachers to accommodate new format
- Create incentives for instructors to take on Intensive courses

Why Intensive?

- Focus on “Real Life” Communication
- Student Centered Activities Throughout
- Greater Amount of “Face Time” in L2
- Significantly Increased Cultural Exposure
- Lower Affective Factors (Stress, Anxiety)

Intensive Courses

- Intensive content-based instruction in class w/high student interaction ratio
- Media-based (conventional and internet) instruction and repetition
- Integrated instruction [intensive study + study abroad]

Intensive Teaching

- Language learners become *active learners* within the limited timeframe of a basic course
- Authentic materials and realia are essential components of the Intensive FL classroom
- Simulate “real life” environment to facilitate acquisition of linguistic and non-linguistic elements of communication
- Minimize overt lexico-grammatical instruction

The Components

- Increased Contact Hours through “Flipped” Classroom
- Blended In-Class Interaction
- Necessitate Web-Based Interaction
- Portfolios for Student-Centered Content/Assessment
- Blogs/Chat Sites for Autonomous Interaction
- Integrated Study Abroad Opportunities

- Using Internet resources to facilitate authentic contact with L2
- Encourages direct interaction within virtual community of learners and native speakers
- Uses multiple modalities (text, audio, video, interactive, etc.) in real time



Web-Based Instruction

Web-Based Practice

10F INTENSIVE RUSSIAN I (44856) -
(2010_fall_44856_RUS_601C)

Announcements

Edit Mode: ON

- 10F INTENSIVE RUSSIAN I (44856) (2010_fall_44856_R)
- Announcements
- Syllabus
- Faculty Information
- Course Documents
- Assignments
- Communication
- My Grades
- Discussion Board
- External Links
- Research Tools
- Tools
- UT Policies
- UT Honor Code
- eGradebook
- OCA



RUS 601c
Intensive
Russian

Русский язык интенсивно
Prof. Thomas J. Garza



Announcements

Create Announcement

- Recordings for Oral Presentations Up!**
The recordings for the five passages for your Oral Presentations are up in the Course Document section!
Posted by: Thomas Garza
Posted on : Tue, Nov 30, 2010
- Flyer for Moscow Plus Summer Program!**
Интенсивники!
Вот афиша о летней программе в Москве! See "Course Documents" for printable version!
Posted by: Thomas Garza
Posted on : Mon, Nov 15, 2010

Web-Based Practice

Community

Library Services

Services

http://www.omniglot.com/soundfiles/russian/goodmorning_ru.mp3

http://www.omniglot.com/soundfiles/russian/goodafternoon_ru.mp3

http://www.omniglot.com/soundfiles/russian/goodevening_ru.mp3



Vocabulary / Pronunciation

Enabled: Statistics Tracking

Attached Files [Intro Unit.MP3](#) (18.969 MB) [Unit 4.MP3](#) (11.98 MB) [Unit One.MP3](#) (34.49 MB) [Unit Three.MP3](#) (5.92 MB)
[Unit Two.MP3](#) (1.402 MB)

Vocabulary from all unit lists is read -- first slowly for clarity, and then at normal speed for pronunciation.



More Useful Phrases

http://www.omniglot.com/soundfiles/russian/hello2_ru.mp3

http://www.omniglot.com/soundfiles/russian/thankyou1_ru.mp3

http://www.omniglot.com/soundfiles/russian/thankyou3_ru.mp3

http://www.omniglot.com/soundfiles/russian/howdoyousay_ru.mp3



Practice Cursive Letters

Enabled: Statistics Tracking

This link will demonstrate quite normative handwriting in Russian, showing in detail how each letter is formed.(It's mesmerizing!)

http://www.youtube.com/watch?v=WlIXAG1jr_8



Counting from 1 - 10

Enabled: Statistics Tracking

Link to video counting and reviewing numbers one through ten.

http://www.youtube.com/watch?v=-JEXjyMgvHA&feature=player_embedded#at=66

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Russian (Cyrillic) Alphabet

Enabled: Statistics Tracking

Still having some problems keeping those letters straight? Here's a link to more practice!

http://www.youtube.com/watch?v=ZceOLBFRO_Y



Russian Sesame Street Alphabet

Enabled: Statistics Tracking

If you think you're ready for Big Bird in Russian, try the alphabet with a bunch of Russian kids!

<http://rutube.ru/tracks/724278.html?v=86a0a6aa0f735b82d1b1d7a1bcc71b26>



Alphabet Song

Enabled: Statistics Tracking

Attached Files [Alphabet.mov](#) (0.822 KB)

And one more -- this time, a Russian Raffi sings the alphabet with guitar accompaniment. Note the full terms used for the letters:

Й -- и краткое (short i)

ь -- мягкий знак (soft sign)

Ъ -- твёрдый знак (hard sign)

Э -- е обратное (backwards e)



Useful Phrases from UNIT ONE

Enabled: Statistics Tracking

Attached Files [Алло.webloc](#) (0.272 KB) [Большое спасибо.webloc](#) (0.275 KB) [Доброе утро.webloc](#) (0.277 KB) [Добро пожаловать.webloc](#) (0.273 KB) [Добрый вечер.webloc](#) (0.277 KB) [Добрый день.webloc](#) (0.279 KB) [До свидания.webloc](#) (0.273 KB) [Здравствуйе.webloc](#) (0.271 KB) [Извините!.webloc](#) (0.274 KB) [Как сказать ... по-русски?.webloc](#) (0.277 KB) [Очень приятно.webloc](#) (0.283 KB) [Спасибо.webloc](#) (0.275 KB)

Here are some of the most useful phrases from the first unit – pronounced slowly, then at normal speed, for practice. You can use either GoLive!, or click directly on the weblink.

- Portfolio Assessment:
- Student-centered
- Interest-based
- Self-leveling



Autonomous
Interaction

- Role of Self-Assessment
- “Can-Do” Checks
- ILR Documents
- <http://www.govtilr.org/>

Autonomous Interaction

Interagency Language Roundtable



Serving the Language Community for over 50 years



Autonomous Interaction



SELF-ASSESSMENT OF FOREIGN LANGUAGE SPEAKING PROFICIENCY

General Introduction

These Self-Assessments of foreign language ability are intended to serve as informal guides for people who have not taken a U.S. Government-sponsored test but would like to have a rough estimate of their proficiency in Speaking, Reading, and/or Listening comprehension of the language. The self-assessment questionnaires will produce an estimate of your current foreign language ability but are in no way intended to be a replacement for an official government test using the ILR Skill Level Descriptions.

To estimate your level of proficiency in one of the three skill modalities, start at the lowest level shown in the questionnaire and respond to each statement. For each statement, respond "yes" or "no." A "yes" response means that you consistently perform the task or function described successfully. If a statement describes your ability only some of the time, or only in some contexts, you should answer "no." If you can answer "yes" to every statement in the level, your ability is probably at least at that level. Move on to the descriptions at the next level. If you answer "no" to one or more statements at that level, then your ability is probably not at that level.

If you answer "yes" to all the statements at one level, and also have a majority of "yes" answers at the next higher level, then your proficiency may be at a "plus" level. For example, if you answer "yes" to all the statements at Level 1, but have a mixture of responses at Level 2 (with a majority of "yes" answers), your self-assessed ability may be at Level 1+.

The situations, tasks and functions indicated in the different statements are representative but not exhaustive of what an individual must be able to do to perform at the designated level.

Self Assessing Foreign Language Speaking Ability: Speaking Proficiency

In the context of the ILR Skill Level Description, Speaking involves the ability to interact and exchange meaning with a speaker or speakers of the language. Thus, it also involves the ability to comprehend what is said and respond appropriately. At lower and middle levels, it is expected that the speaker may need occasionally to request clarification of something said. Similarly, s/he may occasionally need to restate or paraphrase a message that was not understood.

Autonomous Interaction

Speaking may also involve changing the style of speech to adjust to different social situations and different relationships. At middle and upper levels of proficiency, Speaking increasingly involves presentational use of language in addition to interactive use; in some contexts, such presentations may need to be extended, with or without prior preparation

| SELF-ASSESSMENT OF SPEAKING PROFICIENCY | | Yes | No |
|---|---|-----|----|
| S-1 | I can tell/ask someone how to get from here to a nearby hotel, restaurant, or post office. | | |
| S-1 | I can order a simple meal. | | |
| S-1 | I can arrange for a hotel room or taxi ride. | | |
| S-1 | I can buy a needed item such as bus or train ticket, groceries, or clothing. | | |
| S-1 | I can ask and answer simple questions about date and place of birth, status, occupation, etc. | | |
| S-1 | I can make social introductions and use greeting and leave-taking expressions. | | |
| S-2 | I can handle conversations about familiar topics in an organized way. | | |
| S-2 | I can produce speech with some organization on familiar topics that extend beyond my daily routine. | | |

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Portfolio Activity 4: Русский календарь

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For this activity, begin by going to the site:

<http://www.calend.ru/holidays/>

On the left side of the home page, you'll find a menu for all of the months in 2010. Peruse some of the calendar and try to identify a few of the holidays that are listed with each month. Compile a list of several interesting (to you!) holidays or special dates and write out what month they occur in.



Portfolio Activity 5: Профессии

Enabled: Statistics Tracking

You now know a large and diverse number of professions. But what will be the most lucrative and ambitious professions of the future in Russia? Go to the site:

<http://www.keywork.ru/journal/131.php>

You will find a list and description of the 10 most perspective jobs for the future in Russia. Significantly, they are largely borrowings from English, so if you sound them out, you will certainly understand what they are. Compile a list of the ten professions in Russian and in English, and scan the description of each to see if there are any other words that you recognize. Jot those down, as well.



Portfolio Activity 6: Национальности

Enabled: Statistics Tracking

You know a number of the nationalities of the world -- some of the most common. But at this site, you will find a comprehensive list of the hundreds of nationalities in the former Soviet Union and all over the world. Go to the site:

http://demoscope.ru/weekly/knigi/alfavit/alfavit_nacional.html

Skim the list (It's comprehensive!) for some that you can recognize -- not only from our textbook, but others that you will certainly recognize from all over the globe. Write these out in Russian with their English equivalents.



Portfolio Activity 7: Как ваши дела?

Enabled: Statistics Tracking

This activity gives you the chance to broaden out your conversational skill of asking the question "How are you doing?" and giving appropriate responses. This site give a very comprehensive inventory of possible questions and answers in this situation -- along with the English equivalents to help you pick appropriate language. Check out the site:

<http://dassign.chat.ru/etiket/3.html>

Now write out at least five mini-dialogs using some of the new language in this material. Give a brief description of when, where, and between whom such a dialog might occur.

Web-Based Practice



Portfolio Activity 11: Русский конверт

Enabled: Statistics Tracking

Attached Files  [Konvert_550.jpg](#) (42.46 KB)

This time, open the attached file and print out the Russian envelope. Using the model in your Textbook on page 289, address the envelope in the proper Russian style to:

Kevin Jackson
Korolyova St.
Building 4
Entrance 1
Apartment 10
Moscow, RUSSIA
512845

Add the addressed envelope to your Portfolio.



Portfolio Activity 12: Столицы стран бывшего СССР

Enabled: Statistics Tracking

Not only will you learn the actual capitals -- given on page 297 in your Textbook -- of each of the 15 former Soviet republics, but you will learn a little bit about each city. Go to the website:

<http://www.spinform.ru/cis-capital.htm>

Try to glean a bit of information about each one from the facts given. For the Portfolio, write out -- in Russian -- all 15 republics and their capitals, and an interesting fact about each one.



Portfolio Activity 13: "Милиция" или "Полиция"

Enabled: Statistics Tracking

In this unit, Kevin had a run in with the local militia -- the МВД. In a recent announcement, Президент России Дмитрий Медведев has decided to change the name of the organization from "militia" to "police." Watch and listen to his statement:

<http://www.rian.ru/video/20100806/262499355.html>

For the Portfolio, write down all of the words that you recognize from this piece. Remember that this is unedited Russian; when you return to this clip in the second semester, you'll be surprised at how much more you'll be able to get on the first pass!








Portfolio Activity 14: Русские тосты

Enabled: Statistics Tracking

Expand your knowledge of possible toasts in Russian using the formula on a consecutive page. Go to the site:

Web-Based Practice

 My Places  Home  Help  Logout

Help Desk 475-9400 

HERE CHANGES THE WORLD
UNIVERSITY OF TEXAS AT AUSTIN

ard Courses Community Library Services Services



Portfolio Activity 24: Звенигород

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Learn more about the town that brought Kevin and Olya together: Zvenigorod! Go to the town's official website at:

<http://www.zvenigorod.ru/>

Then scroll down the menu on the left and click on the word Достопримечательности. This is a very useful -- and long! -- word meaning "attractions" or "sights." ON this page, you can read about several of the most interesting places or things to see in the town. For the Portfolio, tell a bit about two or three of the places that you'd like to see in Zvenigorod.



Portfolio Activity 25: Идти или ходить?

Enabled: Statistics Tracking

If you have Cyrillic on your keyboard (and you should by now!), you can practice both your typing and the forms of the verbs идти / ходить on this site:

<http://www.unilang.org/exercise.php?res=1175>

The program will mark your answers right or wrong as you go through the different forms of the verbs. For the Portfolio, do the page of exercises, and print the final version with your answers out.



Portfolio Activity 26: "Скороговорки"

Enabled: Statistics Tracking

Time to practice tongue twisters. These aren't just cultural curiosities; they really do help with your pronunciation and speaking speed. Go to:

http://ru.wikiquote.org/wiki/Русские_скороговорки

Here is a large selection of tongue twisters, including those we've practiced in class. For the Portfolio, find a few of these that appeal to you, write them out, and practice them until you think you have them down. Then, record them on an mp3 or mp4, transfer them to a disc, and put the disc in your Portfolio. Remember the Russian saying, Чем больше, тем лучше! The more, the better!



Portfolio Activity 27: Как сдать экзамены?

Enabled: Statistics Tracking

Take a look at some practical -- if not tongue-in-cheek! -- advice on how to pass your exams in Russia. Go to:

<http://www.ytchebnik.ru/notices/sovet/>

For the Portfolio, choose one of the suggestions on how to pass your exams, and write it out in Russian. Provide a glossary for any words that you don't know and write -- in Russian -- why you think this good or bad advice.



Portfolio Activity 28: Баскин-Роббинс Москва

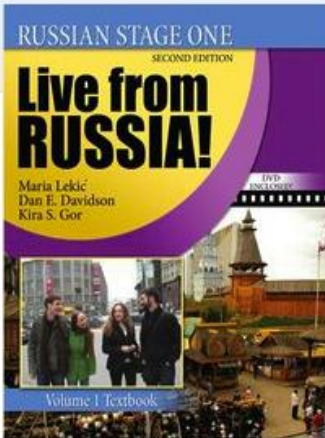
Enabled: Statistics Tracking

Misha to Tanya and Olya out for ice cream at the Moscow mall. Remember that Tanya and Misha had the Russian classic пломбир, but you

Web-Based Practice

facebook

Home Profile Account ▾



Edit Page

Promote with an Ad

Add to My Page's Favorites

Suggest to Friends

Русский язык интенсивно
Intensive Russian RUS 601c
MWF 11-12 PAR 310
TTh 11-12:30 JES A203A
Prof. Thomas J. Garza
Mark Smith, TA

Information

Founded:
Fall 2010

Insights

See All

Intensive Russian- RUS 601c

Wall Info Photos Discussions +

Share: Status Question Photo Link Video

Intensive Russian- RUS 601c + Others **Just Intensive Russian- RUS 601c**

Just Others Spam

Settings

 **Intensive Russian- RUS 601c** Добро пожаловать! Welcome!
353 Impressions · 0% Feedback
August 26, 2010 at 9:29am · Like · Comment · Promote

RECENT ACTIVITY

-  Intensive Russian- RUS 601c discussed The Alphabet! on the Intensive Russian- RUS 601c discussion board.
-  Intensive Russian- RUS 601c edited their Founded, Website and Mission.
-  Intensive Russian- RUS 601c joined Facebook.

Get More Connections

Get more people to like your Page with Facebook Ads! Preview below.

Intensive Russian- RUS 601c



To bring serious students of Russian to functional proficiency (Intermediate Mid/High) in one year of intensive study.

Thomas J. Garza likes this.

Like



Bobbi Duncan Ну, мне трудно читать по-русски без словаря. Я могу читать неплохо в контексте, но мне нравится знать точно что я читаю. И иногда когда я не пользуюсь словарем, я делаю ошибки. Вчера я читала "вихрь" как "vicar" и не понимала почему персонаж бежал от vicar, до я слово переводила с словарем.

April 21 at 2:53pm · Like



Michaela Telfer Когда я читаю мою книгу, мне трудно понимать много глаголов. В книге много глаголов, которые я не знаю. Я тоже думаю, что это трудно читать по-русски без словаря. Мне просто понимать грамматику. Мне нравятся предметы, о которых Достоевский пишет. Я не думаю, что в книге пока что-то, который мне не нравится.

April 21 at 8:28pm · Like



Christopher Isto Wesley Barton Я читаю драму Гамлет, которую перевёл Бориса Пастернака. Мне очень трудно, потому что Пастернак писал в стихах тоже. Когда я читаю, я смотрю две книги, по-английский и по-русский. Также, есть много слов, что я не знаю (Конечно). Очень медленно читающий. Но, мне очень нравится драма.

April 22 at 12:27am · Like



Bobbi Duncan Это лучше читать с английским текстом? Легче? Я думаю, если у меня было английский текст, я слишком много бы пользовалась ним.

April 22 at 12:38am · Like



Christopher Isto Wesley Barton Мне нужен английский тест. Много слов стали друзьями в переводе. Странные слова. Он сделать для того, чтобы делать стихи.

April 22 at 12:47am · Like



Katie Leung Профессор сказал нам что нам должно думать (думайте) о каждом слове и не прочитайте (прочитайте) словарь. Поэтому, Я попробовала не пользоваться словарем - ну, получилось такое трудное потому что я знала если я пользуюсь словарем, то читать было бы быстрее! Каждое слово похоже на что-нибудь Я видела после, а еще не легкое!

April 24 at 11:16pm · Like

*From Novice Low to
Intermediate Mid/High*



*From Novice Low to
Intermediate Mid/High*





Integrated (Hybrid) Intensive Instruction

- Facilitates higher levels of proficiency and competence through long-term commitment
- Combines formal and abroad study to encourage global competence
- Flagship Programs provide materials and practices for some languages and programs

Some Results from Initial Cohorts

- 88% of students in 2010-13 Intensive Courses continued to third-year Russian (compared to 40% in "regular" courses)
- 12 students from initial 25 chose to study abroad during summer; 10 from second cohort
- Students in Moscow program scored higher than any previous UT group in 20 years.

AVG RETENTION RATES: FIRST-YEAR/FIRST-SEMESTER COURSE TO SECOND-YEAR COURSE THAT SATISFIES THE REQUIREMENT

| | 4th-sem retention rate | Inten. 2nd-sem retention rate | +/- differential |
|----------------|------------------------|-------------------------------|------------------|
| French | 40% | 81% | 41 |
| Italian | 25% | 71% | 46 |
| Arabic | 52% | 78% | 26 |
| Hebrew | 35% | 72% | 37 |
| Persian | 28% | 81% | 53 |
| Turkish | 36% | 73% | 37 |
| Russian | 36% | 77% | 41 |

| | 4th-sem retention rate | 3rd-sem retention rate | +/- differential |
|---------------------------------|------------------------|------------------------|------------------|
| Japanese (18 SCH→18 SCH) | 37% | N/A | N/A |
| German (16 SCH→16 SCH) | 36% | 89% | 53 |
| Spanish (16 SCH→18 SCH) | 48% | 48% | 0 |

- 4 semesters to 2 semesters

SCHS PRODUCED BY INTRO SEQUENCES

| Years | Total Undergrad SCHs | Total For Lang Intro Sequence SCHs | % of Intro For Lang SCHs | % Change |
|------------------|----------------------|------------------------------------|--------------------------|----------|
| 2003-2004 | 386,142 | 61,629 | 15.96% | N/A |
| 2004-2005 | 375,093 | 59,630 | 15.90% | -0.06% |
| 2005-2006 | 361,031 | 56,639 | 15.69% | -0.21% |
| 2006-2007 | 358,975 | 58,394 | 16.27% | 0.58% |
| 2007-2008 | 361,734 | 59,383 | 16.42% | 0.15% |
| 2008-2009 | 347,721 | 59,000 | 16.97% | 0.55% |
| 2009-2010 | 344,404 | 53,108 | 15.42% | -1.55% |
| 2010-2011 | 335,548 | 52,050 | 15.51% | 0.09% |
| 2011-2012 | 328,162 | 52,688 | 16.06% | 0.54% |
| 2012-2013 | 331,452 | 52,537 | 15.85% | -0.20% |

Considerations for Professional Development

- 1) Curricular Considerations
 - 2) Classroom Practices
- 3) “Flipped” Classroom Model

Curricular Considerations

- Increased weekly contact hours (6)
- Shift in content from classroom to extracurricular hours
- Classroom activities structured toward active skills
 - Formative assessment

Classroom Practices

- Highly student-centered
- Quickly shifting modalities of delivery
- Heavy proficiency orientation, esp. listening and speaking
- Single, pair, group work

“Flipped” Classroom Model

- Student spends more hours out of class than in
- Shift of “non-productive” exercises (grammar, lexicon, etc.) to out of class
- Student responsible for learning
- Classroom hours devoted to production and reception

Thank you!!

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