

The AATSEEL NEWSLETTER



American Association of Teachers of Slavic & East European Languages

Contents

Message from the President	3
Letter from the Editor.....	3
AATSEEL Awards	4
Russian at Work	5
Recent Publications.....	6
Technology and Language Learning.....	7
Awards	7
Member News	8
Everything You Always Wanted to Know about Grammar But Were Afraid to Ask.....	9
Summer Language Programs.....	12
Psychology of Language Learning.....	15
Graduate Student Forum.....	16
Czech Corner	18
Ukrainian Issues	20
Call for Papers	23
Belarusica	27
Employment Opportunities.....	28
Professional Opportunities.....	29

Special in This Issue:

2004 AATSEEL Awards

**Call for Papers for
2005 Annual
Conference**

AATSEEL NEWSLETTER EDITORIAL STAFF**Editor:** BETTY LOU LEAVER**Assistant Editor:** ANNA JACOBSON

Contributing Editors: VALERY BELYANIN
 ALINA ISRAELI
 OLGA LIVSHIN
 KEITH MEYER-BLASING
 ALLA NEDASHKIVSKA
 JEANETTE OWEN
 MILA SASKOVA-PIERCE
 LINDA SCATTON
 CURT WOOLHISER

NL Coordinates:

Editor: Leaver@aol.com

Assistant Editor: ajacobso@indiana.edu

Layout/Advertising: CDLSrvcs@aol.com

AATSEEL Office:

KATHLEEN DILLON

Executive Director, AATSEEL

P. O. Box 7039

Berkeley, CA 94707-2306 USA

Phone/fax: 510-526-6614

E-mail: AATSEEL@earthlink.net

Layout/Advertising: CDL Services, Amman, Jordan**Submitting Copy:**

- (1) Foreign languages are accommodated if prepared on MacIntosh with a truetype or postscript font that can be shared.
- (2) Eps or pdf with embedded fonts, Indesign, PageMaker, and Quark Express documents can be accommodated.
- (3) Please do not double-space between sentences in electronic submissions.
- (4) Please query the editor about formatting, content, graphics, or language.
- (5) Since the newsletter is produced in part in Jordan, submissions must be sent by fax or email by deadlines given on the back cover and on the AATSEEL website.
- (6) The *AATSEEL Newsletter* is not copyrighted. Authors wishing to protect their contributions should copyright their materials.
- (7) Full specifications are available at the AATSEEL web site.

AATSEEL Web site

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

<http://www.aatseel.org>

AATSEEL POINTS OF CONTACT**President:**

CATHARINE THEIMER NEPOMNYASHCHY
 Barnard College
 cn29@columbia.edu

President-Elect:

SIBELAN FORRESTER
 Swarthmore College
 sforres1@swarthmore.edu

Past President:

BENJAMIN RIFKIN
 University of Wisconsin
 brifkin@facstaff.wisc.edu

Vice Presidents:

EMILY JOHNSON
 University of Oklahoma
 emilydjohnson@ou.edu

TODD GOLDING

Jefferson High School
 toddgolding@email.com

STEVE FRANKS

Indiana University
 franks@indiana.edu

MARY NICHOLAS

Lehigh University
 man3@lehigh.edu

JANE HACKING

University of Utah
 j.hacking@utah.edu

TODD ARMSTRONG

Grinnell College
 armstrong@grinnell.edu

Program Coordinator:

WILLIAM COMER
 University of Kansas
 wjcomer@ku.edu

Editor, *Slavic and East European Journal*:

GERALD JANECEK
 University of Kentucky
 gjanecek@uky.edu

Editor, *AATSEEL Newsletter*:

BETTY LOU LEAVER
 New York Institute of Technology, Jordan
 Leaver@aol.com

Executive Director:

KATHLEEN DILLON
 AATSEEL@earthlink.net

Webmaster:

MARTA DEYRUP
 Seton Hall Univ.
 deyrupma@shu.edu

Message from the AATSEEL President

As I take on the position of President of AATSEEL, I cannot look to the future without first paying my respects to the past. AATSEEL has indeed been fortunate over the years to find dedicated people willing to devote their time and energy to the good of the organization and the field it represents. My immediate predecessors—Sally Pratt, who now retires as Past President, and Ben Rifkin, who moves into that position—have shepherded the organization through some of its hardest times.

Looking back further in time, my own biggest debt of gratitude, and part of what has kept me a loyal supporter of AATSEEL over the years, is to Joe Malik, Executive Secretary-Treasurer (that was the title then) of the organization from 1968 to 1985. My first contact with AATSEEL came when I was still a graduate student doing registration for the annual convention when it was held in New York. In those days, a quarter of a century ago, it was relatively rare for graduate students to give papers at the conference, but Dr. Malik was always encouraging to the junior people in the field—even to the extent of bending the rules to let a grad student give as many as three papers at one conference! (Fortunately, I don't think any of us were actually crazy enough to go through with it.) Dr. Malik welcomed panels put together by graduate students, especially those with participants from different institutions and from different generations. Most important, AATSEEL was my window into the larger field, giving me and others of my generation in the pre-internet world the chance to find out what was going on beyond our home institutions, in the wider world of Slavic. The convention was one of the high points of the year. Even if it did come inconveniently, then as now, between Christmas and New Year's, it was an event not to be missed.

As we look to the future of AATSEEL, it is clear that things have changed dramatically since the early days of the organization. We all seem

to be busier in the twenty-first century, in part because email and the internet have placed greater resources at our disposal, and in part because ever more energy seems to go to administrative holding actions to maintain the place of our field in the academy. Our field is more diffuse than it once was, and many of us work across disciplinary and national boundaries, which makes AAASS, MLA, ACTFL and a host of other conferences and organizations attractive competitors for our time and attention.

In order to survive, like any healthy organization, AATSEEL must adapt to its changing context—without, however, jettisoning its heritage. My greatest priority in my term as president will be to do what I can to reinvigorate scholarly and professional dialogue not only among generations, but among the various constituencies of the organization—language and literature pedagogues, linguists, secondary and post-secondary teachers. While our individual specializations all too often put up barriers between us, in the final analysis, we are all in the same beleaguered boat of Slavic studies, struggling to stay afloat in an environment that appears ever more indifferent or hostile to the humanities in general and our own region of the world in particular. AATSEEL remains our professional organization and our best advocate, but it will only be as strong as the community of which it is composed.

The work of AATSEEL goes on all year long, and we are indeed fortunate to have a worthy successor to Joe Malik in Kathleen Dillon, who, as Executive Director, keeps the organization going day to day. And, of course, SEEJ, the Newsletter, and the webpage are important services of the organization. However, for the majority of our members, the national convention remains the “big event” of AATSEEL, a time to share the fruits of research and teaching, to reconnect with old friends, and make new ones—to give up a few days of the holiday season in the good cause of defining the current state of our field.

So, even though a January blizzard is raging outside my window as I write

this and it seems a long way to next December, I want to urge you all to mark December 27-30 on your calendars. We are fortunate that the convention this year will be in Washington, DC, certainly the best place to get our message out. I call on the whole membership to make this the best AATSEEL convention ever—by putting together panels, suggesting special events, encouraging your students, colleagues, and peers to participate, and, most important, coming to Washington yourself.

Catherine S. Hypocrite

Letter from the Editor

Greetings to all and best wishes for another new year!

The first thing you may have noticed is the different way in which you received this newsletter. Yep, we have gone entirely electronic. We had experimented with e-distribution successfully earlier (see the article on page 5), but we had not planned a leap into full e-distribution for some time. However, the times being what they are and the problems of using paper copy (efforts, time, cost, speed) being what they are, the Executive Committee decided at the December meeting at the Annual Convention of the AATSEEL to move into full e-distribution effective this fall. However, with the loss of our account person at the printing house, with the resulting December newsletter not reaching some members of AATSEEL until the end of January, something had to be done. For now, we will be using a hidden URL for all members for whom we have e-mail addresses on file and paper printouts to others. We are looking at other forms of distribution and may do a passworded online version beginning in the fall. One advantage of the e-version should be readily evident: we have added color! Another advantage is that you can now do a computer-assisted search for topics of interest. Stay tuned! More bells and whistles may be coming!

Betty J. Leaver

2004 AATSEEL Awards Presentation

At the December AATSEEL Annual Meeting, President Benjamin Rifkin and Past President Sally Pratt presented 2004 awards to AATSEEL members selected for their contribution to the field. A full description of the awards was published in the October 2004 *AATSEEL Newsletter*. Below are photos from the awards ceremony.



Betsy Sandstrom (Thomas Jefferson High School) receives the award for Excellence in Teaching at the Secondary Level



Masasko Ueda-Fidler (Brown University) receives the award for Excellence in Teaching at the Post-Secondary Level



Alexander Schenker (Yale University) receives the award for Outstanding Contribution to Scholarship



On behalf of Irene Masing-Delic (Ohio State University), OSU Graduate Student Inna Caron accepts the Award for Outstanding Contribution to the Profession



George Fowler (Indiana University) receives the award for Distinguished Service to AATSEEL

Call for Nominations for the 2005 AATSEEL Awards:

- Excellence in Teaching at the Secondary Level
- Excellence in Teaching at the Post-Secondary Level
- Distinguished Service to AATSEEL
- Outstanding Contribution to the Profession
- Outstanding Contribution to Scholarship

Nominees MUST be members of AATSEEL.

To nominate someone for one of these awards: send your nomination, including a paragraph explaining why you think the individual is deserving of the award, to Benjamin Rifkin, Past President of AATSEEL at brifkin@wisc.edu. Deadline: May 1, 2005.

Award winners will be notified by July 1, 2005. Awards will be presented at the 2005 AATSEEL Conference in Washington, DC (December 28-30, 2005).

Year of Languages Radio Series

The long-awaited Year of Languages (2005) is now here. Many activities are planned by foreign-language and community organizations around the country. As the year goes on, the *AATSEEL Newsletter* will be happy to report on the various kinds of activities that supporters of language study are undertaking.

Here we note that the Year of Languages will have a radio series hosted by South Carolina Public Radio. The point of contact, Eric "Rick" Rickerson (erickerson@comcast.net) has offered to share information with AATSEEL members to help get their public radio affiliates subscribing to this exciting series.

RUSSIAN AT WORK: INTERVIEWS WITH PROFESSIONALS WHO USE RUSSIAN ON THE JOB

Medical Interpreter: An Interview with Jane Kontrimas

Liking the Russian language and liking to help people eventually led Jane Kontrimas, Training Coordinator of Interpreter Services at Beth Israel Hospital in Boston, to fashion a career for herself and develop a new profession in the process. Jane studied Russian as an undergraduate at Middlebury College, claiming that her selection of Russian as her major was due chiefly to the fun factor: the drill instructor played the guitar and the students sang Russian folk songs on Friday afternoons.

Her first Russian-related job after graduation was as interpreter for the Jewish Family and Children's Services resettlement program in Brookline, Massachusetts, where she discovered that what she found most rewarding about the job was taking elderly people to the hospital for treatment. Because the elderly need more hospital care and have limited language skills, the role of the interpreter is especially crucial. A year later, she was employed as Beth Israel Hospital's first full-time medical interpreter in any language. She learned a great deal by trial and error, including the cardinal rule for medical interpreters: not to give one's own medical advice to the patient.

In order to strengthen her oral skills, Jane pursued a Certificate of Study from the Pushkin Institute in Moscow, two advanced tutorials at the Harvard Extension, and repeated sessions at Middlebury's Russian Summer School. To sharpen her supervisory and administrative skills, she also took an MS in Management from Lesley College. Her success as a medical interpreter and the growing immigrant population in Boston led the hospital eventually to hire a number of interpreters. Currently there are full-time and per-diem

interpreters of Russian (10), Spanish (5), Portuguese (3), Asian languages (8-10), and American Sign Language (1). Jane coordinates training for all the interpreters at Beth Israel Hospital and she serves as mentor for all new medical interpreters.

In her interview, Jane made it clear that the role of the medical interpreter demands a combination of language facility, patience, and psychology. She noted that the doctor and the patient each want to use the interpreter as a go-between. For example, the patient may say, "Tell the doctor to prescribe X for me," or the doctor may say, "Can't you get the patient just to take his medications?" She has found the best approach is to have each side state the request directly, and then the interpreter can translate. Medical interpreters, regularly faced with stressful personal situations, must learn how to ask for pauses and how to cope with unfamiliar words and alternative medical practices as well as the more familiar ones.

In the mid-1980s, with a growing interest in professionalizing the role of medical interpreter, Jane co-founded an interpreter group that would later become the Massachusetts Medical Interpreter Association (MMIA). Made up of interpreters of a number of different languages, members of the group found it useful to share experience and expertise, and they soon realized there was a body of knowledge and set of skills that applied across languages.

Jane has also shared her expertise by teaching medical interpreting in evening classes at Boston City Hospital, U-Mass Medical Center, Northern Essex Community College and elsewhere. She joined other area hospital interpreters in authoring an MMIA Code of Ethics and publishing the MMIA Standards of Practice for Medical Interpreters. They are now working on certification procedures and a prototype of a certification exam for medical interpreters.

*Editor: Linda H. Scatton
(Educational Testing Service)*

The three-hour exam currently includes some multiple-choice vocabulary items, some questions relating to ethical practice and the role of interpreters, some tape-recorded sentence-conversion exercises, and a set of role plays.

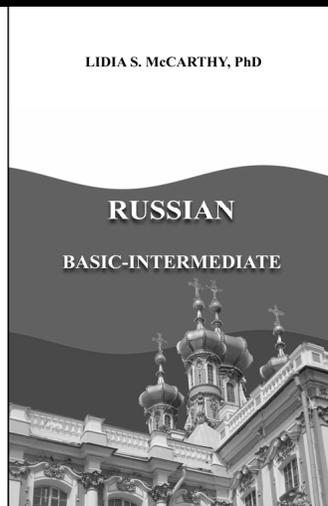
Editor's Note: Special thanks to Katherine Chvany, Professor Emerita of Massachusetts Institute of Technology, for suggesting this interview. The future of this column depends on those of you in the field who bring to my attention interesting careers of your former students or colleagues. Please continue to send me the names and email contact information of possible interviewees. Write to me at : Lscatton@ets.org.

AATSEEL Newsletter Going Electronic

Or should that be "has gone electronic?" You may have noticed that this newsletter is coming to you for the first time ever in totally electronic format. No, this is not the first time that we have published an electronic newsletter. For the past year and a half, we have experimented with e-distribution of the newsletter. That experimentation has been quite successful. Those members of AATSEEL who received their copies of the newsletter by e-distribution received them on the first of the newsletter month whereas other members have had to wait as much as six weeks for the printed version to reach their doors. This is because the printing process is quite cumbersome: make plates, make dylux, send proof, get okay to print, print, adhere addresses sort by zip, bundle, and hand over to the USPO, which then goes through a slow process of delivering: bulk mail travels only whenever there is space available, With the e-newsletter, you will always have access to your newsletter before the information is outdated!

RUSSIAN BASIC-INTERMEDIATE

LIDIA S. MCCARTHY, PHD



- Easy explanations to every grammar rule
- Russian-English vocabulary lists for every lesson
- Numerous exercises
- Revision Section after every four lessons
- Sidebars throughout the text with information about Russian history, literature, art and culture

Written by a native speaker, *Russian Basic-Intermediate* is an illustrated guide into the world of Russian language and culture. It is filled with interesting Russian texts, grammatical explanations, numerous exercises, humor and asides with information about Russian history, culture, literature and art.

This textbook consists of 18 lessons, each starting with text and vocabulary lists, grammar sections with explanations in English and various exercises combining both new and previously learned vocabulary and grammar. Every four lessons are followed by a revision section. *Russian Basic-Intermediate*'s illustrated asides cover Russian history from the period of Kievan Russia up to the end of the Soviet era. The author, holding a Ph.D in Historical Linguistics, explains how the Russian alphabet was created, where Russian names came from and tells about derivation of some Russian words and expressions.

Product details: Universal Publishers, July 2004,
ISBN: 1581125232

Paperback- \$29.95, eBook - \$9.00.

Available directly from the Publisher at

www.universal-publishers.com or
www.amazon.com; www.bn.com

WWW.UNIVERSAL-PUBLISHERS.COM

RECENT PUBLICATIONS

The Recent Publications column includes books published in 2003-2005. Authors and publishers are invited to submit information about their new publications.

Art & Architecture

Blagojevic, Liljana. 2003. *Modernism in Serbia: The Elusive Margins of Belgrade Architecture, 1919-1941*. Cambridge, MA: The MIT Press.

Gelman. V. 2003. *Pamjatniki i ljudi*. Moscow: GMII im. A Pushkina.

Cultural Studies

Czaplicka, John. 2004. *Lviv : A City in the Crosscurrents of Culture*. Cambridge, MA: Harvard University Press.

Helleman, Wendy. 2004. *The Russian Idea: In Search of a New Identity*. Bloomington, IN: Slavica Publishers.

Kappeler, Andreas, Zenon E. Kohut, and Frank E. Sysyn, eds. 2003. *Culture, Nation, & Identity: The Ukrainian-Russian Encounter (1600-1945)*. Canadian Institute of Ukrainian Study Press.

King, David. 2005. *Serbia*. NY: Benchmark Books. (for children)

White, Stephen, Elena A. Korosteleva, and John Lowenhardt. 2004. *Postcommunist Belarus*. Rowman and Littlefield Publishers.

Economics

Levgold, Robert. 2004. *Swords and Sustenance: The Economics of Security in Belarus and Ukraine*. Cambridge, MA: The MIT Press.

Mandel, David. 2004. *Labour After Soviet Socialism : Auto-workers and Their Unions in Russia, Ukraine, and Belarus*. Black Rose Books.

Robinson, Neil. 2004. *Reforging the Weakest Link: Global Political Economy and Post-Soviet Change in Russia, Ukraine and Belarus*. Ashgate Publishing.

Terterov, Marat and Kogan Page. 2004. *Doing Business with Serbia and Montenegro*. Kogan Page Publishing.

USA IBP. 2004. *Belarus Export-import And Business Directory*. International Business Publications.

History

David-Fox Michael, Peter Holquist, and Marshall Poe. 2004. *After the Fall: Essays in Russian and Soviet Histiography*. Bloomington, IN: Slavica Publishers.

Dragnich, Alex N. 2005. *Serbia through the Ages*. East European Monographs.

Lelikova, N. K. 2004. *Stanovlenie i razvitie knogovedcheskoj i bibliograficheskoj nauk v Rossii v XIX-pervoj treti XX veka*. St. Petersburg: Rossijskaja Natsional'naja Biblioteka.

Continued on page 8

Technology & Language Learning

Technology and Authentic Materials: BCS Tagger Project

Danko Šipka

Arizona State University

In this issue, Professor Danko Šipka provides an overview of internet resources he has developed to enable language learners to read and analyze authentic texts at relatively early stages in the curriculum.

Despite the widespread I-just-want-to-speak student attitude, the most valuable professional skill to be acquired in Slavic language classrooms is the ability to understand authentic written and spoken texts in the target language. It is therefore imperative that authentic materials are included in the curriculum as early as possible. However, attempting to address this imperative leads to the following dilemma. On the one hand, students with a limited command of vocabulary cannot be expected to process "raw" authentic texts as constant references to the dictionary would be overly time consuming and frustrating. On the other hand, instructors do not command sufficient financial and temporal resources to manually gloss these texts with English equivalents.

The ongoing BCS (Bosnian/Croatian/Serbian) Tagger Project is an attempt to provide an answer to the aforementioned dilemma and enable early inclusion of printed authentic materials (newspaper articles, short stories, public and corporate web sites, etc.). The tagger is located at <http://cli.la.asu.edu/clitag2>. It accepts a text in Windows Central European, which can be taken from any target-language newspaper available on-line (e.g., www.danas.co.yu, www.novilist.hr), or any other text in BCS and returns the text tagged with English glosses, as can be seen at <http://cli.la.asu.edu/clitag2/example.html>. By clicking on any of the underlined word forms in the text, the user can see the respective English gloss. Thus, clicking on the BCS word *sahrana* will

*Editor: Jeanette Owen
(Arizona State University)*

yield the following gloss: *sahrana*, e f [I] funeral n, sepulture n, interment n, inhumation. Pressing the I (inflection) button will expand the word *sahrana* in all its forms (Nominative Singular *sahrana*, Genitive *sahrane*, etc.).

The text can be tagged automatically or interactively. In the former case, the most frequent solution is deployed in cases of ambiguous forms (the example above illustrates this tagging option). The interactive manner of tagging prompts the user to resolve all cases of ambiguous forms (e.g., to tell if the form *je* found in the text belongs to the verb *biti* 'to be' or to the pronoun *ona* 'she'). The present tagger project provides instructors with the opportunity to prepare up-to-date authentic materials in a short time frame (an example of a post-edited tagger text is available at <http://www.public.asu.edu/~dsipka/bcs202a1.html>).

At present, the following problems are being addressed within the BCS Tagger project. First, some low-frequency lexemes and irregular forms are still being added to the database. The coverage currently comprises over 95% of an average newspaper text. Second, an editing tool enabling swift post-editing of the tagged text is under development. Third, reorganizing the knowledge base is underway to increase the probability of selecting the most likely base word in cases of ambiguity.

Analogous taggers for Polish and Russian are in the pipeline at ASU, pending financial support and/or partners.

Editor's Note: If you have an interest in the use of technology in language learning that you want to share, please send your submission to Jeanette Owen by e-mail (Jeanette.Owen@asu.edu) or snail-mail (ASU, Dept. of Languages and Literatures, P.O. Box 870202, Tempe, AZ 85287-0202)

AWARDS

Call for Nominations for the 2005

AATSEEL Awards:

- Excellence in Teaching at the Secondary Level
- Excellence in Teaching at the Post-Secondary Level
- Distinguished Service to AATSEEL
- Outstanding Contribution to the Profession
- Outstanding Contribution to Scholarship

Nominees MUST be members of AATSEEL.

To nominate someone for one of these awards: send your nomination, including a paragraph explaining why you think the individual is deserving of the award, to Benjamin Rifkin, Past President of AATSEEL at brifkin@wisc.edu. Deadline: May 1, 2005.

Award winners will be notified by July 1, 2005. Awards will be presented at the 2005 AATSEEL Conference in Washington, DC (December 28-30, 2005).

Globus A Slavic Bookstore

Veronica Ahrens-Pulawski

332 Balboa Street • San Francisco, CA 94118

Ph & Fax 415-668-4723

e-mail globus@jps.net • <http://pweb.jps.net/~globus>

Recent Publications Continued

Continued from page 6

Markelov, G. V. 2004. *Pisaniya vygotsev: Sochenija pomorskikh starobrdjadsev v Drevlekhranilishche Pushkinskogo Doma*. St. Petersburg.

Gaunt, David. 2004. *Collaboration and Resistance during the Holocaust: Belarus, Estonia, Latvia, Lithuania*. Peter Lang Publishing.

Petrukhin, V. & D. Raevskij. 2004. *Ocherki istorii narodov Rosii v drevnosti i rannem srednevekove*. Moscow: Znack.

Pezske, Michael Alfred and Piotr S. Wandycz. 2004. *The Polish Underground Army, the Western Allies, and the Failure of Strategic Unity in World War II*. McFarland and Company.

Rontoyanni, Clelia. 2005. *Towards Inclusive European Security: Russia, Ukraine, Belarus and the European Security and Defense Policy*. London: Blackwell Publishers.

Sengupta, Anita. 2004. *The Formation of the Uzbek Nation-State: A Study in Transition*. Lexington Books.

Tolochko, P. P. 2003. *Russkie letopisy*. St. Petersburg.

Zagrebin, V. M. 2004. *Rukopisnye knigi sobranija M. P. Pogodina*. St. Petersburg: Rosijskaja Natsional'naja Biblioteka.

Linguistics

Cook, N. M. 2004. *A Contrastive Study of Verbal Aspect in German and Serbo-Croatian*. Peter Lang Publishers.

Davies, Allen. 2004. *The Handbook of Applied Linguistics*. London, UK: Blackwell.

Hawkesworth, Celia and Ranko Bugarski. 2004. *Language in the Former Yugoslav Lands*. Bloomington, IN: Slavic Publishers.

Kosta, Peter. 2003. *Investigations into Formal Slavic Linguistics*. Peter Lang Publishing.

Rivero, Maria-Luisa. 2004. *Verbs and Clause Structure: Long Verb Movement in Balkan, Celtic, Old Romance, and Slavic Languages*. Oxford, UK: Oxford University Press.

Continued on page 21

Member News

*Editor: Keith Meyer-Blasing
(University of Wisconsin)*

*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: Keith Meyer-Blasing
kmblassing@wisc.edu*

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

Dissertation Defense

Jacee Cho defended her dissertation, "Structure and functions of neologisms in the Russian newspaper language" at Moscow State University in December, 2004. Congratulations to Jacee!

Center for Language Studies

Summer Intensive Language Program at Beloit College

Russian • Czech • Hungarian

June 11 - August 12, 2005

An intensive language challenge awaits you this summer at the Beloit College Center for Language Studies. Our quality, immersion style programs are available in either 4 1/2 or 9 week sessions and feature:

- **superb language instructors**
- **small classes**
- **1st through 4th-year Russian, 1st-year Czech and Hungarian**
- **a variety of extracurricular activities**
- **a friendly, inviting atmosphere conducive to concentrated study**

Classes are open to advanced high school students, undergraduates, graduate students, working professionals, and adult learners. Partial scholarships are available.

Center for Language Studies, Beloit College, 700 College Street, Beloit, WI 53511-5595
800-356-0751 • 608-363-2277 • Fax: 608-363-7129 • cls@beloit.edu • <http://www.beloit.edu/~cls>

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

Q. Ничего нельзя наперед загадывать! Why is there no negative HE here? I thought it was always needed.

A. The verb is negated when an action is denied, that is the action never took place. A complete denial usually triggers imperfective: Я никому ничего не говорила, while a limited denial in a concrete situation is likely to trigger perfective: Я никому ничего не сказала.

The verb is not negated when the existence of an object or a “subject” is denied:

Мне не с кем поговорить. (object)

Некому меня постричь. (“subject”)

The reason “subject” is in quotation marks is because syntactically these sentences are impersonal and cannot

have a subject, so we can only speak of an underlying or logical subject.

In the case of Ничего нельзя наперед загадывать! we also have an impersonal sentence, although for a different reason: impersonal sentences with нельзя mean either impossibility (with perfective) or prohibition (with imperfective). Thus this sentence means ‘One should not make long term plans.’ Prohibition or impossibility can involve both positive verbs (‘One should not do this/One cannot do this’) as well as negative verbs (‘One shouldn’t not do this/One cannot not do this = One cannot resist doing this’):

Нельзя сказать, что он глуп. = One cannot say that he is stupid (i.e. he is smart).

Нельзя не сказать о том, что произошло в этот вечер. = One cannot avoid saying what happened that eve-

Alina Israeli
(American University)

Send questions to:
aisrael@american.edu

ning (i.e. One must say what happened that evening).

Impossibility and prohibition represent modal qualifications of an action in general, rather than negation of a particular action. Thus they do not require negation of the verb.

Q. С детства бегал по грибы, и на всю жизнь для меня это, пожалуй, самое любимое занятие. Why not за грибами?

A. The preposition по is used in cases of natural gathering and is limited to four items. This includes two rustic occupations — gathering mushrooms and berries — ходить по грибы and ходить по ягоды; different types of berries (but not mushrooms) can be spelled out: ходить по бруснику, по малину, по клюкву etc. If по is replaced with за, one would have to add в лес or some other location in order not to

Slavic & East European
SLI Summer
Language
Institute
University of Pittsburgh • 2005

PITTSBURGH / MOSCOW

5 weeks - Pittsburgh — (June 6 - July 8, 2005)

5 weeks - Moscow — (July 9 - August 13, 2005)

Intensive Courses in Beginning, Intermediate, Advanced, and Fourth-Year Russian

◆ Cost: \$4476, plus airfare* (Generous scholarships available) ◆ 10 credit hrs.

* Dates and costs are approximate

◆ Application and fellowship deadline March 22. For information write or call:

Department of Slavic Languages and Literatures
1417 CL, University of Pittsburgh
Pittsburgh, PA 15260

(412)624-5906/Fax (412)624-9714/e-mail: slavic@pitt.edu



Visit our web page at: <http://www.pitt.edu/~slavic/sli/>

be ambiguous, since one can go to a market to get mushrooms, just like any other commodity: ездить на тот берег за грибами.

Two other nouns that allow the usage of the preposition по are: вода and дрова — по воду and по дрова. Given that firewood is no longer in use in the cities, the last combination is most commonly used in the phrase кто в лес, кто по дрова, which ironically means that people are doing different things, out of sync, out of unison.

Q. When using ПО in distributive contexts, such as по одному (одной) два (две) etc. with numbers 5 and up either ACC or DAT can be used, the latter considered устарелое. But, if one says по десять рублей (and that's what I would automatically say), why does one use GEN instead of DAT. Is this an exception? Or is this one of those gray areas? What bothers me is in the old по десяти рублей why is it рублей and not рублям — shouldn't десяти in this instance be a modifier in the dative, as in прибавить к десяти рублям три рубля.

Doesn't по сту also occur sometimes in the 19th century?

A. First the rule: In CSR in distributive context, ПО plus the number one or a singular noun uses DAT — по яблоку, по книге, на каждого по комнате, по одной тетрадке, while ПО plus higher numbers uses ACC — по два человека в ряд, выдавали по три колограмма муки в одни руки. Actually, numerals ending in "one" also take a hybrid DAT: урожайность по двадцать одному центнеру с гектара or заплатить по сорок одному центу за фунт.

ПО + DAT still survives in scoring sports events: по трём — three all, по пяти — five all.

In fact, phrases like по десяти рублей or по сту рублей (с человека/на брата) are not exactly obsolete, but simply have a 19th century tinge, an old-fashioned flavor. What is also important is that while по пяти рублей, по десяти рублей, по сорока рублей or по сту рублей are all correct, *по трём рублей is impossible, in other

words, the DAT+GEN combination is not available to all the numerals.

The answer to this anomaly lies in the history of the Russian language. In old Russian пять through десять were feminine nouns, сорок was masculine, and сто was neuter, just like тыся (ten thousand) and тысяча. Пять through девять used to decline like кость (according to П.Я. Черных. Историческая грамматика русского языка, М. 1962). Since the subsequent leveling of the paradigm, they all follow the third declension nouns. The following examples are from Л.А. Булаховский. Исторический комментарий к русскому литературному языку, Киев 1958 (p.199) (There are по 's in the book.):

У патриарха посол в ту пять дней по упросу трижда ел. (Вымышл. статейный список посольства Андр. Ищеина 1570 г.)

... и на другую пять человек велети дати на сенокос луг... (Царск. грам. по челоб. охотников Пчевского яма, 1601)

Summer Workshop in Slavic, East European and Central Asian Languages

at Indiana University
June 17 - August 12, 2005



RUSSIAN

- 1st through 6th year
- 4- and 8-week courses available

EAST EUROPEAN and BALTIC

- 1st and 2nd year Estonian
- 1st year Czech, Hungarian, Latvian, and Lithuanian
- 1st yr. Polish, Romanian, Bosnian/Serbian/Croatian, and Macedonian are tuition-free for graduate students in East European field (ACLS funded)

CENTRAL ASIAN and GEORGIAN

- 1st and 2nd year Azeri, Georgian, Kazakh, Tajik, Turkmen, Uyghur, and Uzbek
- 1st year Pashto

FLAS and SSRC Fellowships are available
Application Deadline for Fellowships April 1, 2005
IN-STATE TUITION for all languages

More information is available at: <http://www.indiana.edu/~iuslavic/swseel/>

Or write to: Director, SWSEEL, BH 502, Indiana University, Bloomington, IN 47405

Tel. (812) 855-2608 - FAX (812) 855-2107 - e-mail: SWSEEL@indiana.edu

В.И. Борковский and П.С. Кузнецов in Историческая грамматика русского языка, М. 1963, site an example from Lomonosov's poetry as possibly archaic:

В каждую осьмь минут совершается распростертие света до земли от солнца ("Слово о происхождении света", 1756)

This government survives to this day.

This brings us to the dual status of тысяча in CSR. It can be a regular noun or a numeral. Morphologically this will show only in the form of instrumental case. As a noun, it will be (с) тысячей, while as a numeral it will be (с) тысячью.

Graudina in "Беседы о русской грамматике" (1983: 120-122) makes a distinction between an exact number (a numeral) and a generalized noun. Examples of the former would include дом с тридцатью окнами, дом с тысячью окнами while examples of the latter would include человек с тысячей лиц, дом с тысячей окон.

Unfortunately, in their article on с тысячей рублей vs. с тысячью рублей, vs. с тысячью рублями, Граудина, Ицкович, and Катлиная in Грамматическая правильность русской речи (М. Наука, 1976: 264-265) made an omission: in their hard data only the two figures 7/2 are present (frequency out of 100,000 examples). Presumably, they are for the first two variants, but then the result should have been printed 7/2/0. The authors noted, however, that in the early 70's the form тысячью crowded out its competitor тысячей:

За все время своего существования коллектив художественной самодеятельности выступил более чем с тысячью концертов (Труд, №б, 8 января 1971)

перед тысячью дорог (Комс. правда, 1 августа 1972)

A recent search of two popular search engines gave inconclusive results. For some nouns тысячей + Gen are more common, for others тысячью + Gen, and occasionally тысячью + Instr is the second most popular (not the third):

	Google	Yandex
с тысячей рублей	33	40
с тысячью рублей	14	12
с тысячью рублями	10	11

тысячей концертов	2	2
тысячью концертов	0	0
тысячью концертами	0	0

vs.

тысячью окон	73	127
тысячей окон	10	16
тысячью окнами	0	0

тысячью мелочей	72	93
тысячей мелочей	11	31
тысячью мелочами	7	2

vs.

тысячью лиц	818	1268
тысячью лицами	164	563
тысячей лиц	153	255

Google and Yandex disagreed on the use of дорога and нить:

тысячью дорог	16	48
тысячей дорог	21 (!)	34
тысячью дорогами	0	0

тысячью нитей	184	382
тысячей нитей	29	32
тысячью нитями	24	37 (!)

It is difficult to establish the exact pattern as to which combination of the three is more popular, however with a few exceptions Instr + Instr. usually occupies the third place. Of the other two, тысячей + Genitive and тысячью + Genitive, here are the most common combinations:

тысячей рублей, детей, домов, книг, концертов

тысячью лиц, огней, нитей, рук, окон, мелочей, ног, голов

© 2004 by Alina Israeli

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

SUMMER LANGUAGE PROGRAMS

Note from the Editor: The AATSEEL Newsletter will be happy to announce your summer (and winter) language programs in Slavic and East European languages and/or programs in Russian and East European cultural studies. Please e-mail your information to the editors by the deadline for the various issues. These deadlines can be found on the back cover of any issue of the newsletter or at the AATSEEL website: <http://www.aatseel.org>. The strong preference is for information to be submitted electronically. Summer program information is carried in every issue, beginning in October of the academic year leading up to the program; winter program information is carried in the October and December issues.

American Councils for International Education: ACTR/ACCELS Summer Russian Language Teachers Program: Provides full sup-

port for faculty and future teachers of Russian at the university, high school, and secondary school level to study Russian literature, language, culture, and second language pedagogy at Moscow State University for six weeks. Graduate students with a commitment to the teaching profession are encouraged to apply.

Awards provide round-trip international airfare from Washington, DC to Moscow, Russia; living stipends; full tuition; housing with Russian host families; pre-departure orientation; weekly cultural excursions; insurance; and visas. Tentative program dates are June 16 to August 3. Funded by the U.S. Department of Education. Application deadline: March 1.

Russian Language and Area Studies Program: The American Councils for International Education: ACTR/ACCELS has administered intensive Russian language study programs in

immersion settings for American undergraduates and graduate students since 1976, serving more than three thousand students and faculty.

The Russian Language and Area Studies Program provides approximately twenty hours per week of in-class instruction in Russian grammar, phonetics, conversation, and cultural studies at Moscow International University, and at the Russian State Pedagogical University (Gertsen Institute) in St. Petersburg. In Vladimir, Russian classes are taught by the CORA Center for Russian Language.

At all three sites, classes are conducted in Russian by regular members of the faculty. Financial aid is available. Application deadline for Summer: March 1, 2005.

The Eurasian Regional Language Program: offers instruction in virtually any of the languages of the former Soviet Union at leading institu-



So, what are you doing next? SUMMER?

SIX-WEEK INTENSIVE COURSES IN EAST EUROPEAN LANGUAGES (June 6 - July 15, 2005)

Advanced: Croatian & Serbian

Beginning and Intermediate: Croatian, Polish, Serbian and Slovak

Beginning: Bulgarian, Hungarian and Ukrainian

• Poland & Bulgaria abroad programs also available 7/18-8/12

◆ **Cost:** \$2134 Generous scholarships available for all languages

◆ **Fellowship deadline March 22.** For more information please write or call:

Department of Slavic Languages and Literatures

1417 CL, University of Pittsburgh

Pittsburgh, PA 15260

(412)624-5906/Fax (412)624-9714/e-mail: slavic@pitt.edu

Visit our web page at: <http://www.pitt.edu/~slavic/sli/>

EIGHT-WEEK INTENSIVE RUSSIAN PROGRAM (June 6 - July 29, 2005)

Beginning, Intermediate, Advanced, and Fourth-Year Russian

• Pittsburgh/Moscow 5+5 week program also available

◆ **Cost:** \$2770 Generous scholarships available



tions throughout the region. Graduate students participating in the Eurasian Regional Language program are eligible for full or partial scholarships from the U.S. Department of State, Program for the Study of Eastern Europe and the Independent States of the former Soviet Union (Title VIII).

Undergraduates who intend a career in teaching are eligible for full or partial scholarships from the U.S. Department of Education for their participation. Application deadlines for Summer: March 1, 2005.

Title VIII South-East European Language and Research Programs: offers instruction at leading institutions in Albania, Bosnia-Herzegovina, Bulgaria, Croatia, Macedonia, Romania, and Serbia-Montenegro.

Open to graduate students, Ph.D candidates, faculty, and scholars with at least basic proficiency in the target language. Graduate students are eligible for U.S. Department of State, Program for the Study of Eastern Europe and the Independent States (Title VIII) funding.

Program features include round-trip international travel, housing, visas, insurance, tuition, and university affiliation. Application deadline for Summer: January 15, 2005.

For more information, contact: Outbound Programs, American Councils for International Education: ACTR/ACCELS, 1776 Massachusetts Avenue, NW, Suite 700, Washington, DC 20036; (202) 833-7522, outbound@americancouncils.org.

Arizona State University

The 2005 Critical Language Institute summer session will run from May 31 to July 29, 2005. The following courses are offered: Albanian, Armenian, Bosnian/Croatian/Serbian (BCS), Macedonian, Polish and Tatar. Tuition is waived for all CLI courses. All CLI language courses are marked by a hybrid design, comprising in-class contact time, language lab activities, on-line interactive exercises, and cultural events.

Courses are aimed at developing ILR level 1 to 1+ upon completion of

the introductory level for all languages. All CLI courses develop (writing, reading, listening, and speaking) skills in the following areas of foreign language training: grammatical structures, the lexicon, communicative competence, cultural sensitivity, language norms. Registration for 2005 CLI opens January 15, 2005. Contact the institute at CLI@asu.edu, <http://www.asu.edu/clas/reesc/cli/>

Beloit College

The Center for Language Programs at Beloit College is offering summer intensive programs in Russian, Czech, and Hungarian June 11-August 12, 2005.

These courses last either 4 ½ or 9 weeks. First through fourth year Russian is offered, as is an advanced course in political Russian. Hungarian and Czech courses are at the beginning level. See ad on page 8 of this issue of the *AATSEEL Newsletter*.

Bryn Mawr College

Founded in 1977, the Russian Language Institute (RLI) 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. The RLI offers an eight-week intensive immersion program for undergraduate students, graduate students, and teachers, concentrating on language training.

All courses strongly emphasize the development of speaking, listening, reading, and writing skills in Modern Standard Russian within the context of a systematic and structured approach to the mastery of Russian grammar and vocabulary.

Financial aid is available to qualified applications. Assistance awards are based on academic merit and demonstrated need; priority for assistance is given to advanced-level students and to teachers of Russian.

Determination of acceptance into the summer Russian language program is made on a Rolling Admissions basis, except for those applying for financial aid.

The deadline for turning in applications is April 1, 2005. All decisions on

financial aid will be made by April 15, 2005. A letter of acceptance is routinely mailed within four weeks after receipt of an application for those who are not applying for financial aid.

For more information, contact rli@brynmawr.edu.

Dubravushka School

Experience has proved that getting potential Russian language students to Russia is the best way to get such students to take the Russian language and, once having started it, to get them to continue with it.

A prestigious college preparatory boarding school located just outside Moscow has a summer (June and July) program where English is taught to 150 high school aged Russians. Because the school is anxious to expose these students to native English speakers, it offers beginning and intermediate Russian lessons at what is in effect a subsidized rate of \$300/week (minimum stay two weeks) to native English speaking high school aged students. This fee includes room and board, Russian lessons and airport pick up and drop off.

For additional information, see www.dubravushka.ru or contact Bill Grant, US Agent, at 941-351-1596 or grantwb@tampabay.rr.com.

Indiana University

Indiana University's Summer Workshop in Slavic, East European, and Central Asian Languages (SWSEEL) will be held June 17-August 12, 2005. Fellowships are available; application deadline is April 1, 2005.

Languages include Russian, Bosnian, Croatian, Serbian, Czech, Macedonian, Polish, Romanian, Latvian, Estonian, Lithuanian, Yiddish, Georgian, Azeri, Kazakh, Pashto, Tajik, Turkmen, Uyghur, and Uzbek. More information can be found at www.indiana.edu/~iuslavic/swseel/.

Middlebury College

The Middlebury College Russian School offers seven levels of intensive undergraduate language instruction in its 9-week program (11 June - 12 August 2005) and 6-week graduate courses (27 June - 12 August 2005) in language, literature, and civilization.

For further information and applications contact Margot Bowden, Coordinator, Russian School, Freeman International Center, Middlebury College, Middlebury, VT 05753, telephone 802-443-5533, or bowden@middlebury.edu, or Russian School Director Karen Evans-Romaine, Ohio University, at evans-ro@ohio.edu. Information and applications are also available at the Middlebury Russian School website: <http://www.middlebury.edu/lr/russian>. Consideration of applications begins in January 2005; apply early for financial aid.

Monterey Institute of International Studies

Preparing to travel, study or work in Russia? Take part in an intensive Russian language study experience this summer at the Monterey Institute of International Studies in beautiful Monterey, California.

We offer an intensive eight-week Russian language program at the beginning, intermediate and advanced levels. In-class language study is complemented by cultural activities and opportunities to practice the language outside of class. We bring together motivated students and skilled native-level instructors in an intensive, small class environment that proves to be quite rigorous and demanding, yet most effective for language acquisition.

Make the most of your summer-study at MIIS! Also offered: Arabic, Chinese, French, German, Italian, Japanese, Korean, and Spanish. Contact us at 831-647-4115 or silp@miis.edu for more information.

Martina Barth Director, Executive and Foreign Language Programs, Monterey Institute of International Studies 460 Pierce Street Monterey, CA 93940 Tel: 831-647-6541; Fax: 831-647-3534

University of California at Los Angeles

University of California Los Angeles is planning 1st and 2d year Russian, an intensive eight week course, it meets five days a week four hours a day, and there is a tutor after class.

The Intensive basic course in the Russian language focuses on communication with attention to grammatical accuracy. The class also works on reading, listening, and writing. Video is used throughout the course. Students work with an experienced instructor and have one-on-one tutoring with a native speaker of Russian.

The Intensive Intermediate Russian focuses on furthering competency in standard contemporary Russian. Additional emphasis on reading and writing skills. Exposure to Russian culture through literature, films and other activities. Students work with an experienced instructor and have one-on-one tutoring with a native speaker of Russian.

For more information, contact Olga Kagan, Ph.D., Director, Language Resource Center, Coordinator, Russian Language Program, Tel. (310) 825-2947, Fax: (310) 206-5263, E-mail: okagan@humnet.ucla.edu; okagan@ucla.edu; Mailing address 2207 Hershey, UCLA, Los Angeles, CA 90095-1502; <http://www.humnet.ucla.edu/flr>; <http://www.humnet.ucla.edu/russian>; <http://www.heritagelanguages.org>

University of Kansas

The University of Kansas announces the 2005 Summer Institute of Polish Language and Culture in Krakow, Poland. Six-week (July 5 – August 15, 2005) summer program at the renowned Jagiellonian University in the School of Polish Language and Culture offers an intensive Polish language course and additional culture courses in areas of Polish art, history, music, film, and literature.

The program includes sightseeing tours of Krakow and weekend trips to the Pieniny and Tatra Mountains, resort city of Zakopane, the Auschwitz Martyrdom Museum, the Pieskowa Skala Castle, and other places of interest.

For more information please contact Prof. Andrzej Karcz, Dept. of Slavic Languages and Literatures, the University of Kansas, 1445 Jayhawk Blvd., Room 2133, Lawrence, KS 66045; phone: 785-864-2351; e-mail: akarcz@ku.edu; see also: www.ku.edu/~slavic/

University of Pittsburgh

The University of Pittsburgh will be offering six-week intensive courses in East European languages (Bulgarian, Croatian, Hungarian, Polish, Serbian, and Slovak) at beginning, intermediate, and/or advanced levels from June 6-July 15, 2005. Scholarships are available. See ad on page 12.

The University of Pittsburgh will also offer an eight-week intensive Russian program at beginning, intermediate, advanced, and fourth-year levels from June 6-July 29, 2005. Scholarships are available. See ad page 12.

Programs in Polish and Russian are also available in Poland and Russia through the University of Pittsburgh. See ads on pages 12 and 24.

Information is available at Slavic@pitt.edu.

University of Wisconsin-Milwaukee

The University of Wisconsin-Milwaukee announces its 2005 annual Summer Study in Poland program at the Catholic University of Lublin.

The five-week Polish language course (July 9 - August 16) includes 100 hours of instruction at beginning, intermediate, or advanced levels, plus lectures on Polish culture and sightseeing. The program is open to students and the general public.

Also being offered this year are two, three, and four-week courses as well as two, three, four and five-week intensive and highly intensive courses of Polish language.

A new course on Polish culture (3 credits) is also offered during the first three weeks of the program and can be taken together with the Polish language course for the total of six credits (July 11-30).

For further information or to request application materials, contact Professor Michael Mikos, Department of Foreign Languages and Linguistics, University of Wisconsin-Milwaukee, Milwaukee, WI 53201, (414) 229-4948, fax (414) 229-2741, e-mail: mikos@uwm.edu, www.lrc.uwm.edu/tour/

Send information on your language programs to the AATSEEL Newsletter editors!

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 vbelyanin@mtu.ru.

Why is it so hard to understand a second language in noise?

Anne Cutler

Anne.Cutler@mpi.nl

Max Planck Institute for

Psycholinguistics

<http://www.mpi.nl>

No user of a second language (L2) needs to be told that L2 listening becomes disproportionately difficult under noisy conditions. We are all familiar with the experience. Sitting in a noisy bar among a group talking in one's native language (L1) may be a bit difficult, but it is certainly doable, in fact it is usually fun. Sitting in the same noisy environment with a group talking in one's L2 is quite a different experience - hard, frustrating, eventually exhausting.

Even though no L2 user needs to be convinced that this phenomenon is real, every 10 years or so science demonstrates it in the laboratory anyway (Gat & Keith, 1978; Nabelek & Donahue, 1984; Mayo, Florentine & Buus, 1997). But just why is L2 listening in noise so hard?

One possibility is breakdown of phoneme perception. We know that L2 listeners misperceive speech sounds (see Strange, 1995, for reviews); the difficulty of English r/l for Chinese and Japanese listeners, for instance, is legendary. Perhaps higher-quality acoustic input allows L2 listeners to achieve phoneme discriminations which are im-

possible when the quality of the acoustic input is poor; several researchers have suggested that this is the explanation.

The previous studies did not allow a test of this explanation, because in all of them the speech materials were real words in real sentences. Thus noise could have affected not phoneme perception but word recognition and syntactic processing.

One of those studies even provided a hint that sentence-level processing might indeed be an important component; Mayo et al. (1997) found that the biggest effects of noise on L2 versus L1 listening occurred with sentences which were highly predictable. This suggests that the L2 listeners were not exploiting predictability as efficiently as the native listeners.

Cutler, Weber, Smits and Cooper (2004) tested the phonetic explanation. They constructed syllables, consisting of a vowel plus consonant (e.g. *uf*, *ig*) or a consonant plus vowel (e.g. *foo*, *ga*) – all 645 such possible syllables using all the phonemes of American English. Each syllable was presented once for vowel identification and once for consonant identification, in each of three levels of noise – very mild (16 dB signal to noise ratio), moderate (8 dB) and fairly severe (0 dB) – to American listeners and L2 listeners (Dutch, with very good English).

The results were very clear. The noise affected the phoneme identification of the L2 listeners; their performance dropped from 68% under mild noise to 62% under moderate and 50% correct under severe noise. However, it also affected the performance of the L1 listeners: they dropped from 81% to 76% to 63%. The L2 listeners in fact performed at about 80% of native performance at every noise level, i.e. the effect of noise on the L2 listeners' identifications was not disproportionate.

*Editor: Valery Belyanin
(Moscow State University &
Moscow State Ling. Univ.)*

In other words, noise affects the phoneme identification performance of native and non-native listeners rather equivalently. Thus the especial difficulty of listening to the L2 in noise is not because phonetic processing is more disrupted for L2 than for L1 listeners, but because we cannot recover from these effects as well in our L2.

In the native language, we make effective use of contextual redundancy, our knowledge of likely transitional probabilities, our large vocabulary, our greater syntactic flexibility; all this extra knowledge helps us to recover from the effects of noise on phoneme identification. L2 listening does not have the resources to support such recovery.

References

Cutler, A., Weber, A., Smits, R., & Cooper, N. (2004). Patterns of English phoneme confusions by native and non-native listeners. *Journal of the Acoustical Society of America*, 116, 3668-3678.

Gat, I.B., & Keith, R.W. (1978). An effect of linguistic experience. *Audiology*, 17, 339-345.

Mayo, L.H., Florentine, M., & Buus, S. (1997). Age of second-language acquisition and perception of speech in noise. *Journal of Speech and Hearing Research*, 40, 686-693.

Nábělek, A.K., & Donahue, A.M. (1984). Perception of consonants in reverberation by native and non-native listeners. *Journal of the Acoustical Society of America*, 75, 632-634.

Strange, W. (1995). *Speech perception and linguistic experience: Issues in cross-language speech research*. Timonium, MD: York Press.

GRADUATE STUDENT FORUM

Question:

"I am teaching my own class, and a few students have approached me in office hours in the capacity of a mentor, some asking for advice about the pressures of being a college student and others, about applying to graduate schools. While I am excited to gain experience in this role and happy that my students trust me enough to ask these kinds of questions, I am a little concerned about potential pitfalls. My students sometimes talk to me about personal matters. Where does one draw the line, given that personal and academic issues sometimes overlap? How can I avoid being manipulated with regard to grades, given the proximity in age to my students and the familiarity and friendliness that often results in advising? Is there anything that I can do if I give a student the wrong advice?"

Answer (Benjamin Rifkin):

Many teachers find it gratifying when students turn to us with questions on topics that extend beyond the parameters of the course we are teaching. Questions about graduate school are exciting because they usually indicate that students are passionate about the very course we are teaching them. However, there are dangers in providing students with advice on matters outside our expertise. In this essay, I will offer you advice based on my experience dealing with questions like the ones you have posed.

We are, of course, the best advisors for questions about the languages and cultures we are teaching. I don't think this a controversial question and therefore won't dwell on it at all.

We are among the best-qualified people to offer students advice about applying to graduate school in the Slavic field. Graduate student teaching assistants have gone through this process successfully and recently and can speak from their own personal experience. However, it is important

to approach this (and all advising matters) not merely from one's own personal experience and perspective. Explain to your students who express an interest in graduate study in Slavic how you approached this same question, how you searched for a program that would be a good fit for you, how you applied, and so forth. Explain also how other individuals made different choices and enrolled in other programs. Provide your students with the link to the AATSEEL website's list of graduate programs (www.aatseel.org/departments/grad-programs.html) and offer to help your student reach individuals at some of these programs (if you know them). Don't pressure your students to apply to one or another program; let them make their own choices based on their own interests. It is, however, useful to share with your students questions they may want to ask of faculty in any graduate program, such as questions about the breadth and depth of faculty expertise, average number of years to degree, required courses, placement record, mentoring for publication and grant proposals, teaching experience, and so forth.

Many of us are also qualified to give students advice about study strategies and skills. This is not uniformly the case, so if you do not feel confident advising students how to go about studying a foreign language at the college level, find out what kind of centers on your campus provide this support and keep their contact information handy. (Virtually every campus has a teaching and learning center of some kind that offers support for students seeking help in managing the challenges of college.) There are some good websites with general tips (e.g., <http://www.studygs.net/>) and some websites that offer suggestions specifically for foreign language study (e.g., materials that I created are available at the UW-Madison Language Institute at www.languageinstitute.wisc.edu/content/uw_students/strategies_for_learning_uw_students.htm).

*Editor: Olga Livshin
Northwestern University*

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 Thomas Beyer (Middlebury College); Robert Channon (Purdue University); Joan Chevalier (Brandeis University); Halina Filipowicz (University of Wisconsin at Madison); Beth Holmgren (University of North Carolina at Chapel Hill); James Levin (George Mason University); Benjamin Rifkin (University of Wisconsin at Madison); Ernest Scatton (State University of New York at Albany), and Irwin Weil (Northwestern University). Look for their responses to new questions in future issues of the AATSEEL Newsletter.

When questions transcend the academic, we Slavists are on very thin ice. Students who admire and trust their teachers may turn to us for questions of a very personal nature. It may be gratifying to be asked such questions but we are in no means trained (or insured!) to answer them. Every teacher should collect information about the advising and counseling resources for students on his/her campus and have that information ready and available at the first indication that a student needs it. I provide teaching assistants at UW-Madison with a list that includes resources on our campus for students with emotional, financial, health, legal, and academic problems, resources for students who want to figure out what is their best choice for a major or a career, resources for students with disabilities (or students who think they may have a disability) and for students who need tutoring or help with writing. Most campuses have a similar array of resources and it may be difficult for students to know where to turn for appropriate help; you can help direct them to talk with someone who is trained to help them with their problem. If you try to help directly, without referring them to someone who

is trained to counsel and advise, you may do more harm than good and you may open yourself and your institution up to legal liability problems. If your students need emotional counseling, encourage them to seek it out. Remind them that such counseling is often free to enrolled students in your college or university (and very expensive once they graduate); usually counseling is completely confidential, too. Assure them that there is no stigma in reaching out for help and that it is, in fact, a sign of maturity to do so.

If, in any of these matters, you realize you have given students the wrong advice, you should inform them accordingly and promptly. Be respectful of your students and they will be respectful of you. We are all human, and we all make mistakes.

There are two issues, however, that require immediate action on the part of any instructor. First, if your student is a minor (under the age of 18) and confides in you that she or he is being abused, you have a legal obligation in many (if not all) states to report this to the authorities. Failing to do so in many states puts you at risk for criminal charges. Second, if your student threatens to do harm to him- or herself or to others, you must consider whether this threat is imminent or not. If it is imminent, you should immediately dial 911 (or whatever emergency number is available to you) to get help without delay. If you believe the threat is not imminent, you may wish to call a counselor yourself and report the problem, but do so without identifying the student by name unless the counselor requests that you do so. (The counselor will be able to assess the situation and make the appropriate determination.)

Lastly, you asked about boundary issues and the possibility of students talking with you about personal matters as a way to pressure you to give them higher grades. It is true that graduate students tend to be close in age to the undergraduates they are teaching, but you must remember at all times that you are the instructor and they are your students. Maintain a friendly but professional demeanor at all times. Do

not drink with your students (especially since many of them may be under 21, which raises still other legal problems). It is fun and productive to have social occasions for your classes, but make these class events for all students who can attend (not just for a few who are invited to attend) and use these events as an opportunity to build community. Be mindful of the fact that your relationship with these students should be analogous to the relationship you will have with students 10 or 20 years from now in that you will be grading the academic performance of both current and future students according to some generalizable and fair criteria. If you are professional with regard to your teaching and consistent and fair in your grading, you will have your students' respect, something much more valuable than their friendship. In those cases where a friendship does develop, try to move that student into a different section of the course or try to defer the activities that friends share with one another until after the course is over. If you have truly found a friend, your newfound friend will wait so that you don't have to compromise your professional standards. Remember that you are in this for the long haul: while you may be particularly excited to teach a course for the first time, chances are good that you will be teaching for 30-35 years after you defend your dissertation. Avoid making mistakes now (e.g., opening yourself up to a sexual harassment lawsuit) that could cost you your teaching career.

New organization of Slavic linguists

**To everyone interested in
the linguistic study of Slavic
languages!**

After a productive roundtable discussion at the recent AATSEEL meeting, we have decided to go ahead with the organization of a new Society for Slavic Linguistics. At this initial stage in the process our intent is simply to create a "virtual" society, although eventually we hope to hold scholarly meetings. Our intent is to create an inclusive

scholarly community of people working on linguistic problems of the Slavic languages. Membership is free and open to all, regardless of theoretical or methodological orientation, professional status, or geographic location.

Our first goal is to set up web pages of potential use to Slavic linguists. These will be maintained by Gil Rappaport at the University of Texas. So if you are interested in joining all you need to do is send him an e-mail, at <grapp@mail.utexas.edu>, with the following information:

Required Info:

1. Your Name:
 2. E-mail Address:
- Optional Additional Info:
3. Mailing Address And Institutional Affiliation
 4. Telephone And/or Fax Numbers
 5. Research Specializations, Including Languages And Areas Of Linguistics
 6. Courses You Teach
 7. Link(S) To Your Own Website(S)

Once Gil has set this up, he will send a message to all registered members soliciting additional materials which could be posted to the web for public download. You can provide pdf versions of research papers, teaching materials you wish to share, or even a current cv.

In addition to downloadable papers, the web site will eventually also have pages with the following kinds of information of general interest: upcoming meetings, job vacancies, research/study/grant opportunities and links to other useful sites.

AATSEEL Newsletter Columns

The AATSEEL Newsletter currently carries columns about news in the fields of Belarusic, Czech, Russian and Ukrainian studies. We invite readers to send information for sharing to the respective column editors. If editors come forward, we are willing to add columns for other Slavic languages.

Czech Corner

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 mzs@unlserve.unl.edu.

The International Association of Teachers of Czech News

The IATC invites you to join. The dues give you a free subscription to the Czech Language News for 2005 and the rates are as follows:

Institutional: (750 Kcs, 40 GBP)	\$75
Individual, regular: (150 Kcs, 10 GBP)	\$20
Individual, student: (80 Kcs, 4 GBP)	\$8

To receive the best in Czech pedagogy news, please write a check for the appropriate amount payable to The University of Texas at Austin and send to:

IATC c/o Craig Cravens, Department of Slavic and Eurasian Studies, Calhoun 415, F3600, The University of Texas at Austin, Austin, TX 78713, United States

IATC-November Fund Prize

Reported by Neil Bermeil

The IATC, in collaboration with the charitable foundation The November Fund (www.novemberfund.org), proposes to offer a yearly book prize for Czech studies.

It plans to judge and administer the prize as follows:

- Amount of \$400;
- Awarded yearly, beginning in 2005;

- Scholarly and popular works in Czech literary, linguistic, pedagogical or cultural studies are eligible, as are books where Czech comprises a significant portion of the topic (i.e. in comparison with one or two other fields);
- Books must have been published in the previous two years, e.g. 2003-2004 for the prize to be awarded in 2005;
- Prize to alternate between books published in Czech and books published in other languages. The Association may decline to judge a book if it cannot reasonably find qualified judges in its membership who read a particular language;
- Membership in IATC is not required for entry;
- Authors can nominate their own books, or books can be nominated by IATC members in good standing;
- Three judges will be appointed by the Executive Committee of IATC, with the expectation that all submissions will be read by at least two of the three.
- Judges will serve for three years. In the first instance, we will appoint judges to one two-, one three- and one four-year term, so that turnover will be gradual.
- Judges will be eligible for reappointment.
- Judges may delegate responsibility to outside readers in the case of books in languages other than English and Czech, or if expertise is needed in a particular subdiscipline.
- The panel of judges shall agree on their own criteria and report to the Executive Committee on how the final decision was reached.

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

The criteria are the result of deliberation among the Executive Committee members.

Summer courses in the Czech Republic

Summer courses outside of Prague

Brno

Department of Czech for Foreigners, Masaryk University

For information, e-mail to: bohem@phil.muni.cz

České Budějovice

Summer School of Slavonic Studies, South Bohemia University

August 23 – September 10, 2004
<http://www.pf.jcu.cz/stru/katedry/cj/lsss04.phtml>

Olomouc

Summer School of Slavic Languages, Palacký University

July 25 – August 20, 2004
<http://lsss.upol.cz/>

Introductory Czech program run by the Ohio State University

Summer School of Slavic Languages, Palacký University

July 25 – August 20, 2004

Contact person: Jeff McKibben at mckibben.1@osu.edu

Plzeň

University of West Bohemia, International Summer Language School

July 11 - 31, 2004

<http://www.people.memphis.edu/~cehall/summer.html>

Summer courses in Prague

Caledonian School

<http://www.caledonianschool.com/intensive/intensive.en.html>

Charles University, Ústav jazykové a odborné přípravy.

Various types of language courses both in Prague and elsewhere in the Czech

Republic <http://www.ujop.cuni.cz/>

Charles University, Summer School of Slavonic Studies

Contact person Dagmar Sýkorová : mailto:dagmar.sykorova@ff.cuni.cz;

Council on International Education Exchange (CIEE)
Study Center in Prague
<http://www.ciee.org>

Jerome of Prague College (Collegium Hieronymi Pragensis)

Courses in Czech language, film, history and politics
June 21 – August 6, 2004 <http://www.chp.cz>

Summer Prague University
Courses in Czech language and culture
July 5-30 and August 2-27, 2004
<http://www.sfservis.com/en/spuinfo.html>

Semester and academic year only: New York University in Prague

<http://www.nyu.edu/global/prague/>

For language schools in the Czech Republic, see also the listings at

<http://www.caramba.cz/page.php?PgID=249>

Summer courses in the United States
Beloit College
Introductory Czech, taught at Beloit College
June 26 - August 6, 2004
<http://www.beloit.edu/~cls>

Indiana University Summer Workshop in Slavic and East European Languages (SWSEEL)

Introductory Czech, taught at Indiana University
June 18- August 13, 2004
<http://www.indiana.edu/~iuslavic/swseel/>

University of Washington, Seattle
Introductory Czech, taught at University of Washington

June 21st - August 20th, 2004

Contact person: Jaroslava Soldanova at jsoldan@hotmail.com

Funding opportunities

American Councils for International Education (ACTR/ACCELS)

Includes a Central Europe Language program and a Central Europe Research program. <http://www.american-councils.org/>

MIDDLEBURY COLLEGE

The Russian School

- Study Russian in Vermont next summer
- Nine-week intensive language session equivalent to a year of undergraduate college Russian
- Six-week graduate session leading to an M.A. in Russian from Middlebury
- Summer 2005 graduate courses in civilization, literature and language taught by top-notch faculty from Russian and American institutions.
- Financial aid available based on financial need

The School in Russia

- Semester and academic year programs in Moscow, Irkutsk, and Yaroslavl
- Graduate study in Moscow
- Internships available



Middlebury College Language Schools & Schools Abroad

Middlebury, Vermont 05753 • (802) 443-5510
www.middlebury.edu/ls • languages@middlebury.edu

Ukrainian Issues

Editor's Note: The Ukrainian column continues its discussion of issues related to learning and teaching Ukrainian language, culture and literature. In this issue, Oksana Babenko, a graduate student of Slavic applied linguistics at the University of Alberta, presents her thoughts on how research in gender linguistics could be brought into the language classroom.

If you would like to share your insights on some specific issues related to methodologies, techniques, and curricula development, as well as specific questions that repeatedly arise in Ukrainian language, culture and literature classrooms, please send them to the address below. Already there are several questions that await discussion, among them: dialectal and regional variations of Ukrainian, changes and innovations in the language, the diversity of registers, the integration of cultural information in the classroom, and the development of content-based courses. Alla Nedashkivska, alla.nedashkivska@ualberta.ca

Ukrainian Personal Ads & Personal Approach in Teaching Ukrainian

Oksana Babenko,
University of Alberta

My teaching experience in an introductory Ukrainian language classroom, as well as my research experience in applied linguistics, began at the University of Alberta at approximately the same time, in the fall of 2003. At that time, I was unsure of how my research on gender identity and language would aid me in teaching beginners' Ukrainian course; especially, taking into account that the data for my research are drawn from personal ads posted by Ukrainian men and women on the Internet. Now, a year later, both my teaching and research not only go hand-in-hand, but also complement and benefit each other.

To my mind, an introductory level of teaching and learning a foreign lan-

guage is one of the most important in the language-learning continuum. Apart from acquiring reading and writing skills, the students begin to develop the abilities to speak, understand, and function in the target language. The majority of thematic topics, covered during the first semester, evolve around the learner about him-/herself, as well as his/her family and friends (for example, topics such as: about the self, everyday activities and chores, hobbies and pastimes, family members, appearance and character traits, etc.). In other words, students start to function in the medium of a foreign language while exploring the self through the medium of a foreign language. Therefore, the more the learning materials and activities in the beginners' class are centered around the learners' self and their significant other(s), the more effective the learning process is likely to become. To test this hypothesis and, thus, to make my teaching effective, I have been implementing a variety of activities and teaching materials, which have proved to be successful in the classroom. In particular, I have made good use of authentic Ukrainian personal ads in my introductory class, creating a number of different activities.

Allow me to share some of my ideas on why and how the use of personal ads can be beneficial in the classroom:

- Personal ads are a good source of teaching new vocabulary in context. Consider, for example, the following vocabulary clusters: physical qualities of a person, in particular, phrases and attributes of appearance, height, weight and age; emotional qualities and character traits; attributes of social (education, occupation, job), financial and marital status; favorite activities and hobbies; addictions, etc.
- The use of personal ads is especially beneficial in teaching a foreign language, in which a grammatical distinction between male and female speakers / addressees exists. Thus,

*Editor: Alla Nedashkivska
(University of Alberta)*

the learners can be exposed to this grammatical feature of the language prior to formal explanations.

- The conciseness and simplicity of grammatical structures, used by the authors of personal ads, provide learners with authentic examples for describing the self and the desired partner, as well as how to bring a message across.
- The pragmatic aspect of using personal ads as a source of learning materials is evident in the fact that male and female authors choose to employ those attributes/descriptors in their ads, which are used in society to describe speakers of a certain sex.
- As a cultural element, the students can learn which aspects of the self the authors of personal ads choose to offer and how they stipulate their desired partners; that is, what is perceived to be acceptable to talk about and negotiate.
- The instructor can pick up examples of personal ads with elements of humor in them, which make the learning process enjoyable and interesting.

Possible activities include:

- Individual type of an activity:
 - 1) The students are asked to compose their own personal ad in a foreign language.
 - 2) The students are asked to compose the initial reply to an authentic personal ad of their choice, which can be easily found, for example, on the Internet.
- Pair-type of an activity: as a continuation of the previous exercise (1), the students' ads in a foreign language are posted on a board. Each student is to choose one and compose a reply to it. Note: the goal, which can be mentioned in these ads, is not necessarily to be that of marriage or creating a family; it can be, for example, looking for a friend to share common interests, a pastime companion, a pen-pal or even a study-buddy.

- Group-type activity: involves participation of all the students. The students are divided into two groups – for instance, but not necessarily, of males and females. Each group is assigned a project to develop a joint personal ad. After a while, both groups present their projects of personal ads. Apart from practicing vocabulary and grammatical structures in context, the students enjoy finding out differences and similarities in providing information on the self and stipulating the ideal partner, as displayed in the male students' and the female students' personal ads.

I have tested the use of authentic personal ads and found them to be very helpful in teaching students vocabulary related to appearance and character traits, as well as presenting grammatical structures in context. I can conclude that judiciously employed personal ads can serve as a pleasant intervention and a multi-purpose tool in the language classroom.

Recent Publications Continued

Continued from page 8

Literature

- Crone, Anna Lisa & Jennifer J. Day. 2004. *My Petersburg/Myself: Mental Architecture and Imaginative Space in Modern Russian Letters*. Bloomington, IN: Slavica Publishers.
- Keenan, Edward L. 2004. *Josef Dobrovsky and the Origins of the Igor's Tale*. Cambridge, MA: Harvard University Press.
- Smotrytskyi, Meletti. 2004. *Rus' Restored: Selected Writings of Meletij Smotryc'kyj, (1610/1630)*. Cambridge, MA: Harvard University Press.

Military Affairs

- Abbott, P., O. Rudenko, and D. Adamenko. 2004. *Ukrainian Armies 1914-55*. UK: Osprey Publishing.
- Littman, Sol. 2003. *Pure Soldiers or Bloodthirsty Murderers?: The Ukrainian 14th Waffen-SS Galicia Division*. Black Rose Books.

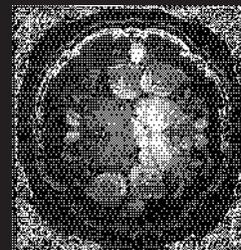
Music

- Bezuglova, I. 2003. *Notye izdanij v muzykal'noj zhizni Rosii*. St. Petersburg: Rosijskaja natsional'naja biblioteka.
- Cooley, Timothy J. 2005. *Making Music In The Polish Tattas: Tourists, Ethnographers, And Mountain Musicians*. Bloomington, IN: Indiana University Press.
- Thomas, Adrian and Arnold Whittall. 2005. *Polish Music since Szymanowski*. Cambridge, UK: Cambridge University Press.
- Marochkin, Vladimir. 2003. *Povsedevnaja zhizn' rosijskogo rokmuzikanta*. Moscow.

Pedagogy

- Leaver, Betty Lou & Boris Shekhtman, eds. 2004. *Teaching and Learning to the Near-Native Level of Foreign-Language Proficiency: Proceedings of Spring and Fall 2003 Conferences of the Coalition of Distinguished Language Centers*. Salinas, CA: MSI Press.

Master of Arts Program in Russian, East European, and Central Asian Studies



At the University of Wisconsin-Madison

The MA Program in Russian, East European, and Central Asian Studies provides interdisciplinary area studies training for students interested in pursuing professional careers in business, government, journalism, law, or further graduate study in another established academic discipline.

The program is based in the Center for Russia, East Europe, and Central Asia, but students will have the opportunity to work with nationally recognized scholars in a variety of departments.

We regularly offer Czech, Finnish, Kazak, Persian, Polish, Russian, Serbo-Croatian, Turkish, and Uzbek.

For more information contact:
Center for Russia, East Europe,
and Central Asia
210 Ingraham Hall
1155 Observatory Drive
Madison, WI 53706

Phone: (608) 262-3379
Fax: (608) 265-3062
E-mail: creeca@intl-institute.wisc.edu



www.wisc.edu/creeca

AMERICAN COUNCILS[®]

FOR INTERNATIONAL EDUCATION

A C T R ▲ A C C E L S

LANGUAGE STUDY:

- Respected programs for Russian language study in Moscow, St. Petersburg, and Vladimir
- Group and individualized programs for intensive language study in Central Asia, the South Caucasus, Ukraine, Moldova, Belarus, and Eastern Europe
- Summer fellowships from the Department of Education for U.S. teachers of Russian to study at Moscow State University
- Full and partial fellowships for language study throughout Eastern Europe and Eurasia

RESEARCH:

- Grants from the U.S. Department of State for dissertation and postdoctoral research in Russia, Central Asia, South Caucasus, Ukraine, Moldova, Belarus, and Eastern Europe
- National Endowment for the Humanities fellowships for collaborative research in Eastern Europe and Eurasia
- Special funding initiatives for doctoral and post-doctoral research in Central Asia and South Caucasus

RESOURCES, EXPERIENCE, EXPERTISE:

- More than 30 years administering programs for research and language study in the region
- More than 5,000 scholars, graduate students, and undergraduates supported overseas
- More than 50 overseas offices serving scholars and students

For more information contact

American Councils for International Education: ACTR/ACCELS

OUTBOUND PROGRAMS

1776 Massachusetts Avenue, NW Suite 700 ■ Washington, DC 20036
outbound@americancouncils.org ■ 202-833-7522

Call for Papers AATSEEL National Meeting

Washington, DC, 27-30 December 2005

The AATSEEL National Meeting is a forum for scholarly exchange of ideas in all areas of Slavic and East/Central European languages, literatures, linguistics, cultures, and pedagogy. The Program Committee invites scholars in these and related areas to form panels around specific topics, organize roundtable discussions, propose forums on instructional materials, and/or submit abstracts of conference presentations for the 2005 Conference to be held in Washington, DC. The conference regularly includes panels in the following areas:

Linguistics

Phonology, Morphology, Syntax, Historical Linguistics, Discourse Analysis, Pragmatics, Semantics, Dialectology, Sociolinguistics, Cognitive Linguistics, Applied Linguistics, and Linguistics and Pedagogy.

Pedagogy

Second Language Acquisition, Empirical Studies in Language Learning, Study Abroad, Teaching of Individual Skills (pronunciation, reading, listening, writing, speaking), Content-based Instruction (in film, history, politics, culture, literature, etc.), Curriculum Design, Language Teaching for Special Purposes, Teaching of Languages other than Russian (Polish, Czech, Croatian, Romanian, etc.), Use of Technology in Language Teaching.

Literature and Culture

Individual Writers and Poets (such as, Pushkin, Gogol, Dostoevskij, Tolstoj, Axmatova, Bulgakov, Nabokov and others), Themes (for example, history and literature, travelogues, gendered readings), Critical approaches (including various theoretical approaches), Genre (for example, avtorskaja pesnja, ode,

drama), Periods (medieval to contemporary), Culture, Film, Dance, Music, Philosophy, and Religion.

Conference Theme

For 2005 the Program Committee would like to announce a special theme: Undergraduate Education in Slavic Programs. The Program envisages a broad range of issues and topics for potential panels, roundtables, and workshops, including, but not limited to: Recruitment and retention of students; Curriculum and pedagogy in the teaching of language, literature and culture; Outcomes Assessment broadly conceived to include the role of Slavic and East European studies in undergraduate education as a whole; the special situation of the Less Commonly Taught Slavic Languages. We strongly encourage participation from diverse institutions with diverse student profiles in conference events addressing these themes.

The Program Committee welcomes suggestions for other panels, roundtables, or forums on instructional materials. Panel organizers should contact one of the committee members below to declare a panel, and the program committee encourages panel organizers to take an active part in recruiting participants to submit abstracts for their specific panels. Declared panels will be listed on the conference section of the AATSEEL website (www.aatseel.org). We will continue to accept panel proposals until 1 August.

Special Events

The AATSEEL Executive Council and the Program Committee are working to organize a number of special events for the 2005 conference. These will include a Keynote Address "What's In a Name? The Linguistic and Cultural Boundaries of AATSEEL" by Alexander M. Schenker (Yale University), special

reception, workshops (publishing in the field, interviewing, teaching Russian at the pre-college level). Details will follow in the coming months.

Submission of Abstracts

The program committee invites panel organizers to shape their own complete panels and to submit abstracts from all authors in the panel as a group. In that case, the Program Committee will submit together all the abstracts intended for a single panel for double-blind peer review; each abstract will be reviewed both on its own merits and within the context of the intended panel. If authors for such a panel submit their abstracts separately, they need only indicate the name of the panel when they submit the abstract. The Program Committee will consult with panel organizers about the composition of panels and will not break up panels shaped by organizers.

Abstract authors should note that submission of an abstract to a panel organizer or panel chair does not constitute submission to the conference. Authors should verify that the panel organizer/chair intends to submit abstracts as a group to the appropriate Division Head. Panel chairs are not permitted to read a paper on their own panel.

Scholars are welcomed to submit abstracts for a specific panel (or panels) or to the conference as a whole. The Program Committee will find a panel for every abstract accepted.

Abstract deadlines are 15 April and 1 August. The first deadline allows for revision and resubmission of abstracts, should reviewers deem that necessary. The second deadline does not allow for resubmission. Abstracts should be kept to 300-500 words (including select bibliographic citations in the accepted MLA format). Detailed guidelines for abstracts and published program abstracts from past years are available on the AATSEEL website.

The Program Committee notes that all conference participants must be AATSEEL members in good standing for 2005 or request a membership waiver. Membership (which is based on the calendar year) can be renewed by regular mail or on-line on the AATSEEL website. Authors must be members in good standing or have a waiver in order to receive the results of abstract review.

Division Heads

Linguistics

Prof. Daniela S. Hristova
Department of Slavic Languages
and Literatures
University of Chicago
1130 East 59th Street
Chicago, IL 60637
Phone: 773-702-8033
Fax 773-702-7030
Email: dhristov@uchicago.edu

Literature and Culture

Prof. William J. Comer
Department of Slavic Languages

University of Kansas
1445 Jayhawk Blvd., Rm. 2135
Lawrence, KS 66045
Phone: 785-864-4701 (office),
785-864-3313 (dept)
Fax: 785-864-4298
Email: wjcomer@ku.edu

Pedagogy

Dr. Eloise M. Boyle
14548 86th Pl NE
Kenmore, WA 98028
Phone: 206-612-5578
Fax: 425-483-3142
Email: boyle6@earthlink.net

Correspondence and submissions of panels and abstracts by e-mail are preferred, but submissions by regular post and fax are also acceptable.

Panels Proposed as of January 18, 2005

Linguistics

Panel Title: The Language of Early
Slavic Manuscripts
Chair: David J. Birnbaum

Affiliation: University of Pittsburgh
Address: Department of Slavic Languages,
1417 Cathedral of Learning,
University of Pittsburgh, Pittsburgh,
PA 15260
Telephone: 412-624-5712
Fax: 412-624-9714
Email: djbpitt+@pitt.edu
Brief Description: This panel presents
linguistic papers based on evidence
from early Slavic manuscripts and
other early written materials.

Roundtable Title: Translating Baj
Ganjo

Name: Catherine Rudin
Affiliation: Wayne State College
Address: Department of Language
and Literature, Wayne State College,
1111 Main St., Wayne, NE 68787
Telephone: 402-375-7026
Fax: 402-375-7130
Email: carudin1@wsc.edu
Brief Description: Aleko Konstantinov's
classic Baj Ganjo stories were recently
translated and edited by a group of 6
linguists. Aside from

STUDY RUSSIAN IN RUSSIA

www.russian-language.ru

- **Intensive Language & Area Studies programs for Semester, Academic Year, Summer**
- **Preparation courses for the State Exam in Russian - TORFL (Test of Russian as a Foreign Language) & Exam at the school premises**
- **Language programs for Heritage speakers**

For further information, please contact:

GRINT Centre for Education and Culture

Russia, Moscow, Unosty str. 5/1, bl.6, of.35
Phone: 7-095-374-74-30 • Fax: 7-095-374-73-66

E-mail: info@grint.ru

the challenge of achieving uniform style in a group translation, issues we confronted included how to render 19th century colloquial Bulgarian in 21st century English, how to give the flavor of Turkish loans and other stylistically loaded words, idioms, and names; moving between characters' and narrator's voices, and whether to follow the original or adapt to English norms in areas ranging from punctuation to the use of historical present tense. The roundtable will address these and related issues in translating and publishing a Slavic classic.

Panel Title: Sociolinguistics in the Slavic-Speaking World
 Chair: Laura A. Janda
 Affiliation: University of North Carolina - Chapel Hill
 Address: Slavic Dept, CB# 3165, UNC, Chapel Hill, NC 27599-3165
 Telephone: 919-962-7549
 Fax: 919-962-2278
 Email: janda@unc.edu
 Brief Description: This panel will cover issues of language and ethnic identity both in the Slavic countries and in diaspora.

Panel Title: Slavic Diachronic Morphosyntax
 Chair: Daniela S. Hristova
 Affiliation: University of Chicago
 Address: Department of Slavic Languages and Literatures, 1130 East 59th Street, Chicago, IL 60637
 Telephone: 773-702-0035
 Fax: 773-702-7030
 Email: dhristov@uchicago.edu
 Brief Description: This panel presents linguistic papers covering issues of historical morphosyntax in various Slavic languages.

Panel Title: Experimental Slavic Psycholinguistics
 Chair: Irina A. Sekerina
 Affiliation: City University of New York
 Address: College of Staten Island, Department of Psychology, 2800 Victory Blvd., Staten Island, NY 10314
 Telephone: 718-982-3760
 Fax: 718-982-4114

Email: sekerina@mail.csi.cuny.edu
 Brief Description: The papers presented at this panel will focus on sentence processing, L1 and L2 language acquisition, bilingualism, and L1 attrition of Slavic languages.

Panel Title: The Structure of the Slavic Noun Phrase
 Chair: Gilbert Rappaport
 Affiliation: University of Texas at Austin
 Address: Department of Slavic and Eurasian Studies, University of Texas at Austin, Austin, TX 78713-7217
 Telephone: 512-471-3607
 Fax: 512-471-6710
 Email: grappa@mail.utexas.edu
 Brief Description: Papers solicited investigating the referential or syntactic structure of Noun Phrases in a single Slavic language or on a comparative basis.

Panel Title: Emotions in Language or Semantics, pragmatics and syntax of concession
 Chair: Valentina Apresjan
 Affiliation: Russian Language Institute
 Address: 119334 ul.ak.Zelinskogo 38-8-47
 Telephone: 7-095-201-25-87
 Fax: 7-095-201-25-87
 Email: liusha_apresian@mtu-net.ru
 Brief Description: Emotions in Language - semantics of emotion words, emotion metaphors, various other ways of verbally expressing emotion, ethno- and linguospecific aspects of emotions. Semantics, pragmatics and syntax of concession - the concept of concession, semantics, pragmatics, syntax of various concessives, typology of concession, ethnolinguistic aspect of concession

Panel or Forum Title: Slavic Word Formation
 Chair: George Fowler
 Affiliation: Indiana University
 Address: Dept of Slavic Languages, Ballantine 502, Indiana University, Bloomington, IN 47405-7103
 Telephone: 1-812-855-2829 (office)
 Fax: 1-812-855-2107

Email: gfwler@indiana.edu
 Brief Description: Analytical or descriptive studies of problems in word formation, or the interaction between word formation and other components of the grammar, in any of the Slavic languages.

Panel Title: Lithuanian Syntax
 Chair: James E. Lavine
 Affiliation: Bucknell University
 Address: Linguistics Program, Bucknell University, Moore Ave., VAUG 239 Lewisburg, PA 17837
 Telephone: 570-577-3734
 Fax: 570-577-1948
 Email: jlavine@bucknell.edu
 Brief Description: Topics in the syntax of Lithuanian as they relate to recent developments in syntactic theory

Roundtable Title: Speech and Language of Heritage Learners and their Parents
 Chair: Marina Rojavin
 Affiliation: Temple University, Philadelphia
 Address: Temple University, Department of French, Italian, German, and Slavic, 532 Anderson Hall, Philadelphia, PA 19122-6090
 Telephone: 215-204-1929
 Fax: 215-204-7752
 Email: mrojavin@temple.edu
 Brief Description: Linguistic features of heritage learners of Slavic Languages in terms of lexicon, semantics, syntax, and morphology. Correlation between family educational and language background, their social status and students proficiency in heritage language. Practical implications for teaching heritage students.

Panel Title: Gender as Category in Modern Slavic Languages
 Coordinator: Marina Rojavin
 Affiliation: Temple University, Philadelphia
 Address: Temple University, Department of French, Italian, German, and Slavic, 532 Anderson Hall, Philadelphia, PA 19122-6090
 Telephone: 215-204-1929
 Fax: 215-204-7752
 Email: mrojavin@temple.edu

Panel Title: Corpora of Texts and Databases in Slavic
 Name: Valery Solovyev
 Affiliation: Kazan State University
 Address: p/b 93, Kazan, 420101, Russia
 Telephone: 7-843-261-69-14
 Email: solovyev@mi.ru

Panel Title: The Sociolinguistics of Inter-Slavic Language Contact
 Name: Joan Chevalier
 Affiliation: Brandeis University
 Address: 415 South St., Brandeis University, MS 024, Waltham, MA 02434-9110
 Telephone: 781-736-3223
 Fax: 781-736-3207
 Email: chevalie@brandeis.edu

Panel Title: Slavic Phonology
 Chair: Christina Y. Bethin
 Affiliation: Stony Brook University
 Address: Department of Linguistics, Stony Brook University, Stony Brook, NY 11794-4376
 Telephone: 631-632-7370
 Fax: 631-632-9789
 Email: christina.bethin@stonybrook.edu

Panel Title: Ellipsis in Slavic Languages
 Chair: Lydia Grebenyova
 Affiliation: University of Maryland
 Address: Dept. of Linguistics, University of Maryland, 1401 Marie Mount Hall, College Park, MD 20742
 Telephone: 301-405-4936
 Fax: 301-405-7104
 Email: lgrebeny@umd.edu
 Brief Description: The panel will address various ellipsis phenomena in Slavic languages (e.g., sluicing, nominal ellipsis, gapping, among others). We hope for a productive session where many challenging issues would get a careful look from comparative, theoretical and psycholinguistic perspectives.

Panel Title: Language Policy and Planning in Eastern Europe and Eurasia.
 Chair Name: Curt Woolhiser
 Affiliation: Harvard University

Address: Harvard University, Department of Slavic Languages and Literatures, 12 Quincy St., Barker Center, Cambridge, MA 02138-3879
 Telephone: 617-495-4065
 Fax: 617-496-4466
 Email: cwoolhis@fas.harvard.edu

Panel Titles:
 1. Clitics in Slavic Languages
 2. Questions in Slavic Languages
 Coordinator: Steven Franks
 Affiliation: Indiana University-Bloomington
 Address: Dept. of Linguistics, 1021 E. 3rd Street, Memorial Hall East, Room 322, Indiana University, Bloomington IN 47405-7005
 Telephone: 812-855-8169
 Fax: 812-855-5363
 Email: franks@indiana.edu

Literature and Culture

Panel Title: Chekhov
 Chair: Tetyana V. Varenychenko
 Affiliation: Holy Family University
 Address: 10242 Selmer Terrace, Philadelphia, PA 19116-3634
 Telephone: 215-969-2297
 Fax: 215-633-0558
 Email: tatyana_60@yahoo.com

Panel Title: The North American Chekhov Society
 Chair: Carol Apollonio Flath
 Affiliation: Duke University
 Address: Department of Slavic Languages and Literature, Box 90259, Duke University, Durham, NC 27708
 Telephone: 919-660-3143
 Email: flath@duke.edu

Panel Title: St. Petersburg in Twentieth-Century Russian Literature: Elena Guro and Tatiana Tolstaia
 Chair: Milica Banjanin
 Affiliation: Washington University
 Address: Department of Russian, Campus Box 1052, Washington University, One Brookings Drive, St. Louis, Missouri 63130
 Telephone: 314-935-4557
 Fax: 314-935-4557
 Email: banjanin@artsci.wustl.edu

Panel Title: Polish Literature and Culture
 Chair: Andrzej Karcz
 Affiliation: University of Kansas
 Address: Department of Slavic Languages and Literatures, University of Kansas, 1445 Jayhawk Blvd., Room 2133, Lawrence, KS 66045-7590, U.S.A.
 Telephone: 785-864-2351
 Fax: 785-864-4298
 Email: akarcz@ku.edu

Panel Title: Russian Poetry Reading
 Chair: Andrey Gritsman
 Affiliation: Independent Scholar
 Address: 21 Marcotte Lane, Tenafly, NJ 07670
 Telephone: 201-568-3176
 Fax: 201-447-8657
 Email: agritsman@msn.com

Pedagogy

Roundtable Title: Models of Instruction in Teaching Polish
 Coordinator: Andrzej Karcz
 Affiliation: University of Kansas
 Address: Department of Slavic Languages and Literatures, University of Kansas, 1445 Jayhawk Blvd., Room 2133, Lawrence, KS 66045-7590, U.S.A.
 Telephone: 785-864-2351
 Fax: 785-864-4298
 Email: akarcz@ku.edu

Roundtable Title: Czech Studies in American Higher Education (sponsored by International Association of Teachers of Czech)
 Chair: Neil Bermel, University of Sheffield.
 Address: Department of Russian and Slavonic Studies, Arts Tower, Western Bank, Sheffield S10 2TN U.K.
 Telephone: 011-44-114-222-7405
 Fax: 011-44-114-222-7416
 Email: n.bermel@sheffield.ac.uk
 Brief Description: Representatives from various programs focusing on Czech language and literature will discuss the current state and prospects for the field, as well as the possibilities for international cooperation and the involvement of the Czech Republic.

Workshop Title: Using the Czech National Corpus for Research and Teaching (sponsored by International Association of Teachers of Czech)
Organizer: Neil Bermel, University of Sheffield.

Address: Department of Russian and Slavonic Studies, Arts Tower, Western Bank, Sheffield S10 2TN U.K.

Telephone: 011-44-114-222-7405

Fax: 011-44-114-222-7416

Email: n.bermel@sheffield.ac.uk

Brief Description: A demonstration of how the Czech National Corpus can be used for linguistic research and for pedagogical purposes, both on the part of the teacher and as an object of inquiry for students. A variety of research contexts and search types will be represented.

Note: This Call for Papers was current as of January 16, 2005. Check the AATSEEL website (<http://www.aatseel.org>) for updates.

BELARUSICA

The Belarusica column will return in April. The editor would like to encourage all readers working in this area to make submissions, preferably by the end of December, and to encourage colleagues in related fields to do the same.

The Belarusica column editor is looking for contributions to this column. Contributions from North American

*Editor: Curt Woolhiser
(Harvard University)*

colleagues are especially appreciated. (Contributions should be no more than 1-2 pages in length.) Please also keep in mind AATSEEL Newsletter requirements for publication found elsewhere in this issue: Cyrillic only with Macintosh fonts (include fonts that are not resident to Word programs), deadline 6-8 weeks in advance of the issue month. For more information, contact Dr. Curt Woolhiser, cwoolhis@fas.harvard.edu.

Sending News to the AATSEEL NL

News from the membership is always welcome. For the most sure form of delivery, it is best to send the information to the editor (Leaver@AOL.com). We always confirm receipt of information; no confirmation means that we did not receive your missive.

The kinds of news that we accept include awards, obituaries, projects of interest to the membership as a whole (or information needed from the membership as a whole), and summer and winter program announcements.

Additionally, a number of the column editors accept articles from readers. Please check the individual columns for contact information and specific content needs.



STUDY POLISH IN PITTSBURGH & POLAND

6 weeks - Pittsburgh — (June 6 - July 15, 2005)

4 weeks - Lodz, Poland — (July 16 - August 13, 2005)*

Intensive Courses on the Beginning and Intermediate Levels

** Students demonstrating adequate academic preparation may join the course in Poland*

◆ Cost: Pitt/Poland - \$4476, *plus airfare***; Poland only - \$2098; Pittsburgh only - \$2134
(Generous scholarships available)

** Dates and costs are approximate

◆ Application and fellowship deadline March 22. For information write or call:

Department of Slavic Languages and Literatures
1417 CL, University of Pittsburgh
Pittsburgh, PA 15260

(412)624-5906 / Fax (412)624-9714 / e-mail: slavic@pitt.edu



Visit our web page at: <http://www.pitt.edu/~slavic/sli/>

EMPLOYMENT OPPORTUNITIES

Editor's Note: This column prints job advertisements that are sent in by potential employers. Information about possible job openings must arrive no later than six weeks before the date of the issue. For that reason, employment possibilities with quick turnaround dates are difficult to include. For these situations, readers are encouraged to check out the AATSEEL website, which maintains up-to-date information on job openings. We also encourage employers to share their job openings with the newsletter where possible.

Assistant Professor or Instructor of Russian Montclair State University

Russian half-time Assistant Professor or Instructor, non-tenure track continuing appointment. Generalist, teaching experience, native or near-native fluency, Ph.D. preferred. Responsibilities include teaching undergraduate language, literature, culture courses, student advisement, committee work, and scholarly research. Starting date will be September 1, 2005.

Send letter and resume to Dr. Lois Oppenheim, Chair Dept. of French, German, and Russian, Montclair State University, Upper Montclair, NJ 07043

Part-time Lecturer in Russian San Diego State University

The Department of European Studies invites applications for a part-time lecturer in Russian to teach first year Russian for Fall 2005. Requirements: an MA in Russian (Ph.D. preferred), two years of experience teaching at the university level, native or near-native proficiency in both Russian and English. Applicants should submit a letter of interest, cv, transcript and 3 letters of recommendation to Chair, Department of European Studies, San Diego State University, San Diego, CA 92182-7704. Applications received by April 1st, 2005 will be given highest consideration.

*SDSU is a Title IX,
Equal Opportunity Employer.*

Lecturer in Russian University of Washington

The University of Washington Department of Slavic Languages and Literatures is hiring a Lecturer in Russian. The position will be a three-year renewable contract, with the possibility of promotion to Senior Lecturer; initial appointment will run from September 2005 through June 2008. Summer employment is optional for additional salary.

Please submit your curriculum vitae, a summary of your career goals, three recommendation letters, up to 5 syllabi or a brief portfolio to

Professor Galya Diment, Chair, Department of Slavic Languages and Literatures, Box 353580, University of Washington, Seattle, WA 98195.

Priority will be given to applications received before March 15, 2005.

The University of Washington is building a culturally diverse faculty and strongly encourages applications from women and minority candidates. AA/EO

Russian Language and Literature College of the Holy Cross - Worcester, MA

The Department of Modern Languages and Literatures at the College of the Holy Cross invites applications for the following half-time renewable appointment:

Faculty appointment to teach two courses per semester with benefits and research support. Ph.D. or ABD preferred; M.A. required.

Submit letter of application, c.v., copy of graduate transcript, and two current letters of recommendation to Professor Amy Adams, Department of Modern Languages and Literatures, P.O. Box 123-A, College of the Holy Cross, 1 College Street, Worcester, MA 01610.

Review of applications will begin on February 15, 2005, and will continue until the position is filled.

*Holy Cross is an Equal Opportunity /
Affirmative Action institution.*

Assistant Director, Critical Languages Institute Arizona State University

The Arizona State University Russian and East European Studies Center

(www.asu.edu/reesc) announces an opening effective summer 2005 for a renewable fiscal year appointment as assistant director of its Critical Languages Institute (CLI).

For additional information please contact REESC Director, Dr. Stephen Batalden by e-mail (stephen.batalden@asu.edu), or phone 480-965-4188.

The position is 100% FTE for summer; some flexibility possible for AY schedule.

Application deadline: February 1, 2005; if not filled, every two weeks thereafter until search is closed. Mail letter of application, CV, sample of a funding application, statement of teaching philosophy, and two letters of reference to: Dr. Stephen Batalden, Chair, Search Committee, Russian & East European Studies Center, Arizona State University, PO Box 874202, Tempe, AZ 85287-4202.

AA/EOE.

Research Associate Postdoctoral Position Defense Language Institute Foreign Language Center

The Defense Language Institute Foreign Language Center (DLIFLC) is increasing the proficiency expectations for its graduates and seeks a Research Associate to assist in this plan. The successful candidate will work with faculty members in targeted programs to identify and evaluate the most effective methods by which this can be accomplished. The candidate will also be expected to offer regular faculty colloquia in his/her area of specialty. The successful candidate will have a strong theoretical grounding in linguistics and adult second language acquisition who is interested in empirical investigation and application.

Applicants must apply to Vacancy Announcement # WTEY050001RA located at www.usajobs.opm.gov. \$49,435, 13-month appointment, start in May, 2005. Institute information: www.dliflc.edu. For questions, contact Charlie Hogan at Charlie.Hogan@monterey.army.mil or 831-242-4321. Deadline is February 22, 2005.

EEO Employer.

PROFESSIONAL OPPORTUNITIES

Calls for Papers

March 15, 2005

Translating Eastern Europe: Art, Politics, and Identity In Translated Literature

September 30-October 2, 2005

The Ohio State University, Columbus, OH

Papers are invited for an interdisciplinary conference that will explore the complex role played by translated literature in the evolution of literary traditions and national identities in Eastern Europe and Russia. The conference will open with a workshop on translating literature, to be conducted by Marian Schwartz, and will end with a reading of translated literary works. Interested scholars and literary translators should submit paper proposals of no more than 500 words and a curriculum vitae by 15 March 2005 to: Brian James Baer, 109 Satterfield Hall, Kent State University, Kent, OH 44242 (email: bbaer@kent.edu).

July 15, 2005

CDLC Annual Conference

The Coalition of Distinguished Language Centers invites abstracts for papers to be presented at the October conference on "Achieving Nativelike Language Proficiency."

August 31, 2005

2005 AATSEEL-Wisconsin Conference

Abstracts for twenty-minute papers on any aspect of Slavic literatures and cultures (including film) and on issues in the learning and teaching of Slavic languages and literatures are invited for the annual conference of the Wisconsin chapter of AATSEEL (the American Association of Teachers of Slavic and East European Languages). Comparative topics and interdisciplinary approaches are welcome. The conference will be held at the University of Wisconsin, Madison, on Saturday, 15 October 2005.

Recent conference programs and guidelines for preparing abstracts are posted on the AATSEEL-WI website: <http://palimpsest.lss.wisc.edu/~danaher/aatseel-wi/>

Abstracts are due 31 August 2005. Send abstracts (200-250 words) by e-mail (no attachments, please) to: Professor Halina Filipowicz, hfilipow@wisc.edu

All submissions will be acknowledged.

August 15, 2005

Developing Nativelike Literacy in L2

Papers, panels, and workshop proposals are invited for a conference, "Developing Nativelike Literacy in L2" to be held in Amman, Jordan in February 2006. Proposals may be sent to betty@nyit.edu or ajaser@just.edu.jo

Also proposals are requested for the Annual CDLC Conference on "Developing Nativelike Proficiency" in all four skills.

Conferences and Workshops

March 10-13, 2005

GURT 2005

The 2005 Georgetown University Round Table on Languages and Linguistics (GURT) with its theme **Educating For Advanced Foreign Language Capacities: Constructs, Curriculum, Instruction, Assessment** will take place on the campus of Georgetown University, Washington, DC.

For details, visit: <http://www.georgetown.edu/events/gurt/2005>
For other information, contact us at: gurt@georgetown.edu

March 31-April 3, 2005

Northeast Conference on the Teaching of Foreign Languages

The Northeast Conference on the Teaching of Foreign Languages invites Slavists to participate in its spring 2005 conference, to be held March 31-April 3 at the Marriott Marquis Hotel in New York.

Please contact NECTFL at nectfl@dickinson.edu if you would like

to be involved in this effort. Our website at www.nectfl.org provides information on the organization.

April 18 - 20, 2005

2005 Conference of the International Society for Language Studies

Monday, April 18 - Wednesday, April 20, 2005, Montréal, Canada

Conference web site: www.isls-inc.org

The International Society for Language Studies (ISLS) promotes research on critical discourse and language matters, broadly conceived, including the teaching and learning of second / foreign languages and general education (mother tongue). Session strands include:

- Discourse and Identity
- Education
- Interdisciplinary Foci
- Language Professions
- Pedagogy
- Policy
- Research Methodology
- Technology

Conference Chair: John Watzke, University of Notre Dame

The ISLS Conference directly follows the 2005 American Educational Research Association (AERA) conference.

June 27-August 5, 2005

Summer Linguistics Institute

The Summer Linguistics Institute will be held in Cambridge, Massachusetts. Fellowships will be awarded and Institute Affiliates are welcome. Applications for fellowships and affiliate status will be available in June 2004. For further information, contact: iatridou@mit.edu.

July 5 - 15, 2005

Summer Opportunities for Language Teachers at Concordia Language Villages

Concordia Language Villages is offering a graduate course in Second Language Methodologies, July 5 - 15, 2005. This 10-day course includes discussion of a variety of topics related to second language instruction. Immersion methodologies and their application to the K-12 classroom will be highlighted. Participants will have the opportunity to

visit several of the Language Villages in order to observe immersion methodologies in action. The course will be taught in English.

Participants earn three semester hours of graduate credit upon successful completion of this course, as well as return to their classroom with a plethora of materials to assist in immersion methodology instruction. The course instructor is Donna Clementi, a nationally recognized workshop presenter who has been a classroom teacher for 32 years.

The cost for the program, \$1,290, includes tuition, food and lodging, class excursions, and instructional material. The Goethe-Institut/AATG offers scholarships to German language teachers nationwide. The Central States Conference on the Teaching of Foreign Languages offers a scholarship to language teachers from its 17-state region.

For more information please go to: http://www.cord.edu/dept/clv/general/teach_opp.html, or contact Lois Egelhof at 800-450-2214 or egelhof@cord.edu.

Teaching opportunities are also available in one of our 13 languages (Chinese, Danish, English, Finnish, French, German, Italian, Japanese, Korean, Norwegian, Russian, Spanish and Swedish). For more information, please log onto our website at: <http://www.ConcordiaLanguageVillages.org>.

July 24-29, 2005

14th World Congress of Applied Linguistics

The 14th World Congress of Applied Linguistics will be hosted by the American Association for Applied Linguistics in Madison, Wisconsin. This is the first time that the World Congress will be held in the United States.

Presentations will bring together applied linguists from diverse communities and from varied intellectual traditions to explore the future. The theme of the conference is "The Future is Now," a future where language is a means to express ideas that were unthinkable, to cross boundaries that seemed to be unbridgeable, and to share our local realities with people who live continents away.

Contacts include (1) Richard F. Young (program information), Department of English, University of Wisconsin, 600 North Park Street, Madison, WI 53706, ryoung@wisc.edu; (2) Maureen Sundell (registration information), The Pyle Center, 702 Langdon Street, Madison, WI 53706, sundell@ecc.uwex.edu; and (3) Robert Rainerie (general information), American Association for Applied Linguistics, 3416 Primm Lane, Birmingham, AL 35216, robert@primemanagement.net. For the latest information, check the AILA website, <http://www.aila2005.org>.

July 25-30, 2005

Seventh World Congress of ICCEES

The 7th World Congress of the International Council for Central and East European Studies will take place in Berlin, Germany, on 25-30 July 2005. The theme of the Congress is: "Europe—Our Common Home?" The Congress will be held at the *Humboldt Universität*, located in the centre of Berlin.

The opening and closing ceremonies will take place at the *Haus der Kulturen der Welt/Kongresshalle* (House of World Cultures/Congress Hall), located in the park, *Tiergarten*. The local organizer of the Congress is the *Deutsche Gesellschaft für Osteuropakunde* (German Association for East European Studies). More information can be found at the following website: www.rusin.fi/ICCEES/.

October 22, 2005

CDLC Annual Conference

The annual conference of the Coalition of Distinguished Language Centers, dedicated to the topic of developing nativelike second language proficiency, will be held at Howard University in Washington, DC on October 22, 2005. For registration information, check the CDLC website: www.distinguishedlanguagecenters.org. Updated information should appear in late spring.

February 2006

Developing Nativelike Literacy in L2

Co-sponsored by the Consortium of Teaching Excellence Center af-

filiate of the US-based Coalition of Distinguished Language Centers, New York Institute of Technology in Jordan, Jordan University of Science and Technology, and the University of Jordan, this conference is dedicated to exploring the issues of developing high-level proficiency in reading and writing in foreign languages. It is an outgrowth of a CCCC (NCTE) grant to study the acquisition of high-level writing skills. Reading skills will be included, as well, in the conference.

The conference organizers will provide transportation and lodging within Jordan and arrange for pre-conference and post-conference tours. Jordan has many attractions to offer: Dead Sea swimming and health improvement, diving in the Red Sea at Aqaba, visiting the ancient Roman cities of Petra and Jerash, standing on Mount Nebo, and much more. Plan to come! Plan to participate!

For more information, watch the Coalition of Distinguished Language Centers' website: www.distinguishedlanguagecenters.org or contact Dr. Amal Jaser, ajaser@just.edu.jo.

Grants and Fellowships

Various closing dates

Fulbright-Hays Programs

The Fulbright-Hays programs offer fellowships to pre-doctoral students, visiting lecturers, and senior scholars. There are a number of programs. Information on requirements, dates, and program content is available at <http://www.iie.org/cies>.

Various closing dates

American Councils for International Education: ACTR/ACCELS announces the following fellowship programs:

National Endowment for the Humanities Collaborative Research Fellowship: Provides fellowships of up to \$40,000 for four to nine months of research in Eastern Europe and Eurasia. Proposals must include plans to work with at least one collaborator in

the field. The merit-based competition is open to all U.S. post-doctoral scholars in the humanities and most social sciences, including such disciplines as modern and classical languages, history, linguistics, literature, jurisprudence, philosophy, archaeology, comparative religion, sociology, and ethics. Application deadline: February 15.

Title VIII Research Scholar Program: Provides full support for three to nine-month research trips to Russia, Central Asia, the Southern Caucasus, Ukraine, Belarus, and Moldova.

Fellowships include round-trip international travel, housing, living stipends, visas, insurance, affiliation fees, archive access, research advising, and logistical support in the field.

Open to graduate students, post-doctoral scholars, and faculty. Funded by the U.S. Department of State, Program for the Study of Eastern Europe and the Independent States of the Former Soviet Union (Title VIII). Application deadlines: October 1 (Spring Program); January 15 (Summer, Fall and Academic Year Programs).

Title VIII Combined Research and Language Training Program: Provides full support for research and approximately ten hours per week of advanced language instruction for three to nine months in Russia, Central Asia, the Southern Caucasus, Ukraine, Belarus, and Moldova. Fellowships include round-trip international travel, housing, tuition, living stipends, visas, insurance, affiliation fees, archive access, research advising, and logistical support in the field.

Open to graduate students, post-doctoral scholars, and faculty. Funded by the U.S. Department of State, Program for the Study of Eastern Europe and the Independent States of the Former Soviet Union (Title VIII). Application deadlines: October 1 (Spring Program); January 15 (Summer, Fall and Academic Year Programs.)

Title VIII Special Initiatives Fellowship: Provides grants of up to \$35,000 for field research on policy-relevant topics in Armenia, Azerbaijan,

Georgia, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan. Applicants must hold a Ph.D. in a policy-relevant field and have sufficient language-ability to carry out proposed research. Scholars must conduct research for at least four months in the field. Funded by the U.S. Department of State, Program for the Study of Eastern Europe and the Independent States of the Former Soviet Union (Title VIII). Application deadlines: October 1 (Spring Program); January 15 (Summer, Fall and Academic Year Programs.)

Title VIII Southeast Europe Research and Language Study Programs: Provides full support for three to nine months of research and/or language study in Southeast Europe. Fellowships include round-trip international travel, housing, living stipends, visas, insurance, tuition, and affiliation fees. Funded by the U.S. Department of State, Program for the Study of Eastern Europe and the Independent States (Title VIII). Open to graduate students, post-doctoral scholars, and faculty. Application deadline: October 1 (Spring Program); January 15 (Summer, Fall and Academic Year Programs).

Title VIII Southeast Europe Summer Language Program: Offers international airfare, tuition, insurance, and living stipends to graduate students for up to three months of intensive language study at major universities throughout Southeast Europe and the Baltic states.

Open to students at the MA and Ph.D. level, as well as faculty and post-doctoral scholars. Funded by the U.S. Department of State, Program for the Study of Eastern Europe and the Independent States (Title VIII). Application deadline: January 15.

Summer Russian Language Teachers Program: Provides full support for teachers of Russian at the university, high school, and secondary school level to study Russian literature, language, culture, and second language pedagogy at Moscow State University for six weeks. Graduate students with a commitment to the teaching profession

are also encouraged to apply. Awards provide round-trip international airfare from Washington, DC to Moscow, Russia; living stipends; full tuition; housing with Russian host families; pre-departure orientation; weekly cultural excursions; insurance; and visas.

Tentative program dates are June 17 to August 4. Funded by the U.S. Department of Education. Application deadline: March 1.

Scholarships for language study on American Councils programs overseas: Graduate students participating in the American Councils Russian Language and Area Studies program or the Eurasian Regional Language program are eligible for full or partial scholarships from the U.S. Department of State, Program for the Study of Eastern Europe and the Independent States of the former Soviet Union (Title VIII). Undergraduates who intend a career in teaching are eligible for full or partial scholarships from the U.S. Department of Education for their participation in the Russian Language and Area Studies Program or the Eurasian Regional Language program.

The American Councils Russian Language and Area Studies Program provides intensive Russian language instruction in Moscow, St. Petersburg and Vladimir, Russia.

The Eurasian Regional Language program offers instruction in virtually any of the languages of the former Soviet Union at leading institutions throughout the region.

Fellowship information and applications are included in regular application materials for both programs. Application deadlines: October 15 (spring semester programs); March 1 (summer programs); April 1 (fall semester and academic year programs).

For more information, contact: Outbound Programs, American Councils for International Education: ACTR/ACCELS, 1776 Massachusetts Avenue, NW, Suite 700, Washington, DC 20036; (202) 833-7522, outbound@americancouncils.org.

Why Join AATSEEL?

Some Slavists ask why they should bother joining AATSEEL when they can belong to the MLA and AAASS. The fact is that neither the MLA nor the AAASS puts at the heart of its mission the goals, concerns and interests of those who teach Slavic languages and literatures. AATSEEL is the only professional association dedicated precisely to these fields; it is the first and most important scholarly “home” for Slavists in the United States.

Slavists who belong to AATSEEL:

- Support and receive *SEEJ*, a quarterly journal with the most groundbreaking research in Slavic literature, linguistics, and pedagogy along with reviews of books Slavists need to read and know about;
- Publish research in *SEEJ*, joining colleagues in the most important journal for Slavists in North America, benefit from referee reports by the best scholars in the field and, in turn, contribute to the work of other scholars by reviewing their submissions;
- Receive the *AATSEEL Newsletter*, a quarterly bulletin with important news about events in our profession, grant and fellowship opportunities, job listings, summer programs, study abroad programs, news of other members (promotions, retirements, etc.), and informative columns such as “Everything you wanted to know about Russian grammar but were afraid to ask” as well as columns on Ukrainian, Belarusian, Czech and other languages;
- Can attend and participate in the annual **AATSEEL Conference** (held in the same city and at the same time as the annual MLA Conference), together with tenured and tenure-track scholars as well as graduate students and independent scholars, hear and give papers, take part in panels and roundtables and job interviews, receive the annual conference program book with its abstracts;
- Receive the annual **AATSEEL membership directory**;
- May nominate others for **AATSEEL awards**, including the book awards;
- Are eligible themselves for **AATSEEL awards**, including the book awards;
- Support **AATSEEL** and thus the Slavic languages and literatures field in the United States.

Without AATSEEL, there would be no *SEEJ*, no *AATSEEL Newsletter*, and no **AATSEEL Conference**. All three of these venues are critically important for maintaining our identity as a field focused predominantly on the languages, literatures and cultures of Russia and Eastern Europe, and for ensuring the vitality of our field into the future. Joining AATSEEL and supporting AATSEEL now with your membership is your way of saying that the future of Slavic studies in the United States is important to you.

AATSEEL works together with AAASS, ACTFL, ACTR and MLA, along with other associations, to help push the agenda of support for research in Russia and Central Europe and research in foreign languages. AATSEEL pays dues to the Joint National Committee for Languages and the National Council for Languages and International Studies (www.languagepolicy.org). Your membership in AATSEEL helps support these causes, too.

Membership in AATSEEL is affordable and the web-based membership form makes it convenient to join: go to www.aatseel.org and sign up now.

AATSEEL 2005 MEMBERSHIP FORM

THIS FORM MAY BE PHOTOCOPIED.

WE ENCOURAGE ALL NEW AND RENEWING MEMBERS TO PAY 2005 DUES THROUGH THE WEB (www.aatseel.org) WITH MASTERCARD OR VISA AND RECEIVE A \$10 DISCOUNT.

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 Kathleen Dillon, P.O. Box 7039, Berkeley, CA 94707-2306 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.

(Please PRINT all information.)

First name _____ Last name _____

Mailing address: _____ Contact info (in case we have questions):
 _____ Phone: _____
 _____ Fax: _____
 _____ Email: _____

MEMBERSHIP 2005		
MEMBERSHIP CATEGORIES	CY 2005	Circle applicable rate(s) at left and enter amount(s) below:
Affiliate (Newsletter only) (NLO)	\$40	
Students (S)	\$50	
Independent Scholars (I)	\$50	
Retired & Emeritus (EME)	\$50	
Secondary School Teachers (SST)	\$55	
Instructors & Lecturers (I&L)	\$60	
Assistant Professors (ASI)	\$65	
Associate Professors (ASO)	\$75	
Full Professors (FPR)	\$85	
Non-Academic Members (NAM)	\$65	
Administrators (ADM)	\$75	
Sustaining Members (SUS)	\$200	
SUPPLEMENT for Joint Membership (JOI) Name of Other Member: _____	Fee for Higher-Ranking Member +\$35	
SUPPLEMENT for Mail to address outside N. America	+\$25, all categories	
Benefactor/Life Member (LIFE)	\$1000	

PAYMENT METHOD (check one box; do not send cash):

Check (US funds; payable to "AATSEEL, Inc.")

(if check: check # _____, date _____, amt. \$ _____);

or

Credit Card: Visa; Mastercard

Account Number: | | | | - | | | - | | | - | | | |

Exp. Date (MM/YY): (____ / ____) Signature: _____

AATSEEL Newsletter Information

The *AATSEEL Newsletter* is published in October, December, February, and April. Advertising and copy are due six weeks prior to issue date. The next deadline is February 15, 2005.

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	\$120	7 5/8" x 4.5 11/16"
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.

AATSEEL
c/o Kathleen Dillon
P. O. Box 7039
Berkeley, CA 94707-2306 USA

Non-Profit Org.
US POSTAGE
PAID
Champaign, IL
Permit No. 453

Address Correction Requested