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RUSSIAN TEACHING--IT DOESN'T HAVE TO END BADLY.

BY- WALKER, CLAIRE

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TWO CONSIDERATIONS ARE STILL BASIC IN TEACHING RUSSIAN. FIRST A STUDENT MUST ACQUIRE A REALISTIC UNDERSTANDING OF THE TASK INVOLVED IN LEARNING RUSSIAN AND MUST ACCEPT THE RESPONSIBILITY FOR APPLYING HIMSELF TOWARD KNOWN OBJECTIVES RATHER THAN MERELY PUTTING IN TIME. IF A STUDENT IS TO HAVE A CLEAR PICTURE OF HIS GOALS HE COULD BE TOLD THAT ABOUT 1,000 CONTACT HOURS OF LISTENING AND SPEAKING IN RUSSIAN ARE NECESSARY FOR ACHIEVING A MEASURE OF COMMUNICATIVE SKILL. SECONDLY, A STUDENT MUST BE ABLE TO FEEL HIS PROGRESS AND ENJOY THE PROCESS, IF HE IS TO PUT IN THE NECESSARY, PROTRACTED EFFORT FOR MASTERY. HE MUST BE ABLE TO SEE THAT THE NUMBER OF SITUATIONS WITH WHICH HE IS ABLE TO COPE GRADUALLY INCREASES, AS DOES THE TIME HE IS ABLE TO SUSTAIN COMMUNICATION, AND THAT HE IS MAKING PROGRESS IN ACQUIRING THE 300-WORD VOCABULARY THAT IS BECOMING ACCEPTED AS AN ADEQUATE BASE. FOR THESE GOALS, HOWEVER, TEACHERS NEED BETTER MATERIALS THAN THOSE NOW AVAILABLE, ESPECIALLY TEXTBOOKS AND SELF-GRADED VOCABULARY TESTS. MOREOVER, FOR EMPHASIS ON ENJOYMENT, CLASS TIME SHOULD BE FOUND FOR PLAYING GAMES THAT WILL PERMIT A RELAXED USE OF THE LANGUAGE. THIS ARTICLE IS PUBLISHED IN "THE SLAVIC AND EAST EUROPEAN JOURNAL," VOLUME 10, NUMBER 3, FALL 1966. (AUTHOR)

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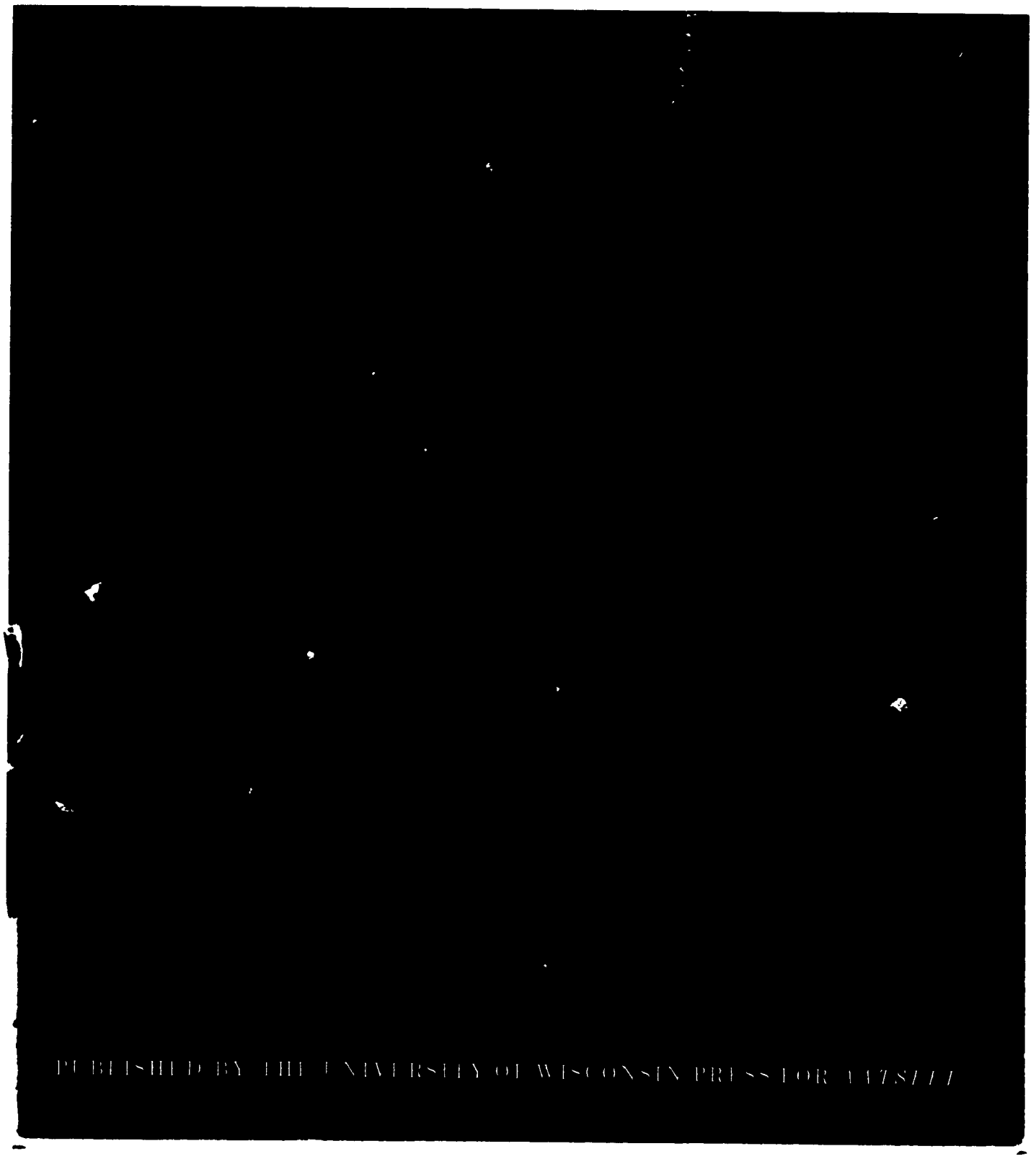

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Russian Teaching: It Doesn't Have to End Badly

Claire Walker, Friends School, Baltimore

Clouds are visible on our horizon. We have about 60,000 young people studying Russian in the US, and Russian has become an established part of the curriculum. But the clouds are blowing up, and not all are fleecy ones.

In a speech a year ago before the Washington chapter of AATSEEL Mrs. Helen Yakobson warned that we are beginning to find a new range of student ability in our Russian classes. We used to get the unusual student, whose dedication overcame all defects of teacher and text. But now we will have to identify and cope with new problems, chiefly arising from lower aptitudes and less student initiative at all levels. Russian has already been rather noteworthy for its casualty rate; without attention and skill on our part this rate will climb.

On the other hand it is well to convince ourselves that we in fact want to operate in a less rarefied atmosphere than has been associated in the past with Russian's reputation. Miss Marjorie Johnston of the US Office of Education has been maintaining for several years that more foreign language is needed throughout our school system. Russian enrolment does not have to do its expanding in competition with other languages. There is plenty of room for all language instruction to expand.

Just what is the best method, though, and what is the optimum age? How long does it take to acquire a working skill in Russian? Do our French and Spanish colleagues have answers to these questions, and if so, will any of the answers be the same for us?

For the last few years we have been hearing that what we really need for language success is an early start. FLES programs have been greatly heralded and have gradually found introduction into some schools. Russian programs are still exceedingly rare, and exist now mostly in hope. Yet if early foreign-language training is the golden good that language experts say it is, why is dissatisfaction with it so persistent? Do we have some answers that are wrong? A discussion of foreign language in elementary school, written by Charles B. Camp for the *Wall Street Journal*,[1] leaves a reader with the impression that FLES has a long way to go to establish

itself in any significant dimension. Although approximately 4,000,000 children aged five to twelve had foreign language classes in 1965, very few of these study Russian. Besides, on the whole the problems of administration, financing, and effectiveness are still formidable enough to cause some schools to drop the program after a trial.[2]

Turning to the question of method, we find no more agreement. The dedicated leadership of the MLA confidently supported the development of the new audio-lingual texts as the solution to poor language teaching. Recent years have seen at least four of these come on the market in Russian,[3] and many people find that some one of them answers their teaching needs. Yet we also hear complaints from teachers and students that these texts are dull or slow or limited in range. This sentiment is forcefully expressed by T. F. Magner in his provocative article, "The Folklore of Language Teaching," in which he lists and examines twelve "folklore items," as he calls them.[4] Item One is: "The audio-lingual method is the best method for teaching a modern foreign language." His comment in part is: "Nothing in my teaching experience of fourteen years indicates that the audio-lingual method can by itself suffice for the effective teaching of a modern foreign language. . . . A major deficiency of the pure audio-lingual method is that it requires an infantilism on the part of people who are not in fact infants." Magner advocates a modified approach as more effectual.

It seems that teaching can be unsuccessful with *any* text and *any* method. For our comfort, the converse should be stated: teaching can be successful, too, regardless of text or method. If there is an answer to the question of method which any teacher is apt to find acceptable, perhaps it is one (entirely compatible with Magner's comments) expressed by Bruce Burdett, a member of the FL Committee of the National Association of Independent Schools, in his remarks about the "Eclectic method," which "comprises all of the most productive and more thoroughly proven elements of the three [audio-lingual, direct, and grammar-translation] that I have mentioned. The teacher who uses this method does not hesitate to employ any technique which he is convinced is effective in hastening his students toward the desired goal."[5]

Suppose we accept that a teacher is well advised to do just this, and try to move students ahead toward mastery of Russian in any and every way as rapidly as possible. How long is needed? From ten years' observation and a great deal of comparing notes with those wiser than I, I have come to the conclusion that five years—not for mastery, but for a gratifying start on it—seems realistic to many teachers.

At the college level, four years of intensive study has more than once been seen as optimal, that is, 8–10 hours a week. That means two courses

per year for four years, or the equivalent of eight years of study below college level, or six years below and two more in college. And this is for the handling of the language itself, on a four-skill basis—literary or cultural coverage could only be incidentally involved.

The principal of the Russian St. Sergius High School in New York, where Russian is studied as a language and also used in content courses every day, told me a few years ago that it takes an incoming student about two years to become comfortable. There is almost an institute atmosphere: students live a major portion of every day in Russian, surrounded by native speakers of the language. A colleague told me that, at the end of a one-year intensive introductory course, his professor told the class: "Now, in ten years you will be able to read with some facility, provided you practice at least half an hour a day from now on."

Perhaps it is vain to try to establish any time lines, because individual variations are so great. Magner's Folklore Item Two seems appropriate here, with his comment:

> *A foreign language can be learned through language courses.* Usually people who are not connected with language teaching are more confident about the validity of this statement than professional teachers of language. To such a statement I would have to say "No, but . . ." Let me, if only for shock value, rephrase the statement in the following, admittedly negative way: *No sequence of high-school and/or college courses can guarantee even a good student mastery of a foreign language or even competence in it.* . . . [Magner's italics]
>
> What then can be learned in our formal teaching situations? I tell my students that we can equip them with an acceptable pronunciation of Russian, that we will train them to converse within a limited range, and that we will help them achieve a basic competence in reading. The rest is up to the students, and we do have gratifying evidence that some students go far beyond the limited possibilities of the classroom situation. A good student, that is, a highly motivated one, will and must take advantage of the appropriate language club, language films, and the presence of native speakers on the campus; by adding these resources to the formal network of courses, such a good student can manage to achieve a surprising fluency in a foreign language. (p. 60.)

I am reminded of the Russian girl I met at Moscow University, who as a university senior told me she had had eleven years of German in school, but really knew very little. To this, of course, I politely demurred, not knowing any German to speak of myself. However, a few days later she handed me a label, asking me to translate it for her from English to Russian. When I looked at it, I had the proof that her statement had not been exaggerated: the material on the label was all in German.

To me, it seems clear that no matter how we figure courses, choose methods and texts, and allow for individual variations, acquiring Russian is a long haul. There are no guarantees, as Magner's commentary implies.

Though the demand for qualified users of Russian "still outstrips the supply," according to a recent article,[6] and we need our Russian-trained students in teaching, translating, business and government posts, yet we cannot prescribe any clear and simple path to take.

The running two-year road to literature which Nathan Rosen advocates[7] is no more certain than the pattering two-year path to conversation. Either has the possibility of two years' worth of progress in Russian; either also has the possibility of complete failure if students do not understand and accept its objectives. There is much wisdom in Rosen's article. Vocabulary *is* our big hurdle. But two years are still only two years, no matter what you choose to do with them.

It is true that a class with limited opportunity for oral exchange and much ambition to read will be restive in a strait jacket composed of dialogs to be memorized. But, on the other hand, some of us are getting left far behind by good schools here and abroad which are recognizing that a language is a tool of communication and grows strongest with use. Students' Russian should be used for coping with subject matter—for reading, talking, listening, translating, reference work, and extending information horizons in endless variety. That was one of the themes of the Northeast Conference on language teaching held in April 1966. It is time for us to realize that a language is quite a bit more than its literature. If we are sensitive to the language ambitions of our students, we will know that there is more than either dialogs or classics to learning a language. Our students may actually want to learn the language more than they want to know about what exists in the language. A teacher cannot and should not accept anyone's methodological strait jacket.

It becomes more and more apparent that few of us are willing to accept the allegation of a firm commitment to any one peculiar method. And so it should be. If our objective, by whatever approach, is to help the student toward a mastery of Russian with a view to using the Russian for something, we have only two really reliable rules to fall back on, and they are as old and as absolute as teaching itself—but we have to find appropriate implementations in our nervous society.

One. Somehow students must be helped to acquire a more realistic conception of the task of learning a foreign language, Russian in particular, if you like, and accept the responsibility for tackling it. Working is not enough in and of itself. A student needs to experience the magic of interesting himself in doing the work, of relishing it, and to feel a proprietary concern for the results of what he does. An hour spent staring at the book is *not* an hour's study; this is a hard thing to get across to many high school students and even some college ones. An hour spent sitting in the classroom or the lab,

wishing one were not, is not an hour's practice. This students can reluctantly see when it is pointed out. But they still disbelieve other things. Working hard over a project for an hour of concentration, and then putting it aside without a backward glance or subsequent review, is also not an hour's worth in results secured. Feverish exertion, even to the point of a conscientious hour per day, will not give the hours' worth of gain without reflection, digestion, awareness of direction. Only our superior students realize this—about one out of ten, it seems to me.

What to do about that handful of students who want to learn Russian, but lie down and die any time that Russian becomes the only language used in the classroom, I often wonder. Sometimes these are actually among the more able and serious students. So why can they not rise to the challenge of trying to communicate in Russian? They are like the many advanced students who will go to an all Russian-speaking institute, and think it well to sneak off and speak English on numerous occasions. Why?

Could we tell students, to give them better insight and focus for their efforts, that it takes, say, about 1000 hours of contact, just as a flier has to accumulate flying time in order to win his license? That is, after 1000 hours of speaking and listening in Russian, the speech and sound barriers should be broken enough to insure that the student can successfully communicate. This might not be far off the mark. Say that an ordinary academic-year course accumulates 150 hours of actual speaking and listening in Russian, and challenge the student to count it up for himself, adding whatever extras he can through lab practice, Russian Club, and other occasions. A summer institute, *if* the rules are consistently observed, represents about 400 actual hours for six and a half weeks, according to my calculations. Travel, Russian acquaintances, movies can give a student more hours to add. When he has the thousand, he should find that he has acquired the promise of a new skill and has begun to use it with pleasure—oral communication in Russian.

Two. The effort involved in developing a respectable degree of mastery of a language must bring enough enjoyment and sense of progress to be satisfying. Since the learning of Russian will be for most people long and slow (but important), this means that, like any other major effort, it has to be satisfying *in the process.* American students take half-year courses and finish them; they become impatient with anything requiring protracted study. But beginning literature courses in the second year is not the answer to this impatience; it is the aggravation of frustration.

It is to this problem of making the study of Russian more satisfying that I would like to devote the rest of these comments. And, I should underscore, I am thinking in terms of acquiring the ability not only to read, but also to communicate with Russian speakers.

Perhaps the audio-lingual people have given us an idea we can and should use. Could a pupil's progress be measured by the number of situations in which he could be at home for an hour's give-and-take?[8] At present we have no measure of this. In our texts a situation will be introduced with a more or less full dialog or reading passage. Then the next lesson goes on to a different situation. The student who has mastered a lesson can manage five or ten minutes of conversation carefully channeled, and read a carefully controlled selection, and that is all. Drill patterns are, by the nature of the device, much more likely to delve into a point of grammar than into a situation.

It appears to me that procedure in the first two years by situation may well turn out to be the genius of the audio-lingual approach. But at present no text does any more than tantalize. Textbooks, for all their profession of other principles, are still grammar-oriented.

In Moscow University (for the summer exchange, 1964) we had a glimpse of what might be possible. Transportation in a city was the situation. We were referred to the section "Gorodskoj Transport" in Khavronina,[9] and the section "Transport" in Bogatova,[10] which were already familiar to us. Then we received a new collection of passages and dialogs on fourteen themes, of which one was "Gorodskoj Transport,"[11] with two readings and six dialogs on subways, trolleys, taxis, and buses, and introducing some 100 directly relevant *sočetanija slov*. Next we were given a diagram of the Moscow subway system, such as was available in any subway station in Moscow; we were asked to take an actual trip on the subway and relate our experience in the class group a few days later. Work on this situation was topped off with a few anecdotes recounted to us by the teacher of our group, who invited us to retell one of them orally and another in writing. This was less than a week's work in our session. With a class in any of the first three years it could easily take a month.

The thought occurred that this program if consistently, imaginatively, and systematically carried out could make students comfortable and fluent and adequately practiced in active vocabulary in eight to twelve situations a year. But in Moscow it took four printed resources and an unknown supplementary number on which the teacher had drawn. Only two of the printed ones (Khavronina and Bogatova) were appropriate or available to use with students; the other two were not accented, and in any case a diagram of the Moscow subway would not be meaningful to those who had never been there. In classes there would be the further need for quantities of material to read, using the same thematic vocabulary and not venturing wildly beyond it, as always happens in general reading.

Indeed, the problem of material for the development of vocabulary control and fluency is formidable. In the 1964–1965 *Russian Packet* materials[12] we tried to develop a first collection of dialogs and reading pas-

sages to supplement the theme of sports as it is superficially introduced in many basic texts. The job of culling, editing, and reproducing these few pages was unbelievably time-consuming. And the volume of the material accumulated for a few situations, if these materials are to be exploited in class, soon brings the teacher face-to-face with two uncomfortable alternatives: throw out the regular text which in no way correlates with or reinforces what is being done, and tailor his or her own relevant grammar supplement; or try to work through the two dissonant programs simultaneously, redoubling the pressure on students to fulfill multiple and unrelated assignments and grasp some sense of direction. Neither of these somewhat gruesome alternatives shows a very good record for holding students to their long-term study of the language. But nevertheless, the situation approach holds promise as a way to measure progress in a manner that students can clearly feel and appreciate.[13]

There is another way, which seems to me valid and effective though much less pleasing to those who think in terms of audio-lingual methodology, with all its bogeys. Graded vocabulary tests of a new type would tell students whether they are approaching the 3000-word vocabulary which is coming to be regarded as an adequate operating base. Isn't it true that a foreign language is largely a matter of vocabulary and idiom, and that the critical comment we most often hear about achievement and College Board tests is that they are "vocabulary tests"? Then why not frankly set up vocabulary tests for student use—please note: not for *teacher* evaluation, but for student self-evaluation and course evaluation, to be talked over with the teacher, but not used for grading.

Such tests would not be the traditional lists to equate with English. They might economically call for the writing in of the English equivalent of a single underlined word or phrase in each of 100 short sentences. The important thing would be their close correlation with one of the available lists, so that by the whole series of tests the student could see how close he was gradually coming to mastery of the total basic vocabulary. Of these basic lists we how have seven from which to choose.[14] The National Association of Independent Schools has reproduced a Soviet *Leksičeskij minimum* list of 3300 words. The Štejnfel'dt list has 2500 words. The Moscow University Minimum List of 1964 has 3500. Josselson's list of 5230 words is an old (and rather discounted) list, but the more recent ones have all consulted this pioneer. Professor Vakar has just published a new count and listing. A revision of the former text by Potapova proposes a list of 3200. There is also a list of 970 most used verbs and a new list of the 1200 words most frequently used in conversation.

Since the most recent text for English speakers by Potapova, just referred to, is largely a vocabulary-building course, in my opinion, I sug-

gest that it may be usable for the purpose of setting up one of the vocabulary mileposts series. For experiment with the check-test idea, the *Russian Packet* for 1965–1966 offered several preliminary drafts of check-tests in various forms for teachers' use and comment, based on Potapova's progression. To be a practical tool, the vocabulary check-tests need to be numerous, convenient, and cheap. The check-tests as a preliminary series will number between ten and twenty (depending on the pace at which they are worked out), and in each of them some part will represent a kind of vocabulary check, as advocated here. At any rate, if the idea has merit the *Russian Packet* check-tests may be a start.

These are two ways, then, in which we can show the student what he is doing and give him the satisfaction of being able to gauge his own progress, see what there is to do, and know how to take hold of it. The first one suggested was a systematic progression through situations. The second was a conscious reach for an active vocabulary of 3000 words. These are only two of many ways. The point is, the student must see the road he is traveling, and that it has way stations and an end. No jungle is impassable if roads can be built through it. It is the state of roadlessness that makes the prospect disspiriting. This state may seem appropriate to nineteenth-century Russian literature, but it has no business in twentieth-century language study. The danger signals are up when students begin to say: "All my Russian homework is, is looking up words in the dictionary—maybe 200 a day. I never see the same word twice, or if I do, I don't recognize it since the last time." Observation has taught me over the years that when a student begins to describe his Russian course this way, he may not last out the year. Who can blame him?

One of the other ways to make the study of Russian satisfying deserves much more attention than it gets. For the less serious students some of the many ways to play with what they are learning are important classroom procedures to which time needs to be allotted. For the more serious, direct application of what they are learning through the medium of *Russian-speaking* Russian clubs and institutes is worth much more attention than most people find time to give it now. These activities give the student contact time toward his 1000 hours. For teachers there is still much pioneer ground to be broken in this area. We have hardly nicked the edges.

Under the heading of playing, however, we can assemble several references to which every good teacher can probably add, and which should guarantee every class of any age some recreation combined with reinforcement of what is being learned. The Gorcevskij text for developing Russian speech is accompanied by materials for Lotto, as well as other ideas recommended by the author.[15] "Scrabble" has a Russian version, complete with Russian rules, and available in book and department stores. A way to play

"Yahtzee" in Russian (and reinforce the numerals) is detailed in the 1965–1966 *Russian Packet*. This is also a game on general sale in the original. Packs of cards representing synonyms, antonyms, action verbs are available from the Wible Language Institute[16] and can be used for improvised games in large variety. The rules that are furnished are not very stimulating, but variations on "Old Maid" and "Hearts" can readily be devised by the players, and the cards do give a good push to vocabulary.

Any common game like bridge or dominoes or the school favorite "Hangman" can be adapted for playing in Russian by the drawing up of the vocabulary needed But a rather interesting looking variation of dominoes was introduced this year in a Soviet journal by A. Vasil'eva.[17] This game is designed for the last twenty minutes of a period, and requires 63 little cards in place of dominoes. Most of the cards require simple line drawings on them—a good future project for some student.

Word games are numerous. Easy to play in class is the old "Drew Pearson Word Game," in which players make a square ruled off in five spaces each way, 25 in all. A first letter is drawn, and after that all the players take turns choosing letters. The object is to make words of two, three, four, or five letters vertically and horizontally. Every word gives the number of its letters as points, except five-letter words which score ten points. The player with the largest score (after deductions as agreed on for each lapse into English) is the winner. A treasury of other word games is Čistjakov's *Exercises for the Development of Russian Speech for Elementary Grades in Non-Russian Schools*,[18] which contains about twenty word games usable or adaptable for any age.

"But when do we play these games?" a teacher said to me. "Instead of doing the regular work for which we do not have enough time anyway?" This, in my opinion, is exactly where our weakness is. If our class routine is so tight and our need to "cover" is so constant that we cannot play a game for 15–20 minutes every week or two in class, we are hounding our students. To what end?

We should remember that when students play any game in Russian, they practice their speech less self-consciously and more spontaneously. It is a good thing when we can get the "feel" of a class and work out a way to make the game-playing as much a part of our purposeful activity as the athletic program is part of a total school day. The play application part of our program is short but takes considerable thought and careful planning. Sometimes we can interest students in championship tournaments and award "Hero" titles. In a class that is too grim for this we can sometimes work out a way to let "goof points" count in the fulfilment of some part of the assigned work. The most mature students, who are really out to get hold of the language as fast as they can, do not need to be sold; they welcome a chance to relax while educating themselves.

Teaching Russian can be one of the most exciting jobs in the curriculum. I happen to think it is also one of the most important. Learning Russian ought also to be exciting, and as much fun as it is hard work. If the study is not satisfying, it will not be very hotly pursued. On the other hand, if our work has a sense of direction that students can perceive, and if our classes can be lively, the study and the classes should be satisfying. Then our affairs will prosper. It need not all end badly.

NOTES

1 Charles B. Camp, "Some Schools Cut Out Language Teaching in Elementary Grades," *Wall Street Journal*, 18 August 1965, pp. 1 and 10. This seems to accord with a disturbing survey of a few years ago, that in 62 school systems examined, FLES had been successful in one school out of eight; see Nancy V. Alkonis and Mary A. [redacted], "A Survey of FLES Practices," *Reports of Surveys and Studies in the Teaching of Modern Foreign Languages, 1959–1961* (New York: MLA [n.d.]), 213–217. This survey article and its conclusion are cited by Robert J. Nelson, "Realia and Realities: From Language to Literature," *Bulletin of the Pennsylvania State MLA*, XLIII (1965). 66; his entire article (pp. 65–71) is an important one for FL teachers to see.

2 Cleveland Heights; Highland Park, Ill.; Montgomery Co., Md.; and Newton, Mass., are cited by Camp as having either dropped Russian or seriously considered dropping it. This is not, of course, an exhaustive list.

3 *A-LM Russian, Levels One, Two, Three* (New York, 1961–1965); Clayton L. Dawson, Charles E. Bidwell, Assya Humesky, *Modern Russian I, II* (New York, 1964, 1965); Gordon H. Fairbanks and Richard L. Leed, *Basic Conversational Russian* (New York, 1964); and Jacob Ornstein and Robert C. Howes, *Elements of Russian* (Boston, 1964).

4 Thomas F. Magner, "The Folklore of Language Teaching," *Bulletin of the Pennsylvania State MLA*, XLIII (1965), 59–63. See also his "The Teaching of Russian: Some Observations and Suggestions," *SEEJ*, IX (1965), 420–426.

5 The entire article would be of interest to teachers of Russian: Bruce Burdett, "A Brief Discourse on Method," *Independent School Bulletin* [NAIS], Spring 1965, 29–32.

6 Lee Berton, "More Students Learn Russian, but Demand Still Outstrips Supply," *Wall Street Journal*, 11 August 1965, p. 1.

7 Nathan Rosen, "All's Well That Ends Badly," *SEEJ*, X (1966), 46–65.

8 This idea has been discussed by Nelson Brooks at a number of conferences since at least as far back as 1960 or 1961. But, to my knowledge, he has never really "spelled it out," with implementation for proper sequence, control, and testing, to say nothing of the problem of articulating the primary or secondary school courses with the various systems used at the college level.

9 S. Khavronina, *Russian as We Speak It* (M.: FLPH [n.d.]), Ch. 5, pp. 36–44.

10 G. Bogatova, et al., *Practical Russian* (M.: FLPH [n.d.]), 46–52.

11 В. А. Агошкова и др., «Пособие по развитию навыков устной речи для иностранцев» (M., 1964), 10–17.

12 *The Russian Packet* is distributed from Friends School, 5114 N. Charles St.,

Baltimore, Md. 21210. It is a co-operative teachers' service to which contributions are invited, as are subscriptions: $1.00 plus four addressed mailing labels, no later than Thanksgiving (after Thanksgiving, or without labels, the price is $2.00).

13 Work has actually been begun on a situation-oriented course in a text and charts produced in the Soviet Union: А. А. Горцевский, «Развитие устной русской речи учащихся нерусских школ» (М., 1963). It is designed, however, for use with young children and would require considerable adaptation even for junior high school and simplification for a FLES program.

14 A *Leksičeskij minimum* list, apparently a first draft of the item cited below (but published by the Soviet Society for Friendship and Cultural Relations with Foreign Countries [1961?]), has been reproduced, with permission, as a booklet by the National Assoc. of Independent Schools. The other word lists are: Э. А. Штейнфельдт, «Частотный словарь современного русского литературного языка» (Таллин, 1963); «Лексический минимум по русскому языку для студентов-иностранцев первого года обучения» (М.: МГУ, 1964); H. J. Josselson, *The Russian Word Count* (Detroit, 1953); N. P. Vakar, *A Word Count of Spoken Russian: The Soviet Usage* (Columbus, Ohio, 1966); «Наиболее употребительные глаголы современного русского языка» (М., 1963); Ю. Марков, Т. Вишнякова, "Русская разговорная речь: 1200 наиболее употребительных слов," «Русский язык в национальной школе,» 1965, N° 6, стр. 27–34. There is also a frequency count in Nina Potapova, *Learning Russian* (4 vols., rev. ed.; M.: Progress [n.d.]).

15 Gorcevskij, *Razvitie ustnoj russkoj reči*, 40–41, describes various games.

16 Wible Language Institute, 529 Hamilton St., Allentown, Pa.

17 А. Васильева, "Игра 'Действия в картинках,' " «Русский язык в национальной школе,» 1965, N° 2, стр. 40–42.

18 В. М. Чистяков, «Упражнения по развитию русской речи учащихся в начальных классах нерусской школы» (М., 1960), 23–26, 56–59, 85–89, 115–118, 157–163.