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ABSTRACT

A discussion of articulation in second language education programs looks at issues in the transition of language learners from one educational institution to another, particularly from the secondary level to higher education, and proposes a process-oriented model for addressing these issues. It first defines the terminology of articulation (horizontal, vertical, interdisciplinary) and outlines the common models used for each kind of articulation. Four decades of literature and research in this area are then reviewed, focusing on the evolution of professional thought on articulation from product to process orientation. Suggestions for successful program implementation are offered. Finally, process-focused recommendations are made for organizing and planning Russian language programs. Contains 60 references. (MSE)

INTER-LEVEL ARTICULATION: TOWARD A PROCESS-FOCUSED MODEL FOR RUSSIAN LANGUAGE PROGRAMS

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Introduction

Recent national initiatives, such as the National K-12 Standards (ACTFL 1995) and the Russian Language Learning Framework (RLLF) project (Merrill 1995a), have renewed discussion within the Russian language teaching profession concerning longer sequences of language instruction and the necessity to connect programs across institutional levels. Much of this discussion has identified the beginning levels of language learning as the source for the development of cadres of learners whose basic knowledge of Russian encourages extended and effective language learning careers. To be effective, these sequences of instruction must be grounded in principals of articulation informed by past and present experience and research on the successful organization and framing of student transitions between levels of instruction.

This article proposes an inter-level model for addressing the challenge of articulation facing the foreign language (henceforth FL) teaching profession and issues unique to the teaching of Russian language and culture. The commentary focuses on the processes and problems associated with the transition of FL learners between instructional institutions. First, the terminology and models of approaches to articulation are presented, as they establish a common vocabulary and framework for discussion and continued research on this issue. Next, the basic body of literature and research on articulation, representing the past four decades of work on this problem, is reviewed. This review outlines the evolution of professional thought on articulation from a product- to process-based focus, and gives suggestions for successful program implementation. Finally, process-focused recommendations are proposed for the organization and planning of initiatives to improve articulation of Russian language programs nationally.

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Terminology and Models of Articulation

Definitions of Articulation

The term "articulation" subsumes three definitions which link elements of curricula internally, sequentially, and externally (Lafayette 1980, 68). Lange's (1982, 120–126) definitions of horizontal, vertical, and multidisciplinary articulation are most commonly utilized in the literature and are summarized below (see Appendix One for a graphic representation).

In the secondary school or college level context, horizontal articulation refers to consistencies among language programs at the same level. A college Russian language program in which all first semester sections follow the same curriculum or assess according to the same outcomes would be described as horizontally articulated.

Vertical articulation describes consistencies or links between levels of instruction. A secondary school sequence, or a school to college transition in which each successive year or level builds on the prior knowledge and skills acquired by learners, would be vertically articulated.

Multidisciplinary articulation describes links between subjects as the study of a FL takes place in conjunction with other subject areas, majors, or concentrations. For example, this articulation may take the form of interdisciplinary and global education in schools and area studies programs at the college level.

Models of Vertical Articulation

Models of vertical articulation describe both the framework within which an articulation process occurs, as well as the organizational nature of efforts to connect levels of instruction. Garza and Watzke (1994) discuss three such models which occur in the literature: top-down, suspended and inter-level as summarized below (see Appendix Two for a graphic representation). Top-down articulation and its secondary school to college level scenario is characterized by Lafayette as the tendency to teach to the next level of instruction rather than focusing on the needs of the learner at the current instructional level (1980, 69). Curricular development is based on predetermined linguistic, functional, and/or semantic analysis of the FL which is presented in a linear sequence to be learned without regard to the developmental needs of learners at each instructional level (Swaffer, Arens, and Byrnes 1991, 11–15). The instructional goals of FL learning sequences based on a top-down model are derived from the final or terminal instructional level. Typically, placement inconsistencies exist within this model when students experience transition between learning institutions. For example, incoming secondary school students with prior language study are placed in college programs according to their mastery of a particular college level curriculum (Grittner 1969, 79). The organization of articulation is based on students' mastery of content necessary for placement in a

particular future program of study rather than on their mastery of current level curricular goals.

Suspended articulation describes situations in which articulation may be achieved horizontally or vertically at local levels, but is not connected vertically between institutional levels. For example, this model describes college programs which place incoming students and provide multiple placement tracks, but have difficulty coping with the disparity of achievement levels produced by different schools. Similarly, larger school districts which have established effective K-12 programs, but whose graduates encounter inequitable placement procedures at various colleges, also exemplify this model. Suspended articulation encompasses the general apathy of the profession described by Webb (1979, 466) as a disinterest among teachers in the instructional goals of different levels of instruction and a general absence of dialogue between institutional levels.

Inter-level articulation describes program sequences which are organized according to local level needs and which incorporate as a goal continued language learning beyond the current level of study. Each potential institutional level (elementary, secondary, college, etc.) contributes uniquely to the FL learning sequence providing different learning experiences according to the developmental level and demographic make-up of its students and its institutional mission. This bottom-up framework allows for the cumulative contribution to learning at each level of instruction and avoids top-down mandates of instructional goals from the final or terminal level of instruction. A essential component of this model is the involvement of teachers at all levels of instruction to develop and promote longer sequences of language learning by the establishment of goals and a framework for articulation (Bosworth, Nollendorfs and Marchall 1980, 4–5; Lange 1982, 134; Webb 1979, 466). Several recent state and regional articulation initiatives, described below, characterize the inter-level model.

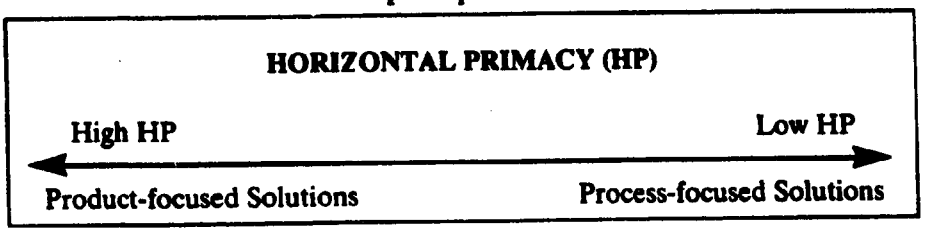
Horizontal Primacy and Placement

The terms "horizontal primacy," "back placement," and "false beginners" describe the relationship between the solutions developed to address articulation and the problems faced by students and programs in dealing with transitions between institutions.

Horizontal primacy (Garza and Watzke 1994) describes the relationship between various solutions to articulation and the need for prerequisite horizontal articulation in order to achieve vertical articulation (Figure 1).

Product-focused solutions to articulation, such as the use of a standardized curriculum, require horizontal articulation as a prerequisite for the successful transition between levels by students from various programs. When discrepancies exist horizontally—between individual programs at one level—the ability for students to progress vertically from one level to

Figure 1: Horizontal Primacy: The relationship between solutions to vertical articulation and the necessity for horizontal articulation as a prerequisite.



the next is hindered and articulation fails. Process-focused solutions, such as learning frameworks, rely less on horizontal consistency while providing guidelines for transition across a broader range of institutions and programs. The relationship of both product and process solutions to horizontal primacy is discussed below.

Back placement (Halff and Frisbie 1977) refers to the necessity for school students with prior FL study to repeat levels or years of instruction at the college level. It may be manifested in discrepancies between expected placement into a college program and a lower actual placement of students. Back placement can result from a variety of factors, from the horizontal inconsistency described above, to administrative formulas which equate a given number of semesters at the secondary school level with one semester of college level study.

False beginners (Halff and Frisbie 1977) refer to students with prior FL study experience who have either been placed or have elected to begin college level study in the first semester of instruction. Their presence in beginning levels represents ineffective articulation which does not take advantage of students' prior study or provide incentives, such as earned credit, for higher placement in college programs.

Literature and Research on Articulation: An Overview

The past four decades of professional literature and research on the problem of articulation provides a rich source for the discussion and formulation of planning and policy initiatives. Table 1 presents a chronology of the problems associated with articulation, and the evolution of solutions offered in the literature to interconnect FL programs better—particularly between the secondary school and college level.

In the 1960s and 70s the problem of articulation was presented as a historically and institutionally related problem (Grittner 1969; 1976; Webb 1979). Placement problems occurred when inadequately prepared secondary school FL students entered college level study (Birkenmayer 1963). Solutions called for increased communication between instructors at both

Table 1. A Chronology of Proposals for the Improvement of Articulation: Product- and Process-Focused Solutions

Product-Focused	Process-Focused
1. Create standardized advanced placement test (Birkenmayer 1963)	1. Improve communication between H.S. and college level (Birkenmayer 1963)
2. Create minimum curricular essentials for the H.S. level (Birkenmayer 1963)	2. College level must take lead in educating competent H.S. teachers and educators (Grittner 1976)
3. Better educate H.S. teachers in the foreign language (Birkenmayer 1963)	3. Solutions to articulation should be an on-going concern and regular part of the profession (Bosworth et al. 1980)
4. Create library of college syllabi accessible to H.S. students and teachers (Grittner 1969)	4. Create more flexible goals for greater utility across levels (Bosworth et al. 1980)
5. Create individualized instructional programs for high achieving 11th and 12th grade students centering on the college syllabus (Grittner 1969)	5. Involve not only teachers, but administrators at all levels and the public at large in dialogue (Bosworth et al. 1980)
6. Success lies in the hands of students; reward motivated students with opportunities for advanced study and college placement (Grittner 1976)	6. Integrate FL learning with other school subjects (Lafayette 1980)
7. National organizations, FL departments and college administration should remove obstacles which do not reward faculty for their work in the applied/education fields (Grittner 1976; Phillips 1995)	7. Practice outcomes proficiency testing; regular evaluation for feedback and to mark progress (Lange 1982)
8. Create national proficiency tests for both H.S. teachers and students (Lafayette 1980)	8. Recognize that there is not parity in learning rates for the four skills when sequencing instructional content (Byrnes 1990a)
9. Set clear programmatic and language learning goals on a national basis (Lafayette 1930)	9. Recognize developmental and educational transition when sequencing instruction; from holistic and meaning based to analytical, functional, and form-connected learning (Byrnes 1990a)
10. Offer various first year college placement tracks which tap students' prior study (Mosher 1989)	10. Establish national learning frameworks rather than curricula (Byrnes 1990b)
	11. Remove H.S. to college semester/year equivalency formula as basis for articulation (Byrnes 1990b)
	12. Consider use of alternative assessments, such as portfolio assessment (Phillips 1995)

levels and primarily focused on the products of instruction: a common curriculum, adequate study materials, credit for advanced placement, creation of standardized advanced placement tests.

The 1980s were characterized by a call for a focus on the "processes" of language learning (Bosworth, Nollendorfs and Marchall, 1980; Lafayette, 1980; Lange, 1982). Lange (1982, 116, 121, 134) suggested that FL learning should no longer be thought of in terms of "levels" because the term had no bearing on the range of content, methods, and techniques employed in instruction and assumed through product-focused solutions. Bosworth, et al. (1980, 3) suggested that articulation should not be thought of as a problem to be solved, but rather as an ongoing, integral part of the educational process that takes into account the curricular, philosophical, and social factors of language learning at different institutions and levels. The development of exit proficiency exams, which would replace contact hour and grade requirements, was explored as a solution at the college level (Mosher 1989).

The 1990s have seen continued calls for articulation efforts which emphasize the learning processes in the classroom and student characteristics as central to the structuring of longer learning sequences in FL instruction (Byrnes 1990a; 1990b; Swaffar, Arens and Byrnes 1991; Phillips 1995). Solutions to articulation between levels of instruction have focused on the need for syllabus and curricular design models and materials development which are responsive to the educational and FL developmental changes of students across institutions.

Research related to articulation has generally employed descriptive methods and predominately focused on the question of a reliable semester or year formula between study at the secondary school and college levels. Studies utilizing placement exams have been unable to establish a reliable or consistent secondary school to college level study formula (Aleamoni and Spencer 1968; Carroll 1975; Halff and Frisbie 1977; Lange, Prior and Sims 1992[1]). Similarly, surveys of college placement patterns and of the college achievement of students with pre-college study experience have underscored the unreliability of such formula as a basis for articulation initiatives (Schwartz 1985; Klein 1988; Klee and Rogers 1989; Watt 1994).

The Research Base

The research base on articulation, although growing, remains relatively small. Past research and findings summarized below enables scholars to continue productive discussion and work towards improved articulation.

1. Studies on the relationship between increased allocated time and engaged time on learning have revealed that the lengthening of instructional sequences alone does not significantly increase student

achievement. Multiple factors, such as instructional delivery and amount in independent study, contribute to student achievement (Nelson 1990).

2. College students with one year of study taking the Educational Testing Service (ETS) Comprehensive Russian Proficiency Test achieve the Novice-High level in reading and listening at a higher rate than secondary school students of Russian with two years of study (Lekic, Levine and Merrill 1992, 3).
3. The early study of Russian at the secondary school level and scores on the combined ETS test of reading and grammar were found to be a positive predictor for gain on the Oral Proficiency Interview after study abroad experience in each of several regression equations (Brecht, Davidson and Ginsberg 1993).
4. Differences in instructional foci of language programs between the secondary school and college level have been documented and the opinions from students at the college level with pre-college study experience have noted these discrepancies (Kinoshita and Chiamatsu 1994).
5. Attrition rates of fifty percent at each increasing year of study exist at both the secondary school and college level (Lambert 1994a; 1994b). A negative correlation exits between years of study at the secondary school level and study at the college level (Lambert 1994b, 129).
6. A recently published case study synthesizing surveys and studies of Russian language educational practices and national needs and capacities has proposed numerous recommendations for the improvement of longer sequential study of Russian across institutional levels. This study provides a current context for recommendations with antecedents as early as the 1960s (Brecht, Caemmerer and Walton 1995).

Inter-Level Articulation: Recommendations for a Focus on Process

The advantages of structuring initiatives for improved articulation according to the inter-level model are numerous. First, instruction is sensitive to local level demands. The curriculum at individual learning institutions is responsive to the characteristics of its students and the goals of its educational mission. Second, learning takes on a cumulative and bottom-up nature, which recognizes that the learning and instruction of a FL may take uniquely different forms and contribute in different ways to language learning across various institutional levels. For example, instruction at the elementary school level may be incorporated into the whole language or language arts program, into an interdisciplinary program at the middle and secondary school levels, and a liberal arts or area studies program at the college level. Third, outcome or exit assessment is responsive to the current institutional level of study and replaces generic or standardized testing

which does not necessarily differentiate beginning, intermediate, and advanced levels by institutional level. Beginning language study, for example, may require different methods, content, and assessment outcomes across institutional levels which contribute towards the bottom-up and extended learning sequence. Finally, the inter-level model draws from predominately process-focused solutions to improve articulation. This process focus relies less on horizontal primacy and thus may be applied to the broader national arena of FL programs.

Below are recommendations for improving articulation between secondary school and college level Russian language programs, based on the process-focused solutions found in Table 1. They are based on the inter-level model and serve as guidelines for current and future program and curricular initiatives in the Russian language teaching profession.

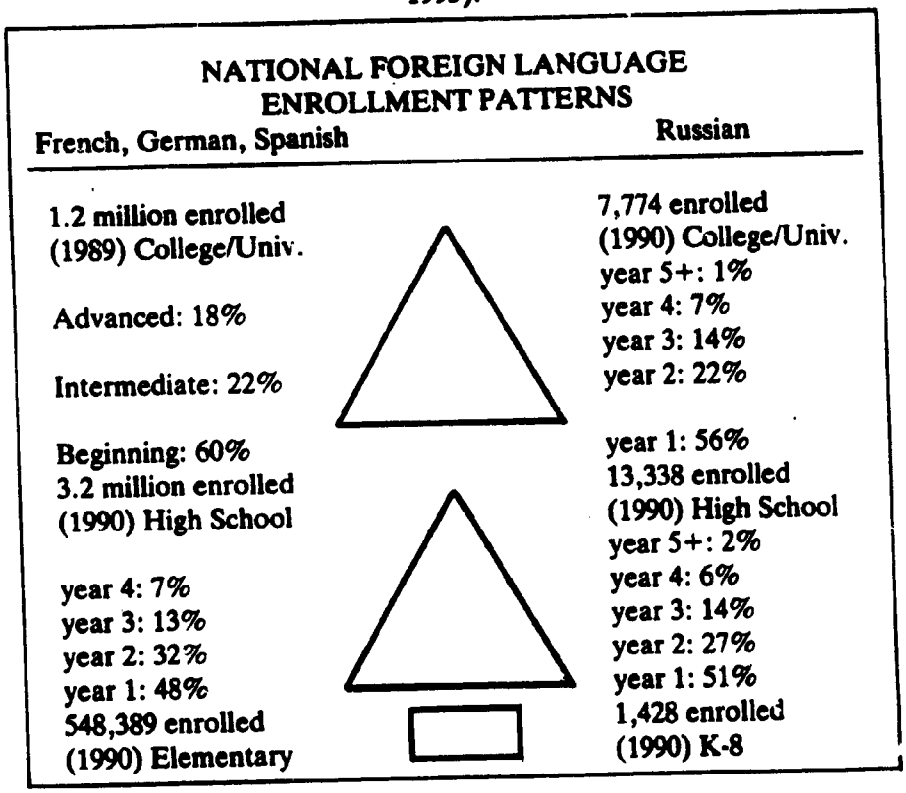
Focus on Bottom-up Needs

National enrollment patterns for Russian in the U.S. suggest a broad base of pre-college enrollments which can potentially feed into the college level. Provided these younger students acquire a strong foundation in Russian, they represent a sizable source from which to achieve longer learning sequences and eventual attainment of advanced language proficiency. Though Brecht, Caemmerer and Walton that Russian conclude that enrollments do not provide a large base of students feeding into the college level as with commonly taught languages (1995, 25), national enrollment patterns suggest the opposite pattern as illustrated below.

Lambert (1994a, 49–50; 1994b, 131) describes national FL enrollment patterns in terms of two triangles existing at the secondary school and college levels (see Figure 2). At each subsequent year of study, an attrition rate of nearly fifty percent occurs at both institutional levels[2]. This attrition wastes time, money and human resources as FL students in college crowd the beginning levels of instruction, regardless of prior study at the pre-college level.

Figure 2 compares the national enrollment figures of French, German, and Spanish with the most recent and complete national enrollment figures for Russian. In 1990, enrollments in Russian at the secondary school level outnumbered those at the college level by nearly a 2 to 1 ratio. More recently, reports on 1994 enrollments from the Committee on College and Pre-College Russian have estimated that national secondary school enrollments have decreased by twenty percent while college level enrollments have decreased by 30–50 percent (Brecht, Caemmerer and Walton 1995, 24). These estimates suggest that the ratio of pre-college to college enrollments has increased beyond the 2 to 1 ratio reported in 1990. While the number of students enrolled in Russian nationally remains low compared to the commonly taught languages, enrollment patterns point to the pre-

Figure 2: Secondary school and college level enrollment patterns (Adapted from Lambert 1990a; 1990b; Brecht, Caemmerer and Walton 1995).



college level as a source for beginning extended language learning careers in Russian.

- **Recommendation 1:** *The existing base of pre-college enrollments should be a primary focus of articulation initiatives. The profession must take advantage of this resource and work to ensure that these students acquire a foundation in the language which will facilitate extended and well-articulated study into the college level leading to advanced Russian language proficiency.*

In the review of research related to articulation above, eight studies were cited which failed to establish a formula for the number of years or semesters of study at the secondary school level and placement and achievement at the college level. At the same time, many solutions have been proposed for managing the complex nature of student achievement in articulating language study across institutional levels. For example, recommendations for the creation of frameworks for FL learning, which recognize the diversity of students and achievement levels at the pre-college level and suggest

a system of rewards and extracurricular study opportunities for high achieving students, have been proposed as early as 1969 (Grittner). Recent articulation initiatives, emphasizing the collaboration among multiple institutional levels in the states of Minnesota (Lange, Jebe and VanBuren 1994; Metcalf 1995), Ohio (Harlow, et al. 1994; Birchbichler 1995) and the New England States in collaboration with The College Board (Jackson and Maters-Wicks 1995) stand as models for the creation of longer and cross-institutional language learning sequences. In addition, the recently completed Standards for Foreign Language Learning (ACTFL 1996) provides a framework for performance outcomes spanning the K-12 sequence; significantly, these standards were developed by representatives from elementary, middle school, secondary school, and college level institutions in cooperation with administrative and community representatives at each of these levels. Projects such as these are currently shaping the informing a cooperative effort for the development of a Russian language learning framework of outcomes performance standards specific to and spanning institutional levels. The development of such a framework of standards would secure Russian's place within the national movement for voluntary state and local endorsements of the national Standards for Foreign Language Learning.

- **Recommendation 2:** *Articulation cannot be framed in terms of a semester-to-semester formula for determining secondary school to college level matriculation; we must work towards a learning framework for Russian which provides outcome standards specific to institutional levels and to the multiple learning sequences which currently exist: K-college, 9-college, Undergraduate-Graduate level, etc.*

The development and dissemination of the most current age- and level-appropriate instructional materials is vital to on-going articulation efforts which attempt to build a strong base of early language learners. The importance of these materials, particularly with respect to the bottom-up nature of inter-level articulation, is especially pronounced at the pre-college level. It has been estimated that work with text materials comprises 75 percent of class time for elementary and secondary students, and 90 percent of the time they spend on assigned homework (Apple 1988, 231).

The development and publication of Russian language textbooks and ancillary mat ls with a variety of content foci has increased and diversified since Rifkin s 1992 review of the predominately grammar orientation of available texts at that time[3]. The necessary dissemination of these materials on a broad scale can be achieved by several means. The establishment of a national library service, such as that currently functioning and maintained for Japanese instructional materials by the Japan Foundation[4],

would allow individual teachers and institutions to check out and examine textbooks, computer programs, videos, etc. This national library could also provide updated lists of available materials in all media forms and serve as a center for mail communication and links to on-line textbooks, instructional materials and curricula which can be downloaded for adaptation and use by individual instructors (Garza 1997).

- **Recommendation 3:** *The most current and age-/level- appropriate instructional materials should be developed, collected and made accessible to students and teachers to provide optimum instruction in the lengthened learning sequence.*

Historically, articulation based on product-focused solutions, such as standardized curricula and instructional materials, has failed due to the broad range of differences between individual programs and institutional levels. The Russian language teaching profession has been criticized for its inability to formulate an extended curricular framework based on a progressive development of the statements of goals, a knowledge base on the instruction of foreign/non-native language learning, principles of curricular and academic sequencing, instructional practice, assessment practices, and on instructional materials (Byrnes 1992, 10). Rather than a process of curricular development which would frame the above statements, Slavicists concentrate on the expansion of methodological approaches at the expense of comprehensive solutions (Byrnes 1992, 10). The creation of an extended curricular framework for the teaching and learning of Russian must be a product of the above issues reflecting change and flexibility across institutional levels. Such an effort will require the participation from language specialists from various fields of study and institutional levels.

- **Recommendation 4:** *In order to achieve proper articulation, curriculum development must evolve from a cross-institutional effort, reflect local level mandates, and changes in the developmental and educational level of its students over a longer sequence of language learning.*

Assessment issues related to articulation are numerous. First, articulation must be defined in terms which can be evaluated in order to assess the success or short comings of initiatives. If outcome goals are established for sequences of instruction, these goals must be based on research and testing experience specific to institutional level. They must also be realistic and attainable by the majority of learners in these programs, with proper assessment instruments in place to allow individual instructors to determine student progress.

The complexity of assessment issues informing programmatic sequencing

and the establishment of outcome goals is illustrated by Thompson's (1996) study of college level Russian language learners. Scores on tests of reading, writing, speaking, and listening were not uniformly associated with exact numbers of years of study, nor was a single level of achievement identified for each of the four skills across years of study. In establishing outcome goals, the profession would need to determine levels specific to each language skill and the rate of failure tolerable to the profession (Byrnes 1990a, 2; Thompson 1996, 60).

- **Recommendation 5:** *The reality of skills parity, or the establishment of a single outcome level for each of the four skills, should be addressed by professional efforts to improve articulation. Outcome standards and the means for their assessment should be developed which reflect varying acquisition rates specific to each language skill according to the lengthened framework for language learning and across institutional levels.*

In the establishment of such outcome goals, issues specific to institutional level may contribute to their determination and the instruments developed to assess student performance. At the secondary school level, for example, students' perception of the difficulty of Russian and their fear of failure are cited as the primary reasons for avoiding its study (Watzke 1993; Pederson 1993). Further, researchers have questioned the use of assessments, such as the OPI, with younger and less cognitively mature learners (Garreton and Medley 1986, 10). Alternative assessment practices, specific to institutional level in their design and outcome levels, are exemplified by the use of portfolios in the New England States (Jackson and Maters-Wicks 1995) and authentic testing scenarios and scoring rubrics in the states of New York and Connecticut (Wiggins 1994, 76–78).

- **Recommendation 6:** *The means and instruments used for assessment should reflect assessment practices common at each institutional level of instruction. The development of instruments should include discussion of issues specific to the missions of learning institutions and the profession, such as the rate of failure deemed acceptable and the forms of assessment most suitable for measurement of student progress.*

The need for a competent cadre of pre-college and college level FL instructors has been reiterated in the literature on articulation. Providing professional development opportunities for teachers of Russian, the establishment of standards for teachers of Russian, and the support for educational tracks and employment opportunities which contribute to a research base on language learning and issues related to articulation is vital to the

growth and improvement of FL learning (Brecht, Caemmerer and Walton 1995, 193; Lambert 1989, 69; Phillips 1995, 42).

- **Recommendation 7:** *Establish standards of the practice for Russian language educators at each level instruction, and develop support for applied linguistics, second language acquisition, and foreign language education tracks within college level Russian language programs with opportunities for professional promotion and tenure of faculty. Such efforts will enhance and reinforce articulation efforts across institutions and levels.*

Conclusion: Recent Initiatives in Articulation

The potential for increased efforts in articulating secondary school and college level Russian language programs has never been greater. Nationally, nineteen members of the Coalition of Foriegn Language Organizations (1995), including AATSEEL, recently drafted and signed a statement on articulation urging educators to work toward this goal[5]. The articulation of Russian language instruction continues to improve through the informed discussion and collective support of recent initiatives, such as the Russian Language Learning Framework project (Lekic, Levine and Merrill 1992, 1–8; Merrill 1995a, 18; 1995b, 30–31) and open meetings organized by the Committee on College and Pre-College Russian at the annual AATSEEL conference. These efforts have garnered support and provided forums for the discussion of issues related to improved articulation. The National Foreign Language Center's recently publisehd case study on the status of Russian language education (Brecht, Caemmerer and Walton, 1995) and the formation of a sub-committee on articulation and endorsement of the Standards for Foreign Language Learning by the board of directors of the American Association of Teachers of Russian (ACTR) provide additional resources and avenues for the development of long-term solutions.

The Russian language profession has cooperated in the past to form consensus on issues of learning and teaching. In 1983, the National Committee on Russian Language Study of the American Association for the Advancement of Slavic Studies (AAASS) published a document entitled "Russian Language Study in the United States" which outlined the current needs and deficiencies of the profession, several of which still exist today. Similarly, a final report published by the Educational Testing Service (1992) documents the cooperative effort of representatives from multiple institutional levels and disciplines to create and pilot an intermediate level Russian proficiency test which could be administered effectively at local levels. Drawing from our past experience and current knowledge of the issues, the Russian language profession can realize the well-articulated and bottom-

up instructional sequence that will ensure the health of language and culture programs into the 21st century.

NOTES

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1 Lange, Prior and Sim's study utilized one- and two-way ANOVAs and regression analysis to study this question. These methods may provide a framework of replication and additional study of this problem.

2 Enrollments for levels K-8 present a more complicated pattern. These enrollments comprise a variety of types of language programs: FLEX, FLES, before and after school, middle school exploratory, middle school beginning at 6th, 7th or 8th grades. To remain consistent with Lambert's enrollment diagrams, the authors have cited K-8 enrollments without a percentage breakdown.

3 Recent publications and products of instructional materials projects, often highlighted by joint efforts between representatives from both the secondary school and college levels, include *Russian Face to Face, Book 1* (Morris, et al., 1993) and *Book 2* (Dabars, et al., 1993), *Russian Faces and Voices* (Dabars, et al., 1995), numerous ancillary materials for the use of these three textbooks disseminated by the Center of Russian Language and Culture (CORLAC) and the University of Texas at Austin (NFH-UT, 1995 and 1996), *Golosa, Book 1* (Robin, et al., 1994) and *Book 2* (Henry, et al., 1994), *V Puti* (Kagan and Miller, 1996), *Rovesniki* (Lekic, et al., 1994), and American edition of *Russian: Stage Two* (Martin and Sokolova, 1993).

4 The Japan Foundation Language Center, The Water Garden, Suite 650 E, 2425 W. Olympic Blvd., Santa Monica, CA 90404. The Japan Foundation, in addition to its library service, publishes a quarterly newsletter, *The Breeze*, which highlights instructional materials, professional workshops and study opportunities. Such a national library system works to collect and disseminate all available materials and does show preference to or exclude publishers, language organizations, or institutions. Current national Russian language newsletters might be utilized to better disseminate and advertise all Russian language materials currently available from a variety of public and private sources.

5 This brief statement, while very ambitious in design and vision, offers little in the way of concrete recommendations for various FL programs and educators. The onus of implementation is appropriately left to the individual languages and their respective institutions.

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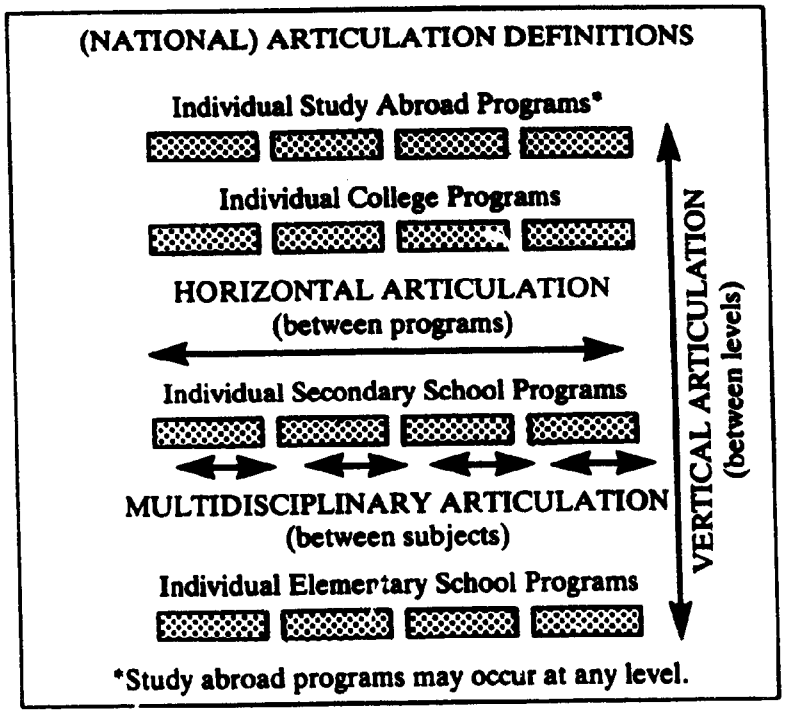
APPENDIX ONE
THREE DEFINITIONS SUBSUMED BY THE TERM "ARTICULATION"



APPENDIX TWO
VERTICAL ARTICULATION MODELS:
TOP-DOWN, SUSPENDED and INTER-LEVEL