

INTERMEDIATE AURAL RUSSIAN FOR FIELDWORK

LESSONS 1-12

RUBRIC

The aim of this part of the course is to develop students' active listening language capabilities to provide an adequate level of linguistic competence to begin fieldwork. *The course is not intended to fully prepare students for fieldwork, but rather to develop linguistic "survival" strategies to assist them in orientating and functioning in a Russophone environment in which they are undertaking field research.*

The course is a series of 12 2-hour online study sessions designed to develop fundamental passive aural and written skills through the use of a communicative approach. Crucially, the course is designed to make students aware of the strategies they can employ to enhance their ability to comprehend spoken Russian. As a "passive" skill (although listening comprehension is a far from passive activity in reality), it is possible to enhance students' abilities relatively rapidly. The structure of each session is designed to promote the use of "top-down" skills to improve comprehension, such as drawing on prior knowledge to predict content, using non-linguistic cues such as setting and gestures and making decisions about what information is relevant.

The course is divided into 2 thematic blocks, which broadly reflect the fieldwork experience:

Sessions 1 – 6: Acclimatisation and orientation in the fieldwork location

Sessions 7 - 12: Research orientation: surveying the field

PART II will provide the following:

Sessions 13 - 16: Making contacts and arrangements

Sessions 17 – 21: Engaging with informants

Session 22: Fieldwork simulation (mock assessment)

Each session takes the following basic format, consisting of a series of fieldwork-orientated listening topic-based tasks: Pre-listening tasks:

Pre-listening predictive task based on a short summary of the given topic.

Vocab review and consolidation.

Listening exercises:

Gist questions to be completed in English, facilitating student's ability to identify cues/indications of key information.

Listening comprehension.

Exercises reproducing key information in Russian (cloze exercise, reinforcing vocabulary introduced earlier plus other core vocabulary).

Gap-fill in English.

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definitions. However, for the course to be useful in self-study format we have included 'model' translations of, arguably, an overly literal rough-and-ready type. If a tutor is supporting this course then they may want to hold back, adapt or omit the translations altogether depending on the particular aims of the course.

Dr Claire Wilkinson & Dr Jeremy Morris, University of Birmingham, February 2010