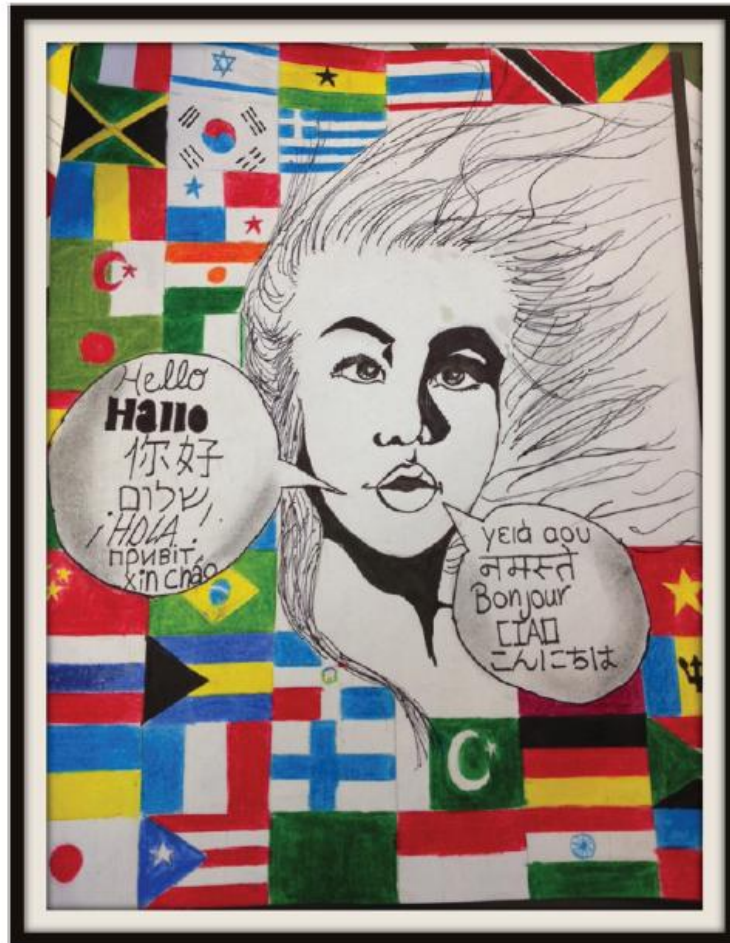


THE LANGUAGES OF NEW YORK STATE:

A CUNY-NYSIEB GUIDE FOR EDUCATORS



LUISANGELYN MOLINA, GRADE 9

ALEXANDER FUNK



CUNY-NYS INITIATIVE ON
EMERGENT BILINGUALS

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Prior to his graduate studies, Mr. Funk worked for nearly a decade in education: as an ESL instructor and teacher trainer in New York City, and as a gym, math and English teacher in Barcelona. He makes his home in the language hotbed of Jackson Heights, Queens, a home he shares with his Italian-speaking, English-teaching wife, and their three emergent bilingual sons.

About This Guide

This Guide to the Languages of New York State is designed as a resource for all education professionals, but with particular consideration to those who work with bilingual¹ students. Several ideas have underpinned its conception and execution:

- a) the languages other than English (LOTEs) spoken by bilingual students are neither obstacles nor excess baggage, but **resources of great value** to our community;
- b) the mission of supporting and encouraging students in home language development belongs to **all teachers**, not only those from similar linguistic backgrounds and/or certified in language education;
- c) **language and culture** are sufficiently intertwined as to make the understanding of one without the other a distinctively hollow experience;

and...

- d) the development of translingual and transcultural competence is not an on-off switch, but rather a **lifelong process** of engaging with different communities.

Educators constantly face the task of overcoming distances: between us and our students, between families and schools, between student performance and classroom objectives, and so on. In nearly all cases, these distances are best bridged when both sides extend toward each other, and it is no exception when it comes to language. The sense of linguistic distance between emergent bilinguals² and the English-speaking world can seem vast, and while great efforts should be and are made to help these students extend themselves toward ever-greater inclusion in the Anglosphere, one of the strongest positive messages we can send as educators is that we will work to **bridge linguistic distance** from our end, too. This Guide is a means to following through on that message.

¹ We use the word *bilingual* throughout to mean ‘speaking more than one language.’ *Multilingual* has certain advantages over this term, but the disadvantage of denoting ‘more than two languages.’ *Plurilingual* signifies exactly what we have in mind, but in our view hampers the reading experience by dint of its unfamiliarity.

² Consistent with the CUNY-NYSIEB vision, we use the term *emergent bilingual* to denote students traditionally referred to as *English Language Learners*. “[O]ur use of the term... conceptualizes these students as much more than learners of English only, since they are developing proficiency and literacy in academic English from the base of home language practices. Furthermore, the term *emergent bilinguals* acknowledges that the education of these students must go beyond simply English language learning, to include a challenging curriculum in the content areas that also meets their social and emotional needs.” For more: <http://www.nysieb.ws.gc.cuny.edu/our-vision/>

Russian

1. Russian in Brief

Russian for 'Russian (language)':

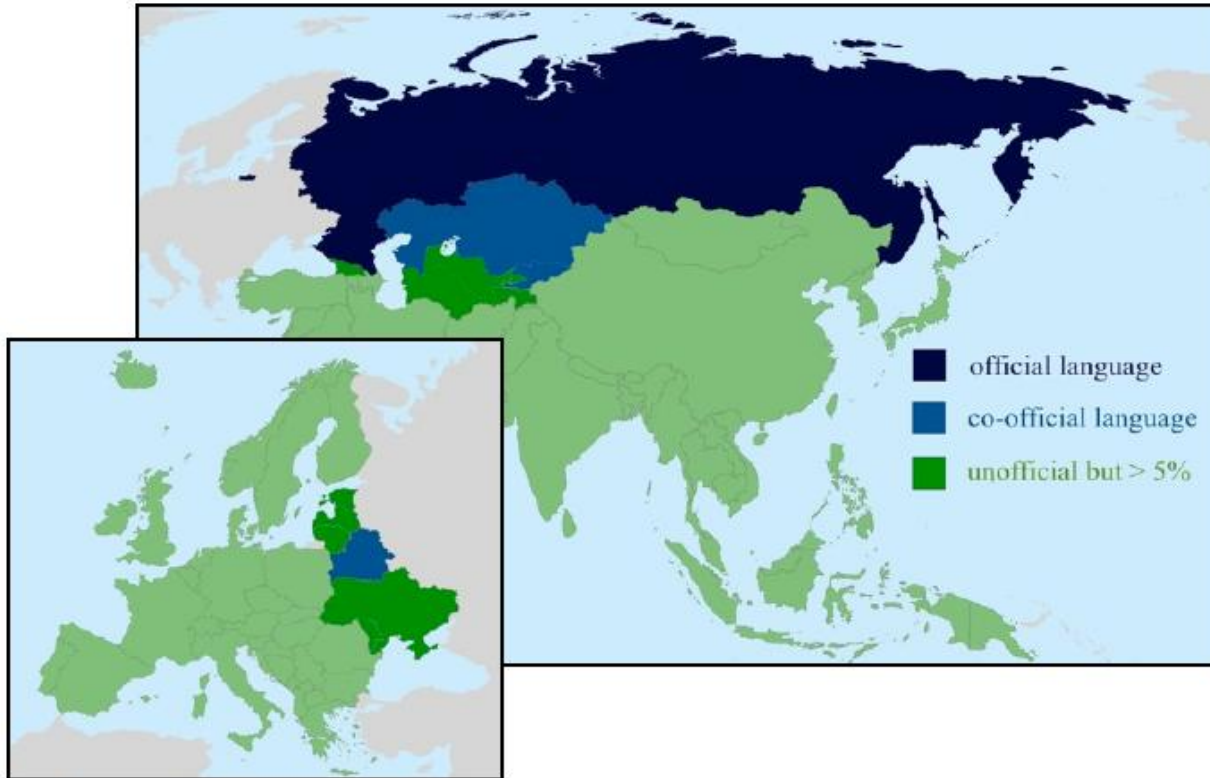
РУССКИЙ *ruskii* [ru.skij]

Russian word for 'English (language)':

АНГЛИЙСКИЙ *angliiskii* [aŋ.glij.skij]

Writing system(s):

Cyrillic (alphabetic)



Official national language (*co-official) in:

Russia (pop. 9,801,664); *Belarus; *Kazakhstan; *Kyrgyzstan (CIA, 2012)

Minority language (> 5% speakers) in:

Estonia (30%); Georgia (9%); Latvia (38%); Lithuania (8%); Moldova; Tajikistan ('widely used'); Turkmenistan (12%); Ukraine (17%); Uzbekistan (14%) (CIA, 2012)

Language family (related languages):

Indo-European / Slavic (Ukrainian, Belarusian)

US Speakers (Shin & Kominski, 2010):

851,174

Ethnic Russians in US (US Census, 2010b):

2,971,599

Top 3 US Metro areas where Russian is spoken (Shin & Kominski, 2010):

New York, Los Angeles, Chicago

Did you know that...

- ... like English, Russian takes its name from an invading tribe of Germanic speakers?
- ... 80% of American immigrants from the former Soviet Union are Jewish?
- ... the second most widely spoken language in Russia is Tatar?

2 Russian in Global Context

The 100 million people who speak it as a home language put Russian among the world's top ten most spoken languages, and the most common home language in Europe (Lewis). It is **the sole official language of Russia**, the country with the world's largest landmass, and a co-official language in Belarus, Kazakhstan, and Kyrgyzstan. It remains a significant minority language in the ex-Soviet republics of Estonia, Latvia, Lithuania, Georgia, Moldova, Tajikistan, Turkmenistan, Ukraine and Uzbekistan, and the language of a substantial Russian diaspora. Given that the Russian language roots of these countries stem from their inclusion in earlier, larger Russian states, and that U.S. immigration records from before 1991 do not distinguish the different Soviet republics, the discussion in this sub-section will primarily focus on Russia.

2.1 History and Politics

The modern state of Russia evolved from the medieval duchy of Moscow, and its language descends from an eastern branch of Slavic that also includes Ukrainian and Belarusian. Nearly all of Russia's chieftains, dukes, princes, ЦАРИ *tsari* 'tsars' and emperors from the 9th to 20th centuries came from two branches of a single royal family, founded by a 9th century Scandinavian warlord named Rurik. The Russian tsardom expanded greatly in the 16th and 17th centuries, then modernized over the next two, particularly at the hands of emperors Peter I and Catherine II. **A 1917 revolution overthrew the Tsarists** and brought the Communist Bolsheviks to power. After roughly seventy years as the standard-bearer for world communism, the Soviet Union collapsed in 1991, with many of the former empire's lands breaking away from Russia as independent republics. Russia's influence remains strong regionally, but the language appears to be declining in use in many of the ex-Soviet republics.

Fig. 1: Historical Timeline

c. 862	Scandinavian 'Rus' warlord Rurik gains control of East Slavic speaking regions
c. 882	Oleg of Novgorod conquers Kiev, establishes it as capital of Kievan Rus'
988	Vladimir the Great converts to Christianity, Cyrillic alphabet follows
10th c.	First Old East Slavic (OES, aka Old Russian) writing
11-14th c.	OES co-exists with liturgical/literary Old Church Slavonic
12-15th c.	Novgorod Republic --also ruled by Rurik's descendants--eclipses Kievan Rus'
13th c.	Mongols prevail from Danube to Siberia; Novgorod escapes direct conquest
14th-15th c.	Minor forest town of Moscow--also part of Rurik dynasty--grows in power
1478	Moscovite Grand Prince Ivan III aka the Great takes Novgorod
1480	Ivan defeats Mongols at Ugra River Standoff, ending Tartar control of Russia
1547	Ivan IV aka The Terrible proclaims Tsardom of Russia
late 16th c.	Russians conquer, subdue Mongol khanate of Siberia
1598-1613	'Time of troubles': famine strikes; Polish, Swedes take Moscow, Novgorod
1667	Victory in Russo-Polish war cements Russia's status as world power
1696-1721	Peter the Great founds St. Petersburg, proclaims empire, modernizes
1755	Lomonosov's influential Российская Грамматик 'Russian Grammar'
1762-1796	Catherine the Great leads Russian enlightenment, boosts education, literacy
1812	Napoleon invades, reaches Moscow, is beaten back in 'Patriotic War'
1861	Abolition of serfdom liberates millions of peasants
1917-1923	Bolsheviks prevail in Russian Civil War, form СССР SSSR 'USSR'
1940-1945	Russia invades Baltic, Nazis invade Russia; WWII costs 20 million Russian lives
1991	USSR collapses, splinters into Russia and 14 other ex-Soviet republics

2.2 Culture and Lifestyle

The autocratic post-Soviet government of Vladimir Putin has overseen a difficult but generally successful transition from state-run to free-market economy. Russia currently has **the world's seventh largest economy**, and produces the most **нефть** *neft'* 'oil' and second most natural gas of any nation (Russia, 2012). Nonetheless, widespread corruption and Putin's strongarm tactics have led to rising public discontent, with extended protests breaking out after the December 2011 legislative elections, widely seen as fixed.

Roughly two-thirds of the people in Belarus, Kazakhstan and Russia live in cities, with a lower figure in Kyrgyzstan. Religion was officially illegal during the Soviet period, but **the Russian Orthodox church** remains the religion of at least 15-20% of Russians (Russia, 2012; other estimates are as high as 63%). Over 10% of Russia is Muslim, concentrated primarily in the Caucasus and central Asian regions; the recent separatist movement in Chechnya has a strong religious base, though it should be noted that only about 40% of Chechens are Muslim (Twiggy).

Russian food varies widely, unsurprising given the geographical range of the language, but is particularly famous for **ЩИ** *shchi* [ɛ:i] ‘cabbage soup,’ which Russians legendarily do not tire of, and **ПЕЛЬМЕНИ** *pelmeni* ‘dumplings,’ similar to Polish pierogis, but with thinner dough and typically uncooked stuffings, often served with butter or sour cream. **ВОДКА** *vodka* is popular both in Russia and abroad, though likely a Polish invention.

Russia’s contributions to the artistic world of the 19th and 20th centuries were unsurpassed. Prominent Russians of these centuries include authors Pushkin, Tolstoy, Chekhov, and Dostoevsky; **КОМПОЗИТОРОВ** *kompozitorov* ‘composers’ Tchaikovsky, Prokofiev and Stravinsky; dancers/choreographers Balanchine, Nureyev, and Baryshnikov; painters Chagall and Kandinsky; and filmmakers Eisenstein and Tarkovsky, but these are only a few of the **high-impact creative artists** that Russia can claim in each area.

Over the same period of time, Russian scientists made enormous contributions to world knowledge, with Mendeleev, Pavlov and Sakharov among the 19th and 20th century luminaries. Russians have long held a strong interest in **ШАХМАТЫ** *shakhmaty* ‘chess’ (compare the English word *checkmate*), and claim the greatest number of modern world champions. Tennis, hockey, basketball and soccer are all currently popular, and the country continues to have great success in Olympic sports, with Russian and Soviet athletes consistently finishing third or higher in Olympic medal counts.

2.3 Linguistic Variation and Contact

Linguists traditionally identify three principal dialect groups of Russian: Northern, Central, and Southern, with **the Moscow variety** of the Central dialect forming the nucleus for a standard that is regulated by the Russian Language Institute. The three are mutually intelligible, with two primary differences being the pronunciation of the phonemes /o/ and /a/--usually written with the letters ‘O’ and ‘a’--when unstressed, and that of the phoneme /g/ (written ‘Г’).

Fig. 2: Major ДИАЛЕКТ *dialekt* ‘dialect’ areas of Russian, illustrated

	pron. of unstressed ‘O,’ ‘a’	pron. of ‘Г’	ГОРИЛЛА <i>gorilla</i> ‘gorilla’
Northern	[o], [a]	[g]	[go.ril:a]
Central	[ə] and other reduced vowels	[g]	[gə.ril:ə]
Southern	[ə] and other reduced vowels	[ɣ]	[ɣə.ril:ə]

If Russian-internal dialectal differences are relatively small given the huge area in which Russian is spoken (Comrie, 1987), the country exhibits great linguistic diversity when it comes to other languages. The 2002 census indicates that **23% of Russians speak one or more of 38 minority languages**. Seven of these are spoken by over a million people, five as home languages--Tatar, Ukrainian, Bashkir, Chuvash, Chechen--and two more typically as second languages--English and German, the most commonly taught institutionally (Korsunova et al). By comparison, the

United States has over twice the population of Russia, but just the same number of minority languages spoken by a million or more (Shin & Kominski, 2010). Ukrainian, like Belarusian, might be considered a co-dialect with Russian on linguistic grounds, but the other six languages come from different linguistic families and sub-families.

2.4 Language and Education

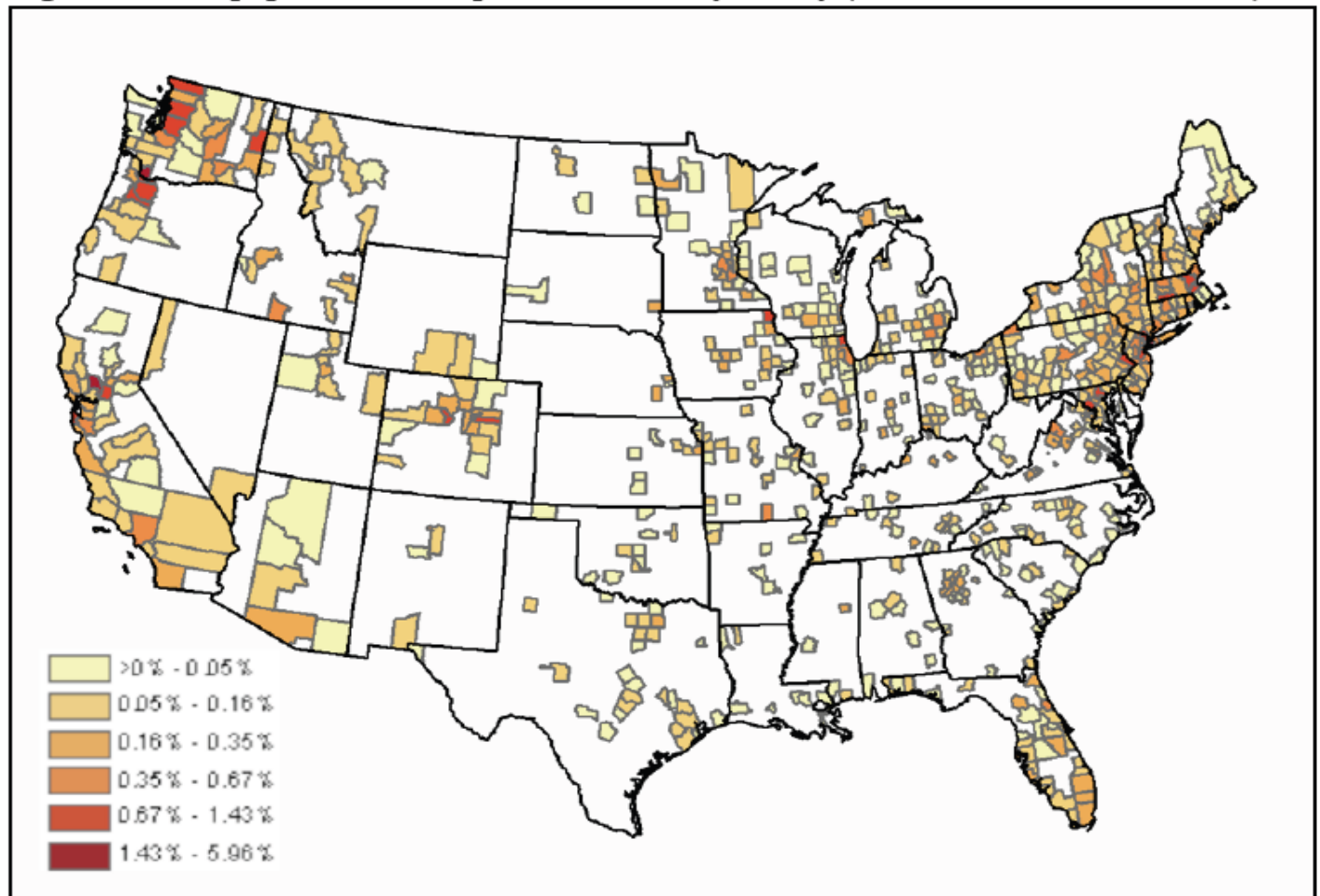
Russia has signed but not ratified the European Charter for Regional or Minority Languages (ECRM), which obliges nations to support minority tongues as the language of education in the school systems where they are spoken. Russia presents a particularly difficult situation with regard to this obligation, as the **speakers of languages like Tatar and Bashkir are diffused** throughout the enormous land area of the country, rather than typically concentrated in their ethnic homeland (Tishkov et al, 2009): only 36% of Tatar speakers live in Tatarstan. Nonetheless, minority language support appears strong in certain regions: more schools in Tatarstan use Tatar as the language of instruction than do Russian (Kornusova et al, 2010). Russia's general literacy rate is over 99% (Russia, 2012).

3. Russian in the United States

Immigration to the United States from Russian-speaking lands has come in several waves. **Alaska was a Russian territory** until 1867, and though most of the early Russian hunters and traders in Alaska returned to Russia upon its sale to the USA, there are a number of Russian Orthodox 'Old Believer' villages in Alaska today. Ethnic Russians were prohibited from emigrating in the final years of the Russian Empire, so most of the late-19th century Russian speakers who came to the USA had stronger linguistic ties to languages like Polish, Ukrainian or Yiddish (Kagan & Dillon, 2010).

The first 20th century wave of Russian immigration was sparked by the October Revolution and Civil War of 1917-1922, and constituted roughly a million **Russians who had opposed the rise of the Bolsheviks**. Immigration was subsequently reduced by the quota system put in place by the US Immigration Act of 1924, but a second wave came in the aftermath of World War II, typically displaced by the war but also unwilling to return to the Soviet Union. The 1974 Jackson-Vanik amendment allowed virtually unlimited immigration of Soviet Jews escaping persecution, so **a third, primarily Jewish wave** came between 1974 and 1980, when the Refugee Act capped refugee immigrants at 50,000 worldwide. A fourth and latest wave began in 1987 with Gorbachev's granting of exit visas to victims of religious persecution, and once again Jewish immigrants predominated (Kagan & Dillon, 2010).

Fig 3: % of US population that speaks Russian, by county (2005 Census via MLA, 2012)



3.1 National Trends

Given Russia's linguistic diversity and the predominantly Jewish make-up of the recent waves of immigration to the USA, **the ethnic identity of Russian immigrants is usually complex**, typically involving two nations (Russia and the United States), a religion (Judaism for 80%, per Kagan & Dillon, 2010: 183), and possibly a Soviet/Russian republic with its own language and culture (e.g. Tatarstan, Georgia). According to the 2007 American Community Survey, 75% of Russian speakers self-assess as speaking English "well" or "very well," and as a community, Russian-speakers are more likely to be employed in 'knowledge economy' jobs than the US population as a whole (Kagan & Dillon, 2010).

The high education level of Russian immigrants, and relative success in higher status employment fields, may conspire to speed **language shift to English**. Rumbaut et al (2006) found that only 3% of white European immigrant families maintain their heritage language past the second generation, compared to 35% of Mexican-Americans and 29% of Salvadoran- and Guatemalan-Americans, and Russian appears to follow the trend. There are no immersion programs, and very few weekend classes for children who speak Russian; this stands in sharp contrast to the opportunities available for generation 1.5 and later children from Chinese and

Korean-speaking families (see relevant sections of this report). Though heritage language classes at universities have been advocated for and developed in recent years, it remains to be seen whether these and other efforts such as Putin’s recent creation of the **Фонд Русский Мир** *Fond Russkij Mir* ‘Russian World Foundation’ to promote Russian worldwide will make an impact in maintaining and supporting the presence of Russian in future generations (Kagan & Dillon, 2010).

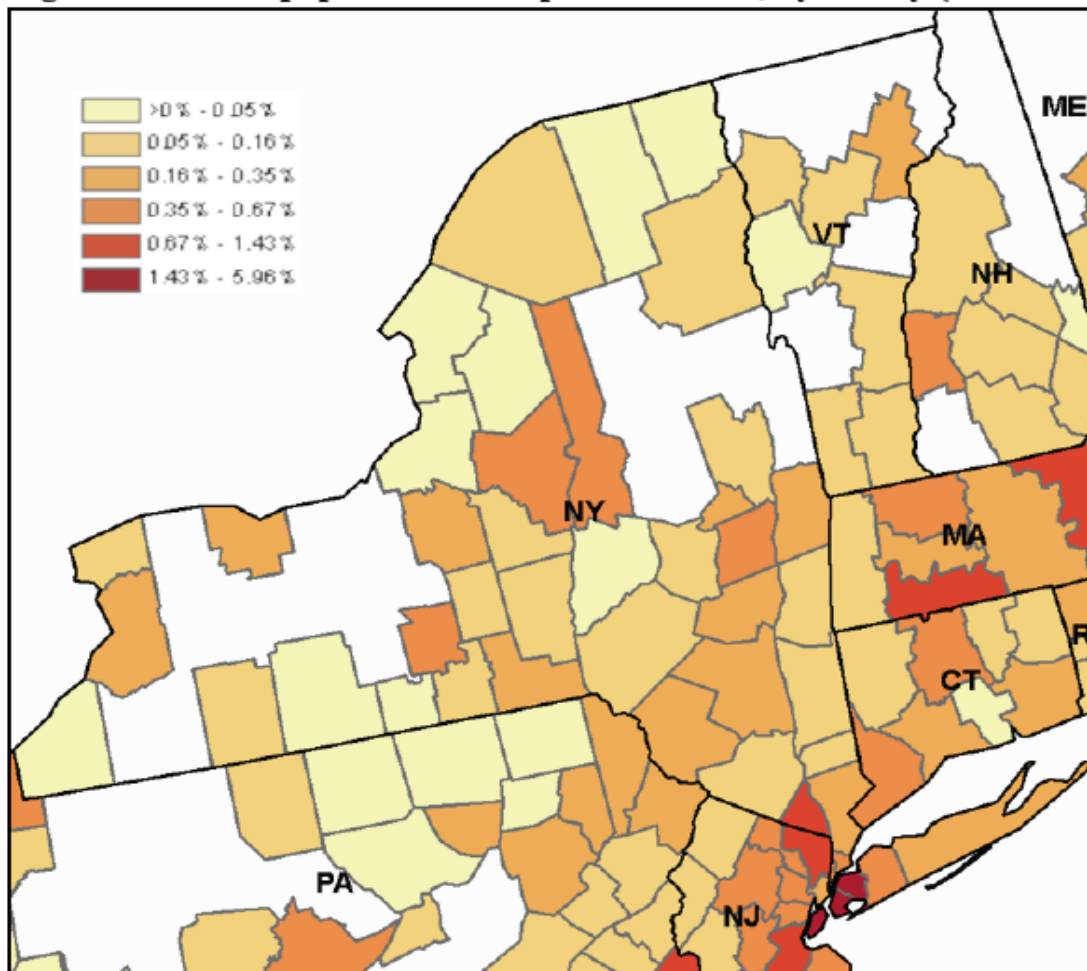
Fig. 4: Russian-American boldface names

Isaac Asimov	author, biochemist; born in Russia
Mikhail Baryshnikov	dancer, choreographer, actor; born in Latvia
Sergey Brin	Google co-founder; born in Moscow
Milla Jovovich	actress; born in Kiev
Mila Kunis	actress (<i>That 70s Show</i>); born in Ukraine
Vladimir Nabokov	author (<i>Lolita</i>); born in St. Petersburg
Ayn Rand	author (<i>The Fountainhead</i>); born in St. Petersburg
Regina Spektor	singer, songwriter; born in Moscow
Igor Stravinsky	composer (<i>Rite of Spring</i>); raised in St. Petersburg
Natalie Wood	actress, Russian speaker, parents immigrated from Russia

3.2 Russian in New York State

New York State has the highest Russian speaking population in the USA, with 232,434 speakers (Shin & Kominski, 2010); Brooklyn and Queens counties boast the highest totals and percentages of the population within the state. Russian-Americans tend to integrate and diffuse quickly into mainstream American society (Kagan & Dillon, 2010), so their large numbers have not carved out many ethnic enclaves in the five boroughs. **Brighton Beach in Brooklyn**, also known as ‘Little Odessa,’ is one of the few clear examples of a Russian neighborhood, boasting Russian groceries, a Russian theatre, and a Russian-language bookstore. The nearby neighborhood of Bath Beach is home to the only Russian dual language program in New York City, while Kew Gardens and Forest Hills are the neighborhoods in Queens with the highest level of Russian speakers in that borough.

Fig. 5: % of NYS population that speaks Russian, by county (2005 Census via MLA, 2012)



4 Structures of Note in Russian

The Defense Language Institute classifies Russian as a Level III language in its four-level scheme to categorize difficulty for English speakers to learn (Kagan & Dillon, 2010). Some of the most salient ways it differs from standard English are its a) richer consonant system; b) simpler vowel system; c) lack of articles; d) complex case system; and e) present-tense ‘be’-deletion. It is written with the Cyrillic alphabet.

4.1 Sound System

One of the most distinctive aspects of Russian phonology is its **palatalization of consonants**: consonants come in voiced and voiceless pairs (like [v] and [f] for English), but also in palatalized and non-palatalized pairs, e.g. [f] and [fʲ], the diacritic [ʲ] indicating a sound much like that made after the [f] in English *few* (compare this pronunciation with the first sounds of the English band name *Foo Fighters*). Thus, there are 36 Russian consonant sounds, and the difference between a palatal and non-palatal consonant can change word meaning, as it does with *брать* *bratʲ* [bratʲ] ‘to take’ and *брат* *brat* [brat] ‘brother’ (Comrie, 1987). The palatal sounds, often described impressionistically as ‘soft,’ can pose difficulty for Russian learners to

distinguish from the ‘hard’ non-palatalized consonants, as the distinction is not phonemic in English.

For Russian-speaking learners of English, there is a **tendency to palatalize consonants**, particularly [n] and [l] before front vowels like [i] and [e] (Mojsin, 2009). Thus, learners may produce unusual forms like *genyeral*, though these variations from English norms will not typically interfere with communication. Bear in mind, too, that sounds like [m] can have palatalization in English, but only before the vowel sound [u]: *music* and *communicate*, for instance.

Other pronunciation difficulties can stem from the fact that Russian consonants [b], [d], [g], [v], [z], and [zʲ], as well as their palatalized counterparts, are always **voiceless when word-final**: thus, рот *rot* ‘mouth’ and род *rod* ‘clan/dynasty’ are both pronounced [rot] (Comrie, 1987); Russian-speaking learners may confuse English words like *back/bag*, *bet/bed*, and *bat/bad*.

Five English consonants and ten vowels are not phonemic in Russian.

(Consonants)

[θ] at the beginning of ‘thin’

[ð] at the beginning of ‘this’

[ŋ] at the beginning of ‘jump’

[h] at the beginning of ‘change’

[w] at the beginning of ‘wed’

(Vowels)

[æ] at the beginning of ‘ash’

[ɪ] at the beginning of ‘igloo’

[ɛ] in the middle of ‘pet’

[ɔ] in the middle of ‘bought’

[ʊ] in the middle of ‘put’

[ə] in the middle of ‘putt’

Learners often pronounce English interdental [θ] and [ð] as [t] and [d], and may pronounce [w] as [v]. As with learners from many other languages, the lax vowels may be confused with their tense counterparts.

4.2 Writing Systems

Russian is written and read in **the Cyrillic alphabet**, a left-to-right orthography developed in the 10th century and historically linked with the Christian church, as the two came to Old East Slavic peoples at roughly the same time. As with the Latin alphabet, Cyrillic aims to represent individual sounds with unique symbols, but the correspondence is never perfectly one-to-one. Many Cyrillic letters look like Latin letters: some of these also represent the same sounds, e.g. К, М, Т, and А represent [k], [m], [t], and [a], respectively, but others are ‘false friends’ that represent quite different sounds than do their similar Latin equivalents. Нуреев, for instance, spells the last name of dancer Rudolf Nureyev.

Romanization of Russian usually takes the form of transliteration rather than transcription, i.e. Cyrillic letter-to-Latin letter equivalencies are formed, rather than Russian sound-to-Latin letter

correspondences. A variety of these transliteration schemes exist, with minor differences: this section has followed **British Standard**, in which an apostrophe following a consonant indicates that it should be palatalized.

4.3 Grammar

Russian resembles Latin and Old English in marking a number of cases on its nouns: nominative, accusative, genitive, dative, instrumental, and locative. Thus, a noun like **БРОВЬ** *brov'* [brovʲ] 'eyebrow' appears in seven different forms (**БРОВИ**, **БРОВЬЮ**, etc.) depending on whether it's a subject, an object, a possessor, a receiver/perceiver, an instrument, after certain prepositions, or a place--all information encoded by prepositions and word order in English. This frees up Russian word order: for the English sentence 'Victor kisses Lena,' one can say **ВИКТОР целует Лена** or **Лена целует ВИКТОР** without altering the kisser or kissee, as the names are marked as subject and object. In the event that Lena initiates the smooch, we could get **Лена целует ВИКТОРА** or **ВИКТОРА целует Лена**, with neither order confusing the matter, as Victor's name is clearly marked with accusative or 'object' case (Comrie, 1987).

Russian has no articles, so words like **СОБАКА** *sobaka* can mean 'a dog' sometimes and 'the dog' at others, depending on context. As in African American English and Korean, Russian present tense sentences can omit the copula **БЫТЬ** *byt'* 'be,' so the sentence 'Alex is a dog' can be written **АЛЕКС СОБАКИ** *Aleks sobaki*, i.e. with no verb or article. Note that the word for 'dog' takes on the case ending **-И** *-i* instead of **-А** *-a*.

4.4 How Names Work

Russian names follow the East Slavic three-part pattern of **PERSONAL PATRONYMIC FAMILY**, with the family name passed down from the father, and the patronymic formed from the father's given name. Thus, Mikhail Sergeyevev Gorbachev automatically received the names *Gorbachev* and *Sergeyev* from his father Sergey Andreyevich Gorbachev, who himself inherited two names from his father Andrey. Women also take patronymics from their fathers--Maria Yuryevna Sharapova got *Yuryevna* from her father Yuri--and generally take their husband's family names when they marry, though with a feminine ending attached (Mikhail's wife was Raisa Maximova Gorbachova, not Gorbachev).

4.5 'Friends' and Classroom Phrases

Fig. 5: Russian-English Academic 'Friends'

Elementary			ФОТОСИНТЕЗ	<i>fotosintez</i>	
АПОСТРОФ	<i>apostrof</i>	'apostrophe'			'photosynthesis'
ШОКОЛАД	<i>shokolat</i>	'chocolate'	ПУБЛИКОВАТЬ	<i>publikovat'</i>	
КЛАСС	<i>klass</i>	'class'			'to publish'
КЛАССИЧЕСКИЙ	<i>klassicheskii</i>		РЕВОЛЮЦИЯ	<i>revolyutsiya</i>	
		'classical'			'revolution'
КЛИМАТ	<i>klimat</i>	'climate'	СИСТЕМА	<i>sistema</i>	'system'
ИДЕЯ	<i>idyeya</i>	'idea'	Secondary		
МАТЕМАТИКА	<i>matematika</i>		АМПЛИТУДА	<i>amplituda</i>	
		'math'			'amplitude'
ПЛАН	<i>plan</i>	'plan'	АНЕКДОТ	<i>anekdot</i>	'anecdote'
ПЛАНЕТА	<i>planeta</i>	'planet'	БАКТЕРИИ	<i>bakterii</i>	'bacteria'
СИНОНИМ	<i>sinonim</i>	'synonym'	КОЛОНИАЛИЗМ	<i>kolonializm</i>	
					'colonialism'
Intermediate			ЛИНГВИСТИЧЕСКИЙ	<i>lingvisticheskii</i>	
АСТРОНОМИЯ	<i>astronomiya</i>				'linguistic'
		'astronomy'	ПАРАБОЛА	<i>parabola</i>	'parabola'
ЦИКЛ	<i>tsikl</i>	'cycle'	ПАРАДОКС	<i>paradoks</i>	'paradox'
ФУНКЦИЯ	<i>funktsiya</i>	'function'	КВАДРАТНЫЙ	<i>kvadratnyi</i>	
ГИПОТЕЗА	<i>gipoteza</i>	'hypothesis'			'quadratic'
МАКСИМАЛЬНЫЙ	<i>maksimal'nyi</i>		СИМВОЛ	<i>simvol</i>	'symbol'
		'maximum'	ТЕОРЕМА	<i>tyeorema</i>	'theorem'
МИНЕРАЛЬНЫЙ	<i>mineral'nyi</i>		ВИРУС	<i>virus</i>	'virus'
		'mineral'			

Fig. 6: Classroom Phrases in Russian and English

<p>Greetings & Questions</p> <p>Здравствуйте <i>Zdravstvuite</i> 'Hello' Добро пожаловать в наш класс. <i>Dobro pozhalovat' v nash klass.</i> 'Welcome to our classroom.'</p> <p>Как поживаешь? <i>Kak pozhivaesh'?</i> 'How are you?'</p> <p>Что тебе нужно? <i>Chto tebe nuzhno?</i> 'What do you need?'</p> <p>Тебе нужно сходить в туалет? <i>Tebe nuzhno skhodit' v tualet?</i> 'Do you need to go to the bathroom?'</p> <p>Compliments & Niceties</p> <p>Хорошая работа! <i>Khoroshaya rabota!</i> 'Good work!'</p> <p>Спасибо! <i>Spasibo!</i> 'Thank you!'</p> <p>Пожалуйста. <i>Pozhaluista.</i> 'Please.'</p> <p>Прости меня. <i>Prosti menya.</i> 'Excuse me.'</p> <p>Communication</p> <p>Ты имеешь в виду ...? <i>Ty imyeesh v vidu ...?</i> 'Do you mean ... ?'</p> <p>Что вы думаете? <i>Chto vy думаete?</i> 'What are your thoughts?'</p>	<p>Как я могу тебе помочь? <i>Kak ya mogu tebe pomoch'?</i> 'How can I help you?'</p> <p>Directions</p> <p>Встань <i>Vstan'</i> 'Stand up' Садись <i>Sadis'</i> 'Sit down' Читай <i>Chitai</i> 'Read' Записывай <i>Zapisyvai</i> 'Write' Слушай <i>Slushai</i> 'Listen' Ответь <i>Otvat'</i> 'Answer'</p> <p>Поговори со своим партнером <i>Pogovori so vashim partnerom</i> 'Talk to your partner'</p> <p>Работай в группе <i>Rabotaï v gruppe</i> 'Work in your group'</p> <p>Открой книгу <i>Otkroi knigu</i> 'Open your book'</p> <p>Возьми (свою) ручку / карандаш <i>Voz'mite vashu ruchku / karandash</i> 'Take out your pen/pencil'</p> <p>Скопируйте свою домашнюю работу. <i>Skopiruïte svoyu domashnyuyu</i> <i>rabotu</i> 'Copy your homework'</p>
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5 Further Reading and References

5.1 Imaginative Literature

Ages 4-8

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Ages 12-16

Gelbwasser, Margie. *Inconvenient*.
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Ages 16-adult

Reyn, Irina. *What Happened to Anna K.*
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5.2 English Language Periodicals

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5.3 Russian Language Periodicals

Komsomolskaya Pravda--<http://kp.ru/>
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U.S. Census Bureau (2010a). Detailed Language Spoken at Home and Ability to Speak English for the Population 5 Years and Older by States: 2006-2008 [data file]. Retrieved from <http://www.census.gov/hhes/socdemo/language/about/faqs.html>

U.S. Census Bureau (2010b). Selected population profile in the United States: 2010 American Community Survey 1-year estimates [data file]. Retrieved from <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>