

Survey

STUDY TITLE: **Institutional, programmatic, and pedagogical strategies for fostering heritage learner enrollments: Focus on Russian language programs**

RESEARCHERS:

Olesya Kisselev, Assistant Professor, University of Texas at San Antonio olesya.kisselev@utsa.edu

Irina Dubinina, Associate Professor, Director, Brandeis University idubinin@brandeis.edu

Dmitrii Pastushenkov, PhD Candidate, Michigan State University pastushe@msu.edu

Jason Merrill, Professor, Director, Michigan State University, Middlebury Kathryn Wasserman Davis School of Russian merril25@msu.edu

CONSENT FORM

You are invited to participate in a research study investigating how Russian language programs in North America support Russian heritage language students (i.e., learners who were born or adopted to Russian-speaking

families in North America, who were exposed to Russian as children in their homes, but grew up dominant in English).

The survey will take 15-20 minutes to complete and consists of 5 areas:

- I. Background information about instructors and institutions
- II. Student population and program structure
- III. Professional development for teaching heritage learners
- IV. Pedagogical strategies for teaching heritage learners
- V. Evaluation of program effectiveness

The data for this project will be kept confidential.

YOUR RIGHTS TO PARTICIPATE, SAY NO, OR WITHDRAW

- You have the right to say no.
- You may change your mind at any time and withdraw.
- Your confidentiality and anonymity will be strictly maintained in this study.
- Your anonymized answers may be shared with future researchers.
- You will not receive monetary compensation for your participation.

Please read the following information below **before you agree** to participate in the survey:

- You must be 18 or older to participate in this survey.

- You must have worked with heritage language learners of Russian in the last 5 years in any capacity.

CLICK HERE TO INDICATE CONSENT

Definitions:

For the purpose of this survey, we define “heritage learners” as students who grew up speaking or hearing Russian at home and/or in the community and can speak and understand Russian at least at the Novice High level. We refer to such learners as “HL students,” and to courses designed specifically for these learners as “HL courses” or “HL classes.” We define “mixed courses” or “mixed classes” as mainstream courses that are primarily designed for Russian as a foreign language, but may also enroll HL students for a variety of reasons.

I. Background information about instructors and institutions

Please enter the name of your current institution.

What best describes your institution?

- Two-year institution/college
- Public college/university
- Private college/university
- Other (please specify)

What is the undergraduate enrollment of your institution?

- Less than 2,500
- More than 2,500, less than 5,000
- More than 5000, less than 15,000
- More than 15,000

What is the highest academic degree that you have received?

- MA or foreign equivalent
- ABD or foreign equivalent
- PhD or foreign equivalent
- Other (please specify)

What field is your highest degree in? Choose all that apply.

- Linguistics (applied or theoretical)
- Second language acquisition
- Literature (Russian or comparative)
- Russian linguistics/Philology
- Education
- Russian studies
- Other (please specify)

What is your first language or languages? Please list all in the order of dominance.

What kind of contract do you currently have? Please choose the one that best describes your situation.

	Permanent OR continuing/renewable contract	Adjunct / Part-time
Tenured	<input type="checkbox"/>	<input type="checkbox"/>
Non-tenured	<input type="checkbox"/>	<input type="checkbox"/>

How many years have you taught the Russian language overall?

Years

How many years have you taught Russian as an HL in any setting?

Years

How often do you work with HL students in your **mainstream** Russian language classes of any proficiency level?

Every semester

- Every other semester
- Every other year
- Other (please specify)
- N/A

How often do you work with HL students in **specialized** classes (i.e., a course designed specifically and only for heritage learners)?

- Every semester
- Every other semester
- Every other year
- Other (please specify)
- N/A

How often do you offer independent study for HL students?

- Every semester
- Every other semester
- Every other year
- Other (please specify)
- N/A

Does teaching HL students count towards your overall teaching load? Choose all that apply.

- Yes, and I am compensated for it
- Yes, but I am not compensated for it
- No, I mostly teach HL students through independent studies or additional tutoring
- Other (please specify)

How does your institution support you in your professional development in the area of HL pedagogy? Choose all that apply.

- In-house funding available for research
- In-house funding for teaching innovation and/or new course development
- Funding for conference participation
- Funding to attend workshops targeting HL pedagogy
- In-house workshops/seminars
- Formalized local teaching community
- Other professional support (please specify)
- My professional development in HL pedagogy is not supported by my institution.

II. Student population and program structure

In a typical year, how many **HL** students on average enroll in Russian language courses in your program (both specialized and mainstream courses)? Provide your best estimate:

- less than 5
- 5-10
- 10-20
- 20-30
- above 30

In a typical year, how many **HL** students sign up for which Russian language courses?

Number of students

Mainstream beginner course (1st and/or 2nd semester)

Mainstream intermediate course (3rd and/or 4th semester)

Mainstream third and/or fourth year course, including content-based courses

Number of students

Specialized HL course

Other (please specify)

The majority of Russian HL students (more than 50%) who enroll in Russian language courses (HL specialized or not) at your institution can ... Choose all that apply.

- ... can recognize Cyrillic letters
- ... can read and understand a short uncomplicated text
- ... can write a few words in Russian (using block letters or cursive)
- ... can write a meaningful message albeit with mistakes (using block letters or cursive)

Do at least some of your Russian HL students acquire literacy skills in Russian prior to enrolling into college-level Russian courses through, for example, community-based schools, private teachers, etc.?

- Yes
- No
- Not Sure

Please indicate what percentage of Russian HL students in your program learn literacy skills in Russian prior to enrolling into college-level Russian through the following learning opportunities. Choose all that apply.

	0%	More than 0% but less than 25%	Between 25-50%	Between 50-75%	Between 75-100%	Not sure
Community-based schools/programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Private lessons (including lessons by family members)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
STARTALK program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NESLI-Y	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Does your institution offer a major in Russian and/or related fields (Russian language and literature; Russian studies, Russian linguistics, etc.)?

- Yes
- No

In a typical year, how many majors and minors does your program graduate (if applicable)? Insert 0 (zero) if your program does not graduate majors and minors in Russian.

Number of students

Major

Minor

In a typical year, what percentage of these graduating majors and minors are Russian HL students?

- 0%
- More than 0% but less than 25%
- Between 25-50%
- Between 50-75%
- Between 75-100%
- Not sure

In a typical year, what percentage of Russian HL students who go through your program end up majoring or minoring in Russian?

- 0%
- More than 0% but less than 25%

- Between 25-50%
- Between 50-75%
- Between 75-100%
- Not sure

On average, in the past 5 years, how often does your institution offer at least one specialized Russian HL course (not including independent studies)?

- Every semester
- Every other semester
- Every other year
- On an ad-hoc basis
- Never

What is the official minimal enrollment number a HL course has to have to be authorized by the administration?

Students

What are some of the reasons for not receiving authorization to offer a specialized HL course at your institution? Choose all that apply.

- Not meeting the institution's enrollment requirement
- No qualified person to teach such a course
- Not enough faculty to teach
- Other (please specify)

Does your program regularly offer independent studies specifically focusing on Russian HL students?

- Yes
- No
- Not sure

How many independent studies focusing on Russian HL students do you offer in a typical year?

Courses

Does your institution have a language requirement (for any college or division)?

- Yes
- No

Not sure

What is the minimum number of semesters that satisfy the language requirement of any college or division at your institution?

Semesters

Is your language requirement differentiated for Russian HL students and L2 students?

Yes

No

How many specialized HL courses satisfy the language requirement? (for example, 2 specialized HL courses may satisfy the language requirement, even when 4 semesters are normally required)

Semesters

Can HL students test out of the language requirement?

- Yes
- No
- Not sure

How can HL students test out of the language requirement?
Choose all that apply.

- in-house exemption/placement exam
- NEWL score
- Seal of Biliteracy

In a typical year, what percentage of Russian HL students test out of the language requirement?

- 0%
- More than 0% but less than 25%
- Between 25-50%
- Between 50-75%
- Between 75-100%
- Not sure

Does your program/institution advertise special learning opportunities for Russian HL students?

- Yes
- No
- Not sure

What are some approaches to advertising such opportunities? Choose all that apply.

- Information published on the program's website
- Information shared with incoming freshmen
- Information shared on social media
- Information shared during Open House or similar college- or university-wide activities
- Community-based platforms (e.g., Russian-speaking radio, newspapers, community events)
- Russian language and culture-based events
- Other (please specify)

III. Professional preparedness and professional development for HL teaching

How do you feel about teaching Russian HL students?
Choose all that apply.

- I enjoy working with HL students
- I find it easy working with HL students
- I find it challenging working with HL students
- I find it frustrating working with HL students
- Other (please specify)

Which of the following professional development opportunities on the topic of HL acquisition and/or pedagogy have you participated in in the past 5 years?
Choose all that apply.

- A summer STARTALK program
- Formal university courses on HL acquisition and/or HL instruction
- Reading research literature devoted to practice and research in HL acquisition and/or pedagogy
- Attending or presenting at conference sections/streams on HL acquisition and/or pedagogy
- Participating in workshops or continuing education on HL acquisition and/or pedagogy
- Joining an email listserv or discussion group for teachers of Russian as HL
- N/A
- Other (please specify)

How often do you conduct research on the topics of HL acquisition and/or pedagogy?

Never

Sometimes

Regularly

How often do you collaborate with colleagues who teach other HL languages with the goal to enhance your pedagogical approach?

Never

Sometimes

Regularly

Which of the following professional development opportunities on the topic of HL acquisition, pedagogy, and/or advocacy would you like to see offered? Please check the five (5) that you consider the most important for you at the present time in your situation.

- A journal or regular sections in existing journals devoted to practice and research in Russian HL teaching
- Language enhancement opportunities (working on your own proficiency in Russian)
- Opportunities for action research (research on your own classroom that you yourself conduct)

- Regular conference sections or streams for teachers of Russian as HL
- An email list serve or discussion group for teachers of Russian as HL
- Workshops or continuing education on select topics (select topics will be displayed in the next question)
- Opportunities for cooperation and collaboration with teachers of other HLs
- Opportunities for cooperation and collaboration with colleagues who actively research HL acquisition
- Guidance on advocacy for Russian HL students and HL teachers at the university, state, or federal level
- Other (please specify)

Which topics for workshops are you interested in? Please check the five (5) that you consider the most important for you at the present time in your situation.

- Heritage Language teaching methodology
- Heritage language acquisition/bilingualism
- Using technology in HL teaching
- Making one's own teaching materials
- How to assess Russian HL students' language learning
- Incorporating culture into HL classroom
- Understanding and using World-Readiness Standards (5Cs) for Learning Languages
- Understanding and using ACTFL proficiency levels for evaluating Russian HL students

IV. Pedagogical strategies

Do you have a placement test or placement procedure for HL students?

- Yes, we have a separate placement test or procedure for HL students
- Yes, but we use the same test or procedure for all placements
- No

What does your in-house placement test or procedure for HL students consist of? Choose all that apply.

- Essay
- Discrete grammatical item test
- Oral interview
- Reading comprehension
- Listening comprehension
- Other (please specify)

In your opinion, how effective is your program's current placement test in placing your HL students appropriately?

Not effective at all (1) 2 3 4 5 6 7 8 9 Very effective (10)

Please explain the rating you gave to your placement test in the previous question.

If you have HL students in your mainstream language classes, how often do you differentiate instruction?

Never (1) 2 3 4 5 6 7 8 9 Always (10) N/A

Please explain how you differentiate instruction in your mixed classes.

- Differentiated syllabus in the mainstream classes, i.e., a significant part of your syllabus and your activities are developed for the HL students in your course and it is different from the topics and activities you design for the mainstream students
- Non-differentiated syllabus in mainstream classes, i.e., you only address the learning needs of your HL students on an ad hoc basis

Other (please specify)

If you have specialized HL courses, how often do you differentiate instruction for the HL in them?

Never 2 3 4 5 6 7 8 9 Always N/A
 (1) (10)

Please explain how you differentiate instruction in specialized HL courses.

- Differentiated syllabus in the HL specialized classes, i.e., a significant part of your syllabus and your activities are developed for HL students with different proficiency levels and/or skills in mind
- Non-differentiated syllabus in HL specialized classes, i.e., you only address the learning needs of your HL students on an ad hoc basis
- Other (please specify)

If you offer more than one specialized course for HL students, how are students grouped? Choose all that apply.

- By oral proficiency levels

- By literacy skills
- By content or topic
- Other (please specify)

In your opinion, which areas, from a pedagogical standpoint, do your HL students need the most work on? Drag and drop to rank.

Vocabulary

Grammar: morphology (e.g., cases and conjugation)

Grammar: syntax (e.g., sentence structure)

Spelling

Regardless of setting (specialized course or mainstream mixed class), what topics do you cover with HL students? Choose all that apply.

- Vocabulary
- Grammar: morphology (e.g., cases and conjugation)
- Grammar: syntax (e.g., sentence structure)
- Spelling

- Heritage identity
- Russian/Soviet culture
- Literature of the Russian-speaking world
- History
- Other (please specify)

In planning lessons for HL students, what do you mainly focus on? Choose one.

- Mainly on grammar I want them to learn
- Mainly on vocabulary I want them to learn
- Mainly on tasks and communicative functions I want them to be able to perform
- Mainly on content I want them to learn
- Other (please specify)

Which language skills do you focus on when working with HL students, regardless of setting (specialized course or mainstream mixed class)? Drag and drop to rank.

Speaking

Writing

Reading

Listening

What best describes your instructional approach to working with HL students? Choose all that apply.

- Project-based
- Task-based
- Communicative approach
- Grammar-translation
- Content-based teaching (literature, culture, etc.)
- Other (please specify)
- Not sure

Please describe your approach to teaching grammar to HL students. Choose all that apply.

- Focus on forms (grammatical drills)
- Focus on form (contextualized, usage-based grammar exercises)
- Conceptual grammatical explanations
- Grammar explained as it comes up in context
- I only provide comments on grammar on an ad hoc basis
- I do not teach grammar

What kinds of teaching materials do you use in teaching your Russian HL students? Choose all that apply.

- I mainly use one textbook.
- I use a collection of various materials (e.g., some chapters or activities adopted from HL textbooks, some adopted from Russian L2 textbooks, web-based resources, etc.)
- I create my own materials from scratch and do not use any textbooks.
- Other (please specify)

Specify which textbooks or resources (e.g., teachrussian.org) you use in your HL classes.

How satisfied are you with the teaching materials you use?

- | | | | | | | | | | |
|---------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------------------|
| Very
unsatisfied | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Very
satisfied |
| (1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | (10) |

If you have HL students in your mainstream language classes, how often do you differentiate **assessment**?

Never (1) 2 3 4 5 6 7 8 9 Always (16) N/A

If you have specialized HL courses, how often do you differentiate **assessment** for HL students of various levels?

Never (1) 2 3 4 5 6 7 8 9 Always (16) N/A

V. Evaluation of program effectiveness

To what extent do you agree with the following five statements:

My language program is successful in helping Russian HL students develop their language skills.

2 3 4 5 6 7 8 9

Strongly disagree

Strongly agree

(1)

(10)

My language program provides adequate support for HL students.

Strongly disagree

2

3

4

5

6

7

8

9

Strongly agree

(1)

(10)

My personal strategies working with HL students have been successful.

Strongly disagree

2

3

4

5

6

7

8

9

Strongly agree

(1)

(10)

I could do more to support HL students in my program.

Strongly disagree

2

3

4

5

6

7

8

9

Strongly agree

(1)

(10)

My institution/program could do more to support HL students.

Strongly disagree	2	3	4	5	6	7	8	9	Strongly agree
(1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(10)

Anything else? We're well aware that completing a questionnaire like this can be somewhat frustrating if your situation doesn't seem to correspond to the categories given or the questions asked. For this reason, in this section we offer a place for you to make additional comments of your own relating to any of the areas covered in this survey.

Thank you! To complement data collected through this survey, we would like to conduct follow-up interviews with some participants. If you would like to participate in a follow-up interview with one of the researchers, please leave your email address below. The interview will be conducted synchronously online and will take between 20-40 minutes. Prior to scheduling the interview, the

researchers will contact you by email to confirm your willingness to participate and to schedule the time convenient for you. Would you like to be contacted for the follow-up conversation?

- Yes, I am interested in participating in a follow-up interview. Box for email:

- No, I am not interested in participating in a follow-up interview.

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