2007-07-16

Learning Russian Case Endings Through Model Sentences

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https://scholarsarchive.byu.edu/etd/1171

by

Brigham Young University

in partial fulfillment of the requirements for the degree of

Brigham Young University

BRIGHAM YOUNG UNIVERSITY

GRADUATE COMMITTEE APPROVAL

of a thesis submitted by

Sara Lyn Jensen

This thesis has been read by each member of the following graduate committee and by

majority vote has been found to be satisfactory.

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As chair of the candidate's graduate committee, I have read the thesis of Sara Lyn Jensen in its final form and have found that (1) its format, citations, and bibliographical style are consistent and acceptable and fulfill university and department style requirements; (2) its illustrative materials including figures, tables, and charts are in place; and (3) the final manuscript is satisfactory to the graduate committee and is ready for submission to the university library.

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ABSTRACT

ACKNOWLEDGMENTS

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CHAPTER ONE

INTRODUCTION

1.1 The Russian Language in American Colleges and Universities, an Introduction

Every academic school year thousands of American college and university

students enroll in beginning-level language courses. Many universities in the United

States include in their general education program a requirement to take a foreign

language. A range of languages is generally offered, with the greater population (90

percent) of students filling classes of the most popular foreign languages (Brecht &

Walton, 2000). Brecht and Walton describe Russian as being a less-commonly taught

language (LCTL) as compared to French, Spanish and German which are more

commonly taught (CTL). Although Russian is spoken in one of the largest of the world's

countries, and in many surrounding regions as well, it is one of the lesser-pursued foreign

languages in American universities.

Of the students who enroll in the lesser-pursued languages, few aim at fulfilling

academic requirements; most are interested in making the language a major or minor

field of study (Brecht & Walton, p.116). However, many who enroll in Russian classes

terminate their study of Russian before they have completed requirements for a major or

minor degree, and in some cases before fulfilling general education requirements.

What makes college and university students terminate their study of Russian?

With a new alphabet and a complex verbal and aspectual system, Russian presents many

challenges even as early as the first few class periods. Russian's daunting declension

system (with six cases which decline feminine, masculine, neuter and plural adjectives

and nouns), can also frustrate students especially in the early courses. Leaver et al. point

out the complexity of Russian's case system and the importance of knowing the endings.

> The morphology of Russian...is complicated, with nouns and modifiers marked
> for three genders, two numbers and six cases (and for a few words a seventh
> case), with phonological variations and numerous exceptions. This means that
> students must learn to use accurately hundreds of endings that carry significant
> meaning; to misuse the endings in many cases, results in conveyance of incorrect
> information, disabling communication (Leaver, et al, 2003 p.126).

> The complexity of the grammar is not the only challenge these students face.

Another challenge is that less-pursued languages such as Russian may not have as much

supplementary research and subsequent material design for teaching when compared with

more popular languages. On this topic, Brecht and Walton write:

> Given the marginal status of System II language programs [Chinese, Japanese and
> Russian among others], the languages they teach are characterizable as having
> quite disparate curricula. Pieces of curriculum, sections from learning materials,
> and portions of pedagogical models are taken from wherever they can be found.
> This system contrasts with that in System I [Spanish, French and German] where
> the paradigms are more established, the disciplines strong, and the curriculum
> relatively unified (Brecht & Walton, 2000 pg. 116).

> Dealing with a complex grammar, and more limited resources with which to

acquire such a grammar, it is no wonder that students can feel overwhelmed after the first

few weeks of instruction.

1.2 Using Knowledge from Existing Research to Enhance Learning Strategies for Acquiring Russian Cases

In the last several decades, researchers have attempted to discover the most

effective means for teaching and acquiring foreign languages. Numerous methods to aid

acquisition have been proposed to both teachers and learners of second languages. (Long,

2000). Some methods have been greatly criticized for their weaknesses and others have

been celebrated for their contribution to the field of second language acquisition (SLA).

Even the most widely received theories in SLA are not all-encompassing and many of the methods that have received the greatest criticism contain elements of worth.

This study will review SLA methods and theories in an attempt to find out which of these theories can be used to support a method designed by the principle investigator (the author) to help students with the acquisition of Russian case endings. It is hoped that the current study will provide a means for retaining more students in the academic pursuit of Russian as a foreign language.

1.3 Purposes of the Current Study

The purpose of the current study is threefold. The first purpose is to investigate difficult aspects of Russian grammar, specifically within the category of Russian case endings. The second purpose is to propose a method (using rationale from aspects of existing SLA research) to be used by teachers and students of Russian to enhance retention of Russian case forms. The final purpose of this study is to test the proposed method to verify its validity in a formal classroom setting.

1.4 Acquisition of Concept vs. Acquisition of Form; a Delimitation of the Current Study

The task of acquiring Russian case endings involves at least two stages: one is learning the **correct form** (memorizing the ending) and the other, learning the grammatical **function** (memorizing parameters) associated with the ending. Most Russian language texts teach cases using various sentences which illustrate the explicit use of the case being taught. While texts aim at providing tools for acquisition on both levels (form and function), the focus of these texts is generally to provide instruction (and subsequent exercises) on the function of the six cases. Exercises can be very useful to

students in that they aid comprehension of the case functions (for example, the verb *to love* is always followed by the accusative case which will cause the feminine and masculine animate nouns and their qualifiers to change) however, current Russian texts do not necessarily ensure that the student will actively remember the form being taught.

While excellent supplementary sources have been created for the acquisition of Russian case **functions** (for an excellent resource volume see Janda and Clancy, 2002), no known supplementary sources exist to aid students in the acquisition of Russian case **forms**. It can be argued that acquisition of the **function** of Russian cases is superior to that of **form**. While this may be true, without proper acquisition of **form**, students' knowledge of Russian case **function** would be of no use to them. Thus, for both comprehension and production purposes, it is vital for students to have a strong grasp of both the form and the function of Russian cases.

The aim of the current study is to test a method for teaching the retention of case-ending forms. The method is not designed to help students learn the grammatical parameters for each case, but rather to learn the ending itself. However, it is the author's opinion that knowledge of form (case endings themselves) enhances the retention of knowledge of function (conditions under which each case is required). The overall aim of the current study is to make instructors and students of Russian more aware of the need to study case forms as well as functions and to provide material that will enhance acquisition on both levels. The learning of forms advocated in this study, however, claims only an indirect effect on the acquisition of the function of cases in Russian.

1.5 Benefits of the Current Study

This study aims at making the acquisition of Russian case forms more likely to be successful. With this burden lightened, a student of Russian can more fully focus his capacities on other difficult aspects of Russian grammar. The current study has the potential to benefit both instructors and learners of Russian as students become more empowered in their language study through additional sources for learning case endings. This study presents the following research question:

> Are Russian case-ending forms learned more easily by memorizing model sentences in place of studying/memorizing traditional paradigm charts?

It is hoped that by establishing the value of model sentences as a study aide for acquiring case forms, that this study aide will be used as a companion to traditional paradigms in order to benefit multiple learners and learning styles.

1.6 Definition of Key Terms

Native Language (L1): The first language that is spoken by an individual.

Target Language /Second Language (L2): A language that is being learned by a speaker which differs from his/her native language.

Commonly Taught Language (CTL): This study uses Brecht & Walton's definition of languages commonly taught, which are Spanish, French and German. These languages make up 90 percent of enrollment of foreign languages at the University level.

Less-Commonly Taught Language (LCTL): Languages which are not commonly taught in the United States, making up only 10 percent of student enrollment in university language programs. Russian is included in Brecht & Walton's list of less-commonly taught languages.

Focus on Forms Method: A language teaching method which endorses the explicit and exclusive instruction of grammatical forms.

Focus on Meaning Method: A language teaching method in which teachers focus wholly on communication as instruction where grammatical features of a language are learned 'incidentally' and 'implicitly'.

Second Language Acquisition (SLA): The field that studies how second languages are learned.

Learning Strategies (LS): Various methods employed by language students in order to learn languages.

Morpheme: A sequence of sounds that contains grammatical or lexical meaning.

Lexical Morpheme: A Morpheme which contains concrete, semantic meaning (for example **book, desk, student,** etc).

Grammatical Morpheme: A Morpheme which carries a grammatical function such as possession, time, or aspect (for example sally**'s**, studi**ed**, read**ing**, etc.).

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

The purpose of this chapter is to review literature on the instruction of Russian case endings. It begins more generally with a discussion of grammatical and lexical morphemes, and the role they play in language acquisition. It follows with a discussion of Russian case endings as grammatical morphemes, and an examination of studies, which have been done on the acquisition of Russian case endings. Lastly, there is a discussion of the significance of exploring alternative teaching methods in second language instruction as it relates to the instruction of Russian case endings.

2.2 An Explanation of Morpheme Types

A morpheme is a sequence of sounds that carries meaning. Within the category "morpheme" there are at least two subtypes: lexical morphemes and grammatical morphemes. Both types of morphemes carry meaning, but they vary in function. Figure 2.2.1 illustrates the two morpheme types.

Figure 2.2.1

Morpheme (sequence of sounds, carries meaning)
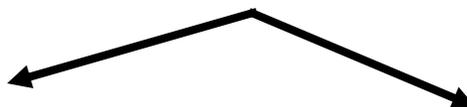
Lexical Morpheme
(carries concrete meaning)
boy, dog, happy, un, pre

Grammatical Morpheme
(carries spatial meaning)

Unlike lexical morphemes, which generally have meaning that is concrete in nature, grammatical morphemes work together with content words to express more abstract concepts of relationship and situation. Marrow (1986) points out the value of both morpheme types to achieve success in spoken language arguing that the distinction between content words and grammatical morphemes is what helps to organize objects and actions into situations, making both necessary for consideration by language users (see *notes* 1).

Speaking in terms of art, lexical morphemes are like images in a painting. Grammatical morphemes are the correct placement of these images, adding depth and other detail to the images, which ultimately creates a completed picture, or discourse. Thus, lexical morphemes by themselves cannot create a full picture; grammatical morphemes are a necessary element to creating complex meaning in discourse (see *notes* 2).

2.3 Russian Case Endings as Grammatical Morphemes

In Russian, grammatical morphology has two functions or types (Thomson, 2000). The first function is tense-aspect morphology that deals with prefixes and infixes of verbs which create aspects of time, frequency and completion of verbs. The second function is that of inflectional morphology in the form of case endings affixed to nouns and adjectives creating relations of space and depth between nouns and verbal sense. The current study deals with Russian case endings (or inflectional morphemes) as grammatical morphemes.

Figure 2.3.a. Illustrates the 2 subtypes of grammatical morphemes.

Figure 2.3.a.

Morpheme (sequence of sounds, carries meaning)

Lexical Morpheme
(carries concrete meaning)
boy, dog, happy, un, pre

Grammatical Morpheme
(carries spatial meaning)

Tense/Aspect morpheme
(portrays time/completeness)
He walk**s** home/Он ходит домой
(walks + habitual)
affixes to verbs

Inflectional morpheme
(portrays relation/situation)
Mary's book/Книга Марии
(Mary + possessive)
affixes to nouns, adjectives
and pronouns
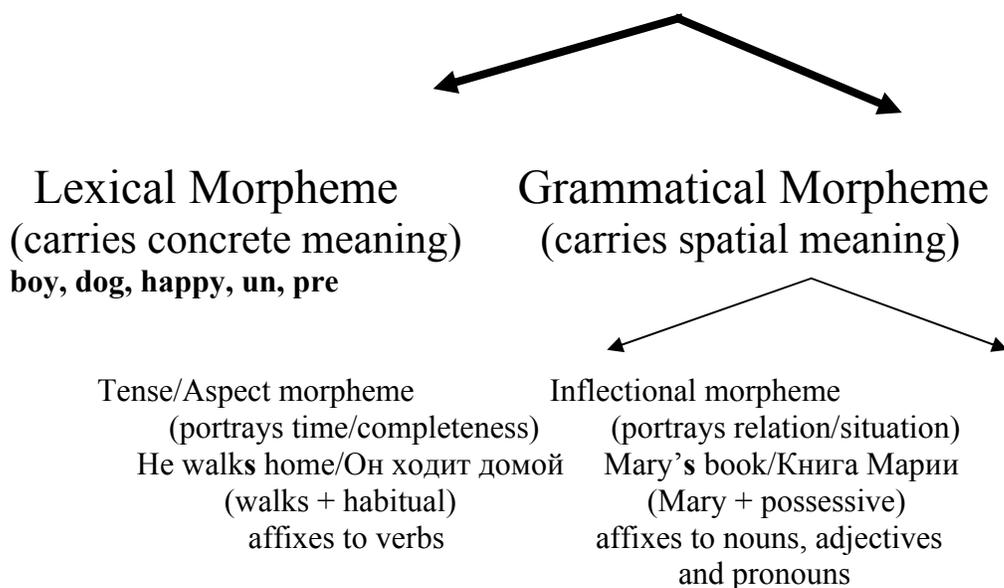
To summarize, there are two main morpheme types: lexical morphemes and grammatical morphemes. In Russian, grammatical morphemes have two subtypes: tense/aspect morphemes and inflectional morphemes. The current study will examine inflectional (grammatical) morphemes.

2.4 L2 Acquisition of Russian case endings

Although acquisition of grammatical morphemes is an essential part of achieving native-like fluency, in languages with a complex grammar, mastering these abstract grammatical forms can be a more difficult task than that of mastering lexical morphemes. For students of Russian, learning its complex declension system often presents serious problems (Rubinstein, 1995).

Thomson (2000 p.55-56) explains that it is the abstract nature of grammatical case endings which makes them much more complex and difficult to acquire as compared with lexical morphemes (see *notes* 3). Thomson further explains that while lexical items

such as nouns are concrete in nature and link a stable concept with an acoustic form, in languages such as Russian, single morphemes (an inflectional ending) added to the end of a word in some cases can change the words meaning.

Speaking with full mastery of all inflectional endings is not achieved easily, even for native speakers of Russian. In some cases it takes several years for natives to speak without errors. In an article entitled "Morphology in language acquisition", Clark (1998) explains: "In Languages where case interacts with gender and number, children acquire the full system of case marking, with all the different affix shapes, much more slowly, and may still make some errors as late as age five or so-for example, in Russian" (p. 380).

Acquisition of inflectional morphemes for an L2 learner of Russian may be even more daunting than for natives, as grammatical morphemes take longer to acquire in a second language. Citing Vainikka and Young-Scholten (1998), Thomson (2000, p.58) states that, "increased difficulty acquiring inflection is a major feature distinguishing L2 learning from L1 learning". For adults, acquiring a large number of case endings can be extremely difficult, as the critical period has already passed (Lenneberg, 1967-see *notes* 4). Thomson (2000, p.134) terms difficulties in acquiring inflections as *biological disadvantages*. Speaking specifically of Russian, he argues that if native-speaking children require four or more years to acquire the inflectional system, it should be no surprise that for adult second language learners, learning Russian inflections can take even longer to acquire (see *notes* 5).

2.5 Theories on the difficulty of the acquisition of Russian cases

2.5.1 Difference of Acquisition

There are multiple factors which may cause difficulties for native speakers of

English to acquire Russian grammatical morphemes. One such factor is that grammatical

morphemes are acquired in a different location of the brain than are lexical morphemes.

Studies done by the Russian neurologist A.R. Luria on Russian speaking patients with

aphasia (damage to one hemisphere of the brain) suggest that these two morpheme types

are stored (and therefore perhaps acquired) in different hemispheres of the brain.

Thomson (2000) gives an explanation of Lurias' findings (see *notes* 6-7).

The following sentences were presented to patients suffering from aphasia:

Sobak-u oblaja-l-a loshad'

Dog-accusative bark. at-past-feminine horse:direct.case

A horse barked at a dog.

The noun *loshad'*, 'horse', belonging to the third declension, does not distinguish
nominative case and accusative case (hence the designation *direct* case). The verb
oblajala, 'barked.at:past:feminine' indicates by its gender agreement that the
subject is feminine, but both *sabaku*, 'dog accusative' and '*loshad*',
'horse:direct.case' are feminine. The verb oblajala has a selectional restriction
requiring that its subject be a dog (as suggested by the English translation
barked).   On the other hand, it requires two arguments: an actor and an
undergoer. The word   *sobaku*, 'dog:accusitive', by virtue of its case marking,
must refer to the undergoer while the other argument, *loshad*', 'horse:direct.case',
in and of itself, is compatible with either an actor or undergoer role (depending in
part on the particular verb). The lexical cues would thus lead us to expect a
mental model in which a dog barks at a horse. On the other hand, the
grammatical cues require a mental model with a horse barking at a dog. This
sentence therefore elicits laughter from audiences of healthy native Russian
listeners. Some of Luria's patients understood this sentence as unproblematically
meaning that a dog was barking at a horse. For such patients, the case-marking
sobaku, 'dog:accusitive', was *inert*. Their ability to understand the sentence as a
whole suggests that adequate phonetic processing occurred. That is, there is no
reason to believe they did not hear the case ending. However, for them it was as
though the case-marking were not there. This inflectional cue did not trigger any

further processing beyond the processing triggered by the lexical cue. (Thomson, 2000, p. 35).

The differences between lexical and grammatical morphemes may account for the varying degrees of difficulty in acquiring the two morpheme types. Because grammatical morphemes are stored differently in the brain than lexical morphemes, it may be suggested that these abstract grammatical morphemes are also acquired differently than their more concrete lexical counterpart. Languages rich in grammatical morphemes pose problems for L2 learners who are already faced with the task of acquiring thousands of new lexical morphemes.

2.5.2. Number of Inflections

Another possible explanation of the degree of difficulty in acquiring Russian inflectional morphemes is the number of cases and endings involved. Russian contains six cases, which decline for number and gender (feminine, masculine and neuter).

> The Russian case system is very complex. Nouns, adjectives, pronouns and numerals are inflected for case... Each case is associated with certain semantic functions (meanings) and is expressed by a set of phonological markers (allomorphs), such as inflections, stress changes, or stem changes, which increase the complexity of the acquisition of Russian cases. (Rubinstein 1995, p.10-11)

Comparing the volume of Russian case endings with case endings in German, Kempe and MacWhinney (1998) reported that not counting the neuter noun forms, which overlap closely with masculine forms, Russian has a total of 60 inflectional endings as compared with German which has approximately half as many. (see *notes* 8).

2.5.3. Crosslinguistic Differences

The degree to which a student will struggle while learning a second language is connected to the extent of the differences between a speaker's native language and the target language (Mcdonough, 2002). Thus, a third variable which makes Russian

grammatical morphemes difficult to acquire for L1 speakers of English is the extent to which Russian grammar differs from English grammar. Students learning a second language often use understanding of their first language to aid acquisition of the target language in order to comprehend difficult grammatical structures in the L2.

Interlanguage transfer can be negative or positive depending on the correspondence between the L1 and the L2 (Hayes, 2003). Students with an L1 such as English, which has few inflectional endings, have a more difficult time acquiring complex Russian grammatical endings simply because they lack a concrete L1 referent while learning these new forms.

Not only must students learn to attach the correct form to each inflected word, they must also learn to interpret sentences where the form renders a difference of syntactic ordering. For example, English is an SVO language. This means that the subject appears before the verb which is then followed by the object of the verb as in the sentence: The dog loves his bone (the *dog* being the subject, *love* being the verb and *bone* being the object). In Russian however, the ordering of this sentence could be reversed to an object-verb-subject (**OVS**) sentence structure as in Figure 2.5.3.a.

Figure 2.5.3.a

Russian: Косточку свою любит собака.

Meaning literally: Bone his loves a dog.

The type of sentence structure (**OVS**) as used in the example above is not acceptable in English grammar and is thus confusing to English-speaking students of Russian. "[M]eaning in the Russian language is expressed principally morphologically,

rather than syntactically as in English- a major psychological hurdle for students to cross in acquiring a 'feel' for the language and locating the source of information in any given utterance." (Leaver, et al., 2003 p. 126).

The complexity of the paradigm, the possible differing modes of acquisition, and the important differences between Russian and English grammars, are important reasons Russian case endings pose such a difficulty for English-speaking Russian learners. Both instructors and students of Russian agree that grammatical morphemes in general and inflectional morphemes specifically are extremely difficult to master, especially for the L2 learner. For students like those mentioned in chapter one of this study, such difficulties encountered in a first semester Russian course might well lead to termination of studies in the language.

2.6 Acquisition of Russian Case is Both Slow and Difficult

At this point the reader may ask: "Is it even possible for a college or university student to fully master Russian's declension system?" The answer of course is yes; however, adult students learning Russian need not be discouraged if the acquisition process is slow and difficult. Thomson (2000, Abstract) studied ninety-one adult L2 Russian students and found that native-like acquisition of Russian case endings is possible, but the process takes not hundreds of hours but thousands of hours of practice. He reports that development of inflectional features that may be considered elementary do not develop as quickly as one might anticipate. Students of Russian must expect this process to take several years (see *notes* 9).

Many students do not foresee the possibility of ever acquiring these difficult forms, and feel compelled to give up trying. It is hoped that continued investigation of

methodologies on learning case endings, such as the one presented here, will ultimately help such students.

2.7 Descriptive Studies on L2 Acquisition of Russian Case Endings

The current research in English related to teaching Russian case morphology is sparse. "Little research has been found in the literature dealing with acquisition of Russian in general, and with acquisition of Russian cases in particular, by nonnative learners." (Rubinstein 1995, p.12). Although there is not much research in the area of the acquisition of Russian cases, the conclusions made by three authors on the *order* of case acquisition show similar findings.

Thompson (1980), Rubinstein (1995), and, more recently, Murphy-Lee (2003) did studies calculating the order of L2 acquisition of the Russian cases by speakers of English (see *notes* 10). Morpheme studies show the order in which students acquire morphemes regardless of the order in which they are taught. The order of acquisition of Russian case endings is described by Rubinstein as follows: "All Russian learners tested...demonstrated the same accuracy orders: Prepositional/Accusative, Genitive/Instrumental, Dative." (Rubinstein 1995, p. 21). While the nominative case was not considered in Rubinstein's models, Thompson lists nominative case as being acquired first. (Murphy-Lee 2003, p.30)

Murphy-Lee (2003) found a similar pattern in acquisition of cases but found that the hierarchy of acquisition for her subjects altered slightly over time. Students who were tested at a later point were found to have improved slightly in their performance of instrumental case than had been formerly reported. She concluded that the acquisition of case is more fluid than other studies had indicated (see *notes* 11.)

Another descriptive study on the acquisition of Russian case endings was done by Kempe and MacWhinney (1998). MacWhinney has developed a model (along with Bates and Kliegl, 1984), which he has termed the 'competition model'. This model calculates the ease of acquisition of particular linguistic elements by their frequency in spoken language (see *notes* 12).

Using the competition model, Kempe and McWhinney compared the "learnability" of Russian case endings to that of German cases. Unlike others, who calculate the learnability of grammatical morphemes by the paradigm complexity (number of case endings), Kempe and MacWhinney use what they term cue validity as the premise for their study. Cue validity is the frequency with which case forms are used for certain functions, and how reliably (how often) case marks these functions (Kempe and McWhinney, 1998). Their findings indicate a high cue validity (and thus a high learnability) of Russian case endings when compared to German. The results of their study showed that students of Russian as an L2 acquired cases more consistently than the German L2 students. Their study emphasizes the importance of input and exposure to real language models for L2 acquisition. "If it is possible to show that adult L2 learning depends more on cue validity than in paradigm complexity, this would suggest a strong **input-based associative component**." (Kempe and McWhinney, 1998 p.546, bold emphasis added).

To summarize, the studies that have been done on L2 Russian case acquisition show a consistent trend in the order of acquisition of Russian cases namely; nominative, prepositional, accusative, genitive, instrumental and finally dative. They also suggest that despite Russian's complex paradigm, because cases mark words consistently (unlike

languages such as German wherein case marking of nouns can be fleeting), L2 learners of Russian acquire case more readily. Lastly, this study also emphasized the importance of input in the L2 acquisition of Russian case.

The above studies were descriptive in nature and did not discuss methodology used for acquisition of Russian cases. Little research in English exists pertaining to the acquisition of Russian case that is both prescriptive (gives suggestions for teaching cases) and descriptive (describes the outcome of employing a certain method for teaching cases).

2.8 The Value of Using Alternative Teaching Strategies in L2 Instruction

It has been shown that grammatical morphemes play a vital role in language learning and that Russian case endings are extremely difficult to acquire, requiring years of study and practice to master. What happens then, when after one semester or even one year of diligent study, a student does not see any indication that such a level can be achieved? As mentioned earlier, many students mistakenly believe that they are unable to learn Russian after only a brief, unsuccessful experience with it. This section discusses the value of exploring alternative teaching methods to help students who are not able to acquire difficult aspects of language using traditional methods (see *notes* 13).

In her book entitled *Understanding Second Language Difficulties*, Ehrman (1996) discusses different learning styles among students and explains that most students are not aware of their own *style* of learning. She reports that learning styles can be discovered by asking students their preferences for how they go about the business of learning, or by simply observing the learning strategies they use (see *notes* 14).

Some students are able to adapt to various types of teaching models. However, for others, who are unable to process information in a certain way, it can be problematic to use learning techniques in their classrooms or texts, which do not match *their* ability for processing information. Without an adequate understanding of this disconnect, students may become frustrated or even label themselves as incompetent language learners.

> For most of us, a preference is just that -something we find comfortable but can do another way if circumstances require it. Thus, most people who prefer to learn through the eye can learn through the ear or the hand when they are in training classes that require it, though they may complain about it or even lose some learning efficiency...For a minority, however, learning styles are more than just preferences. In such cases, the effects of mismatch between style and curriculum or teaching approach are more than a discomfort or minor inefficiency: there may be severe loss of learning efficiency or even inability to learn in that program. If both student and program are rigid, the chances are that the program will label the student as unable to learn languages (and the student will come to believe this of himself or herself), and the student will criticize the teachers and programs for not meeting his or her needs. **Many Americans who announce that they cannot learn foreign languages probably suffered from style mismatches when they were taught** (Ehrman 1996, 54; bold emphasis added).

Ehrman suggests that there are two types of language learners: the concrete learner and the abstract learner. An abstract learner employs rules, grammar systems and charts. A concrete learner on the other hand relies heavily on real language models while learning language (see *notes* 15-16). Students who do not have materials to match their learning needs can feel confused and overwhelmed.

Hart (1996) describes the confusion that can be felt by beginning-level Russian students who, in a matter of weeks continually receive more and more cases added to the list of abstract endings.

> As non-natives learning Russian we are taught endings which fasten onto words. These endings are important because they indicate the subject of the sentence, direct and indirect object, etc. As each week goes by more and more endings are

added to the list. There get to be so many endings that some students actually begin to be confused. Teachers pass out lists to help students memorize endings...In addition to the numerous endings for nouns, there is a whole slate of endings for adjectives and verbs (Hart, 1996 pg.107).

Daunting perhaps even for the abstract learner, the 60 plus case-ending paradigm chart can be a concrete learner's biggest nightmare. Is the Russian language only to be learned then by the abstract learner? Is there any hope at all for students who prefer a concrete learning style? As a concrete learner who was able to eventually acquire the complex paradigm structure for Russian case endings, I propose that it is possible for both types of language learner to acquire these forms, given the right tools as references (after all, both types of learners probably exist among Russian natives as well). However, students must have access to language references which match their individual needs to make complex grammar more learnable.   In their article entitled "Language Learning: Cues or Rules?" MacWhinney et al. describe the need for creating learnable language models:

> Both generativists and connectivists agree that grammar must be learnable. In the generative framework, one first formulates a descriptively adequate grammar... **Next one attempts to formulate a learning model that guarantees that the target structures are learnable** (MacWhinney B., et al. 1989. p.257 bold emphasis added).

In order to accommodate both types of learner, it would be valuable to offer instruction and references that will benefit the abstract as well as the concrete learner.

> It is a truism that all learners are different. Within applied linguistics, learner differences have raised three kinds of problems. [One problem is] how to design instruction that best capitalizes on the particular contributions of each learner, without disadvantaging other learners (McDonough, 2002 pg. 86).

The next section discusses a kind of marriage between abstract and concrete instruction techniques which involves reinforcing abstract rules and grammatical forms with concrete language models.

2.9 Rule-base Learning That Emphasizes Language Learning Strategies

Some researchers have endorsed alternative learning strategies so strongly as to suggest that they replace more traditional rule-base instruction. In the area of SLA there is a great divide among researchers as to the proper method for grammar instruction to language learners. The major question among these researchers is described by Michael Long (2000) as being whether to focus on language forms (as in the explicit and exclusive instruction of grammatical forms) or to focus on language meaning (in which teachers focus wholly on communication as instruction where grammatical features of a language are learned 'incidentally' and 'implicitly').

Those who support a focus on teaching language rules and forms view language learning as deductive, and see the learner as needing explicit instruction in order to comprehend complex aspects of grammar. On the other hand, the proponents of implicit language instruction, or a focus on meaning, view language learning as being more inductive, where a learner needs to be exposed to grammar within contextualized language experiences during which the learner will recognize and eventually acquire the grammar of the target language, much in the same way a child acquires his first language. The differences between a 'focus on meaning' vs. a 'focus on form' methodology in SLA is illustrated in Figure 2.9.a.

Figure 2.9.a

Focus on Form	**Focus on Meaning**
The traditional approach (Long, 2000)	The Alternative approach
Language learning is deductive	Language learning is inductive
Language is learned explicitly	Language is learned implicitly
Rules are necessary for acquisition of grammatical features in L2	Exposure to grammatical features within context leads to acquisition

This debate over second language methodology is not a recent one. "Histories of language teaching (Howatt 1984; Musumechi 1997) show that this debate, like so many others in the field have been going on for centuries" (Long, 2000). Those who support a *focus on meaning* approach may argue that the *focus on forms* method produces more "false beginners than finishers"(Long, 2000). While it is true that many students have been unsuccessful using a *focus on forms* method, it is possible to say that such students would have failed with another method of instruction as well.

In a 2004 study focusing on the value of explicit instruction of Russian grammar Gor & Chernigovskaya argue that while explicit instruction of grammar rules proves to benefit adult learners, research has failed to show empirically that implicit instruction plays a positive role (see *notes* 17).

Advocates of the *focus on meaning* theory also argue that while explicit language instruction may enable a student to acquire grammatical concepts metalinguistically (that is, explicit instruction of grammar helps students *understand* grammatical concepts), it does not necessarily enable them to use the grammatical concept while *speaking* the target language (which means their knowledge of the grammar principle being taught did not transfer into linguistic competence). However, in a recent article on the topic of the efficacy of the explicit instruction of language forms in L2, it was found that those who were given explicit training on two grammatical features in French performed better on both recognition and production tasks than those who had not received explicit training. The authors point out that the results "could be taken to suggest that explicit instruction not only promotes *explicit* grammatical knowledge, as shown in previous studies, but also *implicit* knowledge" (Housen, Pierrard, & Van Daele 2005, p260. italic emphasis added).

While there are serious proponents to each side of this longstanding debate, Long and others advocate a balance of grammar instruction in lessons "whose overall focus is on meaning" (2000, pg. 185). This balance between form (teaching rules), and content activities (providing students with exposure to real-language activities, models and language strategies), is advocated by Jarvis as well (1984). He argues that while communicative activities are perhaps superior in early phases of instruction, the practice and testing phases show the need for both form and content activities (see *notes* 18).

The goal of the present study is to determine if alternative teaching methods and strategies regarding inflection in Russian could be used as a supplementary tool to serve those with varying capacities and learning styles. In an article entitled "Strategies", Poulisse (1996) describes learning strategies that have been used by students studying various foreign languages. One study which Poulisse reviewed was done by O'Malley and Chamot (1990). Their study examined strategies used by 34 college students studying Russian. Poulisse reported that the more successful language learners used a larger variety of learning strategies when compared with the less successful language learners. "It was found that although both successful and less successful foreign language learners reported using LS [language strategies], the successful learners did so more often and used a larger variety of LS than did the less successful learners" (p.142).

A major advantage of applying a larger number of learning strategies during L2 acquisition may be to enable students to discover the learning strategy that works most effectively with their personal learning style. In other words, while concrete learners may benefit most from texts and references which contain examples from real language, providing them first with the more abstract rules will enable them to have a clearer

understanding of the language samples. Conversely, abstract learners who prefer studying lists of rules or charts can also benefit from speech samples so that they may see the complex grammar rules used in naturally occurring language.

To summarize, it can be useful to seek after additional teaching materials, methods and strategies to supplement more traditional material and rule-based instruction in order to: 1) aim at making complex grammar systems more 'learnable' (MacWhinney B., et al. 1989), 2) reach the concrete as well as the abstract learner (Ehrman, 1996), and 3) provide students with additional learning strategies for more effective learning (Poulisse, 1996).

The question then is which methods or materials would prove most useful as a supplement to form-focused instruction for students of Russian struggling with the acquisition of case endings? The next section will review a method of learning that has received both praise and criticism by SLA experts in recent decades. Weaknesses as well as strengths of the Audiolingual method will be examined.

2.10 The Efficacy of Using Drills as a Tool for Acquisition of Grammatical Forms: a Critical Review of the Audiolingual Method.

During the 1960s and 1970s the Audiolingual Method (ALM) gained popularity among teachers of foreign languages. It suggests that the acquisition of grammar is achieved as a learner repeats drills, which eventually lead to language knowledge. The key to the ALM is that consistent exposure to patterns in language eventually causes acquisition of these patterns much as habits are formed in human behavior.

This approach was used widely for many years until researchers began to see its flaws. A major limitation of ALM is that students could successfully carry out an

assigned drill without understanding the grammatical concept being drilled. In fact, early proponents of ALM suggested that students only be given minimal instruction on grammatical structures. "Rules occupy a much subordinated role, mainly to recapitulate points that were brought out while the pattern was being practiced" (Crothers & Suppes 1967, p. 221).

Proponents of ALM also asserted that students should not be introduced to grammatical rules until after they had "sustained practice in using the structure the rule refers to" (Brooks, 1964 p.154). The initial practice of the ALM also limited students' ability to produce language forms which differed from the drills practiced in class.

Later, researchers (see Carroll, 1971, and Paulston, 1976) advocated an eclectic approach to drilling "that combined structural practice with meaningful language use" (Wong & Van Patten, 2003 pg. 405). Paulston (1976) advocated the instruction of grammatical rules which would be followed by meaningful drills (not drills which *preceded* grammar instruction). She also suggested three drill types which began with mechanical drills and ended with drills which emphasized more meaningful communication.

In the 1980s and early 1990s, drilling continued to play an important role in language instruction. Instructors began using drills as a step to building communicative activities wherein "structural pattern practice was still regarded as a necessary prerequisite before learners engaged in self-expression" (see references to Littlewood 1980, Rivers 1981 and Hammerly 1991 in Wong & Van Patten 2003, pg. 406). In more recent years, researchers still viewed drills as being "an essential ingredient in the

language learning process" but that "by themselves, they do not go far enough in equipping language learners to communicate" (Nunan, 1999).

To summarize, teaching grammar using drills gained popularity with the ALM, which used drills as a means for retaining grammatical structures in foreign languages (or rather which viewed drills as being superior to rules which had minimal emphasis and were provided only after successive drilling took place). Drills then were used as a method for retaining rules which had already been presented (so drilling took place *after* a rule in grammar had been taught). Finally, drills were seen as a necessary foundation upon which communicative competence could be built. It is this aspect of the "modern ALM" (Nunan,1999) which the author finds useful and wishes to test (see *notes* 19).

A recent article written by Wong and Van Patten (2003), two strong advocates of a more implicit approach to language learning, shows the value of focusing on language meaning during L2 instruction for developing what is termed an *implicit linguistic system*. They suggest that input (exposure to meaningful language) is more important to the learner than the practice of language forms (specifically drilling). "As we will show, the development of this complex and implicit linguistic system is not dependant on learner practice of language but rather is dependant on exposure to what is called *input*" (Wong &Van Patten, 2003 p. 404).

Wong and Van Patten argue further that the language drills are not only unhelpful, but can be damaging to a learner's progress. Because Wong and Van Patten carried out their research with students studying more commonly spoken languages whose grammatical structures were similar to English, it received a critical review from

instructors of Russian, whose grammatical forms are both more challenging and considerably different from students whose L1 is English.

Leaver, Rifkin and Shekhman with 13 other distinguished instructors of Russian (2003) wrote that according to their research, "teaching and learning Russian is different from teaching and learning English or the more commonly taught foreign languages" (p.127). They also assert that "Acquiring Russian is not, then, a matter of simply more and more input, that is more time on task" (p.129). Leaver et al. also cite a survey which researched the issue of reaching high levels of proficiency in foreign languages. They found that "Slavic language teachers working at high levels of proficiency showed that nearly all of the teachers taught grammar overtly and very often used drills" (Leaver, et al. 2003 pg. 129). On the topic of using drills to instruct students of Russian, Jarvis notes:

> Most of our books and our training as teachers emphasize form-oriented drills, and as we have seen from the recent literature, it would be unwise to exclude this conventional form-oriented practice from the classroom. What is needed is a better balance between form and content practice. The question then is how to begin with traditional structure drills and follow them up with content-centered activities using vocabulary and structures just practiced. (Jarvis, 1984 pg. 41)

Drilling then, when done, should only *begin* with a mechanical set of utterances and should become more meaningful as students' ability to perform the task increases (see *notes* 20).

2.11 Why Do We Need a Study on the L2 Acquisition of Russian Cases That Is Both Prescriptive and Verifiable?

"Little research has been found in the literature dealing with acquisition of Russian in general, and with acquisition of Russian cases in particular, by nonnative learners" (Rubinstein 1995, p.12). Interestingly, although the United States has such a

great interest in language acquisition and language teaching, little has been done here in

researching the acquisition of Slavic languages. "Acquisition of these [the Slavic]

languages has not been investigated much in the United States, though Slavic Languages,

especially Russian, have been taught extensively in this country" (Rubinstein 1995,

p.10). The studies mentioned earlier in this chapter were descriptive in nature, and they

did not describe the way in which the cases were acquired. The prescriptive methods

which have been put forth show no evidence for success by students using such methods:

> There is a large literature on teaching Russian as a FL. However, most of the
> publications known to the author are prescriptive rather than descriptive. They
> focus on instructional methods and materials rather than the learner. They discuss
> ways to improve acquisition but do not give data on how the material taught is
> actually acquired. (Rubinstein 1995, p.12)

2.12 Purpose of the Current Study

The purpose of the current study is to propose a model that consists of concrete

language samples in sentence form which are 'learnable' (MacWhinney B., et al.1989)

and 'concrete' (Ehrman, 1996). The model will be an 'additional learning strategy'

(Poulisse, 1996) which can be provided as a 'meaningful drill' (Paulston, 1976) after the

instruction of grammatical rules (not drills which *precede* grammar instruction), that will

aid students of Russian in their acquisition of case forms.

2.13 Research Question

This study investigates the following research question:

> Are Russian case-ending forms learned more easily by memorizing model
> sentences in place of studying/memorizing traditional paradigm charts?

Null Hypothesis:

> Memorization of model sentences has no advantage over studying /memorizing traditional paradigm charts for acquiring Russian case endings.

2.14 Summary

This chapter discussed aspects of the Russian language that challenge English-speaking students of Russian. It began with an explanation of morpheme types focusing on grammatical morphemes, specifically Russian case endings. It then proposed theories on the complexity of Russian's case endings. A discussion on the value of exploring alternative teaching methods for L2 instruction followed. A critical review of the Audiolingual Method was presented in an attempt to show the efficacy of using selected drills as a tool for acquisition of grammatical forms. Finally, the purpose of the current study was outlined which is to present a teaching model to be used to aid acquisition of case forms. Chapter 3 will introduce this model, and explain the study that was done to test its validity with college-age native speakers of English studying Russian.

CHAPTER THREE

RESEARCH DESIGN

3.1 Introduction

Previous chapters of the current study have discussed aspects of the Russian

language that are particularly challenging for English-speaking students of Russian. The

study then focused more narrowly on the complexity of Russian's grammatical

morphology, specifically Russian case endings. It then discussed the value of exploring

alternative methods for L2 instruction. The purpose of this chapter is to propose an

experimental model to aid in learning Russian case endings and present the methodology

that was used to test it.

The questions guiding the remainder of the study are as follows: "Is it effective to

teach Russian case endings using model sentences?" and "What tool can be used to

measure the efficacy of teaching Russian case endings in this way?"

3.2 Participants for the Current Study

The participants of this study were young men and women from The Church of

Jesus Christ of Latter-Day Saints, preparing to serve as full-time missionaries in Russian-

speaking countries. They studied the Russian language at the Missionary Training Center

in Provo, Utah. The age range of the participants was, on average, between 19 and 21

years. The participants' first language was English. There were 35 missionaries in the

control group from 5 districts, each district composing a separate class for a total of 5

classes. There were 24 missionaries in the test group from 4 districts each district

composing a separate class for a total of 4 classes. The control group was tested 5 weeks

previous to the test group to avoid the sharing of materials. Table 3.2. a. shows the distribution of subjects by group:

Table 3.2.a

Group	Classes	Number of Subjects
Control Group	5	35
Test Group	4	24

In order to conduct this study, approval was obtained from the Institutional Review Board at Brigham Young University. In addition, approval was also obtained from the Missionary Training Center's Development Department, its Research and Evaluation Department and its Russian Language Department. In place of a traditional waiver form, all subjects were read a brief description of the study which included their right to refuse to participate (see *Appendix* A).

3.3 Treatment

The treatment process included: the training instrument (the model sentences), the training of the teachers on how to use the model sentences in the classroom, and the training procedures for both test and control groups.

3.3.1 Training Instrument: the Model Sentences

The proposed model which was used in the current study is composed of sentences containing high frequency words. Each sentence contains inflected forms of a possessive pronoun, an adjective and a noun. Each of the six cases contains a set of sentences for words with masculine endings, feminine endings and neuter endings. Figure 3.3.1.a shows a breakdown of the model sentences.

Figure 3.3.1.a

> Four categories: feminine, masculine, neuter and plural,
>
> with six sentences in each category; one for each of the six cases,
>
> (6 times 4) for a total of 24 sentences.

Because the model sentences contain all regular Russian case endings, the purpose of the model sentences is to act as a real language reference for those learning to use the cases. Once memorized, the model sentences can be used to create utterances unique to the learner by replacing the stems or grammatical triggers, while keeping the endings in place. Figure 3.3.1.b contains the masculine model sentences in Russian and Figure 3.3.1.c. gives an English translation of the model sentences (for a full list of all model sentences see *Appendix* G).

Figure 3.3.1.b

Masculine Endings

NOM.   ЭТО   М**ОЙ**   ИНТЕРЕСН**ЫЙ** БРАТ

ACC.   Я ЛЮБЛЮ МО**ЕГО** ИНТЕРЕСН**ОГО** БРАТ**А**

DAT.   Я СЛУЖУ   МО**ЕМУ** ИНТЕРЕСН**ОМУ** БРАТ**У**

PREP. Я ГОВОРЮ О МО**ЁМ**   ИНТЕРЕСН**ОМ**   БРАТ**Е**

INST. Я ГОВОРЮ С МО**ИМ**   ИНТЕРЕСН**ЫМ** БРАТ**ОМ**

GEN.   ЭТО КНИГА МО**ЕГО** ИНТЕРЕСН**ОГО** БРАТ**А**

Figure 3.3.1.c

<u>Masculine Sentences</u>

Nominative: This is my interesting brother.

Accusative: I love my interesting brother.

Dative: I serve my interesting brother.

Prepositional: I talk about my interesting brother.

Instrumental: I talk with my interesting brother.

Genitive: This is the book of my interesting brother.

3.3.2 Training of Teachers

MTC teachers of control groups were not given formal instruction regarding the

project. All teachers of control groups received an e-mail explaining that their classes

would be given a pretest and three weeks later would receive a posttest on case forms as

part of thesis-related research.

MTC instructors working with test groups received instruction on the purpose of

the model sentences. They were instructed to help the missionaries memorize the model

sentences by incorporating the sentences into their curriculum using activities of their

choice. Teachers were given a timeline for the study and told that in addition to being

given a pretest and a posttest on their knowledge of case forms, all missionaries would be

given a quiz to measure the extent to which they had memorized the model sentences.

The teachers were instructed that missionaries were not to receive additional

supplementary material regarding case forms. Three training sessions were held to

accommodate multiple teaching schedules. Teachers not in attendance of the meeting

were sent electronic copies of the pertinent information (see *Appendix* B through F for

teacher-training material).

3.3.3 Training of Missionaries in Test and Control Groups

To avoid sharing of materials, training procedures for the control and test groups were carried out 5 weeks apart. The control group consisted of all missionaries arriving on October 11, 2006. As study material for case forms, missionaries in control-group classes were given a Russian case paradigm chart, which is typically given to missionaries learning Russian. The case chart contains all hard and soft, regular and irregular case endings. For a period of three weeks, the control group studied the case chart.

The test group consisted of all missionaries arriving on November 15, 2006. As study material for case forms, missionaries in test-group classes received Russian model sentences as described in the current study. No additional study aids were provided regarding case forms (see *notes* 21, and *limitations* of the study in chapter five). For a period of three weeks, missionaries in the test group memorized the model sentences. Figure 3.3.3.a shows a breakdown of the supplemental study materials used by test and control groups in the current study.

Figure 3.3.3.a

Control group:

Case paradigm chart traditionally given to missionaries (chart found in *Appendix* I-J)

Test group:

Russian model sentences (as described in the current study, see *Appendix* G)

3.4 Testing Methods and Materials

The remainder of this chapter will answer the question: "What method can be used to measure the efficacy of teaching Russian case endings using the proposed model?" Section 3.4 focuses on two major areas: the testing instruments and the testing procedure for the current study. Section 3.4.1 describes the test, its format, item specifications, and prompt attributes. Section 3.4.2 explains the model sentence quiz. Section 3.4.3 describes the testing procedure. Section 3.5 discusses scoring procedures and sections 3.5-3.6 describe the statistics used for the analysis of the data.

3.4.1 Testing Instruments

Both test and control groups were given the pretest on their fist formal day of instruction at the MTC. Exactly three weeks later they were given the posttest. In addition to the pretest and posttest, by request of the MTC, the test group was also given a quiz to determine the extent to which the missionaries had memorized the model sentences. The test was created by the principle investigator. The test was piloted by a native speaker of Russian and a nonnative speaker of Russian. Minor semantic and mechanical revisions were made from the input received from the pilot. Figure 3.4.1.a displays the test instruments which were used for the test and control groups in the current study.

Figure 3.4.1.a

Control group:

Pretest: Tested prior knowledge of cases

Posttest: Measured gains in case acquisition in a three-week period

(posttest was identical in form to the pretest).

Test group:

Pretest: Tested prior knowledge of cases

Model-Sentence Quiz: measured the extent to which the sentences

had been memorized by the missionaries.

Posttest: Measured gains in case acquisition in a three-week

period (posttest contained new grammatical triggers and random

ordering of sentences).

3.4.1.1 Purpose of the Case Test

The purpose of the test is to measure Russian case-ending acquisition gains made in a three-week period. This test measures gains in the ability to produce Russian case endings in written form within the context of a sentence. Successful completion of the test indicates a missionary with an ability to provide all regular case forms in written sentence form.

The test is a measure of one's ability to produce in writing the endings for Russian case inflections. It does not measure the ability to comprehend the case *function* (the parameters necessary for each case), but rather, focuses on the ability to produce the correct case *form*. This means that success or failure on the test is not dependent on knowledge of case function, or ability to read Russian. To ensure that knowledge of case forms was tested explicitly, an English translation of the Russian prompt was provided and each test section was labeled for the case to be tested. As a result, reading ability and semantic interpretation played no role in one's ability to complete the prompts.

3.4.1.2 Description of Test Sections

The test was broken down in the following four sections: **Section 1)** Masculine endings, **Section 2)** Feminine endings, **Section 3)** Neuter endings and **Section 4)** Plural endings. Each section filled one full side of a page and contained six **sentences** with a possessive pronoun, a noun and an adjective. The first sentence of each section was an example sentence (where answers were provided as a model) written in the nominative case. Figure 3.4.1.2.a displays a breakdown of the test's 60 prompts and Figure 3.4.1.2 b gives a brief description of each case represented on the test.

Figure 3.4.1.2.a

The test contains 4 **sections**, each containing 5 **sentences** with 3 **blanks** in each sentence for a total of 60 test items.

Figure 3.4.1.2.b

Accusative: Generally indicates direct object.

Dative: Generally indicates indirect object.

Prepositional: Generally follows a preposition.

Instrumental: Indicates agent or instrument etc.

Genitive: Indicates possession etc.

3.4.1.3 Overall Test Description

The test's format is fill-in-the-blank. Pretest and posttest items are identical for the test given to the control group. Prompts on the posttest for the test group are rearranged and grammatical triggers changed from those in the pretest. The sentences on

both test forms were written using vocabulary familiar to missionaries. Sentences

contain a possesive pronoun, an adjective and a noun which require case inflection. The

inflected portion of the words is left off and a blank is provided with instruction that the

subjects must fill in the blank with the appropriate ending. The sentences are between

five and seven Russian words in length. Each test section contains sentences with

identical or nearly identical grammatical triggers. Within each test section sentences vary

only for purposes of displaying appropriate grammatical triggers for the case to be tested.

Section 3.4.1.4 provides a sample test item (see *Appendix* K and L for a complete version

of both tests).

3.4.1.4 Sample Test-Item

Below is a portion of the case-ending test**.** Included is a prompt from the

feminine-endings section. Instructions were given at the beginning of each section, a

nominative example was provided on the board, and each prompt was translated into

English.

Instructions: fill in the blanks with the correct endings. An English translation of

each sentence has been provided. Each sentence has been labeled for the case to be

tested. An example has been completed for you in the Nominative case. This page

should contain only **feminine** endings. Only one ending is possible for each blank!

<u>Feminine Endings</u>

Example

Nominative: ЭТО М_____   НОВ_____   НАПАРНИЦ___ **.**

English: This is my new companion.

_____

Accusative: Я ВИЖУ М_____   НОВ_____   НАПАРНИЦ___ **.**

English: I see my new companion.

3.4.1.5 Model-Sentence Quiz

In order to determine the extent to which the missionaries had memorized the

model sentences, the Missionary Training Center requested that missionaries in the test

group be given a model-sentence quiz. The quiz was a replica of the model sentences

(the training instrument) with blanks where the inflected endings had been. Missionaries

were asked to provide the correct inflections in the appropriate blanks. Figure 3.4.1.5.a

shows the masculine sentences for the case quiz given to test-group missionaries (for a

complete version of the quiz see *Appendix* M).

Figure 3.4.1.5.a

Masculine Endings

NOM.   ЭТО М____   ИНТЕРЕСН_____   БРАТ.

ACC.   Я ЛЮБЛЮ МО____   ИНТЕРЕСН_____   БРАТ____ **.**

DAT.   Я СЛУЖУ МО____   ИНТЕРЕСН_____   БРАТ____ **.**

PREP. Я ГОВОРЮ О МО____   ИНТЕРЕСН_____   БРАТ____ **.**

INST.   Я ХОЖУ С МО____   ИНТЕРЕСН_____   БРАТ____ **.**

GEN.   ЭТО КНИГА МО____   ИНТЕРЕСН_____   БРАТ____ **.**

3.4.2 Testing Schedule

The pretest was administered at the Missionary Training Center to the missionaries on their first day of formal instruction. The posttest was administered exactly three weeks from the date of the pretest. Both tests were administered during the morning class period in the missionaries' own classrooms. The subjects were given 30 minutes to complete the test. The quiz was only given to the classes in the test group. It was administered one full day before the posttest during the morning class. Table 3.4.2a shows the testing schedule for both missionary groups.

Table 3.4.2.a

Group	Arrival Date	Pretest date	Quiz date	Posttest date
Control	Oct.11, 2006	October 12, 2006	NA	Nov. 7, 2006
Test	Nov.15, 2006	Nov. 16, 2006	Dec. 6, 2006	Dec. 7, 2006

3.5 Scoring Procedures and Point Allocation

The principle investigator (the author) scored the data and the scoring was checked by Dr. David Hart. One point was given for completion of each case form spelled correctly. No partial credit was awarded for incomplete or misspelled forms. A total of 60 points was possible with all forms completed and spelled correctly.

3.6 Variables

The dependent variable in this study is test score gains. The gain score is calculated by subtracting the posttest score from the pretest score. The independent variables in this study are: method and teacher. Method refers to the supplemental study aide used by the missionaries to learn case forms during the three-week period. Test-group missionaries received model sentences as described in this study. Control-group missionaries received the traditional paradigm chart typically given to all missionaries at

the Missionary Training Center. The second independent variable, teacher, refers to the instructors the missionaries had during the experimental period. Instructors of test groups differed from those of control groups.

3.7 Statistical Design

The principle investigator met with Dr. Dennis Eggett from the Department of Statistics at BYU who analyzed the data using the following tests: Type 3 tests of fixed effects, Two-way ANOVA, and Pearson Correlation Coefficient test. A complete summary of the statistical results will be reported in Chapter four.

3.8 Summary

To summarize, the current study examined missionaries learning Russian over a period of three weeks. Gains made in the acquisition of case forms were measured. Missionaries were divided into two groups. The control group received instruction and material consistent with MTC standard instruction. The test group was given the model sentences in place of traditional material given to aid in acquisition of case forms. Both groups were given a pretest and three weeks later were given a posttest. In addition to the two tests, missionaries from the test group were given a quiz to measure the extent to which they had memorized the model sentences.

CHAPTER FOUR

RESULTS

4.1 Introduction

The current study has discussed aspects of the Russian language that challenge English-speaking students of Russian, focusing on the complexity of Russian case endings. It has also discussed the value of exploring alternative teaching methods for L2 instruction. Chapter three proposed an experimental model to aid in learning Russian case endings using model sentences, and presented the methodology that was used to test the validity of this model. Chapter four will discuss the results obtained by the testing procedures with the aim of answering the following research question:

> Are Russian case-ending forms learned more easily by memorizing model sentences in place of studying traditional paradigm charts?

4.2 Data Included in the Statistical Analysis

As mentioned in chapter three, in place of a written waiver form, all missionaries were read a description of the study which included the right to refuse to participate in the study (see *Appendix* A). Although no missionaries verbally refused to take the test, two missionaries (one from the control group and one from the test group) did not include their names on the posttest. Another missionary (from the test group) wrote his name on his test, but did not attempt to complete the test prompts, or the nominative-case example provided on the board. Dr.Dennis Eggett of the Statistics Department at BYU

determined that these missionaries were exercising their right to refuse participation. This study will therefore exclude the data from these three missionaries.

4.3 Scoring Considerations

Because most missionaries had only had a brief experience writing the Russian alphabet, certain orthographic errors were permitted such as writing an English "m" written for a Russian "м". Also, there were inconsistencies between study guide material (given to the control group) and information elicited on the posttest as well as inconsistencies in information elicited in test prompts (see chapter five for a more detailed discussion of this point). Therefore, missionaries who omitted a letter from an ending that did not appear in the study guide were given points if the ending was otherwise correct.

4.4 Control-Group Exam Results

The control group consisted of 35 missionaries from 5 districts each district composing a separate class for a total of 5 classes. 34 missionaries' scores were analyzed from the control group. All missionaries in the control group scored **zero points** on the pretest (indicating no prior knowledge of case forms) except for 2 missionaries whose scores out of 60 points were: **1 point** and **8 points**. The mean gain score, from pretest to posttest, for the control group was: **4.6 points**. The high gain score in the control group was: **16 points** and the low gain score for the control group was: **zero points**. The data collected for the control group is shown below in Table 4.4.a. Column A lists the missionaries classified by group, district and number for purposes of anonymity, column B shows pretest scores, column C shows posttest scores and column D shows gain scores. The highlighted scores indicate a missionary who scored higher than zero on the pretest.

Table 4.4.a.

Group/	District/	Missionary	pretest	posttest	gain score
Control	A	1	0	2	2
Control	A	2	0	0	0
Control	A	3	0	0	0
Control	A	4	0	0	0
Control	A	5	0	2	2
Control	A	6	0	0	0
Control	A	7	0	1	1
Control	A	8	0	3	3
Control	B	9	0	3	3
Control	B	10	0	4	4
Control	B	11	0	0	0
Control	B	12	0	0	0
Control	B	13	0	8	8
Control	B	14	0	6	6
Control	B	15	0	3	3
Control	C	16	0	3	3
Control	C	17	8	7	-1
Control	C	18	0	14	14
Control	C	19	0	16	16
Control	C	20	1	9	8
Control	C	21	0	8	8
Control	D	22	0	2	2
Control	D	23	0	1	1
Control	D	24	0	7	7
Control	D	25	0	4	4
Control	D	26	0	3	3
Control	D	27	0	0	0
Control	D	28	0	5	5
Control	E	29	0	15	15
Control	E	30	0	3	3
Control	E	31	0	6	6
Control	E	32	0	10	10
Control	E	33	0	6	6
Control	E	34	0	3	3

4.5 Test-Group Exam Results

The test group consisted of 24 missionaries from four districts, each district composing a separate class for a total of four classes. 22 missionaries' scores were analyzed from the test group. All missionaries in the test group scored **zero points** on the pretest (indicating no prior knowledge of case forms) except for one missionary whose score out of 60 points was: **four points**. The mean gain score, from pretest to posttest, for the test group was: **38.3 points**. The high gain score in the test group was: **60 points** and the low gain score for the control group was: **zero points**. The data collected for the test group is shown below in Table 4.5.a.

Table 4.5.a

Group/	District/	Missionary	pretest	posttest	gain score
Test	F	35	4	4	0
Test	F	36	0	49	49
Test	F	37	0	9	9
Test	F	38	0	25	25
Test	F	39	0	32	32
Test	G	40	0	57	57
Test	G	41	0	9	9
Test	G	42	0	55	55
Test	G	43	0	49	49
Test	G	44	0	33	33
Test	H	45	0	25	25
Test	H	46	0	23	23
Test	H	47	0	56	56
Test	H	48	0	60	60
Test	H	49	0	23	23
Test	H	50	0	32	32
Test	I	51	0	57	57
Test	I	52	0	57	57
Test	I	53	0	55	55
Test	I	54	0	60	60
Test	I	55	0	37	37
Test	I	56	0	51	51

Table 4.5.b shows a summary of score information for both groups.

Table 4.5.b

Group	N	High Gain Score	Low Gain Score	Mean Gain Score
Control	34	16	0	4.6
Test	22	60	0	38.3

4.6 Model-Sentence Quiz

As discussed in chapter three, the Missionary Training Center requested that all missionaries in the test group take a quiz in order to determine the extent to which the missionaries had memorized the model sentences. Table 4.6.a shows test-group missionary scores including respective quiz scores.

Table 4.6.a

Group/ District/ Missionary			pretest	posttest	gain score	quiz score
Test	F	35	4	4	0	5
Test	F	36	0	49	49	39
Test	F	37	0	9	9	5
Test	F	38	0	25	25	29
Test	F	39	0	32	32	25
Test	G	40	0	57	57	55
Test	G	41	0	9	9	6
Test	G	42	0	55	55	56
Test	G	43	0	49	49	57
Test	G	44	0	33	33	51
Test	H	45	0	25	25	21
Test	H	46	0	23	23	28
Test	H	47	0	56	56	13
Test	H	48	0	60	60	36
Test	H	49	0	23	23	22
Test	H	50	0	32	32	27
Test	I	51	0	57	57	60
Test	I	52	0	57	57	52
Test	I	53	0	55	55	*60
Test	I	54	0	60	60	60
Test	I	55	0	37	37	40
Test	I	56	0	51	51	57

*The quiz for missionary 53 (with a score of 60) was not recorded at the time of the statistical

analysis and, although part of this table, is not included in the formal data analysis.

4.7 Statistical Analyses

Type-three tests of fixed effects

The first analysis shows a Type-three tests of fixed effects. It compares the effect of

the pretest on both groups. It also compares the effect of the treatment on the two groups:

paradigm charts (for the control group) and model sentences (for the test group). This

particular test does not distinguish the test and control groups but rather looks at the effect of the three-week period of study on gains to both groups. Table 4.7.a shows the effect (pretest and three-week treatment) in the first column, degrees of freedom (for the numerator and the denominator calculated using the number of groups, subjects, and teachers) in the second column, the F value for both effects in the third column, and the P-value in the fourth column. This test indicates that both effects were *significant* (with the 3-week treatment being *highly significant*).

Table 4.7.a

Effect	DF Num	Den	F Value	P value
Pretest	1	46	4.21	.0458
Treatment	1	7	38.98	.0004

p>.05

Two-way ANOVA (analysis of variance)

The second analysis is a two-way ANOVA. It shows the effect of the treatment used in the control group (the paradigm chart), and the effect of the treatment used in the test group (the model sentences) as measured by gains in the written test of case forms. Table 4.7.b shows treatment type (control group and test group) in the first column, the mean gain score from each group in column two, the standard of error for each group (representing the distribution of scores in each group) in the third column, degrees of freedom in the fourth column, the T value in the fifth column and the P value for each group's results, in the sixth column. It shows gains made by the control group to be *not significant*, and gains made by the test group to be *highly significant*.

Table 4.7.b

Treatment	Mean Score	Standard Error	DF	T value	P value
Control Group	4.6279	3.5394	7	1.31	0.2323
Test Group	38.3089	4.0708	7	9.41	<.0001

<div align="right">p > .05</div>

<u>Pearson Correlation Coefficients</u>

   The final analysis that was done on the data was a Pearson Correlation

Coefficients test. This test compares the scores obtained by the test-group missionaries

on the case quiz, with scores obtained on the posttest. The purpose of this analysis was to

see if the missionaries' knowledge of the model sentences (as represented on the case

quiz, which replicated the model sentences) would match their ability to correctly

complete the posttest prompts (which contained new grammatical triggers and a random

ordering of sentences as compared with the pretest). Table 4.7.c shows the two variables

(the quiz scores and the posttest scores), the correlation value of the two variables and the

p value of the correlation.

 Table 4.7.c

X variable	Y variable	Correlation value	P value
Quiz score	Posttest score	.78985	.0001

<div align="right">p>.05</div>

   For illustrative purposes, Figure 4.7.d contains a generic scatter plot which

displays a perfect (1.0) correlation between the x and y variables.

Figure 4.7.d
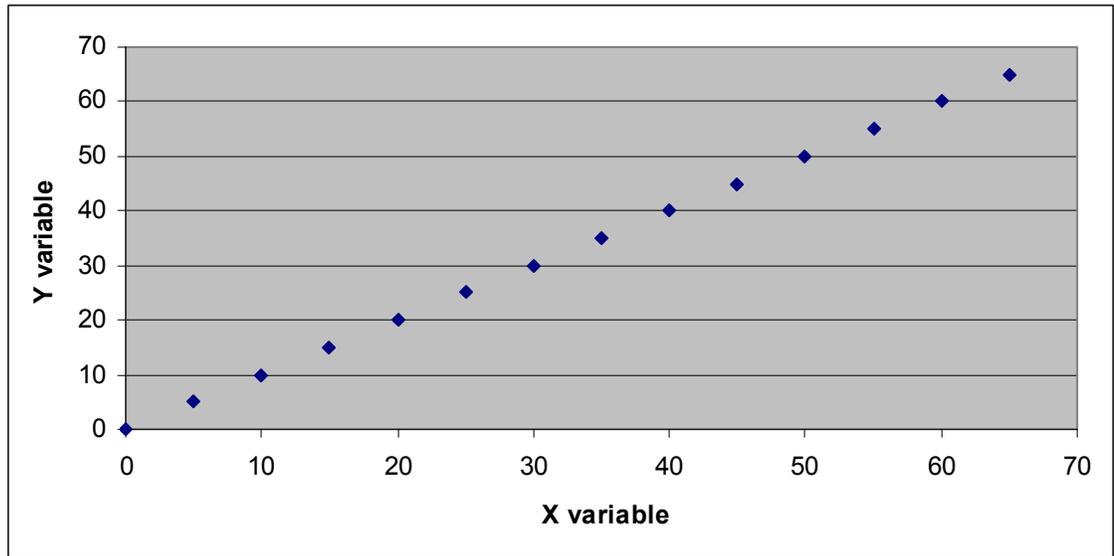
Figure 4.7.e shows a scatter plot of the actual correlation between quiz scores (X axis)

and posttest scores (Y axis). The data points on this plot show few extreme outliers

(missionaries who scored high on the test and low on the quiz, or vice versa).

Figure 4.7.e
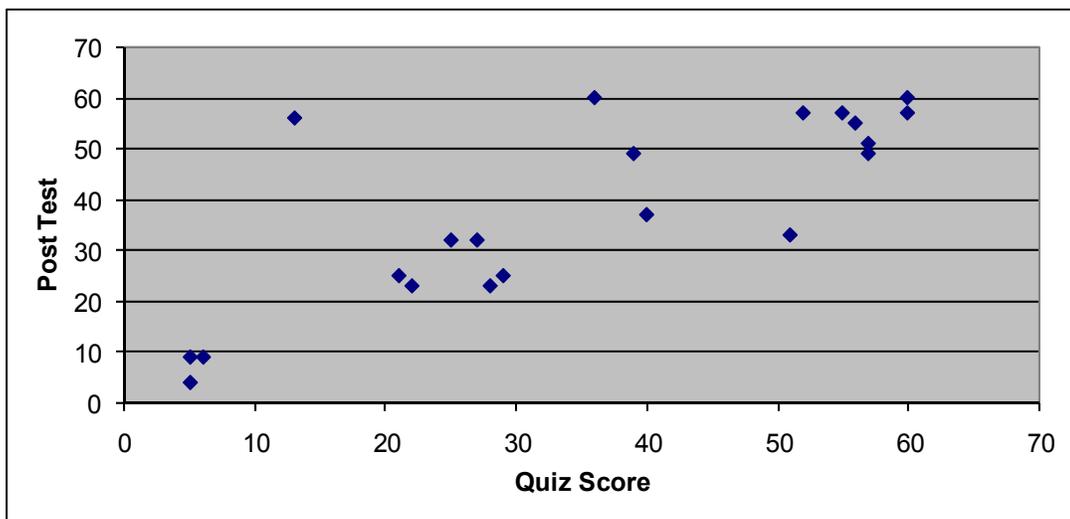
4.8 Summary

In summary, the current study examined missionaries learning Russian over a period of three weeks and measured gains made in the acquisition of case forms. Two missionary groups were analyzed. The control group learned case endings using paradigm charts conforming to the MTC standard. The test group learned the case forms using model sentences in place of the traditional MTC paradigm chart. Both groups were given a pretest and three weeks later were given a posttest. In addition to the two tests, missionaries from the test group were given a quiz to measure the extent to which they had memorized the model sentences. Chapter four provided test results and reported statistical analyses, which had been done with the test data.

Three statistical tests are reported: Type-three tests of fixed effects, Two-way ANOVA, and Pearson Correlation Coefficients. The type-three tests of fixed effects indicated that both the pretest and the treatment were *significant* to both groups. It reported the 3-week treatment to be *highly significant* for both groups. The second analysis was a two-way ANOVA. It showed the effect of the treatment used in the control group to be *not significant*, and effect of treatment used in the test group to be *highly significant.* The final test was a Pearson Correlation Coefficients test. It showed the correlation value of the quiz scores compared with the posttest scores for the test-group missionaries to be *highly significant*. Chapter five presents a discussion of the test results.

CHAPTER FIVE

DISCUSSION

5.1 Introduction

The current study has thus far discussed aspects of Russian that are challenging

for English-speaking students of Russian. The study has focused on the complexity of

Russian's grammatical morphology, specifically Russian case endings. It has discussed

the value of exploring alternative methods for L2 instruction. It proposed an

experimental model to aid in learning Russian case endings using model sentences and

presented the methods used in this study to test its validity. Chapter four discussed

results obtained by the testing procedures to answer the following research question:

Are Russian case-ending forms learned more easily by memorizing model sentences
in place of studying/memorizing traditional paradigm charts?

The purpose of this chapter is to present a discussion of the results obtained in the

current study, point out the study's limitations and suggest directions for further research.

5.2 Patterns Found in the Data

The data obtained from both groups presented interesting patterns. Following is a

discussion on what these patterns may indicate.

<u>Alternative spellings</u>

Although Russian is fairly phonetic in its orthographic representation of words

when compared to English, some endings contained spellings that proved to be

problematic for the missionaries. This was evident by the missionaries' attempts to

provide endings with alternative spellings which could be read phonetically to sound the

same as the correct ending. Common substitutions were Russian *в* for Russian *г*, Russian

o for Russian *е*. This substitution could suggest that missionaries in some cases had

learned the ending orally, but had not learned the written form of the ending.

Correction of inconsistencies in test prompts

As mentioned in chapter four, some of the test prompts elicited endings which

were not consistent with the highlighted portion of the model sentences. This occurred in

an attempt to make all test prompts similar in required information (so that all test

prompts matched the given nominative example in form). In the shuffle of changing the

prompts back and forth a few inconsistencies remained in the final draft. An example of

an inconsistency is shown in Figures 5.2.a through 5.2.c. Figure 5.2.a shows the

masculine personal pronoun endings provided on the MTC paradigm studied by

missionaries in the control group. Figure 5.2.b shows the masculine model sentences as

they appeared in the control-group study guide with endings highlighted in yellow, and

Figure 5.2.c shows the masculine portion of the posttest with the omitted Russian letter

"o" in the prompt's stems for the masculine personal pronouns (only pertinent prompts

are shown).

Figure 5.2.a
      Masculine Personal Pronouns

      мой   мой (моего)   моего   о моём   моему   моим

Figure 5.2.b
    Masculine Endings

NOM.   ЭТО М**ОЙ**   УМН**ЫЙ** БРАТ

ACC.   Я ЛЮБЛЮ МО**ЕГО** УМН**ОГО** БРАТ**А**

DAT.   Я СЛУЖУ   МО**ЕМУ** УМН**ОМУ** БРАТ**У**

PREP. Я ГОВОРЮ О МО**ЁМ**   УМН**ОМ**   БРАТ**Е**

INST. Я ГОВОРЮ С МО**ИМ**   УМН**ЫМ**   БРАТ**ОМ**

GEN. ЭТО КНИГА МО**ЕГО** УМН**ОГО** БРА**ТА**

Figure 5.2.c

        Masculine Endings
Example
Nominative: ЭТО М_____
        English: This is my new companion

_____

Accusative: Я ВИЖУ М_____

        English: I see my new companion.

Dative: Я ЗВОНЮ М_____
        English: I call my new companion.

Prepositional: Я ДУМАЮ О М_____
        English: I think about my new companion.

Instrumental: Я ХОЖУ С М_____
        English: I study with my new companion.

Genitive: ЭТО СТУЛ М_____
        English: This is the chair of my new companion.
            (Or) This is my companion's chair.

After using the flawed version with the control group, it was determined best to leave the test unaltered for the test group. The results of these inconsistencies in the data shed light on the missionaries' varying abilities to use the endings in a more flexible manner. Most missionaries, when completing a test prompt which was missing a letter on the ending, filled in the appropriate ending without adding the extra letter. They did not notice that the elicited test-prompt information was different from their study guide. In other words, these missionaries had memorized the appropriate information (in this case the ending as it appeared in the model sentences, or the paradigm chart), but their knowledge of that ending was not flexible enough for them to recognize when the prompt required additional information. Figure 5.2.d shows data from a test-group posttest, bolded information indicates missionary responses (only pertinent prompts are shown).

Figure 5.2.d

    <u>Masculine Endings</u>
Example
Nominative: ЭТО М<u>ОЙ</u>
        English: This is my new companion

Accusative: Я ВИЖУ М<u>**ЕГО**</u>
        English: I see my new companion.

Dative: Я ЗВОНЮ М<u>**ЕМУ**</u>
        English: I call my new companion.

Prepositional: Я ДУМАЮ О М<u>**ЁМ**</u>
        English: I think about my new companion.

Instrumental: Я ХОЖУ С М<u>**ИМ**</u>
        English: I study with my new companion.

Genitive: ЭТО СТУЛ М<u>**ЕГО**</u>
        English: This is the chair of my new companion.
           (Or) This is my companion's chair.

Other missionaries read the same test prompts and recognized that the prompts required more than the highlighted ending found on their study guides. These missionaries completed the required ending and added the omitted letter showing a more flexible understanding of the endings and their functions. Figure 5.2.e shows data from a test-group posttest, bolded information indicates missionary responses (only pertinent prompts are shown).

Figure 5.2.e

<u>Masculine Endings</u>
Example
Nominative: ЭТО   М<u>ОЙ</u>
          English: This is my new companion

_____

Accusative: Я   ВИЖУ   М**<u>ОЕГО</u>**
          English: I see my new companion.

Dative: Я   ЗВОНЮ   М**<u>ОЕМУ</u>**
          English: I call my new companion.

Prepositional: Я ДУМАЮ О М**<u>ОЁМ</u>**
          English: I think about my new companion.

Instrumental: Я ХОЖУ С М**<u>ОИМ</u>**
          English: I study with my new companion.

Genitive: ЭТО СТУЛ М**<u>ОЕГО</u>**
          English: This is the chair of my new companion.
               (Or) This is my companion's chair.

<u>Providing correct forms on the wrong prompt</u>

In a rare case, on the model sentence quiz, one test-group missionary provided all correct masculine endings for both genitive and prepositional cases, but completed these endings on the incorrect prompt. Because case endings being tested were not provided on the quiz (as they were on the test), it can be assumed that the missionary had

memorized the model sentence forms, but could not match the form with its case category (ie genitive, prepositional, etc.).

<u>Plural forms acquired last</u>

Among high and low scoring missionaries in both groups, the plural sentences seemed to be the most difficult to learn. Many missionaries missed points exclusively in the plural section of the test and some missionaries left the plural sentences completely untouched. Rarely did missionaries score better on the plural section than on other sections of the test.

<u>Completion of test prompts consistent with respective study guides</u>

Data from the control group shows several cases of test prompts completed almost exclusively within a single gender category (i.e. masculine) and a single speech category (i.e. noun endings). Figure 5.2.d shows data from a control-group test. The total score for this test was eight points. Five out of the eight points earned on this test are shown below with the other three points being earned for neuter noun endings. Bolded information indicates missionary responses.

Figure 5.2.d

    <u>**Masculine Endings**</u>

Accusative: Я ВИЖУ М_____ НОВ_____ НАПАРНИК**_а___.**
         English: I see my new companion.

Dative: Я ЗВОНЮ М_____ НОВ_____ НАПАРНИК**__у .**
         English: I call my new companion.

Prepositional: Я ДУМАЮ О М_____ НОВ_____ НАПАРНИК**_е .**
         English: I think about my new companion.

Instrumental: Я ХОЖУ С М_____ НОВ_____ НАПАРНИК**_ом .**
         English: I study with my new companion.

Genitive: ЭТО СТУЛ М_____ НОВ_____ НАПАРНИК**_а__.**
         English: This is the chair of my new companion. (Or) This is my companion's chair.

These results suggest that control-group missionaries likely learned the endings as they had appeared in their study guide (by isolated speech category). The data from the test group indicated that missionaries had likely learned the endings as they appeared in their study guide as the majority of test prompts within the test group were completed in sentence form.

5.3 Limitations of this study

This study examined missionaries' acquisition gains of Russian case forms as measured by a written fill-in-the–blank test. The following limitations apply to the test instrument:

1.) The test instrument used in this study was a written exam and therefore did not indicate ability to produce correct case forms orally.

2.) As grammatical triggers were provided in the test's prompts, the test does not indicate ability to produce correct case forms in spontaneous speech, written or oral. Other Limitations of this study include:

1) Subjects used for the current study were missionaries for The Church of Jesus Christ of Latter-Day Saints which are highly motivated language learners. Results obtained may not be typical when compared with intact classes in a university setting.

2) This study measured acquisition gains of case forms during a period of three weeks. As mentioned in chapter two of this study, acquisition of case forms can take months if not years. A lengthier study would have produced much different results, especially on the part of the control group.

3) One aim of the current study was to raise awareness in both teacher and learner of the need for studying case forms as well as functions; however, the very act of

gathering data regarding case forms acquisition naturally raised awareness of the need to study case forms in both groups. Therefore, the principle investigator cannot claim that the model sentences themselves were the sole cause of heightened awareness of the need to study case forms within the test group.

4) The test group may have had advantages over the control group due to the nature of the study, the study guide and the test format. Following is a list of possible advantages to the test group as pointed out by the Thesis committee for the current study. A response for each of the committee's concerns is also provided by the author.

Committee Concern A:

The mode of the test replicated the treatment (model sentences). The test group was asked to memorize model sentences and then were tested on similar sentences. The control group wasn't asked to memorize anything and had much less practice with sentences of the type in the treatment. Another study should request the control group to memorize the chart and give a test simply on the chart.

Author's Response A:

The control group was given the same pretest as the control group, although no formal training on sentence practice was provided, the format of the test was known to both missionary groups. The control group was given a posttest which was identical to the pretest, in this case the control group received a slight advantage as the information on both the pretest and the posttest were identical. The posttest for the control group had random ordering of sentence prompts and a change in grammatical triggers used to elicit case information. Further, memorization of case paradigms at the MTC have been proven to be unfruitful (as reported by MTC head linguist and committee member Lane Steinagel), and has been discontinued by missionaries learning Russian. It is clear from the results that by making the study guide match the intended test format and ultimate language use (full words in sentence form and not isolated grammatical morphemes), learners perform much better on the tests. This should be seen as a support for the proposed model although it may pose a potential weakness for the present study. In other words, if instructors want their students to be able to use case forms in full words and sentences, their tests and study material should reflect this desired outcome. Asking students to memorize raw endings and then produce them on exams will give them little advantage when trying to formulate whole sentences using such forms.

Committee Concern B:

The control-group students studied both hard and soft variants, the test group studied only hard endings, so the test group was focused on one set of endings while the control group's focus was diffuse. This may have given an unfair advantage to the test group. A Future study should simplify the chart given to control groups to contain only the hard endings.

Author's Response B:

While it is true that the study guide given to the control group contained more endings (hard endings and soft endings), the classroom material used by both groups was identical. This means that both groups would likely have been exposed to hard and soft endings during formal instruction. However, because the test period covered only the first three weeks of instruction, it is assumed that very little attention if any was given to soft endings during that time period (see *notes* 22).

Committee Concern C:

The chart was up in one of the five classrooms (see notes 21). A copy of the chart was also available in one of the manuals given to the test-group missionaries. This may have influenced the test results both during the study period and during the testing.

Author's Response C:

The teachers of test groups were all instructed to give no supplementary information to their missionaries on case forms besides the model sentences. The author believes that the chart (although present in the room) was not used during instruction. During the statistical analysis, the variable *teacher* was tested in order to detect advantages missionaries may have had do to certain teaching styles employed by the various teachers involved in the study. The variable *teacher* did not show significance in this study. That means that the average of each class within the test group was similar to the overall average of all test-group missionaries. Due to the vast difference in scores between the test and control groups (providing space for a margin of error) and because the overall average for each test-group class was similar to the overall average of all test-group missionaries, the presence of the paradigm chart in one of the classrooms poses only a minor concern if any.

Committee Concern D:

 The test group was given the quiz one day prior to the posttest. While the test group scored fairly well on the quiz, it was an exact duplicate of the treatment and a good score would be expected given fairly motivated students. This rehearsal for the posttest may have influenced the final results.

Author's Response D:

The case quiz was required by the MTC as part of this study in order to ensure a correlation of the model sentences with success on the posttest. Without the quiz, success on the posttest could not be linked with memorization of model sentences.
A close examination of the scores obtained on the case quiz reveals that in most cases missionaries' scores on the posttest were very highly correlated with their quiz score. Approximately half of the missionaries scored higher on the case quiz than the actual test (meaning that instead of improving their score, their scores went down on the actual test). In a two rare case missionaries improved their scores by several points from the quiz to the posttest one day later, however, it is impossible to know what caused the increase in scores.

Committee Concern E:

The test group had explicitly three weeks to learn the material, while the control group had no fixed dates to learn anything. This may have given an undue advantage to the test group.

Author's Response E:

While teachers of the test group were given more reminders concerning test and quiz dates, missionary groups and instructors of the control group were informed of the timetable of the study. On the day of the pretest missionaries from both groups were informed that in exactly three weeks the principle investigator would return to administer a posttest.

5.4 Directions for Further Research

Directions for further research include:

Doing a replication of this study at a university.

The problem posed in chapter one of this paper was the decline in student enrollment and

the retention of students in Russian programs at American Universities. A university

would be an ideal setting to do a replication of this study.

Replicating the study using the same teacher for both control and test groups.

While this study did not show a significant difference in results from teacher to teacher, it

is desirable when possible to test two methods using the same teacher.

<u>Doing a longitudinal replication study.</u>

A longitudinal replication of this study would track subjects over a period of one year or more to see if acquisition of case forms using model sentences enhances acquisition of case function both oral and written.

5.5 Conclusion

This study investigated the following research question:

> Are Russian case-ending forms learned more easily by memorizing model sentences in place of studying/memorizing traditional paradigm charts?

Stated in the null hypothesis:

> Memorization of model sentences has no advantage over studying /memorizing traditional paradigm charts for acquiring Russian case endings.

The data presented in this study indicates that memorizing real-language models while learning Russian cases enhances acquisition of case forms. The research question of the current study can be accepted and the null hypothesis rejected. However, the author does not suggest that model sentences replace traditional paradigms. Learning Russian case forms can be compared to learning any other grammatical feature of a new language; paradigm charts are like a good dictionary (an essential reference tool), while the model sentences are like a lesson out of a language textbook (a contextualized learning tool).

Few people can successfully learn a language with the explicit use of a dictionary, and likewise, case forms can be better learned with a supplementary study aide which follows patterns typical of the intended usage of these forms. Thus the two study aides

compliment each other. To repeat what was said in an earlier chapter, it can be useful to seek after additional teaching materials, methods and strategies to supplement more traditional material and rule-based instruction in order to: 1) aim at making complex grammar systems more 'learnable' (MacWhinney B., et al. 1989), 2) reach the concrete as well as the abstract learner (Ehrman, 1996), and 3) provide students with additional learning strategies for more effective learning (Poulisse, 1996).

It has been shown that missionaries using model sentences, acquire case forms more readily than with a traditional paradigm chart. It is believed that by using model sentences as a companion to (not a replacement of) traditional case paradigms, acquisition of case forms can occur even more rapidly and with greater ease than with one single reference. Once students of Russian (whether in missionary service or in university settings) clear the hurdle of acquiring case forms, they can focus more attention on other difficult aspects of Russian. Earlier mastery of case forms can also breed greater confidence in the Russian learner. It is the author's hope that with greater confidence in their personal ability to learn Russian, missionaries will be more successful in their work and more university students will choose to continue their studies of Russian as a foreign language.

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NOTES

1.) "Whereas content words express object and relation categories (e.g., car, run), grammatical morphemes express a relatively small set of conceptual distinctions that apply to most object and relation categories. These distinctions help organize objects and actions into situations, so they must be considered by language users in order to instruct a discourse model, a representation of the described situations. Therefore, grammatical morphemes cooperate with content words in order to express situation" (Marrow, 1986, p. 24; emphasis added).

2.) "By themselves, lexical items are not enough to express complex meanings. There must be a way of showing how meanings relate to one another. Without a way of indicating these relations, our verbalizations would be an unstructured set of unrelated words. To solve this problem, language has developed a system of grammatical roles that uses cues to place lexical items into relation with one another (Tesniere, 1959). Like the form-function relations expressed in lexical items, grammatical roles are also form-function relations" (MacWhinney, Brian. 1987, 259-260).

3.) "Lexical acquisition and inflectional acquisition are on extremely different orders of complexity. A simple concrete noun, on one extreme, involves linking a time-stable concept to a relatively constant acoustic form…consider how different is the challenge of forming the link between the Russian suffix –u and the processes in the conceptual realm that are associated with it. Therefore, we expect to find… that the L2 acquisition of cues is a slow process, as is L1 acquisition of these cue systems" (Thomson, 2000, p.55-56).

4.) Although there are arguments as to the precise age, or period of time during which children can best acquire language (be it their L1 or their L2), most linguists agree that there is what has been termed a 'critical period' during which children more readily acquired language:

> An influential book by Lenneberg (1967) called Biological Foundations of Language outlined the characteristics which are typical of biologically triggered behaviour and argued that language conforms to the criteria used in order to define such behaviour. Aitchinson (1989, p. 67) presents Lenneberg's four criteria as a list of six features, as follows...6. 'there may be a "critical period" for the acquisition of the behavior'. It is often argued that, in the same way as some species of birds have to be exposed to their species' song in order to learn it before a certain age, human beings have   be exposed to language before puberty in order for language to develop. This is a controversial issue; the evidence of children who have been deprived of language in their early years is difficult to interpret...(Mitchell and Myles, 1998 p.48).

See also Johnson, J. and Newport, E. 1989: Critical period effects in second language learning: the influence of maturational state on the acquisition of ESL. *Cognitive Psychology* 21, 60-99.

5.) "If inflectional complexity prolongs the course of first language acquisition, then we should expect it also to prolong the course of second language acquisition insofar as the latter depends on normal linguistic mechanisms. Furthermore, if children require four years or more to acquire the basic system of inflectional cues, it should not surprise us to find that adult learners take even longer, given the more limited role of Russian in their overall linguistic experience, possibly combined with biological disadvantages of adult language learners in comparison with child language learners" (Thomson 2000, 134).

6.) Thomson here summarizes Alpatov's 1997 explanation of the original Luria experiment.

7.) Neurological studies have been of great interest to linguists. A branch of Linguistics called hemisphere are Nuerolinguistics deals with studies related to language and the brain. It has been found that the language learning ability is located for most people in the left hemisphere of the brain. Within the left hemisphere different areas control various linguistic abilities:

> Damage to the left hemisphere of the brain will usually result in language deficit, as in the vast majority of people (around 90 percent) it is the left hemisphere which controls language. Moreover, the exact location of the injury within the left hemisphere is often linked to the kind of language deficit. Damage to the region in front of and just above the left ear (Broca's area) usually results in impaired speech production, sometimes very severe, characterized by effortful, hesitant and very non-fluent speech, with virtually no grammatical structure in evidence, consisting largely of specific nouns with few verbs, and poorly articulated. The comprehension of speech, in contrast, remains good. This condition is called Broca's aphasia and is in many respects the mirror image of Wernicke's aphasia, which usually results from an injury to the region of the brain around and under the left ear (Wernicke's area). In the case of Wernicke's aphasia, patients produce effortless, fluent and rapid speech which is generally grammatically complex and well structured, but which is lacking in content words with specific meaning; these patients produce very general nouns such as something, stuff, got put or did, and their speech is so vague that it is usually totally incomprehensible. In this condition, the comprehension of speech is severely impaired. (Mitchell and Myles, 1998 pp. 47-48)

8.) "Russian has almost no animate neuter nouns, so the animacy for neuter nouns may be disregarded. Still the remaining total of 60 cells is nonetheless a clearly higher number of cells than in German (Kempe and MacWhinney, 1998 p.581).

9.) "For L2 Russian, we are led to a conclusion that exposure time for relevant learning is not to be measured in scores of hours, or even hundreds of hours, but rather in thousands of hours" (Thomson 2000, p.134).

10.) The first studies on the order of acquisition of morphemes were conducted by Roger Brown in 1973 using children who were native speakers of English as subjects.

Morphemes studies were later carried out with L2 speakers of English with varying first languages. Mitchell and Myles (1998) explain that: "the existence of such an order suggested that L2 learners are guided by internal principles which are largely independent of their first language." (Mitchell & Myles, 1998, p.33).

11.) "Thompson and Rubinstein hypothesized that the hierarchies would remain constant, my results suggest that case acquisition is more fluid than previous studies have found." (Murphy-Lee 2003, p.116)

12.) The competition model is a particular instantiation of a general functionalist approach to language performance and language acquisition. As defined by MacWhinney, Bates and Kliegl (1984, p128), functionalism is the belief that "the forms of natural languages are created, governed, constrained, acquired and used in the service of communicative functions. (Bates and MacWhinney 1987, p.160)

13.) "The problems related to the acquisition of grammatical systems of non-native languages have not lost their importance for both the theory of language learning and language pedagogy." Van Patten, 1992, p.23 (as cited in Rubinstein 1995, p.9)

14.) "Learning styles are broad preferences for going about the business of learning. They are general characteristics, rather than specific behaviors. They are made concrete ("realized") by specific learning strategies. A few students know a lot about how they learn, and they may tell you something such as, " I'm a very visual learner", or " I prefer to learn the rule first, then look at examples before I use it." For most students, however, we discover their learning styles by making inferences from their descriptions or our observations of their preferred ways of going about the learning task, that is from their preferred learning strategies." (Ehrman, 1996, pg. 49)

15.) "A preference for abstract learning is likely to show up in a preference for grammar rules, systems, and discussion of abstract topics." (Ehrman, 1996, p.69)

16.) "A concrete learner needs direct sensory contact with the language and its meanings." (Ehrman, 1996, p.68)

17.) "Although instruction, which provides explicit explanations of grammar rules, especially simple rules involving transparent form-function relations, proves beneficial to adult learners (Alanen1995; Robinson 1995; Williams and Evens 1998), the positive role of implicit instruction remains to be proven empirically. In fact research has failed to show the positive influence of implicit instruction so far (Ellis 1993; White 1998)" (Gor and Chernigovskaya, 2004, p. 133).

18.) "Some of the earlier research on communicative competence suggested that strategies emphasizing communication could profitably supplant more traditional form-centered strategies … However, later studies in second language teaching, together with research from first-language reading, indicate that total disregard to form such as orthography, morphology and phonetics [I would add formal grammar instruction here as

well], would be unwise: activities stressing communication seem to be superior in early presentation phases, but in the practice and testing phases, a balance of form and content activities would appear more effective" (Jarvis,1984, p.33).

19.) As part of the debate concerning the explicit (rule-based) vs. the implicit (meaning-based) instruction of foreign languages, many researchers have taken a critical look at the usefulness of using language drills as supplementary activities to aid students in the acquisition of difficult aspects of grammar. During the 1960's when the Audio Lingual Method (ALM) gained popularity, many teachers of foreign languages, viewed language drills as a necessary part of acquiring difficult grammatical forms. The basic theory behind ALM is that language is learned through habit, and the more times one repeats certain forms, the more likely those forms are to become acquired. Nunan(1999) considers the 'modern' ALM different from the traditional ALM because students use drills as a starting point upon which to expand their knowledge of grammar: "...[A]n important characteristic of the modern audiolingual method (ALM) is that grammar is learned inductively from 'pattern drills' which the student listens to, repeats, and expands" (p. 221).

20.) "Yet the dialogue is a useful tool, a linguistic beachhead, as Robert Lado call it (1964:61). How can the student be encourages to immediately move inland off the beachhead? One effective and ridiculously simple solution is to have the students memorize the dialogue, or at least critical parts of it, but then require that they make some grammatically correct form and content changes to it when they perform it, and respond intelligently to others' changes…This radically alters the nature of the dialogue practice: the student must be continually involved in the content, he begins manipulating forms early on, and he becomes ego-involved in what changes he will make" (Jarvis, 1984, p. 39).

21.) Although all test-group teachers were instructed not to use additional supplementary material regarding case forms, it was discovered that one classroom contained a poster-sized Russian case chart hanging on the wall. It is not known weather or not the teachers or missionaries of this classroom referred to this chart during the duration of this study, however it is believed by the principle investigator that the teachers involved in this study followed instructions given to them at training meetings.

22.) It is believed by the author that hard endings should be acquired before students are introduced to soft endings as they are generally more difficult and of a much lower frequency as compared to hard endings. The model sentences contain only hard endings.

APPENDIX A
CONSENT DOCUMENT

Informed Consent Statement
This study is being conducted by a BYU Student and former Russian missionary.
The study will try to determine the usefulness of using a new method for teaching Russian cases.
Participants include missionaries learning Russian at the MTC.
This study involves a pretest and a posttest of knowledge of Russian case endings.
Participation in this study may benefit you as well as future missionaries by helping to find new ways of teaching Russian cases.
Your score will not be analyzed individually, but will be used to create an average learning ability for Russian speaking missionaries, so you don't have to worry if you are doing better or worse than other missionaries, we are interested in all missionaries at all levels.
No one other than the researchers will have access to your score and all score information will be kept confidential.
Involvement in this research project is voluntary. You may withdraw at any time without penalty or refuse to participate entirely.
There will be no reference to your identification at any point in the research.
If you have questions regarding this study you may discuss them with your teacher.

APPENDIX B
MEMORANDUM TO CONTROL GROUP

Memorandum to**: Russian Language Teachers**
Re: Russian Case-Ending Project
From: Sara Jensen

The Study:
As a student in the Language Acquisition program at BYU, I am conducting research to be used in a master's thesis regarding the acquisition of Russian case endings. As a former Russian missionary and teacher at the Senior MTC, I am particularly interested in the population of missionaries and their methods for acquiring Russian case endings. Your missionaries will be part of a study that will help determine the efficacy of a new method for case form acquisition.

How will the study affect your class?
Your missionaries will be asked to complete a pretest and a posttest to measure how many case endings they were able to learn during the space of 3 weeks using the material that is traditionally used at the MTC.

How will this study affect the way you teach your class?
This study should not change the way in which you teach your class. In fact in order for this test to truly reflect the effectiveness of the methods that are currently being used at the MTC it is critical that teachers do *not* alter the way in which they teach Russian cases.

What will the scores be used for?
Your class scores will be used to determine an average ability level of missionaries at the 3-week mark. Individual classes will *not* be compared against other classes, (that means that you don't have to worry about trying to get your missionaries to outperform other classes!☺)

Other information:
Participation in this study is completely voluntary, so no missionary should not feel pressure to complete the tests if they are uncomfortable doing so, however, teachers should encourage missionaries to take the test in order to help themselves and future missionaries to explore new ways of learning Russian cases.

*Please help the missionaries feel at ease by letting them know that their scores will not be seen by anyone but those involved in the research project. Missionaries' identity will not be disclosed in any way.

APPENDIX C
MEMORANDUM TO TEST GROUP

Memorandum to**: Russian Language Teachers (TEST GROUP)**
Re: Russian Case-Ending Project
From: Sara Jensen

The Study:
As a student in the Language Acquisition program at BYU, I am conducting research to be used in a master's thesis regarding the acquisition of Russian case endings. As a former Russian missionary and teacher at the Senior MTC, I am particularly interested in the population of missionaries and their methods for acquiring Russian case endings. Your missionaries will be part of a study that will help determine the efficacy of a new method for case form acquisition.

How will the study affect your class?
Your missionaries will be asked to complete a pretest and a posttest to measure how many case endings they were able to learn during the space of 3 weeks using the material that is traditionally used at the MTC plus 24 model sentences.

How will this study affect the way you teach your class?
We will hold a meeting in which we will discuss the way in to implement the model sentences into your curriculum.

What will the scores be used for?
Your class scores will be used to determine an average ability level of missionaries at the 3-week mark using the new material. Individual classes will ***not*** be compared against other classes, (that means that you don't have to worry about trying to get your missionaries to outperform other classes!☺)

Other information:
Participation in this study is completely voluntary, so no missionary should not feel pressure to complete the tests if they are uncomfortable doing so, however, teachers should encourage missionaries to take the test in order to help themselves and future missionaries to explore new ways of learning Russian cases.

*Please help the missionaries feel at ease by letting them know that their scores will not be seen by anyone but those involved in the research project. Missionaries' identity will not be disclosed in any way

APPENDIX D
TRAINING PROCEDURES MEETING NOTES FOR TEACHERS OF TEST GROUPS PART 1

M T C   P R E S E N T A T I O N * N O V.   2 0 0 6

Background
Russian as a foreign Language in the United States
Fewer Russian specialists can lead to a small pool of teaching material
 What makes students of Russian discontinue their study?

Russian case complexity
Number of endings
Native speakers of English struggle to conceptualize the concept of cases

Form Vs. Function

Form = the actual ending
Function = when to use the ending

Russian Language texts focus on teaching case function

Associative learning
 Associative Learning in German Vs. Russian
Contextualized language learning

References Vs. Teaching Aide
Case charts act as vital references for missionaries
Model sentences to be used as a companion to charts act as a teaching aide

The Current Study
 Your missionaries will receive model sentences only (for the first 3 weeks.) Missionaries asked to memorize model sentences. After the 3 weeks missionaries will receive the chart in addition to the sentences.

Testing procedure
There will be a pretest on the first day of instruction in the morning and a post-test exactly three weeks later. Also we will test the missionaries' ability to reproduce the model sentences just prior to the post-test.

APPENDIX E
TRAINING PROCEDURES MEETING NOTES FOR TEACHERS OF CONTROL GROUPS PART 2

Answers to possible questions:

Q. **How will this affect the way I teach my class?**
A. Hopefully the study will not change your teaching so much as is will change the way the missionaries study the information you give them. The idea is that your wonderful lessons on case functions will more easily be retained and utilized through memorization of model sentences which we hope will lead to overall correct usage of the cases in missionaries' speech.

Q**. What is my role in this study?**
A. It is anticipated that the teachers will help missionaries to memorize sentences (through games, mini-quizzes, in-class activities or exercises, or whatever the teacher feels is appropriate). The difference between your group and the previous groups is that formal instruction on how to learn the case **form** is being emphasized alongside case **function.**

Q. **How can I motivate my missionaries to use this program effectively?**
A. The more excited the teachers are about it, the greater the possibility of that excitement rubbing off onto the missionaries. Most of all, I hope that missionaries will be able to use these sentences as a tool in their study of Russian, that they can spend less time worrying about case endings and more time on the other complex aspects of the Russian Language enabling them to be more effective tools in the Lord's hands to preach His gospel.

APPENDIX F
TRAINING PROCEDURES E-MAIL FOR TEACHERS OF TEST GROUPS

All Teachers involved in the model-sentences study,   11/14/06

First of all I would like to thank you again for being willing to participate in this study. Because we weren't able to meet with all of you and because we have made a few changes to the design of the study, please read over the following description of the study. Any of you who have additional questions can e-mail me or Brother Packer for more details.

Clarifications on the study

*The duration of this study is 3 weeks. Nov.16,-Dec 7, 2006

*The purpose of this study is to see if missionaries who memorize model sentences can transfer the information from the model sentences to their own speech.

*In order to see if the model sentences are an effective tool, **it is necessary that for the duration of this study (3-weeks), we do not give the missionaries any other supplementary material on case endings**, (sorry I know this will be tough! After the 3 weeks you can give them anything you wish!).

*Missionaries will know that they are part of a study from the first day (I will explain the nature of my study to them during the pretest), but we have decided not to tell them that they are the first group to ever have the model sentences or that their success will effect future missionaries because we want the study to be a valid look at what normal missionaries would normally be doing. Also, they are not the only group we are looking at and we don't want them to feel pressure to perform well. This is not a competition!

*We do want missionaries to know that **they need to memorize** the model sentences before the 3-week mark so that we can see if this knowledge transfers over to success on the post-test.

*Be creative in using the sentences in your lessons- one teacher had the idea to write on the board different possibilities for each sentence:

For example: **Change the verb**
I see my new companion
                    I like my new companion
                    Change the adjective and (or) the noun
                    I serve my new companion
                    I serve my branch president
                    I serve my Heavenly Father
There are so many cool ideas you could generate, talk to each other to get more ideas, also you could use the same activities your missionaries are using in their other classes by asking their other teacher, I'm excited to see what you'll do with these!

Thanks for being great teachers!
Sara Jensen

Timeline for This Study
Wednesday November 15, 2006
New Russian missionaries arrive at the MTC
Thursday November 16, 2006
Case ending pre-test during **morning** class
Wednesday December 6, 2006
Model-sentence quiz during **evening** class
Thursday December 7, 2006
Case ending post-test during **morning** class

APPENDIX G
MODEL SENTENCES IN RUSSIAN
Feminine Endings

NOM.	ЭТО М**ОЯ**	УМН**АЯ**	СЕСТР**А**
ACC.	Я ЛЮБЛЮ М**ОЮ**	УМН**УЮ**	СЕСТР**У**
DAT.	Я СЛУЖУ МО**ЕЙ**	УМН**ОЙ**	СЕСТР**Е**
PREP.	Я ГОВОРЮ О МО**ЕЙ**	УМН**ОЙ**	СЕСТР**Е**
INST.	Я ГОВОРЮ С МО**ЕЙ**	УМН**ОЙ**	СЕСТР**ОЙ**
GEN.	ЭТО КНИГА МО**ЕЙ**	УМН**ОЙ**	СЕСТР**Ы**

Masculine Endings

NOM.	ЭТО М**ОЙ**	УМН**ЫЙ**	БРАТ
ACC.	Я ЛЮБЛЮ МО**ЕГО**	УМН**ОГО**	БРАТ**А**
DAT.	Я СЛУЖУ МО**ЕМУ**	УМН**ОМУ**	БРАТ**У**
PREP.	Я ГОВОРЮ О МО**ЁМ**	УМН**ОМ**	БРАТ**Е**
INST.	Я ГОВОРЮ С МО**ИМ**	УМН**ЫМ**	БРАТ**ОМ**
GEN.	ЭТО КНИГА МО**ЕГО**	УМН**ОГО**	БРАТ**А**

Plural Endings

NOM.	ЭТО НАШ**И**	УМН**ЫЕ**	МИСИОНЕР**Ы**
ACC.	Я ЛЮБЛЮ НАШ**ИХ**	УМН**ЫХ**	МИСИОНЕР**ОВ**
DAT.	Я СЛУЖУ НАШИ**ИМ**	УМН**ЫМ**	МИСИОНЕР**АМ**
PREP.	Я ГОВОРЮ О НАШ**ИХ**	УМН**ЫХ**	МИСИОНЕР**АХ**
INST.	Я ГОВОРЮ С НАШ**ИМИ**	УМН**ЫМИ**	МИСИОНЕР**АМИ**
GEN.	ЭТО КНИГА НАШ**ИХ**	УМН**ЫХ**	МИСИОНЕР**ОВ**

Neuter Endings

NOM.	ЭТО М**ОЁ**	ИНТЕРЕСН**ОЕ**	ПИСЬМ**О**
ACC.	Я ЛЮБЛЮ М**ОЁ**	ИНТЕРЕСН**ОЕ**	ПИСЬМ**О**
DAT.	Я СЛУЖУ МО**ЕМУ**	ИНТЕРЕСН**ОМУ**	ПИСЬМ**У**
PREP.	Я ГОВОРЮ О МО**ЁМ**	ИНТЕРЕСН**ОМ**	ПИСЬМ**Е**
INST.	Я ИЗУЧАЮ С МО**ИМ**	ИНТЕРЕСН**ЫМ**	ПИСЬМ**ОМ**
GEN.	ЭТО ТЕМА МО**ЕГО**	ИНТЕРЕСН**ОГО**	ПИСЬМ**А**

APPENDIX H
MODEL SENTENCES IN ENGLISH

Feminine Sentences

Nominative: This is my smart sister
Accusative: I love my smart sister
Dative: I serve my smart sister
Prepositional: I talk about my smart sister
Instrumental: I read with my smart sister
Genitive: This is the book of my smart sister

Masculine Sentences

Nominative: This is my smart brother
Accusative: I love my smart brother
Dative: I serve my smart brother
Prepositional: I talk about my smart brother
Instrumental: I read with my smart brother
Genitive: This is the book of my smart brother

Neuter Sentences
Nominative: This is my interesting letter.
Accusative: I love my interesting letter.
Dative: I serve my interesting letter.
Prepositional: I talk about my interesting letter.
Instrumental: I walk with my interesting letter.
Genitive: This is the theme of my interesting letter.

Plural Sentences

Nominative: These are our smart missionaries
Accusative: I love our smart missionaries
Dative: I serve our smart missionaries
Prepositional: I talk about our smart missionaries
Instrumental: I read with our smart missionaries
Genitive: This is the book of our smart missionaries

APPENDIX I
MTC RUSSIAN PARADIGM CHART PART 1: NOUN AND ADJECTIVAL ENDINGS

Russian Noun and Adjective Endings

Noun Endings

		Masculine			Neuter			Feminine			
Examples:	гим**н**	Иго**рь**	музе**й**	слов**о**	мор**е**	здан**ие**	лун**а**	семь**я**	Мар**ия**	тетрад**ь**	

			Masculine			Neuter			Feminine		
Singular	**Nom**	---	ь	й	о	е	ие	а	я	ия	Ь
	Acc In	---	ь	й	о	е	ие	у	ю	ию	Ь
	Acc An	а	я	я	о	е	ие	у	ю	ию	Ь
	Gen	а	я	я	а	я	ия	ы	и	ии	И
	Prep	е	е	е	е	е	ии	е	е	ии	И
	Dat	у	ю	ю	Y	ю	ию	е	е	ии	И
	Inst	ом	ем	ем	ом	ем	ием	ой	Ей	ией	Ью

			Masculine			Neuter			Feminine		
Plural	**Nom**	ы	и	и	а	я	ия	ы	И	ии	И
	Acc In	ы	и	и	а	я	ия	ы	И	ии	ей
	Acc An	ов	ей	ев	---	ей	ий	---	Ь	ий	ей
	Gen	ов	ей	ев	---	ей	ий	---	Ь	ий	Е
	Prep	ах	ях	ях	ах	ях	иях	ах	ях	иях	ях
	Dat	ам	ям	ям	ам	ям	иям	ам	ям	иям	ям
	Inst	ами	ями	ями	ами	ями	иями	ами	ями	иями	ями

Adjective Endings *

	Masculine	Neuter	Feminine	Plural
Nom	ый, ой	ое	ая	ые
Acc In	ый, ой	ое	ую	ые
Acc An	ого	ое	ую	ых
Gen	ого	ого	ой	ых
Prep	ом	ом	ой	ых
Dat	ому	ому	ой	ым
Inst	ым	ым	ой	ыми

*__Hard endings__. (For soft endings change the first "о" to "е", "ы" to "и", "а" to "я", or "у" to "ю".)

APPENDIX J
MTC RUSSIAN PARADIGM CHART PART 2: PRONOMINAL ENDINGS

Nom.	Acc.	Gen.	Prep.	Dat.	Inst.

Personal Pronouns

Nom.	Acc.	Gen.	Prep.	Dat.	Inst.
я	меня	Меня	обо мне	мне	мной
ты	тебя	Тебя	о тебе	тебе	тобой
он	его	Его	о нём	ему	им
она	её	Её	о ней	ей	ей
оно	его	Его	о нём	ему	им
мы	нас	Нас	о нас	нам	нами
вы	вас	Вас	о вас	вам	вами
они	их	Их	о них	им	ими

Possessive pronouns

Nom.	Acc.	Gen.	Prep.	Dat.	Inst.
мой	мой (моего)	Моего	о моём	моему	моим
моё	моё	Моего	о моём	моему	моим
моя	мою	Моей	о моей	моей	моей
мои	мои (моих)	Моих	о моих	моим	моими

(**М**ой = My, **Тв**ой = your (inf.), **Св**ой = One's own) (**Н**аш = Our, **В**аш = Your (form.))

Nom.	Acc.	Gen.	Prep.	Dat.	Inst.
наш	наш(нашего)	Нашего	о нашем	нашему	нашим
наше	наше	Нашего	о нашем	нашему	нашим
наша	нашу	Нашей	о нашей	нашей	нашей
наши	наши(наших)	Наших	о наших	нашим	нашими

Interrogative and Demonstrative Pronouns

Nom.	Acc.	Gen.	Prep.	Dat.	Inst.
кто	кого	Кого	о ком	кому	кем
что	что	Чего	о чём	чему	чем
чей	чей (чьего)	Чьего	о чьём	чьему	чьим
чьё	чьё	Чьего	о чьём	чьему	чьим
чья	чью	Чьей	о чьей	чьей	чьей
чьи	чьи (чьих)	Чьих	о чьих	чьим	чьими
этот	этот (этого)	Этого	об этом	этому	этим
это	это	Этого	об этом	этому	этим
эта	эту	Этой	об этой	этой	этой
эти	эти (этих)	Этих	об этих	этим	этими
тот	тот (того)	Того	о том	тому	тем
то	то	Того	о том	тому	тем
та	ту	Той	о той	той	той
те	те (тех)	Тех	о тех	тем	теми
весь	весь (всего)	Всего	обо всём	всему	всем
всё	всё	Всего	обо всём	всему	всем
вся	всю	Всей	обо всей	всей	всей
все	все (всех)	Всех	обо всех	всем	всеми

APPENDIX K
RUSSIAN CASE-ENDING PRETEST TAKEN BY BOTH GROUPS (4 PAGES)

Instructions: fill in the blanks with the correct endings.   **NAME**_____

An English translation of each sentence has been provided.   **TEACHER**_____

Each sentence has been labeled for the case to be tested.

An example has been completed for you in the Nominative case.

This page should contain only feminine endings.

Only one ending is possible for each blank!

Feminine Endings

Example

Nominative: ЭТО М_____   НОВ_____   НАПАРНИЦ____.

> English: This is my new companion.

Accusative: Я ВИЖУ М_____   НОВ_____   НАПАРНИЦ___**.**

> English: I see my new companion.

Dative: Я ЗВОНЮ МО_____   НОВ_____   НАПАРНИЦ___.
> English: I call my new companion.

Prepositional: Я ДУМАЮ О МО_____   НОВ_____   НАПАРНИЦ___.
> English: I think about my new companion.

Instrumental: Я ХОЖУ С МО_____   НОВ_____   НАПАРНИЦ___.
> English: I walk with my new companion.

Genitive: ЭТО РУЧКА МО_____   НОВ_____   НАПАРНИЦ___.
> English: This is the pen of my new companion.
> (or) This is my companion's chair.

APPENDIX K CONTINUED

Instructions: fill in the blanks with the correct endings.   TEACHER_____

An English translation of each sentence has been provided.   NAME_____

Each sentence has been labeled for the case to be tested.

An example has been completed for you in the Nominative case.

This page should contain only masculine endings.

Only one ending is possible for each blank!

Don't forget to distinguish between E and Ё

Masculine Endings

Example
Nominative: ЭТО М_____   НОВ_____   НАПАРНИК.
                        English: This is my new companion

_____

Accusative: Я ВИЖУ М_____   НОВ_____   НАПАРНИК___.

                 English: I see my new companion.

Dative: Я ЗВОНЮ М_____   НОВ_____   НАПАРНИК___.
                 English: I call my new companion.

Prepositional: Я ДУМАЮ О М_____   НОВ_____   НАПАРНИК___.
                 English: I think about my new companion.

Instrumental: Я ХОЖУ С М_____   НОВ_____   НАПАРНИК___.
                 English: I study with my new companion.

Genitive: ЭТО СТУЛ М_____   НОВ_____   НАПАРНИК___.
                 English: This is the chair of my new companion.
                 (Or) This is my companion's chair.

APPENDIX K CONTINUED

Instructions: Fill in the blanks with the appropriate endings. TEACHER_____

An English translation of each sentence has been provided. NAME_____

Each sentence has been labeled for the case to be tested.

An example has been completed for you in the Nominative case.

This page should only contain Neuter endings.

Only one ending is possible for each blank!

Don't forget to distinguish between E and Ё

Neuter Endings

Example
Nominative: ЭТО МО _____ НОВ_____   ПИСЬМ____.
_____

Accusative: Я ВИЖУ МО_____ НОВ_____   ПИСЬМ____.
                    English: I see my new letter.

Dative: Я СЛУЖУ МО_____ НОВ_____   ПИСЬМ____.
                    English: I serve my interesting letter.

Prepositional: Я ДУМАЮ О МО_____ НОВ_____   ПИСЬМ____.
                    English: I think about my interesting letter.

Instrumental: Я ХОЖУ С МО_____ НОВ_____   ПИСЬМ____.
                    English: I walk with my interesting letter.

Genitive: ЭТО КОНВЕРТ МО_____ НОВ_____   ПИСЬМ____.
                    English: This is the envelope of my interesting letter.

APPENDIX K CONTINUED

Instructions: fill in the blanks with the correct endings.   TEACHER_____

An English translation of each sentence has been provided.   NAME_____

Each sentence has been labeled for the case to be tested.

An example has been completed for you in the Nominative case.

This page should contain only plural endings.

Only one ending is possible for each blank!

Plural Endings

Example

Nominative: ЭТО   М _____ ИНТЕРЕСН _____   СТУДЕНТ____.

English: These are our interesting students.

_____

Accusative: Я ВИЖУ М _____ ИНТЕРЕСН _____   СТУДЕНТ___.

English: I see our interesting students.

Dative: Я ЗВОНЮ М _____ ИНТЕРЕСН _____   СТУДЕНТ____.
English: I call our interesting students.

Prepositional: Я ДУМАЮ О М _____ ИНТЕРЕСН _____   СТУДЕНТ____.
English: I think about our interesting students.

Instrumental: Я ХОЖУ С М _____ ИНТЕРЕСН _____   СТУДЕНТ____.
English: I study with our interesting students.

Genitive: ЭТИ БУМАГИ М _____   ИНТЕРЕСН_____   СТУДЕНТ____.
English: These are the papers of our interesting students.(Or)
These are our new students' papers.

APPENDIX L
RUSSIAN CASE-ENDING POSTTEST TAKEN BY TEST GROUP (WITH NEW GRAMMATICAL
TRIGGERS AND RANDOM ORDERING OF SENTENCES -4 PAGES)

Instructions: fill in the blanks with the correct endings.   NAME_____

An English translation of each sentence has been provided.   TEACHER_____

Each sentence has been labeled for the case to be tested.

An example has been completed for you in the Nominative case.

This page should contain only feminine endings.

Only one ending is possible for each blank!

Feminine Endings

Example

Nominative: ЭТО М_____   НОВ_____   НАПАРНИЦ____.

                    English: This is my new companion.

_____

Dative: Я ЗВОНЮ МО_____   НОВ_____   НАПАРНИЦ____.
                    English: I call my new companion.

Prepositional: Я ДУМАЮ О МО_____   НОВ_____   НАПАРНИЦ____.
                    English: I think about my new companion.

Genitive: ЭТО РУЧКА МО_____   НОВ_____   НАПАРНИЦ____.
                    English: This is the pen of my new companion.
                    (or) This is my companion's chair.
Accusative: Я ВИЖУ М_____   НОВ_____   НАПАРНИЦ____.

                    English: I see my new companion.

Instrumental: Я ХОЖУ С МО_____   НОВ_____   НАПАРНИЦ____.
                    English: I walk with my new companion.

APPENDIX L CONTINUED

Instructions: fill in the blanks with the correct endings.   TEACHER_____

An English translation of each sentence has been provided.   NAME_____

Each sentence has been labeled for the case to be tested.

An example has been completed for you in the Nominative case.

This page should contain only masculine endings.

Only one ending is possible for each blank!

Don't forget to distinguish between E and Ё

__Masculine Endings__

Example
Nominative: ЭТО М_____   НОВ_____   НАПАРНИК.
                     English: This is my new companion

_____

Accusative: Я ВИЖУ М_____   НОВ_____   НАПАРНИК___.

                English: I see my new companion.

Instrumental: Я ХОЖУ С М_____   НОВ_____   НАПАРНИК___.
                English: I study with my new companion.

Dative: Я ЗВОНЮ М_____   НОВ_____   НАПАРНИК___.
                English: I call my new companion.

Genitive: ЭТО СТУЛ М_____   НОВ_____   НАПАРНИК___.
                English: This is the chair of my new companion.
                         (Or) This is my companion's chair.

Prepositional: Я ДУМАЮ О М_____   НОВ_____   НАПАРНИК___.
                English: I think about my new companion.

APPENDIX L CONTINUED

Instructions: fill in the blanks with the correct endings   TEACHER_____

An English translation of each sentence has been provided.   NAME_____

Each sentence has been labeled for the case to be tested.

An example has been completed for you in the Nominative case.

This page should contain only plural endings.

Only one ending is possible for each blank!

Plural Endings

Example

Nominative: ЭТО   М _____   НОВ_____   СТУДЕНТ.

                    English: These are our new students.

_____

Prepositional: Я ДУМАЮ О М _____   НОВ_____   СТУДЕНТ____.
                  English: I think about our new students.

Accusative: Я ВИЖУ М _____   НОВ_____   СТУДЕНТ___.

                  English: I see our new students.

Dative: Я ЗВОНЮ М _____   НОВ_____   СТУДЕНТ____.
                  English: I call our new students.

Instrumental: Я ХОЖУ С М _____   НОВ_____   СТУДЕНТ____.
                  English: I study with our new students.

Genitive: ЭТИ БУМАГИ М _____   НОВ_____   СТУДЕНТ____.
                  English: These are the papers of our new students.

                  (Or) These are our new students' papers.

APPENDIX L CONTINUED

Instructions: Fill in the blanks with the appropriate endings. TEACHER_____

An English translation of each sentence has been provided. NAME_____

Each sentence has been labeled for the case to be tested.

An example has been completed for you in the Nominative case.

This page should only contain Neuter endings.
Only one ending is possible for each blank!

Don't forget to distinguish between E and Ё

<u>Neuter Endings</u>

Example
Nominative: ЭТО МО _____   ИНТЕРЕСН_____   ПИСЬМ____.
                    English: This is my interesting letter.

_____

Prepositional: Я ДУМАЮ О МО_____   ИНТЕРЕСН_____   ПИСЬМ____.
                    English: I think about my interesting letter.

Dative: Я СЛУЖУ МО_____   ИНТЕРЕСН_____   ПИСЬМ____.
                    English: I serve my interesting letter.

Instrumental: Я ХОЖУ С МО_____   ИНТЕРЕСН_____   ПИСЬМ____.
                    English: I walk with my interesting letter.

Genitive: ЭТО КОНВЕРТ МО_____   ИНТЕРЕСН_____   ПИСЬМ____.
                    English: This is the envelope of my interesting letter.

Accusative: Я ВИЖУ МО_____   ИНТЕРЕСН_____   ПИСЬМ____.
                    English: I see my interesting letter.

APPENDIX M
RUSSIAN CASE-ENDING QUIZ TAKEN BY TEST GROUP

NAME_____

TEAHCERS_____

Feminine Endings

NOM.   ЭТО М_____   ИНТЕРЕСН_____   СЕСТР_____.
ACC.   Я ЛЮБЛЮ М_____   ИНТЕРЕСН_____   СЕСТР_____.
DAT.   Я СЛУЖУ М_____   ИНТЕРЕСН_____   СЕСТР_____.
PREP.   Я ГОВОРЮ О М_____   ИНТЕРЕСН_____   СЕСТР_____.
INST.   Я ГОВОРЮ С М_____   ИНТЕРЕСН_____   СЕСТР_____.
GEN.   ЭТО КНИГА М_____   ИНТЕРЕСН_____   СЕСТР_____.

Masculine Endings

NOM.   ЭТО   М_____   ИНТЕРЕСН_____   БРАТ.
ACC.   Я ЛЮБЛЮ   М_____   ИНТЕРЕСН_____   БРАТ_____.
DAT.   Я СЛУЖУ   М_____   ИНТЕРЕСН_____   БРАТ_____.
PREP.   Я ГОВОРЮ О М_____   ИНТЕРЕСН_____   БРАТ_____.
INST.   Я ГОВОРЮ С М_____   ИНТЕРЕСН_____   БРАТ_____.
GEN.   ЭТО КНИГА М_____   ИНТЕРЕСН_____   БРАТ_____.

Neuter Endings

NOM.   ЭТО М_____   ИНТЕРЕСН_____   ПИСЬМ_____.
ACC.   Я ЛЮБЛЮ М_____   ИНТЕРЕСН_____   ПИСЬМ_____.
DAT.   С ЛУЖУ   М_____   ИНТЕРЕСН_____   ПИСЬМ_____.
PREP. Я ГОВОРЮ О М_____   ИНТЕРЕСН_____   ПИСЬМ_____.
INST. Я ХОЖУ   С М_____   ИНТЕРЕСН_____   ПИСЬМ_____.
GEN. ЭТО ТЕМА   М_____   ИНТЕРЕСН_____   ПИСЬМ_____.
*note: these endings are almost identical in form to the masculine endings.

Plural Endings

NOM.   ЭТО НАШ_____   ИНТЕРЕСН_____   МИСИОНЕР_____.
ACC.   Я ЛЮБЛЮ НАШ_____   ИНТЕРЕСН_____   МИСИОНЕР_____.
DAT.   Я СЛУЖУ НАШИ_____   ИНТЕРЕСН_____   МИСИОНЕР_____.
PREP.   ГОВОРЮ О НАШ_____   ИНТЕРЕСН_____   МИСИОНЕР_____.
 INST. Я ГОВОРЮ С НАШ_____   ИНТЕРЕСН_____   МИСИОНЕР_____.
 GEN.   ЭТО КНИГА НАШ_____   ИНТЕРЕСН_____   МИСИОНЕР_____.

APPENDIX N
STUDY GUIDES GIVEN TO BOTH GROUPS AND
INCONSISTENCIES IN RUSSIAN CASE-ENDING POSTTEST PROMPTS.

MASCULINE POSTTEST PROMTS
(NO "o" INCLUDED IN PROMT STEM):

Masculine Endings

Example
Nominative: ЭТО М_____   НОВ_____ НАПАРНИК.
English: This is my new companion

_____

Accusative: Я ВИЖУ М_____   НОВ_____ НАПАРНИК___.

                    English: I see my new companion.

Instrumental: Я ХОЖУ С М_____   НОВ_____   НАПАРНИК___.
                    English: I study with my new companion.

Dative: Я ЗВОНЮ М_____   НОВ_____ НАПАРНИК___.
                    English: I call my new companion.

Genitive: ЭТО СТУЛ М_____   НОВ_____ НАПАРНИК___.
                    English: This is the chair of my new companion.
                        (Or) This is my companion's chair.

Prepositional: Я ДУМАЮ О М_____   НОВ_____   НАПАРНИК___.
                    English: I think about my new companion.

_____

MTC PARADIGM POSSESSIVE PRONOUN ENDINGS
(PROVIDED ENDINGS DO INCLUDE "o"):

мой	**мой (моего)**	**Моего**	**о моём**	**моему**	**моим**
моё	**моё**	**Моего**	**о моём**	**моему**	**моим**
моя	**мою**	**Моей**	**о моей**	**моей**	**моей**
мои	**мои (моих)**	**Моих**	**о моих**	**моим**	**моими**

_____

MASCULINE MODEL SENTENCES
(HIGHLIGHTED PORTIONS DO NOT INCLUDE EXTRA "o"):

Masculine Endings

NOM.   ЭТО М**ОЙ**   УМН**ЫЙ** БРАТ

ACC.   Я ЛЮБЛЮ МО**ЕГО** УМН**ОГО** БРАТ**А**

DAT.   Я СЛУЖУ   МО**ЕМУ** УМН**ОМУ** БРАТ**У**

PREP.   Я ГОВОРЮ О МО**ЁМ**   УМН**ОМ**   БРАТ**Е**

INST.   Я ГОВОРЮ С МО**ИМ**   УМН**ЫМ** БРАТ**ОМ**

GEN.   ЭТО КНИГА МО**ЕГО** УМН**ОГО** БРАТ**А**