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A COMPARITIVE STUDY OF TWO RUSSIAN TEXTBOOKS WITH A FOCUS ON  
GRAMMATICAL CASES

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## ABSTRACT

This study identifies the methods used in two college beginner-level Russian textbooks in order to determine their relative effectiveness. The Introductory Chapter explains the aims of two textbooks under consideration: *Голоса- A Basic Course in Russian (Book 1)* and *Начало (Book 1)*. The first chapter introduces different learning styles and various methods for effectively evaluating a textbook.

The study also strives to determine which textbook presents the six grammatical cases in Russian more effectively. The different case forms comprise the most difficult aspect of Russian language learning. Based on analysis of the presentation of the cases, the researcher concludes that the textbook *Голоса- A Basic Course in Russian (Book 1)* more effectively presents the grammatical aspects in teaching Russian language.

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## INTRODUCTION

### Introduction of Textbooks

This thesis offers an overview of aspects of language acquisition, focusing on a detailed comparison of the presentation of Russian grammatical cases in two beginner level college textbooks: *Голоса* and *Начало*. When comparing textbooks, it is important to learn various techniques for effectively evaluating them. An evaluator needs to be aware that every person has a different way of learning and each of these learning styles needs to be considered in the textbooks. There are other factors besides learning styles that should be applied to textbooks in order to achieve maximum effectiveness and they will be addressed throughout this chapter.

The Russian grammatical cases will be presented in the second chapter. There are six cases in Russian: nominative, prepositional, accusative, genitive, dative, and instrumental. The English language relies on word order and prepositions to distinguish the role of nouns and pronouns in a sentence whereas in Russian, the roles are mainly determined by their case. Learning the different cases comprises the most difficult aspect for beginner level learners to acquire Russian. Through this study, I will evaluate the different presentations of each case in the two textbooks and conclude which textbook is more effective at teaching the case system in Russian.

The two textbooks *Голоса* and *Начало* are both beginner level Russian textbooks intended for use at the college level. The Russian department at Penn State selected the fourth edition of *Голоса* for the beginning level Russian course. The department uses the first book over the span of approximately twenty-five weeks with four fifty-minute meetings per week. The editors of *Начало* have not specified a time frame for the completion of the first book. Tiffany Everett from McGraw-Hill Higher Education has indicated to me that, “We provide textbooks to instructors to use at their own discretion in accordance

with how they plan on teaching their class” [T. Everett, personal communication, e-mail, March 31, 2010]. However, Indiana University, The University of Kansas, and Columbia University all incorporate *Начало* into their curriculum. Indiana University allots a similar amount of time for *Начало* as Penn State University does for *Голоса*. At Indiana University, the Russian department uses *Начало* for thirty weeks with four fifty-minute meetings per week [Jeffrey Holdeman, personal communications, e-mail, April 7, 2010]. A comparison between the two textbooks will be conducted based on the schedule of *Начало* at Indiana University and *Голоса* at Penn State University.

The complete title of the book is *Голоса- A Basic Course in Russian (Book 1)* published by Pearson: Prentice Hall [Evans-Romaine, R. Robin, J. Robin, & Shatalina, 2007]<sup>1</sup>. The book contains ten units. The units are not divided into sub-sections but rather broken-up by each grammatical topic presented in bold purple font. The textbook focuses on developing functional competence in reading, speaking, listening, and writing and to expand cultural knowledge. The textbook aims to provide students with a conceptual understanding and give them partial control of all basic Russian structures, which enables the learners to accomplish linguistic tasks and prepare for further study of the language [Голоса, 2007: xii].

Each unit contains four to five short dialogues. Next, the students review a set of expressions from these dialogue and attempt to incorporate them into their vocabulary. These dialogues incorporate the grammatical information presented in the unit. Following the dialogues, there is a section that presents new grammatical information and includes many exercises for students to practice their skills. The last section in each unit consists of a reading section. The students read a text and then answer questions about content and expressions. This section also includes an e-mail correspondence between a Russian exchange student and her previous high school teacher. These e-mails review the information in each unit while indirectly presenting new grammatical topics.

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<sup>1</sup> *Голоса- A Basic Course in Russian (Book 1)* will be cited as [Голоса, 2007].

Learners should be capable of understanding and executing certain skills within each individual category of listening, speaking, reading, and writing after using *Голоса*. After using *Голоса*, a student should be able to use complete sentences that express immediate needs and interests. Another expected outcome includes holding simple conversations on daily routines, home, family, school, and work is. Also, a student should be able to discuss basic likes and dislikes in literature and art, as well as manage simple transactional situations at stores, post offices, hotels, dorms, and libraries. The abundant amount of activities that promote the development of competence and confidence in each area support all of the four skill categories [Голоса, 2007: xii].

The title of the contrasting textbook in this study is the second edition of *Начало* (Book 1) published by the McGraw-Hill Publishing Company [Ervin, Jarvis, Lubensky, & McLellan, 2001]<sup>2</sup>. Unlike *Голоса*, *Начало* only has seven units divided into four sub-chapters [Начало, 2001]. The stated teaching objectives in *Начало* are not quite as skill-oriented as in *Голоса*, but both books still focus on the four skills of reading, writing, listening comprehension, and speaking. The abundance of exercises that focus on these aspects makes this clear.

The authors believe that *Начало* provides a balanced approach while integrating current and useful vocabulary with “functionally based grammar explanations derived directly from the storyline” [Начало, 2001: xix]. The texts presented in *Начало* promote small group and partner activities, which encourage students to use Russian in a meaningful and communicative situation. According to the authors, a balance between structure and communication yields the most effective way to develop proficiency in Russian.

The lessons each contain a picture depicting the theme, a reading, exercises, grammar with practical exercises, and a section to develop speaking skills. The sketch on the first page of the lesson introduces each individual part relating to the theme of that section. The reading material usually takes the

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<sup>2</sup> *Начало* (Book 1) will be cited as [Начало, 2001].

form of a play or an on-going story, which connects the four parts in the lesson. One of the readings normally appears in prose form in each lesson instead of the typical dialogue form. A section of exercises follows each reading and requires the learner to answer questions about that reading. These exercises center on either the grammatical or lexical features from an earlier chapter or introduce the current lesson. For the grammar section, the new topics are introduced with examples from the readings. Often short and simple examples support the explanations of the grammar topic. The section also includes an exercise that can be used in the classroom. The last section includes useful and high frequency conversational elements that focus on the development of the learner's speaking skills [Начало, 2001: xxi-xxii]. Both *Голоса* and *Начало* contain a section at the end of each unit or lesson that has a list of all the vocabulary used in that section.

*Начало* and *Голоса* both provide a consolidated and comprehensive presentation of case forms. The grammatical information emerges in a "spiraled" form, which means that the authors treat main topic in a limited way when it first appears, but later expanded upon when it reappears in more advanced forms [Начало, 2001: xix]. This technique is essential for teaching Russian grammatical cases because they continue to build on previous knowledge of cases. Reviewing the cases helps students to remember the multiple case endings and the circumstances in which each case is used.

The presentation of grammatical topics and the appearance of both beginning level Russian textbooks, *Голоса* and *Начало*, varies slightly but both textbooks work towards the common goal of attempting to give foundation for learning the Russian language. In the second chapter of this thesis, there will be an in-depth analysis of the Russian grammatical case system presented in the two textbooks and a discussion of their many similarities and differences.

## Learning Styles

When evaluating the effectiveness of the textbooks, one needs to take into consideration many different factors including the different individual learning styles. According to David Kolb's Learning Cycle published in 1984, there are four different learning styles that are based on a four-stage learning cycle: concrete experience, reflective observation, abstract conceptualization, and active experimentation [Kolb, 1984: 61]. Concrete experience and abstract conceptualization explain how a person thinks, which is distinguished through feeling (concrete experience) or thinking (abstract conceptualization). The other portion of the cycle is how the task is approached through either watching (reflective observation) or doing (active experimentation). Combining two aspects of the four-stage cycle forms the four learning styles. The styles are known as diverging, assimilating, converging, and accommodating. Diverging is the process of feeling and watching, whereas assimilating is the action of thinking and watching. Converging involves thinking and doing and accommodating is the combination of feeling and doing [Chapman, "Kolb Learning Styles," 2003].

There are three stages of development that lead to a learner's preference for a particular learning style. The first stage, called acquisition, occurs during the period from birth to adolescence. This period involves the development of basic abilities as well as cognitive structures. The second stage of specialization covers schooling, early work, and personal experiences in adulthood. School as well as educational and organizational socialization influences the learning preference. Integration concludes the development of learning preferences. This spans from mid-career to later life. During this period, an expression of non-dominant learning styles occurs in both work and personal life [Chapman, "Kolb Learning Styles," 2003]. Human beings acquire very unique learning styles due to the physiological structures that govern learning [Kolb, 1984: 62].

Learners show a strong preference for a specific learning style and encounter difficulties when trying to switch between them. Divergent learners prefer feeling and watching, and for this reason their

strength lies in imaginative ability and awareness of meaning and values. They excel in situations that involve the generation of ideas such as brainstorming and favor the arts. People who are not divergent learners tend to be convergent learners. As convergent learners, they rely on the abilities of abstract conceptualization and active experimentation. Their strength lies in problem solving, decision-making, and practical application of ideas. They perform best in situations requiring a single correct answer or solution. Learners with this preference usually choose technical tasks and problems over social or interpersonal issues. The next learning style, assimilation, is a combination of thinking and watching. Learners that fall under this category have the ability to create theoretical models, assimilate varying observations into an integrated explanation, and use inductive reasoning [Kolb, 1984: 78]. Assimilators prefer readings, lectures, exploring analytical models, and thinking through something [Chapman, "Kolb Learning Styles," 2003]. Accommodative learners conclude the different learning styles. These learners emphasize concrete experience and active experimentation. The strength of accommodative learners is in accomplishing tasks, carrying out plans and tasks, and getting involved in new experiences. Accommodative learners thrive in situation where they need to adapt to changing circumstances [Kolb, 1984: 78]. Specialization of these learning styles beings to develop in high school and undergraduate years, which factors into future career choices.

Individual learning styles can be determined through a test called the Learning Style Inventory (LSI) [Kolb, 1984: 67]. This test is in the form of a nine-item self-description questionnaire [Kolb, 1984: 67]. Each item has four choices each of which adequately describes a particular learning style. The scores of the LSI graphically relate to undergraduate majors. For example, undergraduate engineers have a tendency of being convergent learners because they thrive in technical situations. People studying foreign languages usually fall between the categories of divergers or assimilators [Kolb, 1984: 86]. It is common that the choice of undergraduate majors relates to a person's particular learning style because the person will be more likely to succeed in that field.

It is essential to take into account all of the learning styles in any textbook because students with different learning preferences will be using it. Textbooks also need to consider activities that stimulate both the left and right hemispheres of the brain. Grammatical, vocabulary, and literal functions all occur in the left hemisphere of the brain. The right hemisphere handles intonation, and accentuation. Pragmatics, which emphasizes the practical over the theoretical, and contextualism also constitute part of the right hemisphere ["Lateralization of Brain Function," 2010]. Examples of activities that stimulate both hemispheres of the brain include reciting dialogues, dancing to instructions, singing a song, doing a substitution drill, and writing a story [Tomlinson, 1998: 20]. The best textbooks incorporate left and right brain activities in each unit. *Голоса* and *Начало* both include lengthy dialogues in each chapter in order to stimulate both sides of the brain.

### Textbook Evaluation

Tomlinson defines a textbook as a book used as a standard work for the study of a particular subject [Tomlinson, 1998: ix]. It aims to provide as much information as possible in a single book. Foreign language books contain an array of grammatical topics, vocabulary, pronunciation drills, reading texts as well as writing, listening, and speaking assignments. However, the art of creating textbooks has not been refined and many researchers are still deciding which learning process would work the best when applied to second language acquisition [Tomlinson, 1998: 6]. As *Sheldon* states, "coursebook evaluation is fundamentally a subjective, rule-of-thumb activity, and that no neat formula, grid, or system will ever provide a definite yardstick" [Tomlinson, 1998: 221]. Despite the lack of definitive solutions to creating textbooks, there are several factors that a textbook needs to include such as the rate of language acquisition.

Second language acquisition does not occur instantaneously [Tomlinson, 1998: 15]. The process occurs gradually over a period of time. A person cannot be expected to learn a new topic or feature and

then be able to use that feature in the same lesson. The conventional way of teaching a language is through presentation-practice-production approach. It is necessary to modify this approach in order to acknowledge that learning does not take place immediately. For instance, it would be much more beneficial if the production phase were reinforced over up-coming chapters through more exposure and presentation of the same feature. This occurs through the “spiral” approach used in both *Голоса* and *Начало*. It is essential to continue to review and build upon previous topics. It is difficult to judge the effectiveness of a textbook because language acquisition does not happen instantaneously and success cannot be determined directly after the use of the textbook [Tomlinson, 1998: 16].

Another important aspect to take into consideration is that learners should not be forced into the production of a feature before they are ready. Dulay, Burt, and Krashen write, “Certain structures are acquired only when learners are mentally ready for them” [Tomlinson, 1998: 11]. Learning a topic prematurely can be harmful to the learner because it can lead to the production of incorrect forms, avoidance, or a substitution of less complex forms [Tomlinson, 1998: 12]. Authors of Russian textbooks need to take this factor into consideration when determining the order and time of the introduction of each grammatical case. Learners should have sufficient control over previous features while incorporating a new feature, in order to avoid premature production. On the other hand, the learner needs to be challenged by providing some feature that is slightly above the learner's current proficiency level [Tomlinson, 1998: 9]. It is difficult for textbook writers to create a balance that allows the learner to use the previous information learned, while creating an atmosphere in which the learner is ready to acquire a new feature or skill. This task is essential for effective second language acquisition.

Language textbooks should also contain features that interest the learner and help achieve maximum impact. The textbook needs to spark the learner's curiosity, interest, and attention [Tomlinson, 1998: 7]. One way to achieve this is through the use of novelty. The learner will be more interested in topics, illustrations, and activities that they have not seen or used before using the textbook. Variety is another key factor that helps to capture the learner's attention. For example, a textbook needs to include

unexpected activities or different text types from different sources [Tomlinson, 1998: 7]. *Голоса* achieves this through the e-mail correspondence with a Russian student at the end of each chapter. These e-mails provide the students with cultural information as well. The authors of *Начало* focus on the cultural aspects of Russia, which helps to interest the students.

Many language textbooks believe that the inclusion of authentic texts is beneficial to language acquisition, and in general, students find them interesting. Authentic texts comprise any text that has been or can be used in a real life situation. The author did not create them to directly teach a specific feature or topic, but rather focus on exposing the learner to the language [Tomlinson, 1998: 13].

Authentic texts in *Голоса* and *Начало* provide additional information about the grammatical cases in Russian. Cases and their uses that have not been presented yet appear in these texts. This allows students to see the different cases even if they are unable to fully comprehend their meanings. The one caution in using an authentic text is that the vocabulary content may exceed the learner's proficiency level [Tomlinson, 1998: 221]. An excessive amount of new vocabulary can be a deterrent rather than an effective method of teaching the language.

As I previously mentioned, there are e-mail correspondences between a Russian student studying in America and one of her teachers at the end of each chapter in *Голоса*. These short e-mails are the closest examples of authentic texts in *Голоса* because they exemplify typical Russian e-mails and seem natural. They challenge the students to expand their vocabulary without overwhelming them with difficult words. *Голоса* also includes other authentic texts such as metro maps, business cards, and advertisements. *Начало*, however, uses actual authentic texts at the end of each chapter. The text usually appears in the form of an advertisement from a magazine or pamphlet and relates to the topic of that chapter. At times there glosses of vocabulary words can be found in the margins to help the learners, but the majority of the authentic texts in *Начало* do not offer help with new words. *Голоса* and *Начало* approach the idea of authentic texts very differently, but they both provide the learner with an opportunity to learn about something that is actually used in Russia.

Authentic texts in both *Голоса* and *Начало* provide the opportunity for students to apply the knowledge they have already learned, and also expand their vocabulary skills. These texts present the grammatical cases in real situations that help to raise the awareness of the structures of typical Russian sentences. Authentic texts have the potential to be an effective and interesting way of presenting new topics and refreshing previously learned subjects.

The factors that are important in creating an effective textbook can also help students to learn the six grammatical cases in Russian. The activities in both *Голоса* and *Начало* take into consideration the learning preferences of the students. These activities also promote conversation, reading, filling in blanks, and listening to situations, in which the grammatical cases appear. All of these components create an effective balance for obtaining the most difficult topic for non-Russian learners: grammatical cases.

## GRAMMATICAL CASES

### Case Introduction

Grammatical cases compose the main focus for beginner-level learners of the Russian language. Edwina Cruise defines a case as, “the form of a word, which shows how that word functions within the sentence” [Cruise, 1993: 14]. There are six active grammatical cases in Russian: nominative, prepositional, accusative, genitive, dative, and instrumental.

Two independent forces produce the meaning of a sentence [Clancy & Janda, 2002: 3]. The first force consists of the words a sentence contains and the second, the relationship the words have with each other. In English, this is expressed through word order and prepositions, whereas in Russian it is primarily shown through cases and prepositions [Clancy & Janda, 2002: 3]. Word order in Russian is not a set entity for this reason.

The English language only has a two-form case system for certain pronouns, while English nouns can have different functions without changing forms except for the number. Russian does not follow this formation. Each noun case corresponds to a number of specific functions and has a specific ending, or, rather a set of specific endings depending on the declension class of the noun. These case endings vary in number, but the principle remains the same. Cruise defines a declension as all possible forms for any word that changes case [Cruise, 1993: 16]. There are three basic parts of speech that can be declined: nouns, pronouns, and adjectives.

Cruise has a very simplified approach to explaining Russian grammar and in particular, the cases. In her book, she states that there are fundamental steps for producing the correct case of a specific noun. The first step involves the identification of the gender and number of the noun. Next, function each noun within the sentence needs to be determined. For example, the noun could be the subject of the sentence.

The third step requires a person to decide which Russian case corresponds to the identified function of the noun forms. Finally, the proper case ending for the noun must be selected and applied [Cruise, 1993: 18]. If a person follows these steps, the case and ending for each noun can be determined. Although the method has been simplified, it does manage to render the basic functions of Russian nouns in the different cases.

The two textbooks in this study, *Голоса and Начало*, present the six cases in a similar order but with some variations. *Голоса* introduces the grammatical cases in the following order: nominative, prepositional, accusative, genitive, dative, and instrumental. The book applies a “spiraled” format, as previously mentioned, so each individual case is continuously expanded upon or reviewed over the course of the entire book. In *Начало*, the cases follow the order of nominative, prepositional, accusative, genitive, and dative. The instrumental case is not directly addressed in the first book of *Начало*, but it can be seen in a table in the appendix of the book. The book also reviews each case and each unit contains a grammatical checklist containing the specific topics addressed in the unit. Other than the glossing over of the instrumental case in *Начало*, the two books have a very similar format, but the cases are spaced out somewhat differently. As mentioned in the introduction, the use of *Голоса* spans a period of twenty-five weeks and *Начало* is used for thirty weeks. The week of each case introduction can be found in the chart in the index.

In *Голоса*, the introduction of the cases and grammatical topics can be distinguished easily because a bold purple font highlights them. The authors of the textbook mention the entire case system before the introduction of the nominative case. From the beginning of the book, the students become aware that six grammatical cases exist in Russian, and they also know the names of those cases.

The organization of topics in *Начало* can be troublesome for students searching for specific grammatical topics. Cases do not stand out from the rest of the grammatical information, especially in the table of contents. *Начало* places less emphasis on grammatical topics than *Голоса*.

This chapter will describe and analyze the presentation of each case in both textbooks. The cases appear in the order mentioned above for two main reasons. The primary reason promotes communication as quickly as possible. The second reason involves the difficulty level of each individual case. However, though both books follow the same order of presentation, the specific way of presenting cases differs a great deal. The reason for the order of case presentation will be addressed throughout the chapter along with an analysis of each case in both textbooks.

### Nominative Case

The nominative case appears first in both textbooks. This case can be used for the subject of the sentence as well as many predicate words. It is known as the naming case and is relatively simple and straightforward for learners of Russian to understand [Clancy & Janda, 2002: 9].

*Голоса* and *Начало* both introduce this case at the beginning. There are many reasons for mentioning this case first in textbooks. For example, all words in a Russian dictionary can be found in the nominative case. Russian student need to learn the nominative form in order to be able to find the meaning of a word. Besides being the simplest case to learn, the nominative case provides the basis for the formation of all the other cases. The endings of words in the nominative case must be removed and replaced by the desired case ending, with the exception of zero endings in which the case ending can simply be added [Cruise, 1993: 17].

The nominative case also appears first because an English learner of Russian can understand the case without much difficulty. The nominative corresponds to the subject of the sentence; in other words, the person or thing that performs the action of the verb [Cruise, 1993: 19]. This case behaves the same way in Russian as it does in English, which allows the learner to relate to it with more ease. In most cases, the learner simply has to pose the question *кто* (“who”) or *что* (“what”) before each verb in order to find the subject [Cruise, 1993: 19].

Students have the ability to communicate without a full sentence by using the nominative case [Clancy & Janda, 2002: 9]. For example, a learner can point to an object and say its name using the nominative and predicate nominative. A simple sentence can also be formed using nouns solely in the nominative and predicate nominative. For instance, one can say “*Я – студентка*” (“I am a student”). Both *Я* and *студентка* are in the nominative case and linked by the verb “to be” which is implied in Russian. This allows a teacher and students to begin speaking in Russian shortly after beginning to use the textbook.

A large majority of Russian sentences have nominative subjects [Clancy & Janda, 2002: 15]. One strategy for deciphering a Russian sentence is to look for the nominative subject first and then find the corresponding verb [Clancy & Janda, 2002: 15]. Therefore, it is logical to begin a Russian textbook with an explanation of the nominative case.

With *Голоса*, the case system appears introduced in the second week. The authors of *Голоса* define it as follows: “The system of putting endings on nouns, adjectives, and pronouns is called the case system. Russian has six cases: nominative, accusative, genitive, prepositional, dative, and instrumental” [Голоса, 2007: 31]. An explanation of the nominative case follows this statement.

The authors of *Голоса* write, “The nominative case is used for naming. Nouns and adjectives given in the dictionary are in the nominative case” [Голоса, 2007: 31]. The book continues to state that the nominative case forms the subject of the sentence and also the predicate complement in an equational sentence, which contains the zero form of the verb “to be” [Голоса, 2007: 31].

Directly after the introduction of the nominative case, the introduction of the prepositional case occurs for the first time. On the following page, the singular endings for both the nominative and prepositional cases appear. *Голоса* uses the prepositional case to present the nominative case as well as promote communication in conjunction with the verb *жить* (“to live”) [Голоса, 2007: 31]. There are two examples of words in the nominative case that have been transformed into the prepositional case: *Нью-*

*Йорк* to *в Нью Йорке* (“New York”) and *Санкт-Петербург* to *в Санкт-Петербурге* (“Saint Petersburg”). The book lists five other examples that follow this pattern [Голоса, 2007: 32].

The last grammatical topic in this unit is the verb “to be” in present tense sentences. This form can be used with two nouns in the nominative case. As mentioned before, this allows the learner to be able to communicate without learning any other cases [Голоса, 2007: 34].

The plural forms of the nominative case are not mentioned until the following unit. The authors apply this technique of presenting the forms in two stages to the prepositional and genitive cases as well. The plural forms do not need to be introduced immediately. For this reason, it is effective to present the forms separately rather than overwhelm the learner at one time.

*Начало* presents the nominative case in a slightly different manner. The case is only briefly addressed in this textbook. It is mentioned in the first unit under the subtitle “Grammatical Gender,” but focuses on gender and not case. The first introduction of the nominative case occurs in regards to its appearance in dictionaries. The authors provide a list of nouns sorted by their gender (masculine, feminine, and neuter) and plural forms [Начало, 2001: 23]. *Начало* presents the plural forms with the exception of neuter nouns during the introduction of the case, which differs from *Голоса*.

At the end of the sub-section, the function of the nominative case in *Начало* is described in the same manner as in *Голоса*. It states in *Начало*, “Finally, a special word about the dictionary form (nominative case) of a noun: You will encounter it in two contexts: 1) as the subject of a sentence. 2) as a predicate Nominative.” Each specific use of the case has two examples to help illustrate, “*Где газета? Газета там*” [Начало, 2001: 23]. *Начало* presents the nominative case by itself, unlike in *Голоса*, and the explanation of the case ends after the function is described.

The nominative case in *Начало* appears in the same unit as the question “*Что это?*” which means, “What is it?” [Начало, 2001: 22]. This question is answered with a noun in the nominative case. Students possess the ability to communicate using this construction by pointing to an object and asking another student to name it. The answer will be giving by naming the object in its nominative form.

Students do not need to use a conjugated verb with this formation because it involves the zero form of the verb “to be.” The simple formations of these sentences allow students to construct them even within the second or third week of the course.

*Начало* presents the plural forms for the nominative case in a separate part of unit one. Although the singular and plural forms appear in different parts of the unit, the students learn both forms in the third and fourth weeks. Not much time passes between the discussions of the presentation singular and plural forms in *Начало*.

*Начало* does not directly mention the six Russian grammatical cases in the first unit. The nominative case can be seen through the introduction to Russian grammatical gender. The visual presentation of the case lacks distinguishing traits, so the case itself can be easily passed over without notice. The nominative case is presented in a more direct format in *Голоса*. The case is more accessible for the learner and all of the cases are introduced before the individual cases are explained.

### Prepositional Case

The next case that both textbooks present is the prepositional case, which can also be called the locative case. The prepositional case constitutes the only case in Russian that must be preceded by a preposition. The case uses five prepositions with location, but only three appear in both books: *в*, *на*, and *о* [Clancy & Janda, 2002: 139].

The first introduction of this case is with the prepositions *В* (“in”) and most commonly with the verb *жить* (“to live”). *В* is the most common preposition that is used with this case [Clancy & Janda, 2002: 139]. The textbooks present the prepositional case early for communicative reasons. Directly after the introduction of the case, students can ask and answer the question of where someone lives. The verb *учиться* (“to study”) is also used with the prepositional case. The authors of both books do not display

the forms of the verb until later in the book, but in the dialogues, students have the opportunity to see the construction of *учиться* plus the prepositional case. This verb reappears with the preposition *на*.

*Голоса* introduces the prepositional case with the nominative case in the second week of class. The case can only be seen with the preposition *В/Во*. The formation of the prepositional case stems from a word in the nominative case. Location and the use of the verb *жить* help to show the use and formation of the case [Голоса, 2007: 31-32].

The prepositional case emerges next in unit three when speaking about languages. When asking what language a person speaks, reads, and writes, Russian uses the phrase *на каком языке* or *на каких языках*. For instance, a student would be able to say, “*На каких языках вы говорите?*” (“What languages do you speak?”). In the same chapter, the preposition *на* is explained as meaning “on” a surface [Clancy & Janda, 2002: 144]. This topic is introduced in the seventh week of the course. *Голоса* reviews and expands the case to include the plural forms and adjectives. In that same unit, the preposition *о/об* (“about”) appears. This preposition is used for oral and written communication and thought [Clancy & Janda, 2002: 150]. Again, this expands the conversational ability of the students. They can now describe what they are reading or speaking about with another person [Голоса, 2007: 89-94].

The prepositional case is mentioned one more time during the eleventh and twelfth weeks of study. The preposition *на* reappears once more. This time the authors describe it in reference to location. Examples that indicate the location “on” show the use of this preposition. For example, the phrase “on the table” requires the preposition *На*. Activities such as “*на работе*” (“at work”) and certain words like “*на факультете*” (“in the division (of college) or in a year (first, second...) in college”) are used with the preposition *На*. *Голоса* introduces this use of the preposition along with the verb *учиться*. These examples pertain directly to the students so they are able to use them to expand their knowledge of locations [Голоса, 2007: 115].

As stated previously, the plural forms of the prepositional case do not appear until later in the course. *Голоса* presents the plural forms in weeks five through eight of the course along with the adjectival forms. The singular forms are reviewed again while the student learns the new forms.

Unlike *Голоса*, *Начало* introduces the prepositional case alone and with both prepositions *В* and *На*. It is presented for the first time in Unit 3 during the ninth week along with the verb *жить*. This occurs seven weeks later than the introduction of the case in *Голоса*. The description of the case explains the differences in usage between *В* and *На* and states that the prepositional case is a declined form. For the first time, the textbook mentions the fact that the Russian language contains six grammatical cases. However, the names of the individual cases themselves are not addressed at this point [Начало, 2001: 86].

A chart form displays the formation of the case with the ending separated from the stem of the word. This form of presenting case endings is prevalent in both textbooks and provides a clear way for the students to distinguish the forms [Начало, 2001: 86].

The authors of *Начало* address both prepositions again later in the book. The prepositional case reappears in week fifteen of the course, six weeks after its initial introduction. The uses of *В* and *На* are used to answer the question *где* (“where”) and to indicate a location. *Начало* lay out the uses of the preposition *На* in more detail than *Голоса*. For instance, the preposition *На* is used for the location “on” something, at a function or event, to go by automobile, to play an instrument, and idiomatically regarding physical locations where you would expect to use *В* [Начало, 2001: 151].

The preposition *о/об* is presented during the same week. Both textbooks introduce this preposition with the question *о чём* or *о ком*. The preposition is shown with the verbs to read, speak, and write [Начало, 2001: 153].

Surprisingly, the plural forms do not appear at all in the first book of *Начало*. The introduction of the forms occurs in the second book along with a review of the preposition *о*. This seems strange because the plural forms for the prepositional case are not very complicated. It would be logical to introduce them

the first time that the preposition *o* is presented because it would assist in communication. Too much time passes between the introduction of the case and the presentation of the plural forms. One reason for this delay is that *Начало* focuses more on the everyday life of a person living in Russia, and the prepositional plural forms are less important for communication.

The singular and plural forms of adjectives in *Голоса* can first be seen with the preposition *o*. This is logical from a communicative standpoint. The forms are not too difficult to learn so the authors have few qualms about presenting them before the students are prepared. In *Начало*, they appear in the seventeenth week, which follows the unit explaining the preposition *o*. This delay is unnecessary and prevents the students from constructing complex and descriptive sentences.

The authors of both textbooks present the prepositional case in very similar ways with the main difference again being the relative time that the case appears. The introduction occurs after the nominative case because it is the second easiest case to learn. The case also allows students to discuss where they live as well as what they enjoy reading or speaking about. This helps to increase the range of topics for communication.

#### Accusative Case

The accusative case in Russian mainly corresponds to the direct object in the English language. This case receives the action of the verb without the need for prepositions [Cruise, 1993: 24]. The difficulty involved in learning the accusative case stems from the forms of the masculine animate nouns in the singular and plural and the feminine animate nouns in the plural. The endings for this form are more complicated and not mentioned until later in both books.

Both textbooks follow a similar time frame for the presentation of the accusative case. The introduction of the case takes place around the tenth and eleventh week into the class. The forms for

masculine animate nouns occur much later in the sixteenth week of *Голоса* and the eighteenth week of *Начало*.

This case appears in relatively simple sentence structures, but the sentences are becoming more involved with the acquisition of the accusative case. The accusative case allows the students to express more from an individual perspective. *Голоса* presents the case with the transitive verbs *знать* (“to know”), *любить* (“to love”), *изучать* (“to study”), and *читать* (“to read”). *Начало* also introduces the case with transitive verbs such as *читать*, *писать* (“to write”), *знать*, *понимать* (“to understand”) and *слушать* (“to listen to”). An explanation of the use of the verb *играть* (“to play”) with names of certain sports in the accusative case, preceded by the preposition *В* occurs during week eleven (“*играть в футбол*” – “to play soccer”).

The case endings for the accusative are easy to learn for inanimate objects because there are only two possible endings (*у/ю*) for second declension (feminine and masculine) nouns. The inanimate masculine, neuter, and third declension feminine singular forms ending in a soft sign follow the same forms as the nominative singular ending (taking a zero ending), so the student does not need to learn anything new.

The accusative case is also used with going verbs and answers the question *куда?* Both textbooks do not introduce this function of the case until later in the course with the explanation of going verbs. They both provide examples that answer either *куда* or *где* in order to show the difference between them. For instance, *Голоса* states the following examples: “*Где ты занимаешься?* and *Куда ты идёшь?*” [Голоса, 2007: 162]. *Голоса* and *Начало* also both have a diagram charting the prepositions used with the accusative case.

The accusative case is also mentioned with the presentation of the days of the week in Russian in *Голоса*. The construction *В* plus a day of the week in the accusative case is formed to say “on that day.” For example, “*У нас будет новоселье или в субботу или в воскресенье*” (“We’ll have our housewarming either on Saturday or on Sunday.”). The two textbooks present this construction at very

different times. The authors of *Голоса* chose to introduce this sentence along with going verbs, but the authors of *Начало* wait until the end of the book during the twenty-fifth week to mention it. This construction is used for communicative purposes. Students can use it to speak about their schedules.

One of the main differences between the two textbooks in regards to this case is the place where the adjective forms first appear. *Голоса* introduces the adjectival endings at the same time as the noun forms. This takes place in the ninth week of the course. On the other hand, the adjectives in *Начало* are presented following the genitive case in the twentieth week. When the authors of *Начало* describe the adjectives, they include the forms that correspond with masculine animate nouns unlike *Голоса*, which devotes a grammatical section to this topic. Communicative is one benefit for introducing of the accusative adjective case endings early in the course. Instead of only being able to say, “*Я читаю литературу*” (“I read literature”), one could say, “*Я читаю интересную русскую литературу*” (“I read interesting Russian literature.”). The use of adjectives in this instance really increases the amount that a student is able to say with the introduction of this case. Since the case is relatively easy to learn, with the exception of masculine animate forms, it is not unreasonable to introduce the adjectives with the nouns.

The textbooks return to the accusative case later in the textbook to introduce either all of the adjectives or only the masculine animate forms. At the beginning of both of these sections, the textbook reviews the information previously presented about the accusative case before introducing new material. Both textbooks also wait until the genitive case is introduced before explaining the use and form of the masculine animate form. This topic is much more difficult for students to produce orally, which is one reason that the introduction occurs much later in the textbook. Students also have a hard time cognitively grasping this topic. The genitive case constitutes one of the hardest cases for beginning Russian learners to understand, and the accusative animate follows the same form as this case.

## Genitive Case

The genitive case is the most complex case in Russian and the basic idea behind the case is the hardest to comprehend [Clancy & Janda, 2002: 111]. The Russian language uses the case the most often and it can be formed with over one hundred prepositions [Clancy & Janda, 2002: 111]. It is the only case that creates chains of consecutive uses, which means that multiple nouns in the genitive case can be combined together in one sentence such as “*книги рекордов Гиннеса*” (“Guinness Book of Records”) [Clancy & Janda, 2002: 111]. Both textbooks focus on possession as the central use of the genitive case because it promotes conversation.

Even the formation of plural nouns and adjectives in this case can be troublesome for students because it involves several possible case endings. For example, nouns of the first declension can have endings -ov or -ej (*мальчик - мальчиков, товарищ - товарищей*). Neuter and second declension nouns have a zero ending (*место – мест; дедушка – дедушек*), while third declension feminine nouns have the ending -ej (*ночь – ночей*). For all of these reasons, the authors introduce the genitive case slowly over the course of the textbooks.

The first time *Голоса* mentions the genitive singular case occurs in the second unit in week three. This seems early and contradicts earlier statements about the order of the presentation of the cases, but the case is revealed only in the genitive forms of the personal pronouns *я, ты, and вы* (*меня, тебя, and вас*). For example, “*У меня есть книга,*” means, “I have a book.” The case name itself does not appear until the second unit but the book introduces the genitive forms of the pronouns in order for the students to be able to express possession. The book emphasizes the students’ inability to speak about things that they are missing or lacking at that point in the course [Голоса, 2007: 63].

The sixth unit of the textbook, taught during the thirteenth week, presents the case itself and all the forms for singular nouns, pronouns, and adjectives. Again, the lesson reiterates the information

previously explained on how to speak about possession. The forms are displayed before the textbook provides an explanation for the uses of the case. The case endings are first explained in bullet points and then pictured in chart form.

The authors present the case under the rubrics expressing ownership, existence, and presence: *есть что*. This section explains that pronouns in the structure *У меня есть* are actually in the genitive case. The textbook presented this structure previously in the second unit, but the explanation is now more detailed. Through the topic of expressing nonexistence and absence, students now have the ability to express something missing. For instance, “*Здесь нет книги,*” means, “There is no book here”. This sentence seems simple enough, but it requires the ability to put a noun in the genitive case. Negation of *есть*, a form of the verb *быть* used in sentences expressing ownership, existence, or presence, calls for the noun in the genitive, which corresponds to the form *книги* in the previous example.

This section introduces another use of the genitive case that can also express possession. It corresponds to possessive constructions in English as “Vadim’s apartment,” or to put it another way, “the apartment of Vadim.” In Russian, this would be “*Квартира Вадима*” [Голоса, 2007: 199]. This structure is used to answer the question *чей* (“whose”).

The last appearance of the genitive singular case in this unit presents the specification of quantity following the numbers two through four, which require the use of the genitive case. Following the numbers two, three, and four, the genitive singular form of a noun occurs. This knowledge significantly increases the students’ ability to communicate. For example, a learner possesses the ability to say if he or she has more than one brother or sister. The authors of the textbook do not address higher numbers yet because they required the genitive plural form, which is much more difficult; therefore, the textbook does not mention it until later. Adjectives are not mentioned at this stage because they do not follow the pattern of the genitive singular after the numbers two through four, but use the nominative or genitive plural forms in this construction.

The student can also speak about being at someone's place in this unit. The textbook uses the example, “*Мы живём у брата*” (“We live *at my brother's* (house)”) and “*У вас нет такой традиции?*” (“Isn't there a similar tradition *in your country?*”). As with the introduction to numbers, this topic is useful for communicative purposes.

The last use of the genitive case presented in *Голоса* entails the preposition *от*. This preposition is not introduced until the last unit of the textbook. The construction of the preposition *от* with a noun in the genitive expresses the location of a place with respect to other places. For instance, “*Мадрид на юге от Лондона*” (“Madrid is south of London”) [Голоса, 2007: 349]. Unlike the previous constructions used with the genitive case, *от* plus genitive does not allow students to share very much information about themselves. For this reason, the textbook introduces this construction later in the book.

In the fifteenth week, directly after the presentation of the dative case for expressing age, the authors present the genitive plural forms. As stated before, the genitive plural causes the most problems for beginning Russian learners, which explains its relatively late introduction in the textbook. A chart displays the case endings, using multiple words as examples. The authors introduce the case with the topic of quantity with higher numbers and some quantifiers (such as *сколько?* “how many, how much?” *много* – “a lot”, *мало* – “few”).

*Начало* presents the genitive singular case with possession first. This topic appears in week thirteen, which is much later than in *Голоса*. A chart illustrates the pronoun forms after a brief paragraph explaining the genitive case. Directly after the introduction of possession, the students learn the use of the genitive following the *нет* construction. At this point, the textbook presents the genitive singular case endings. The authors do not mention the genitive plural and the only uses include possession and negation.

In the second portion of that same unit, the textbook describes the formation of the construction *y* + noun. This construction provides the students with the knowledge that enables them to speak about the possessions of other people. They can now use the names of the person rather than just pronouns.

The genitive case reappears in unit five or week nineteen of the textbook through the introduction of adjectives and possessives in the genitive singular case with the exception of masculine animate forms. Unlike *Голоса*, *Начало* does not reiterate the uses of the genitive singular case and the noun case endings. In this part, the textbook presents the preposition *от* plus the genitive. The brief description of this construction focuses on sentences such as, “*Вот письмо от моей сестры.*” (“Here is the letter from my sister”) [Начало, 2001: 205]. The only mention of location occurs with the three adverbs: *близко от*, *далеко от*, and *недалеко от* plus genitive.

*Начало* presents the next use of the genitive case in the sixth chapter, which is studied in the twenty-third week of the course. This chapter mentions the use of the genitive singular case with the numbers two through four. This topic promotes conversations between the students while practicing the use of the genitive singular forms.

The final mention of the genitive case appears in the sixth unit [Начало, 2001: 267]. The textbook describes use of the genitive singular case with phrases denoting something missing or lacking in the past and future tense. This topic appears in *Голоса* as well, but the authors of *Голоса* use more examples to illustrate the use of the genitive singular case than the authors of *Начало*.

*Начало* does not present the plural forms of the genitive case in Book 1. As previously stated, the genitive plural case is the hardest case to decline and also the most difficult case to use in speech for a new learner of Russian. The introduction of this case should be delayed so that the students can fully grasp the other cases before attempting to learn the genitive plural forms. Also, it is not essential to know the uses of the plural forms for communicative purposes. There are some benefits of speaking with higher numbers and other uses of the case, but the learning process should not be rushed. For this reason, the introduction of the plural forms can be prolonged.

The genitive case is very complicated and the editors of both textbooks continue to return to the topic in order to ensure that the students understand it. The textbooks begin with the simple construction of positive possession statements because students are able to learn this construction relatively easily. The

construction also allows students to expand their communicative abilities. A clear distinction can be noticed between the time frames that the case was introduced in both textbooks. The authors of *Начало* wait longer to introduce the genitive case and explain the case thoroughly before promoting communication. The genitive plural also does not appear in this textbook because the authors do not want to rush the introduction of the most difficult case in the Russian language.

### Dative Case

The dative case appears next in both of the textbooks. This case can also be called “the giving case.” The dative case answers the question *кому* (“to/for whom”) or *чему* (“to/for what”). In many instances, it corresponds to the indirect objects in English. This is not the only use of the dative case; however the dative case as an indirect object as well as for expressions regarding ages form the main focuses in these two textbooks.

Although the dative case has been named “the giving case,” it is not used as an indirect object the first time it appears. *Голоса* introduces the dative case to express the age of a person during the fifteenth and sixteenth weeks of the course. Age expressions appear in the same unit as the genitive plural forms. Learners have the ability to say their age with the word “year” in the genitive form. This textbook introduces the dative case gradually by showing how to form the case with pronouns. For example, “*Сколько ей лет? Ей шестьдесят два года.*” (“How old is she? She is sixty-two years old.”) [Голоса, 2007: 232]. This simplified method of using the case allows the student to learn only a few forms, but can still communicate with other people using the dative case.

The introduced of the case’s formation does not occur until the following unit, during weeks seventeen and eighteen. Along with the case endings, the uses of the case are also explained. The textbook reviews the use of the case with age and briefly explains its usage with indirect objects. The

example for indirect objects is as follows: “*Я хочу сделать Маше подарок*” (“I want to give *Masha* a gift”) [Голоса, 2007: 281].

The editors of *Голоса* go into more detail regarding this case by explaining the use of the dative case with the preposition *по*. This construction can be used to gain more information about a person or object. For instance, in the textbook one example used is, “*Кто по национальности ваши родители?*” (“What is your parents' nationality?”). This sentence requires the preposition *по* plus a dative noun (*национальности*) in Russian. This formation appears for communicative reasons.

The final uses of the dative case include the expressions of necessity and possibility, subjectless expressions, and likes and dislikes. The formation of these topical expressions can be comprehended fairly easily and assist in improving the students' ability to communicate about personal topics. In particular, speaking about likes and dislikes helps students learn more about each other, while still practicing their Russian skills. Native speakers of English tend to have some difficulties with the structure of phrases regarding likes and dislikes because the formation is not structurally the same in Russian. In Russian, the construction is as follows: “*Мне нравится твоя футболка.*” This sentence would be best translated into English as: “I like your shirt.” However, to help the construction of the sentence make sense to English speakers, it would be useful to translate the sentence literally, “Your shirt is pleasing to me.” This translation illustrates the reason the dative case is used.

On the other hand, during week twenty, *Начало* introduces the dative case by starting with an explanation of its function as an indirect object. The case formation including nouns, pronouns, adjectives, and possessives all appear on the following page. The use of the case is then explained with ages. The editors of *Начало* choose to introduce the numbers thirteen through forty with the introduction of the dative case; whereas *Голоса* introduces the numerals earlier on in the textbook with age expressions and genitive plural formation. These numbers cover the expected range of students using the textbook, which allows students to speak about their exact age.

The editors of *Начало* also introduce the formation of a sentence used to express likes and dislikes. This section goes into more detail about the difference between the verbs *нравиться* and *любить*. The presentation of the dative case with the verb *нравиться* largely focuses on sentences with pronouns in the dative case. This keeps the sentences simple and helps students communicate with more ease.

The last use of the dative case in *Начало* does not appear until later in that unit during week twenty-four. As in *Голоса*, *Начало* describes the expression of what one needs. Besides the placement of this topic, little variation occurs in the presentation of the two books.

The presentation of the dative case occurs fifth for two reasons. First, age expressions do not lead to long conversations, so the student's ability to speak does not increase to a great degree. The second reason has a greater impact on the order of case presentation. The dative case corresponds to the indirect object in a sentence, and it is logical to learn the case for direct objects first. The sentence slowly builds and becomes more complex with each introduction of a new case. Both textbooks wait until after presentation of the accusative case, which represents the direct object, to introduce the dative case so students can construct sentences such as, “*Я читаю книгу брату,*” which means “I read the book to my brother.”

### Instrumental Case

The sixth and final case that is presented in the Russian language is the instrumental case. This case is addressed in *Голоса* but not in *Начало*. The instrumental case constitutes one of the most complex Russian cases [Clancy & Janda, 2002: 19]. There are many different ways that this case can be used and no direct correlation exists between English language and Russian language usage. It can be difficult for learners of Russian to determine the correct situations that require the instrumental case.

During the twentieth week of the course, *Голоса* introduces the case with the preposition *с* which means “with” or “together with.” *С* plus a noun in the instrumental form is used in sentences such as, “Anna and I were thinking of going to the café.” Anna and I are expressed in Russian as “*Мы с Анной*,” in which Anna is in the instrumental case. A chart illustrates the case endings for nouns, adjectives, possessives, and pronouns. A complete introduction of the formation occurs in this unit but the authors only explain one use of the instrumental case. The construction *С* plus a noun in the instrumental case is easy for students to learn and use. It also introduces the instrumental case without overwhelming the learners with too many uses.

It is not necessary to introduce the instrumental case in this textbook, but it is useful to present all of the cases before moving on to the second book. *Голоса* barely touches the surface of the instrumental case and does not add too much to the students’ verbal abilities but students do have the ability to use all of the cases in some form by the end of the book.

## CONCLUSION

After reviewing the two textbooks, *Голоса* and *Начало*, one can see that the books introduce the cases in a similar order. The main difference between the two textbooks occurs in the intended time frame of use. The beginner level Russian course at Indiana University uses *Начало* for five more weeks than Penn State University uses *Голоса*. This minor difference in total number of weeks causes the cases to be presented slightly later in *Начало* than in *Голоса*. For example, in *Начало* the nominative case is presented in the third and fourth weeks and in *Голоса* it is introduced in the second week. The two books have about a week difference in their presentations of the cases. The introduction of the genitive plural, prepositional plural forms, and the instrumental case comprise the main differences in *Голоса* and *Начало*. *Начало* does not present any of these forms in the first book, whereas every case appears in *Голоса*. The genitive plural forms and the instrumental case are two of the most difficult aspects of the Russian language for beginners to learn, so it is logical to delay their presentations.

Programs that use *Начало* tend to be more intensive and their Russian programs are more emphasized in the universities. For instance, the Russian courses at Columbia University meet five days a week for fifty minutes (Alla Smyslova, personal communications, e-mail, April 7, 2010). *Начало* works well in this type of program because it requires more independent work. It also places more focus on the cultural aspects and prepares students to be able to effectively communicate in Russia. *Голоса* does not contain as much cultural information as *Начало*, but does emphasize an exposure, although brief, to all of the cases in Russian language. This book is easier for students to use because each unit clearly defines all of the grammatical topics. Beginning Russian learners have more difficulties navigating *Начало* based on overall format. The choice of which book to use depends on the type of program the Russian department at a university wants to offer.

The cases are presented in the order of nominative, prepositional, accusative, genitive, dative, and finally instrumental. The plural forms for the first three cases are introduced later to prevent flooding the students with information. Communicative and structural purposes form the primary reason for the order of the presentation of cases. The topics introduced in the textbooks help to build the students' ability to speak about themselves. Autobiographical topics provide the students with the opportunity to share information about their lives, which personalizes the lessons. The cases are introduced based on the requirements of Russian sentence structure as well. The sentence builds with the addition of each new case starting with the subject of the sentence (nominative case) followed by the direct object (accusative case) and then the indirect object (dative case).

The authors of both textbooks present the grammatical cases in a “spiraled” form. This means that a lesson presented early in the textbook is revisited later through the introduction of a new topic. This technique is very effective because it refreshes the students' knowledge of previous information. The “spiraled” format assists in the presentation cases because beginner-level Russian learners have to remember multiple endings and uses for each individual case.

*Голоса* effectively presents the cases in an easy manner for students and teachers to follow. The cases can be found clearly in the table of contents, which creates an efficient way to locate the information about a case in the book. *Начало* does not present the cases in an obvious manner. It is very difficult to use the table of contents to find information in the book. A description of the case system also does not surface in *Начало* until later in the textbook, but *Голоса* mentions all six cases with the nominative case.

In conclusion, *Голоса* proves more effective than *Начало* in regards to the Russian grammatical case system. *Голоса* contains a useful and comprehensible table of contents that shows every case and highlights the cases throughout the textbook with bold purple font. Both textbooks present the cases in essentially the same order, but *Голоса* presents the plural forms at a later time. It is unlikely for a learner to feel overwhelmed with the amount of information presented in a specific unit. *Голоса* is the preferable

choice of beginner level Russian textbooks if the user wants a clear and concise manner of learning the case system.

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APPENDIX

	Nominative Case	Prepositional Case	Accusative Case	Genitive Case	Dative Case	Instrumental Case	
Голоса	Week 2: - Introduction Subject and predicate complement Singular forms	Week 2: -Location ('to live') Preposition в/во Singular forms					
	Week 3-4: -Plural forms Adjective Introduction/Forms			Week 3-4: -Possession (у меня есть)			
		Week 5-8: -Introduction of на Review of noun forms Plural forms introduced Adjective forms Preposition о/об					
		Week 9-10: -Full explanation of на	Week 9-10: -Introduction of direct object Adjective and noun forms Plural forms (except animate) Mention animate but not forms				
		Week 11-12: -Review of case and prepositions в/на	Week 11-12: -в/на with going verbs в + days of week				
				Week 13-14: -Introduction Singular forms (noun and adjective) Ownership, existence, presence Non-existence Possession and attribution (of) Quantity (2-4) -mention plural use у кого			
			Week 15-16: -Telling someone's name Review All forms (including animate)	Week 15-16: -Introduction to plural Plural forms Quantity Comparing ages	Week 15-16: -Expressing age Pronoun forms		
				Week 17-18: -Past tense of нет + gen.	Week 17-18: -Introduction Singular and plural forms (nouns and adjectives) Age, indirect object, preposition no Necessity and possibility Subjectless expressions Likes and dislikes		
						Week 19-20: -Introduction Singular and plural forms Мы с + inst.	
		Week 21-22: -в каком году	Week 21-22: - Entering/Graduating school (в+acc.)	Week 21-22: -через, назад			
	Начало	Week 3-4: -Brief introduction Subject and predicate complement Plural forms (except neuter)					
		Week 6: -Plural neuter nouns Adjective forms					
			Week 9: -Introduction в/на (explanation of на) Singular forms (nouns)				
				Week 10: -Introduction Direct object Singular and plural forms (except animate)			
				Week 11: -Going verbs (в/на) играть в+acc (sports)			
					Week 13: -Possession (у меня есть) Missing, lacking Singular forms (noun)		
					Week 14: -Possession (у+gen.) Genitive noun linkage		
			Week 15: -Prepositions в/на Preposition о/об				
			Week 17: -Singular adjective forms				
				Week 18: -Animate masculine forms (nouns) Going verbs review			
				Week 20: -Adjective forms	Week 19: -Singular adjective forms (except plural animate)		
					Week 20: -Introduction Indirect object, Age Singular forms (nouns and adjectives)		
					Week 21: -Likes and dislikes		
				Week 23: -Quantity (1-4) At someone's place			
			Week 25: -в+ days of the week	Week 24: -Missing, lacking in past and future tenses	Week 24: -Needs		
	Week 28: Pronoun forms						

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