Title: Matching Activities to Topics: The Challenges of Teaching Russian Grammar at the Beginning Level."

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Abstract:
The presentation will address some of the issues in selecting and ordering grammar topics in the creation of a comprehensive beginning Russian textbook, and then choosing the appropriate activity type(s) to guide learners in assimilating the topic. While the many topics that cause learners difficulty in first year Russian are well known, the question of the best fit between problematic grammar constructions and activity types (gap activities, processing instruction, structured input, noticing, etc.) has received far less attention. The presenter will present the basic characteristics of those activity types and illustrate them with examples. He will then argue that examining the nature of the linguistic and pedagogical problems posed by certain structures can help teachers determine what pedagogical intervention(s) are most appropriate for a given structure.

Comer, W. (2007). Implementing task-based teaching from the ground up: considerations for lesson planning and classroom practice. *Russian Language Journal/Русский язык*, 57, 181-203.

Farley, A. P. (2004). *Structured input: Grammar instruction for the acquisition oriented classroom*. Boston, MA: McGraw-Hill Humanities/Social Sciences/Languages.

VanPatten, B. (Ed.). (2004). *Processing instruction: Theory, research, and commentary*. Mahwah, NJ: Lawrence Erlbaum Associates.