

Russia 2017-2020 - Call for applications 2017

Application

Project identification

Project number CPRU-2017/10027

Project title TWIRLL: Targeting Wordforms in Russian Language Learning

A - Partnership information

A.1 Main partner institution in Norway

A.1.1 Main partner institution in Norway (liN)

UiT The Arctic University of Norway (NO-UiT)

Campus:

Campus Tromsø (NO)

A.1.2 Department (liN)

Department: Department of Language and Culture

A.1.3 Head of department (liN)

Name: Larsen, Frode
Email: Frode.larsen@uit.no
Phone number: 77644000

A.1.4 Project coordinator (liN)

Name: Janda, Laura
Gender: Female
Email: laura.janda@uit.no
Phone number: 77645680

A.2 Main partner institution outside Norway

A.2.1 Main partner institution outside Norway (IoN)

Higher School of Economics - National Research University (HSE) (RU-HSE)

A.2.2 Department (IoN)

Department: Faculty of philology

A.2.3 Head of department (IoN)

Name: Rakhilina, Ekaterina Vladimirovna
Gender: Female
Email: erakhilina@hse.ru
Phone number: +7 (495) 772-9590 доб. 22677 22724

A.2.4 Project coordinator (IoN)

Name: Lyashevskaya, Olga Nikolaevna
Gender: Female
Email: olyashevskaya@hse.ru
Phone number: +7 (906) 798-6021

A.3 Network partners

A.4 Participants in the project

Name: Janda, Laura A.
Gender: Female
Degree: PhD

Position:	Professor of Russian Linguistics
Institution:	NO-UiT The Arctic University of Norway
Name:	Lyashevskaya, Olga Nikolaevna
Gender:	Female
Degree:	PhD
Position:	Professor of Russian Linguistics
Institution:	RU-Higher School of Economics - National Research University (HSE)
Name:	Nesset, Tore
Gender:	Male
Degree:	PhD
Position:	Professor of Russian Linguistics
Institution:	NO-UiT The Arctic University of Norway
Name:	Rakhilina, Ekaterina Vladimirovna
Gender:	Female
Degree:	PhD
Position:	Professor of Russian Linguistics
Institution:	RU-Higher School of Economics - National Research University (HSE)
Name:	Sokolova, Svetlana
Gender:	Female
Degree:	PhD
Position:	Associate Professor of Russian Linguistics
Institution:	NO-UiT The Arctic University of Norway
Name:	Tyers, Francis M.
Gender:	Male
Degree:	PhD
Position:	Associate Professor of Linguistics
Institution:	RU-Higher School of Economics - National Research University (HSE)

Composition of the project team.

The Project team is balanced in representation of members from the two partner institutions and represents both genders at both the Professor and Associate Professor level. Expertise is the key criterion for the team, with each team member bringing essential knowledge and competence to the table, as detailed in Section B.3.2.2. The Project Coordinators will take responsibility for recruitment of students, with gender balance as a high priority in that process. On both sides of the TWIRLL project, recruitment will be from among students at the respective institutions. In the field of linguistics, it is particularly important to encourage men to engage and advance.

A.5 Fields of education and training

1: Linguistics and Languages (101)

A.6 Attachments

Attachments

- * [CVJanda.pdf](#)
- * [CVLyashevskaya.pdf](#)
- * [HSELetterofCommitment.PDF](#)

B - Project description

B.1 Project summary

Please provide a short summary of your project.

TWIRLL's main objective is to correct the non-strategic traditional approach in Russian language learning, which focuses on memorizing paradigms of wordforms. A typical noun has 12 wordforms, and a verb can have over 100 wordforms. However, most forms of most words are rarely or never encountered. A computational learning simulation experiment (Janda & Tyers forthcoming) shows that mastering Russian wordforms is much more successful when only single high-frequency forms are learned. Learning whole paradigms gives worse results because it overpopulates the search domain and overwhelms students.

TWIRLL's target groups are learners and instructors of Russian at the A1-B2 CEFR levels (elementary and intermediate).

TWIRLL's outcome will be the identification of the highest frequency wordforms at the A1-2 and B1-2 CEFR levels along with the grammatical categories and collocations most typical for each wordform.

TWIRLL's output will be the Strategic Mastery of Russian Tool (SMARTool) that puts learners and instructors in contact with all and only the wordforms that they need most, along with the grammatical and lexical environments in which those wordforms are most likely to appear. Other outputs include: revised courses and curriculum, double MA and PhD degrees, student and staff mobility, a workshop, and dissemination of SMARTool through conferences, promotional video, and social media.

The Arctic University of Norway and The Higher School of Economics will achieve TWIRLL's objective through a coordinated program of mobility, student involvement in scientific work, and shared teaching and supervision of students, bracketed by a kick-off workshop and a dissemination closing conference.

B.2 Background information

B.2.1 History of cooperation

Please give a brief description of the history of cooperation between the project partners.

The internationally-visible CLEAR (Cognitive Linguistics: Empirical Approaches to Russian) research group is located at UiT, which, due to its location, takes national responsibility for research and training in Russian language. CLEAR is led by Laura Janda, who in 2017 was selected as one of only 6 "Meritorious Teachers" at UiT, in recognition of her leadership role in Russian language pedagogy. Higher School of Economics (HSE, Moscow) is an ideal partner because it is the premiere research institution in Russian linguistics in Russia, and has recently launched a training program for teachers of Russian as a second language.

UiT and HSE have a long history of close cooperation in Russian linguistics and language pedagogy: □
- Professor Ekaterina Rakhilina (Moscow) has visited the CLEAR group several times in Norway, including a two-month stay in Tromsø in 2012.

-Professor Olga Lyashevskaya (Moscow) was previously a postdoc at UiT and a member of the CLEAR group and has visited the CLEAR group at UiT two times in 2014 and once in 2016.

-Associate Professor Francis M. Tyers (Moscow) has recently completed a postdoc at UiT.

-Professors Laura A. Janda and Tore Nessel (Tromsø) have visited Moscow with guest lectures and a seminar in 2012, 2014, and 2016.

-Associate Professor Svetlana Sokolova (Tromsø) has recently completed SIU-UTFORSK projects involving collaboration with colleagues at HSE, Moscow on the creation of digital resources for the study of Varangian Rus'. □

-Janda and Lyashevskaya have co-authored numerous publications, in some cases sharing co-authorship also with Nessel, Sokolova, and Rakhilina. Janda has also co-authored a publication with Tyers. Since 2016, TWIRLL team members have participated in weekly meetings via Skype to coordinate work on the Construction of Russian, a free public searchable resource of hundreds of grammatical constructions in Russian.

-UiT in Tromsø and HSE in Moscow have recently signed a cooperation agreement.□

-We have had student mobility every semester since Spring 2014, largely funded by SIU grants. Spring 2014: five students from Moscow to Tromsø. Fall 2014: one student from Tromsø to Moscow. Spring 2015: three students from Moscow to Tromsø. Fall 2015: two students from Moscow to Tromsø, one from Tromsø to Moscow. Spring 2016: five students from Moscow to Tromsø. Fall 2016: one student from Moscow to Tromsø. Spring 2017: four students from Moscow to Tromsø. This previous and current student exchange has been a great success, and the TWIRLL project takes this success to a new level.

Please describe how the project is linked to strategies and priorities of the project partners.

TWIRLL specifically targets the strategies and priorities of the two partner institutions through international cooperation, international mobility, and the development of new tools to promote excellence in education and language proficiency.

Both institutions emphasize the importance of languages and linguistics, with highly dynamic and internationally well-known research groups with compatible theoretical profiles. QS World University Rankings currently lists UiT as the 43rd best university in the world under 50 years old, and linguistics at UiT is ranked between the 51-100 best departments/programs worldwide. No other department or program at UiT is ranked so high. HSE is currently ranked as the 48th best university in the world under 50 years old, and 35th among universities in Eastern Europe and Central Asia.

The Strategic Plan for UiT The Arctic University of Norway 2014-2020

(https://en.uit.no/om/art?p_document_id=377752&dim=179033) states the following priorities that are directly addressed by TWIRLL:

- Promotion of cultural and social development and collaboration in the High North through building knowledge and human capital
- Catalysis of societal and cultural changes stemming from globalization and technological development
- Development of new tools to promote excellence in teaching and education
- Support of internationally leading research groups and research-based teaching
- Collaboration with international partners in education
- Increased international mobility

At UiT, the HSL faculty has a strategic document for 2014-2017

(https://intranett.uit.no/Content/486216/HSL_strategidokument_2014_2017_UiT.pdf)

HSL's strategic plan specifies:

- Development of language technology resources
- Strengthening of the faculty's international profile through collaborative international partnerships

HSE has a Mission Statement (<https://www.hse.ru/info/statement/>) that details the following priorities:

- Partnership and engagement in international academic ventures
- Theoretical and empirical research and dissemination of knowledge
- Top international academic standards
- Accessibility of research results to colleagues and learners

TWIRLL contributes to these goals by:

- Supporting international collaboration and mobility, including double degrees at the MA and PhD levels
- Creating language technology tools to improve Russian language pedagogy: the Strategic Mastery of Russian Tool (SMARTool) and Russian Constructicon
- Using research results to inspire development of research-based pedagogical materials
- Helping to build cultural understanding in the High North by bridging the gap in language proficiency, especially in assisting HSE in building up their MA program in teaching Russian as a Foreign Language

B.2.2 Previous and parallel funding

Is the proposed project related to any projects and/or activities currently or previously funded by SIU or other funding agencies?

Yes

- The Tromsø–Moscow Cognitive Linguistics Exchange (2013, CPRU/10010)
- Connecting the Dots: The Tromsø-Moscow Cognitive Linguistics Connection (2014, CPRU-2014/10003)
- Learning from each other – Cognitive Linguistics in Tromsø and Moscow (2015, CPRU-2015/10026)

- Constructing a Russian Constructicon (2016, NCM-RU-2016/10025)
- Varangian Rus' Digital Environment (2015-2016, UTFORSK: UTF-2014/10074)
- Homo Ludens: man lærer så lenge man leker (2017-2018, BARENTSPROSJEKT: 172525)

Have the project partners applied for funding for any of the project activities listed in this application through other programmes administered by SIU or other funding agencies?

Yes

Weekly meetings of TWIRLL team members have been ongoing since 2016, advancing work on the Russian Constructicon. Student employees who contribute to this work are currently being paid out of funds provided to the CLEAR research group by UiT.

B.3 Project design

B.3.1 Main objective, expected outcomes and outputs

B.3.1.1 Target group

Who is the project targeting?

TWIRLL's target groups include both learners of Russian and their instructors. After English, Russian is the biggest language that is learned as a second language in the world. Russian is also the second largest language in use on the internet. TWIRLL focuses particularly on the high-frequency wordforms, constructions, and collocations most needed by learners and instructors at the A1-2 and B1-2 CEFR levels. HSE (Moscow) has recently been charged with developing leadership strategy in the training of instructors of Russian as a second language. TWIRLL will serve learners and instructors in Norway, Russia, and the world.

B.3.1.2 Main objective

What is the main objective of the project?

TWIRLL's main objective is to bring about a sea change in Russian language pedagogy, switching from traditional paradigm-based learning to wordform-based learning with high-frequency wordforms embedded in their most used grammatical constructions and collocations. Teaching Russian as a second language is a key strategic endeavor in both Norway and Russia. This objective entails a lasting qualitative change in the way Russian is taught in both countries, promoting research-based teaching, double degrees at the MA and PhD level, and facilitating increased intercultural competences and mobility of staff and students.

B.3.1.3 Project outcomes

Please describe the expected project outcomes.

TWIRLL will change the way that Russian is learned. Thanks to TWIRLL, instructors and learners of Russian in Norway and Russia (and beyond) will be able to access precisely the most strategic wordforms and their uses, leveraging a more efficient and successful learning process. Unlike English and Norwegian, Russian has a relatively complex morphology: each noun has at least 12 wordforms, each adjective has 28 wordforms, and, while verbs vary, 100 or more forms are typically possible for each verb. Mastering all the tables of wordforms, called "paradigms", is a major challenge for language learners, usually approached by rote memorization (see section B.3.1.5). However, the vast majority of these wordforms are never or rarely used. Most words typically appear in only 1-3 wordforms, but the selection of wordforms that are relevant for each word are very different. For example, the word фон, meaning 'background', is used almost exclusively in its Locative Singular wordform фоне. But the word чемпион 'champion' is used primarily in its Instrumental Singular чемпионом and Genitive Singular чемпиона wordforms. Thus, in order to get a grasp on these two words, one should target only the 3 wordforms listed here, rather than trying to acquire all $2 \times 12 = 24$ wordforms in the full paradigms of these two words.

Furthermore, the most used wordforms are motivated by the grammatical constructions and collocations most typical for each word. For example, фон 'background' typically appears in the construction на фоне + Genitive 'against the background of [something]', and чемпион 'champion' is most typical in collocation with words like стать 'become' which requires the Instrumental case.

As a result of TWIRLL, instructors and learners will have access to the most important wordforms of Russian organized according to both the Common European Framework of Reference for Languages (CEFR) level and word frequency as documented in the Russian National Corpus. Along with the wordforms, instructors and learners will get the grammatical constructions and collocations typical for

each wordform. Access to this information will fundamentally change the way Russian is taught and textbooks are written, improving learning outcomes in joint Norwegian-Russian educational activities. Students in double-degree programs at the MA and PhD levels will participate in the scientific work, improving mutual understanding of similarities and differences in Norwegian and Russian language and culture.

B.3.1.4 Expected output

Please describe the expected outputs of the project.

TWIRLL's primary output will be the Strategic Mastery of Russian Tool (SMARTool) that puts learners and instructors in contact with all and only the wordforms that they need most, along with the specific grammatical and lexical environments in which those wordforms are most likely to appear. Our SMARTool will be permanently housed at a professionally-managed university website and will be a free and public resource. The SMARTool will feature filters that empower learners and instructors to access the wordforms most appropriate for each proficiency level (A1-2 and B1-2 Common European Framework of Reference for Languages). Within each proficiency level, wordforms will be ranked according to their frequency in the Russian National Corpus (ruscorpora.ru), so that learners and instructors can start from the highest frequency wordforms of the highest frequency words, thus strategically targeting the most useful wordforms. Every wordform entry will be supplied with the grammatical constructions that typify its use, sourced from the Russian Constructicon (<https://spraakbanken.gu.se/karp/#?mode=konstruktikon-rus>), as well as the collocations in which the wordform typically appears. Thus each entry in the SMARTool will embed the wordform in its most representative syntactic and lexical environments. The SMARTool will, by the close of 2020, house at least 3000 wordform entries (500 for each of levels A1-2 and 1000 for each of levels B1-2).

Alongside the SMARTool, TWIRLL will expand the existing Russian Constructicon (partially funded in SIU project Constructing a Russian Constructicon in 2016, NCM-RU-2016/10025), in order to cover constructions for wordforms in the SMARTool.

Other types of measurable output of TWIRLL include:

- A kickoff workshop in Moscow in 2018
- Revision of courses and curriculum, including double degree programs at the MA and PhD level, so that students at each institution gain acknowledgement of their degree at the other institution
- Student and staff mobility
- Guest lectures, teaching, and supervision of students from partner institution
- Involvement of students in scientific work of the project
- A dissemination conference in Tromsø in 2020
- Promotion of the SMARTool and Russian Constructicon through video and social media
- Dissemination of the SMARTool and Russian Constructicon at international conferences targeting linguistics and language pedagogy

B.3.1.5 Current situation

Please describe the current situation, which the project is designed to change or improve.

Learning Russian traditionally entails rote memorization of paradigms, but new evidence shows that this method is actually detrimental to learning.

Russian is acknowledged as the most morphologically complex language among major world languages. This is because of the large paradigms of Russian wordforms: nouns have a dozen wordforms, adjectives have over two dozen, and verbs have several dozen more. Textbooks and grammars of Russian present these paradigms in tables that learners must memorize and drill in order to recognize and produce all the correct wordforms of each word. This part of the learning experience is extremely time-consuming and labor-intensive.

TWIRLL team members Francis Tyers and Laura Janda have questioned the validity of the traditional method. They have shown that even high-frequency words typically appear in only 1-3 of their wordforms, making the learning of the remaining forms unnecessary. This picture is somewhat complicated by the fact that the 1-3 wordforms that are most typical differ greatly from word to word (see examples in Section B.3.1.3). Tyers and Janda have set up the first-ever frequency-based computational learning experiment on the production of Russian wordforms comparing training on single wordforms

vs. training on full paradigms for nouns, adjectives, and verbs. This experiment has two parts. In the single-form part, the model is trained on the 100 most frequent wordforms and then asked to produce the next 100 most frequent wordforms, and then trained on the 200 most frequent wordforms and asked to produce the next 100 most frequent wordforms, and this is repeated through 54 iterations (5400 wordforms). The full-paradigm model has the same iterations, but training is on full paradigms rather than on single wordforms (similar to how learners of Russian are trained). Accuracy of production of wordforms is initially low for both models, but after 11 iterations, the accuracy of the single-form model is superior to that of the full-paradigm model on every single iteration, a stunning finding. Our experimental results indicate that learning is better when training is restricted only to the most frequent wordforms. Training on full paradigms overpopulates the search domain with a multitude of unlikely word forms. We should avoid overburdening learners with the full-paradigm memorization task that we have shown to be less accurate in our experiment.

Furthermore, memorization of paradigms is decontextualized, lacking the grammatical constructions and collocations relevant for wordforms, essential information that is not adequately available in dictionaries and grammars.

B.3.2 Work plan

Please provide a brief work plan for the project.

TWIRLL will be executed in four thematic work packages that organize the activities thematically into SMARTool Construction (WP1), Mobility (WP2), Course and Curriculum Revision (WP3), and Dissemination (WP4). Within each work package, team members are designated as Point Persons (PP), and all team members will contribute as appropriate.

WP1: SMARTool Construction

PP SMARTool: Tyers

PP workshop: Lyashevskaya

WP1 lasts throughout the TWIRLL project, from February 2018 through December 2020. Throughout this time, two students will be employed (5hrs/wk) and the entire TWIRLL team will hold weekly meetings (on Skype) to monitor progress in building our resources. The student employees will focus on building the SMARTool and expanding the Russian Constructicon. A TWIRLL workshop on resource building will be held in Moscow Fall 2018.

WP2: Mobility

PPs screening of students for mobility: Janda, Lyashevskaya

PPs guest lectures (staff mobility): Nesset, Lyashevskaya

PP teaching and supervision of students on mobility: Sokolova, Rakhilina

Mobility schedule:

Faculty mobility (UiT to HSE) Spring 2019 (1 week)

3 MA students from HSE to UiT Spring 2019 (whole semester)

2 BA students from HSE to UiT Spring 2019 (whole semester)

3 BA students from UiT to HSE Spring or Fall 2019 (whole semester)

Faculty mobility (HSE to UiT) Fall 2019 (1 week)

1 MA student from UiT to HSE Fall 2019 (1-2 weeks)

3 MA students from HSE to UiT Spring 2020 (whole semester)

2 BA students from HSE to UiT Spring 2020 (whole semester)

3 BA students from UiT to HSE Spring or Fall 2020 (whole semester)

1 MA student from UiT to HSE Fall 2020 (1-2 weeks)

Students who come for a whole semester will take a full slate of courses at the partner institution and get credit for them at their home institution, receiving certification of degrees at both institutions.

WP3: Course and Curriculum Revision

PP involvement of students in scientific work and revision of courses at UiT: Nesset

PP involvement of students in scientific work and revision of courses at HSE: Rakhilina

Courses in Russian and Russian language pedagogy will be revised at both institutions, with special focus on development of Russian as a second language at HSE.

WP4: Dissemination of SMARTool and Russian Constructicon

PP: Janda

Promotional video and social media will be launched. Dissemination among academics will take place at: Nordic Slavic Association meeting Fall 2019 (Joensuu), Slavic Cognitive Linguistics meeting 2019, and TWIRLL's closing Dissemination conference Fall 2020 (Tromsø).

B.3.2.2 Contribution from partners

Please describe how each of the project partners (including any network partners) will contribute to the project.

The combined strengths of the TWIRLL team members cover all the needs for knowledge, competence, and experience to ensure the success of the project. The capacities of team members at UiT and HSE complement each other so that together we can achieve something we could never achieve alone. Team members at UiT have extensive experience in teaching Russian as a second language and in setting up digital educational resources. Team members at HSE have experience in computational and corpus linguistics. All activities in the four TWIRLL work packages are shared, and primary responsibility for carrying out activities is evenly distributed across UiT and HSE team members.

Janda (UiT) was singled out as a Meritorious Teacher at UiT, is the author of textbooks of Russian, co-author of the Exploring Emptiness database (an online resource for learning Russian verbal aspect), and co-founder of TROLLing (an international online repository for linguistic data and statistical code). Janda will oversee dissemination (WP4) and screening of students traveling from UiT to HSE (WP2).

Nesset (UiT) is the author of textbooks of Russian, co-author of the Exploring Emptiness database, and co-founder of TROLLing. Nesset will oversee HSE guest lectures at UiT, student involvement in the scientific work of TWIRLL, and revision of Russian courses at UiT (WP3).

Sokolova (UiT) is a co-author of the Exploring Emptiness database and author of the Varangian Rus' digital learning environment. Sokolova will oversee the teaching and supervision of HSE students at UiT (WP2).

Lyashevskaya (HSE) is a collaborator on the Russian National Corpus and co-author of an authoritative Russian frequency dictionary. Lyashevskaya will oversee the TWIRLL Workshop (Fall 2018, WP1), screening of HSE students for mobility, and UiT guest lectures at HSE (WP2).

Rakhilina (HSE) is a co-founder of the Russian National Corpus and Head of the School of Linguistics at HSE. Rakhilina will oversee the teaching and supervision of UiT students at HSE (WP2) and the revision of courses and curriculum at HSE (WP3).

Tyers (HSE) is a co-developer of UDAR, the only open-source freely available full-scale finite state transducer model of Russian that accounts for morphophonemic stress. Tyers will oversee the construction of the SMARTool and the Russian Constructicon, the interface to connect them, and the weekly TWIRLL meetings to monitor progress in SMARTool construction (WP1).

HSE will provide infrastructure for the Workshop, while UiT will provide infrastructure for the Dissemination Conference and the SMARTool.

B.3.3 Standard indicators

B.3.3.1 Student mobility

Type of mobility	From	To	Number of students	Duration	Level
Long-term (3 months or more)	Norway (NO)	Russian federation (RU)	3	5m, 0w, 0d	Bachelor
Spring or Fall 2019. Students will take courses at HSE and engage in use and assessment of the SMARTool and the Russian Constructicon.					
Long-term (3 months or more)	Norway (NO)	Russian federation (RU)	3	5m, 0w, 0d	Bachelor
Spring or Fall 2020. Students will take courses at HSE and engage in use and assessment of the SMARTool and the Russian Constructicon.					

Long-term (3 months or more)	Russian federation (RU)	Norway (NO)	2	5m, 0w, 0d	Master
Spring 2019. Students will take RUS 3030 course in Russian Cognitive Linguistics, HIF 3082 course in Quantitative Methods in Linguistics, and one other course of their choice. Students will also engage in the building of the SMARTool and the Russian Constructicon, which will serve as source materials for their course projects.					
Long-term (3 months or more)	Russian federation (RU)	Norway (NO)	2	5m, 0w, 0d	Master
Spring 2020. Students will take RUS 3030 course in Russian Cognitive Linguistics, HIF 3082 course in Quantitative Methods in Linguistics, and one other course of their choice. Students will also engage in the building of the SMARTool and the Russian Constructicon, which will serve as source materials for their course projects.					
Long-term (3 months or more)	Russian federation (RU)	Norway (NO)	3	5m, 0w, 0d	Bachelor
Spring 2020. Students will take RUS 3030 course in Russian Cognitive Linguistics, HIF 3082 course in Quantitative Methods in Linguistics, and one other course of their choice. Students will also engage in the building of the SMARTool and the Russian Constructicon, which will serve as source materials for their course projects.					
Long-term (3 months or more)	Russian federation (RU)	Norway (NO)	3	5m, 0w, 0d	Bachelor
Spring 2019. Students will take RUS 3030 course in Russian Cognitive Linguistics, HIF 3082 course in Quantitative Methods in Linguistics, and one other course of their choice. Students will also engage in the building of the SMARTool and the Russian Constructicon, which will serve as source materials for their course projects.					
Short-term (up to 3 months)	Norway (NO)	Russian federation (RU)	1	0m, 2w, 0d	Master
Students will present their MA projects, engaging material from the SMARTool and the Russian Constructicon and receive supervision.					
Short-term (up to 3 months)	Norway (NO)	Russian federation (RU)	1	0m, 2w, 0d	Master
Students will present their MA projects, engaging material from the SMARTool and the Russian Constructicon and receive supervision.					
Total			18	80m, 4w, 0d	

Travel summary

	NO	RU
Long-term (3 months or more)		
Norway (NO)		6
Russian federation (RU)	10	
Short-term (up to 3 months)		
Norway (NO)		2

B.3.3.2 Courses/programmes

Course/programme name:	BA in Russian
Course code/ID:	
Description:	The existing set of courses in the UiT BA program in Russian. These courses will be revised to integrate the SMARTool and the Russian Constructicon. 140 of the credits in the BA program are in Russian language
Level:	Bachelor
Fields of education and training - ISCED F2013:	Linguistics and Languages
Language of teaching:	Norwegian and Russian
ECTS Credits (or similar):	180,00
Start:	Fall 2019
Will the programme qualify for an academic degree (Bachelor, Master or PhD)?:	Yes
Awarding institution(s):	NO-UiT The Arctic University of Norway
Course/programme name:	Linguistic Data: Quantitative Analysis and Visualisation
Course code/ID:	

Description:	The course Linguistic Data: Quantitative Analysis and Visualisation will be revised to include analysis of pedagogical tools (such as the SMARTool and Russian Constructicon) and data.
Level:	Master
Fields of education and training - ISCED F2013:	Linguistics and Languages
Language of teaching:	Russian and English
ECTS Credits (or similar):	10,00
Start:	Spring 2019
Will the programme qualify for an academic degree (Bachelor, Master or PhD)?:	
Awarding institution(s):	RU-Higher School of Economics - National Research University (HSE)

Course/programme name:	MA Program in Russian as a Foreign Language and Intercultural Cooperation
Course code/ID:	
Description:	The MA Program in Russian as a Foreign Language and Intercultural Cooperation will be revised to integrate the SMARTool and the Russian Constructicon.
Level:	Master
Fields of education and training - ISCED F2013:	Linguistics and Languages
Language of teaching:	Russian
ECTS Credits (or similar):	140,00
Start:	Fall 2019
Will the programme qualify for an academic degree (Bachelor, Master or PhD)?:	Yes
Awarding institution(s):	RU-Higher School of Economics - National Research University (HSE)

Course/programme name:	RUS 3030 Concepts and Categories: Contemporary Russian Cognitive Linguistics
Course code/ID:	
Description:	The existing MA course RUS 3030 Concepts and Categories: Contemporary Russian Cognitive Linguistics will be revised to integrate research on the SMARTool and the Russian Constructicon.
Level:	Master
Fields of education and training - ISCED F2013:	Linguistics and Languages
Language of teaching:	Russian, Norwegian, English
ECTS Credits (or similar):	10,00
Start:	Spring 2019
Will the programme qualify for an academic degree (Bachelor, Master or PhD)?:	
Awarding institution(s):	NO-UiT The Arctic University of Norway RU-Higher School of Economics - National Research University (HSE)

B.4 Assessment of risks and sustainability

B.4.1 Risk assessment

Please describe potential risk factors that may impede successful implementation of the project, and how the effects of such risks may be mitigated.

The most important potential risk is the geopolitical situation, insofar as the current political situation with sanctions etc. has not created the best climate for collaboration between Russia and the west. However, we have very strong personal contacts with colleagues at HSE that we have built up over many years. Even if travel should become increasingly difficult in the future, we will be able to carry forward work on

construction of the SMARTool (Strategic Mastery of Russian Tool targeting all and only the most used wordforms of Russian in their most typical contexts) and the Russian Constructicon and communicate via email and Skype.

Another potential risk, which is relevant for all projects involving the creating of electronic resources, are technical challenges that may slow down the process. It is impossible to neutralize this factor completely, but we have considerable experience in the building of such resources with similar architecture. The SMARTool can utilize architecture similar to our Exploring Emptiness database of Russian verbs and prefixes, and the architecture of the Russian Constructicon, built upon the platform of the Swedish constructicon, has already proven itself to be robust. Since this architecture already exists and has been demonstrated to work well, we consider the risk of getting into trouble for technical reasons minimal. A third potential risk is dependence on key personnel who could change jobs or have to withdraw for personal or health reasons. While it is hardly possible to eliminate this risk completely, we have made sure to involve senior personnel from each institution, and people with partly overlapping competence and experience. Two team members at each institution are full professors, and all team members except Tyers have achieved tenured status, meaning that they are unlikely to change their jobs.

Cross-cutting issues

Gender Equality:

Linguistics has undergone a gender shift at the top levels of leadership, meaning that today the challenge is to recruit males. While linguistics has historically always recruited more women than men at entry levels (BA, MA), the majority of professors used to be males. However, in the past decade this picture has shifted and now women are more numerous in top-level positions. For example, at in the School of Linguistics at HSE, there are 5 female professors and 18 female associate professors, but only 4 male professors and 8 male associate professors. In Russian linguistics at UiT we have two female permanent faculty members (one professor and one associate professor), and one male (professor). In the composition of the TWIRLL team we have therefore made sure that there is a male role model for each partner institution: Nessel for UiT and Tyers for HSE. TWIRLL will endeavor to recruit both male and female students for all mobility activities.

Inclusive Practices:

TWIRLL will respect and advance the inclusive practices of both UiT and HSE. The following are standard statements that are included in all recruitment documents at UiT:

“UiT’s HR policy objectives emphasizes diversity, and encourages all qualified applicants to apply regardless of gender, functional ability and national or ethnic background.”

“UiT is an IW (Inclusive Workplace) enterprise, and will make the necessary adaptations in order to facilitate for employees with reduced functional ability.”

HSE’s “Declaration of values” (<https://www.hse.ru/info/statement/>) includes a clause about “Honesty and Openness” with these statements:

“We do not permit any kind of deception, corruption, double standards, or any form of discrimination”.

“Our scholars observe the norms of academic ethics, do all they can to prevent any ethical violations at our university and serve as role models for our students.”

Anti-Corruption Measures

TWIRLL will obey all accountability practices at both UiT and HSE.

At UiT the Faculty of Humanities employs accountants whose job it is to oversee the spending of funds in accordance with ethical practice and Norwegian laws.

HSE has an entire division dedicated to prevention of corruption (<https://www.hse.ru/anticorruption>), including a special 2017 directive from the HSE Rector detailing internal regulations (<https://www.hse.ru/docs/204448026.html>).

B.4.2 Sustainability

Sustainability of results, collaboration, and student mobility

All of TWIRLL’s outputs are designed with sustainability in mind and will last long after the completion of the project period.

Sustainability of the SMARTool and the Russian Constructicon:

The SMARTool will be permanently housed at the UiT website, and the Russian Constructicon is permanently housed at Språkbanken at the University of Gothenburg. Continuous updating

of the contents of the SMARTool and the Constructicon will be carried out under the auspices of continuing collaboration between TWIRLL team members at UiT and HSE. The digital resources will be professionally maintained according to standard university practices. Target groups will always have access to these resources.

Sustainability of Courses and Curricula:

Courses and curricula at UiT and HSE revised to integrate the SMARTool and the Russian Constructicon will become a permanent part of regularly offered degree programs at both universities, ensuring their continuous use and longevity.

Sustainability of Student Mobility:

TWIRLL will establish routine mobility of students in both directions. The long-term sustainability of such mobility after the project period depends partly on financing. While Norwegian students can partly finance continued mobility through regular sources (Statenslånkasse and university funds), financing of mobility for Russian students to come to Norway faces larger challenges, although Russian students are increasingly able to finance themselves.

Sustainability of Long-term Collaboration:

Collaboration of the TWIRLL team members is based on solid professional relationships, some of which have been in place for over two decades. There is no reason to question that these relationships will continue to bear fruit both in terms of scholarly publications and joint educational projects.

D - Project activities and budgetary allocations

D.1 Project development

Project development

Name:	Course and Curriculum Revision				
Activity:	Development of joint courses, study programmes and degrees				
Description:	Courses in Russian and Russian language pedagogy will be revised at both institutions, with special focus on development of Russian as a second language at HSE.				
Start:	Aug/2018				
End:	Dec/2020				
Participants:	6				
Budget:					
NOK - Norwegian kroner		Budget 2018	Budget 2019	Budget 2020	Sum
Activity					
Travel and accommodation		45 000	45 000	45 000	135 000
Meeting costs		5 000	5 000	5 000	15 000
Other		0	0	0	0
SUM - Activity		50 000	50 000	50 000	150 000
SUM - Total		50 000	50 000	50 000	150 000
Comments:	Three researchers to travel from Tromsø to Moscow and from Moscow to Tromsø. 5000 for flight tickets pr person, 5000 for hotel, 5000 in pr diem for 6 days approximately.				

Name:	SMARTool
Activity:	Development of new educational materials and methods, including digital content and tools
Description:	The SMARTool will put learners and instructors in contact with all and only the Russian wordforms that they need most, along with the specific grammatical and lexical environments in which those wordforms are most likely to appear. Our SMARTool will be permanently housed at a professionally-managed university website and will be a free and public resource. The TWIRLL Database will feature filters that empower learners and instructors to access the wordforms most appropriate for each proficiency level (A1-2 and B1-2 Common European Framework of Reference for Languages). Within each proficiency level, wordforms will be ranked according to their frequency in the Russian National Corpus (ruscorpora.ru), so that learners and instructors can start from the highest frequency wordforms of the

highest frequency words, thus strategically targeting the most useful wordforms. Every wordform entry will be supplied with the grammatical constructions that typify its use, sourced from the Russian Constructicon (<https://spraakbanken.gu.se/karp/#?mode=konstruktikon-rus>), as well as the collocations in which the wordform typically appears. Thus each entry in the TWIRLL Database embeds the wordform in its most representative syntactic and lexical environments. The TWIRLL Database will, by the close of 2020, house at least 3000 wordform entries (500 for each of levels A1-2 and 1000 for each of levels B1-2).

Alongside the SMARTool, TWIRLL will expand the existing Russian Constructicon (partially funded in SIU project Constructing a Russian Constructicon in 2016, NCM-RU-2016/10025), in order to represent constructions for wordforms in the TWIRLL SMARTool.

Start: Feb/2018
End: Dec/2020
Participants: 6
Budget:

NOK - Norwegian kroner	Budget 2018	Budget 2019	Budget 2020	Sum
Activity				
Travel and accommodation	45 000	45 000	45 000	135 000
Meeting costs	5 000	5 000	5 000	15 000
Other	0	0	0	0
SUM - Activity	50 000	50 000	50 000	150 000
SUM - Total	50 000	50 000	50 000	150 000

Comments: Three researchers from Tromsø to Moscow and from Moscow to Tromsø. Flight tickets 5000, hotel 5000, pr diem 5000 pr person.

Name: Dissemination among academics
Activity: Dissemination activities
Description: Dissemination among academics will take place at: Nordic Slavic Association meeting Fall 2018 (Joensuu), Slavic Cognitive Linguistics meeting 2019
Start: Aug/2018
End: Dec/2019
Participants: 6
Budget:

NOK - Norwegian kroner	Budget 2018	Budget 2019	Budget 2020	Sum
Activity				
Travel and accommodation	90 000	90 000	0	180 000
Meeting costs	0	0	0	0
Other	0	0	0	0
SUM - Activity	90 000	90 000	0	180 000
SUM - Total	90 000	90 000	0	180 000

Comments: Dissemination cost: 6 researchers attending two conferences - 15 000 pr researcher for travelling, hotels, all meals and conference fee.

Name: Promotional video and social media
Activity: Dissemination activities
Description: Promotional video featuring the SMARTool, the Russian Constructicon, and how they can be integrated into both classroom and independent language learning will be created. TWIRLL social media pages will be created so that users can follow and engage in the progress of the project.
Start: Aug/2018
End: Dec/2020
Participants: 3
Budget:

NOK - Norwegian kroner	Budget 2018	Budget 2019	Budget 2020	Sum
Activity				
Travel and accommodation	0	0	0	0
Meeting costs	0	0	0	0
Other	0	0	0	0
SUM - Activity	0	0	0	0
SUM - Total	0	0	0	0

Comments: Personnel costs are under budget E

Name:	Dissemination conference			
Activity:	International project meetings			
Description:	TWIRLL will host a closing Dissemination conference Fall 2020 in Tromsø.			
Start:	Aug/2020			
End:	Dec/2020			
Participants:	6			
Budget:				

NOK - Norwegian kroner	Budget 2018	Budget 2019	Budget 2020	Sum
Activity				
Travel and accommodation	0	0	100 000	100 000
Meeting costs	0	0	50 000	50 000
Other	0	0	0	0
SUM - Activity	0	0	150 000	150 000
SUM - Total	0	0	150 000	150 000

Comments: Concluding conference. Travel costs for Russian researchers and invited guest, 7000 for flight tickets, 3000 for accommodation. Meeting costs include two days with conference lunch and dinner for all participants.

D.2 Implementation of educational activities

Implementation of joint educational activities

Name:	Guest lectures and teaching and supervision of students			
Activity:	Joint teaching and supervision incl. guest lecturing			
Description:	TWIRLL team members will give guest lectures at their partner institutions and engage in teaching and supervision of students at their partner institutions. Most students will be at the MA level, but some may also be at the BA level. This activity will supplement existing courses, but will not constitute a course in itself and therefore will not provide additional course credits.			
Start:	Aug/2018			
End:	Dec/2020			
Level:	Master			
Participating students:	30			
Participating faculty:	6			
ECTS:	0			
Budget:				

NOK - Norwegian kroner	Budget 2018	Budget 2019	Budget 2020	Sum
Activity				
Travel and accommodation	30 000	30 000	30 000	90 000
Venue and local transport	5 000	5 000	5 000	15 000
Student scholarships	0	0	0	0
Other	2 000	2 000	2 000	6 000
SUM - Activity	37 000	37 000	37 000	111 000
SUM - Total	37 000	37 000	37 000	111 000

Comments: Two lectures to visit each institution every year: 15000 pr person for flight tickets, hotel, and pr diem. Other: visa costs.

Name:	BA Student mobility from UiT to HSE			
Activity:	Student mobility			
Description:	3 BA students from UiT to HSE Spring or Fall 2019 (whole semester) 3 BA students from UiT to HSE Spring or Fall 2020 (whole semester)			
Start:	Jan/2019			
End:	Dec/2020			
Level:	Bachelor			
Participating students:	6			
Participating faculty:	6			
ECTS:	30			
Budget:				

NOK - Norwegian kroner	Budget 2018	Budget 2019	Budget 2020	Sum
Activity				
Travel and accommodation	0	15 000	15 000	30 000
Venue and local transport	0	5 000	5 000	10 000
Student scholarships	0	90 000	90 000	180 000
Other	0	3 000	3 000	6 000
SUM - Activity	0	113 000	113 000	226 000
SUM - Total	0	113 000	113 000	226 000

Comments: Travel: 5000 for flight tickets for each student. 3 students pr year x 5 months x 6000 pr student for scholarship. Other: visa costs. Venue and local transport: bus tickets and other local costs.

Name: MA Student mobility HSE to UiT
Activity: Student mobility
Description: 3 BA and 2 MA students from HSE to UiT Spring 2019 (whole semester)
3 BA and 2 MA students from HSE to UiT Spring 2020 (whole semester)
Start: Jan/2019
End: Jun/2020
Level: Bachelor and Master
Participating students: 10
Participating faculty: 6
ECTS: 30
Budget:

NOK - Norwegian kroner	Budget 2018	Budget 2019	Budget 2020	Sum
Activity				
Travel and accommodation	0	25 000	25 000	50 000
Venue and local transport	0	5 000	5 000	10 000
Student scholarships	0	265 850	265 850	531 700
Other	0	5 000	5 000	10 000
SUM - Activity	0	300 850	300 850	601 700
SUM - Total	0	300 850	300 850	601 700

Comments: 5 students each year from Moscow to Tromsø. Travel: 5000 pr person for flight tickets. Local: bus tickets. Scholarships: 10 634 pr student pr month x 5 months. Other: visa costs.

Name: MA Student mobility UiT to HSE
Activity: Student mobility
Description: 1 MA student from UiT to HSE Fall 2019 (1-2 weeks)
1 MA student from UiT to HSE Fall 2020 (1-2 weeks)
Start: Aug/2019
End: Dec/2020
Level: Master
Participating students: 2
Participating faculty: 6
ECTS: 0
Budget:

NOK - Norwegian kroner	Budget 2018	Budget 2019	Budget 2020	Sum
Activity				
Travel and accommodation	0	10 000	10 000	20 000
Venue and local transport	0	2 000	2 000	4 000
Student scholarships	0	3 000	3 000	6 000
Other	0	1 000	1 000	2 000
SUM - Activity	0	16 000	16 000	32 000
SUM - Total	0	16 000	16 000	32 000

Comments: Short mobility, 2 students pr year: 5000 pr person for flight tickets. 1000 pr person for local transport. Scholarships: 50% of 6000 pr person. Other: visa costs.

Name: Student involvement in research and development of resources
Activity: Student participation in research activities/projects
Description: Students in courses at UiT and HSE will engage in projects that count as their course projects and contribute to the development of the SMARTool and the Russian Construction. They will receive credits for the courses that they are in, but no additional credits for the projects, since those are part of their courses. While most students will be at the MA level, some BA level students may also participate.

Start: Aug/2018
 End: Dec/2020
 Level: Master
 Participating students: 50
 Participating faculty: 6
 ECTS: 0
 Budget:

NOK - Norwegian kroner	Budget 2018	Budget 2019	Budget 2020	Sum
Activity				
Travel and accommodation	0	0	0	0
Venue and local transport	5 000	5 000	5 000	15 000
Student scholarships	0	0	0	0
Other	0	0	0	0
SUM - Activity	5 000	5 000	5 000	15 000
SUM - Total	5 000	5 000	5 000	15 000

Comments:

Name: Kick-off Workshop
 Activity: Workshops and seminars
 Description: A TWIRLL workshop on resource building will be held in Moscow Fall 2018. Both MA and BA students may be invited to participate. This workshop will enhance but not replace existing coursework and therefore not accrue additional credits.
 Start: Aug/2018
 End: Dec/2018
 Level: Master
 Participating students: 30
 Participating faculty: 6
 ECTS: 0
 Budget:

NOK - Norwegian kroner	Budget 2018	Budget 2019	Budget 2020	Sum
Activity				
Travel and accommodation	33 000	0	0	33 000
Venue and local transport	30 000	0	0	30 000
Student scholarships	0	0	0	0
Other	3 000	0	0	3 000
SUM - Activity	66 000	0	0	66 000
SUM - Total	66 000	0	0	66 000

Comments: Travel: Three researchers from Tromsø to Moscow, 15000 pr person for flight tickets (5000), hotel(3000), pr diem (3000). Venue: 30 000, including lunch and dinner for all participants. Other: visa costs.

E - Budget

NOK - Norwegian kroner	Budget 2018	Budget 2019	Budget 2020	Sum
Implementation of educational activities				
Joint teaching and supervision incl. guest lecturing - Guest lectures and teaching and supervision of students	37 000	37 000	37 000	111 000
Student mobility - BA Student mobility from UiT to HSE	0	113 000	113 000	226 000
Student mobility - MA Student mobility HSE to UiT	0	300 850	300 850	601 700
Student mobility - MA Student mobility UiT to HSE	0	16 000	16 000	32 000
Student participation in research activities/projects - Student involvement in research and development of resources	5 000	5 000	5 000	15 000
Workshops and seminars - Kick-off Workshop	66 000	0	0	66 000
SUM - Implementation of educational activities	108 000	471 850	471 850	1 051 700
Project development				
Development of joint courses, study programmes and degrees - Course and Curriculum Revision	50 000	50 000	50 000	150 000
Development of new educational materials and methods, including digital content and tools - SMARTool	50 000	50 000	50 000	150 000
Dissemination activities - Dissemination among academics	90 000	90 000	0	180 000
Dissemination activities - Promotional video and social media	0	0	0	0
International project meetings - Dissemination conference	0	0	150 000	150 000
SUM - Project development	190 000	190 000	250 000	630 000
Salary and indirect costs				
Salary and indirect costs	67 600	140 370	110 330	318 300
SUM - Salary and indirect costs	67 600	140 370	110 330	318 300
SUM - Total	365 600	802 220	832 180	2 000 000

Comments to the budget We have no further comments to the budget.

Confirmation

I have uploaded a letter of commitment from the main partner institution outside Norway (IoN).

I have uploaded a letter of commitment from each network partner that will participate in the project.

I confirm that the information provided in the application is in all respects correct, and that the application is approved at the appropriate administrative and academic levels at the main partner institution in Norway (IiN).