

ENGLISH TEACHING IN SOVIET SCHOOLS

MASAKO KAMIJO

ソ連の学校における英語教育

上 條 雅 子

はじめに

日本の英語教育に多くの問題があることは周知の通りである。歴史的に見て日本の英語教育は、西洋の事情を得る手段として発展してきたことから、文法を基礎に、作文、読解、翻訳等に重点が置かれ、それで英語教育の使命を果たしてきたようである。外国との交流が顕るしく増加した今日、外国の情報を得る手段に加えて、英語でコミュニケーションを図る口語による伝達手段として、更に英語を通じて英語圏のみならず、英語圏以外の外国人、文化、社会をも理解する手段としての英語教育が急務となってきたが、中学校及び高等学校において、英語教育は依然として従来の文法中心による教授がなされている現状である。

英会話及び英米文化を含む総合的英語教育をはばんでいる要因は、日本が島国であり外国人と交流する機会が少ないという地理的背景及び一言語、一文化という言葉・文化的背景もさることながら、現在の日本の社会の要求に応じた英語教員養成が行なわれていないことであろう。

日本の英語教育の問題にちなんで、他国における英語教育の実情が日本の英語教育に示唆することは多かろうと考え、その一例として、ソ連の学校の英語教育の実情を、以下に述べる幾つかの教育機関の訪問、授業参観、質疑応答並びに生徒、教師、その他関係者へのインタビューに基づいて紹介する。

1. Ten-Year Special English schools
(10年制特別英語学校)
2. Central Pioneer Palace-Moscow

(中央ピオネール宮殿—モスクワ)

ピオネール宮殿は、ソ連固有の社会教育施設であり、子供はもとより成人をも対称としたあらゆる学習・文化サークル活動をしている。子供たちは、特に放課後、興味あるサークルに加入して、学習を促進させたり、趣味としてバレエ、料理、絵画、ゲームに至るまで楽しむことができる。特にインターナショナルクラブでは、英語による情報交換、切手交換などを通して多くの国々の人と国際交流を図っている。

3. Lenin Pedagogical Institute-Moscow
(レーニン教育研究所—モスクワ)
4. Institute of General Pedagogy-Moscow
(総合教育研究所—モスクワ)
5. Leningrad State University
(レーニングラード州立大学)
6. Leningrad State University Library
(レーニングラード州立大学図書館)
7. Leningrad House of Friendship
(レーニングラード友好親善会館)

上記教育機関において、ソ連における英語教育を含む教育の現状、英語教員養成、教員研修について説明を受けた。(Tables 1, 2, 3, 4, 5 参照)

レーニングラードには550の多様な学校があり、それら全ての学校において一般教育を行なっている。この中で10年制学校(7才~15才)が400校あり、10年制学校の中で41校が外国語(英語、フランス語、ドイツ語、イタリア語等)、数学、化学、芸術、音楽、地理、体育、あるいはその他の学科を専門的に教えている。英語を専門とする10年制学校、Special English School と呼ばれている学校は16校である。

これ等の英語学校では、英語の授業が2年生(8才)より始まるが、一般の学校では4年生(10才)より始まる。後者においては1981年までは5年生から英語の授業が始まっていた。ある学校では全ての学科が英語で行なわれる学校や例えば6年生から算数、社会、地理を英語で教え始める学

校など、英語の授業だけでなく、英語を教授手段として用いる、いわゆるバイリンガル教育の科目と学年は学校によって異なる。

全ての学校への入学は学区制であるから、居住地の学区に子女が希望する学校がない場合には、希望する学校がある学区に移住するケースもある。しかし、モスクワ、レーニングラードという大都市においては、親の職業の関係や住宅難（ほとんどの市内の居住者は移動しない）のために、現実問題として、市内に、しかも希望する学区内に移住することはむずかしい。

10年制特別英語学校では、英語教師は英語を教授手段として用いるが、説明をロシア語で加える。教材には、テープレコーダー、カード、音楽、遊び等を用い、教育内容はバラエティに富んでいる。英語教師は英語と米語の区別を習得しており、概して英語を用いることが多い。モスクワ、レーニングラードを訪問したのは12月中旬であり、9月の新学期に2年生が英語を習い始めて3か月もたたない短期間に、簡単な英語の質問に応じることができ、5、6年の生徒は、一般会話に不自由がなかったし、中学生は訪問者を学校内を案内する役目を十分に果たすことができたという英語の上達度は、英語教師の英語能力と指導方法、教材の適切さに負うところが多いと思われるが、これはソ連の第2外国語に対する関心の深さと言語政策の効果であろう。

連合国であるソ連においては、200余の明確に異なる言語がソ連の人口の45%の人々の間で使われており、この中で60余の言語が小学校レベルで使われるように言語が制度化されている。ソ連の公用語であるロシア語を普及させるために、母国語がロシア語ではない地域では母国語—ロシア語のバイリンガル教育、モスクワ、レーニングラードのようなロシア語が母国語である地域では、前述したように、ロシア語—外国語バイリンガル教育が行なわれている。

ソ連への出入国、ソ連と外国間の情報交換が制限されているソ連においては、外国の情報を得る国際語とされている英語は、教師はもとよりあらゆる分野、レベルの人々にとって重要視されており、外国の情報に渴望しているようである。国際社会に対処するためにも、英語教育は促進されている。

ENGLISH TEACHING IN SOVIET SCHOOLS

This report consists of observations of the teaching of English in the schools visited in Moscow and Leingrad, supported by conversations with students and teachers in these and other institutions. Some general conclusions have been attempted.

School No. 15, Moscow

Ten-year specialist English school

The school, located in a residential area of the city, is 25 years old and provides specialist instruction in English for 720 students. Each grade (or year) is divided into two classes, giving 20 classes in all. The school has 42 teachers, of which only 5 are men. There are 30 teachers of English. Students begin specialist English lessons from the second grade (8 years old) and receive three hours of English tuition each week. The amount of time given to studying the subject increases further up the school.

Every year an English language month is organised during which classes compete to demonstrate their abilities in English. The topics chosen vary each year and for each grade. This year's month is March and the topics chosen are:

- | | | |
|-------|---|------------------------------------|
| Grade | 2 | English poems and songs |
| | 3 | the weather in England |
| | 4 | animals in England |
| | 5 | English plant life |
| | 6 | Dickens |
| | 7 | the geography of the British Isles |
| | 8 | the tradition of American English. |

Observations on a 2nd grade class (8 year olds)

A group of 13 children was being taught by a woman teacher.

The educational materials used were the tape recorder, pictures and some toys. The instruction was rather formal re-inforced by the model pattern. The method of teaching was a mixture of listening to the tape recorder and repeating, phrases heard; pairs of children exchanging model sentences; question and answer routines between the teacher and pupils; songs and games. The first topic covered was days of the week. The teacher asked the children questions about the week and the children answered in turn. Following this each pupil stood up and using simple sentences spoke about their family. A third topic, animals, was then introduced by the teacher. Pairs of children exchanged questions and answers and took turns to describe pictures of animals. Finally the class sang English songs.

These children had studied English for only 3 months. Their competence at spoken English was, however, quite remarkable. The observation of the class suggested that the keys to success may be the teacher's strict and intensive instruction, the value of listening to a native English voice on the tape-recorder, and the variety of materials used, such as cards, toys, pictures. The value of using model English sentences was also clear.

All the children took part in the lesson. They spoke with confidence and clearly enjoyed this lesson.

Observations on a 7th grade class (14 year olds)

Here there was a woman teacher and nine students.

This lesson was only observed briefly. In the class a boy was explaining about the geography of England by pointing to a map hung on the blackboard.

In contrast to the first lesson, the teacher broke off the work and used the opportunity to encourage her pupils to speak to the visitors.

Within the limited time available the questions asked were simple but each pupil spoke English easily and their responses to our informal questions were quick and smooth.

Observations of these two classes pointed to how valuable it is to begin teaching English at an early age and to teach children strictly and intensively. The value of only using English in these lessons was also clear as it helped children to master basic English quickly. It was also seen how effective it was to teach subjects such as geography and history during English lessons rather than following the traditional method of teaching grammar, translation and composition in isolation. The teachers pointed out that these can be studied at home with some instruction given in class. The emphasis in class was on oral work.

School No. 248 Leningrad

A 10 year school specialising in the teaching of English

The school is located in a newly built industrial area in the suburbs of Leningrad. It may also be called a neighbourhood school since most of the children live around the school. The school was built in 1967. At present there are 700 pupils in 20 classes studying at the school for 6 days each week. There are 35 teachers working between 18 and 24 hours a week. English is taught from the second grade. By grade four they receive six hours of English teaching each week, five hours of which is spent in conversation and one hour on composition. Each pupil is expected to do one hour of English homework each day. Every year the schools in Leningrad hold a competition in speaking English. This school also receives visitors from the sister school in Columbia which gives students a further opportunity to practice their English.

After graduation students take different routes. Last year 48 students graduated; 32 proceeded to institutes offering higher education; 10 took part-time advanced courses as correspondence students;

6 entered different forms of employment. Some students went to the university in Leningrad as this has specialised in training teachers of English. Students who went on to take other courses, in engineering for example, still made good use of their English to read books, journals and papers in the field of study.

Observations of a 7th grade class

This class was from the same grade as one of the classes observed in Moscow. It was therefore possible to make some comparisons. The teacher's instructions here seemed more formal and intensive whilst students could clearly follow her teaching very well and they seemed less skilled at responding to informal questions. The topic of the lesson was the same as in Moscow—the geography of England. The teacher made use of the same map. These facts illustrated the uniformity of the curriculum in the Soviet Union.

When tour members entered the class the teacher did not stop teaching immediately but after a while paused to question students about the visitors. The answers were composed by referring to sentences written on a wall chart. The students answered these questions very well. We were then asked to introduce ourselves to the class and it was noted that the students had some difficulty in following our conversation.

The lesson continued through several stages. First the teacher questioned pupils about their homework and each one answered using the same method as before. Pairs of students then exchanged questions by reference to a chart. Thirdly each student presented their homework orally and in fluent English. The lesson continued with the study of the geography of England and pairs of students were asked to describe the landscape in England by referring to pictures.

The pupils from 5th and 6th grades took our party on a tour of the school. Although accompanied by a teacher of English the students

conducted the tour. To begin with a 6th grade pupil spoke to us about the school and then pupils from the 5th grade guided us to the gymnasium, dining hall, sewing room, and into classes studying chemistry and geography. This tour led by the pupils was most successful. All of them showed their good command of English and their skill as guides.

Comparing the two 10 year schools visited the uniformity of the curriculum, the method of teaching, and materials were noted. Students in both schools were, on the whole, fluent in English.

*English teaching in a Leningrad vocational school
and at the central Pioneer Palace, Moscow*

The teaching of English at non-specialised schools could be briefly judged from these two visits.

As the vocational school pupils spend 60% of their time in production studies, 20% in general education and 20% in specialist subjects. Pupils choose one foreign Language from English, German, and French. Those who had started English in the general school continued to study the language here. There was no opportunity to see an English lesson but the monitor and several pupils in a flower arranging class answered questions in English, as did those girls who received us in their rooms of the dormitory. This suggested that the standard of English teaching in the general school and at this vocational school was good.

Amongst a wide range of activities the Pioneer Palace offered eleven language courses, including English, Japanese, German, French, Turkish, and Norwegian. It was not possible to see these classes in progress but our visit to the International Friendship Club showed how children were helped towards an understanding of children in other countries and this stimulates them to learn English and other languages.

The Club corresponds with children in over 60 other countries and

exchange groups to Finland, Sweden, Czechoslovakia, and England are organised. The tour of the Pioneer Palace was conducted by the leader of the International Club. This young man spoke excellent English and answered questions with great skill.

General conclusions about the teaching of English

1. The importance of the language

The importance of English as the international language was emphasised by the teachers in the secondary 10-year schools, the vocational schools, and universities. The people we met seemed to have an enormous thirst for information about other countries. Much of this information it was claimed is published in English, so to learn that language is important. Further, much technical and scientific information necessary for the development of the U.S.S.R is also published in English. Accordingly the government has put special emphasis on English language teaching.

Pupils can see real purpose in devoting time to studying English. Students who study English intensively will become English teachers, guides, and translators, or they will be using or need their knowledge of English in many other fields.

2. Teaching method and curriculum

The observation of English classes in the 10 years special English schools suggested that the uniformity of curriculum and teaching method with the aid of educational materials seemed effective enough to master English. New text books of foreign languages have been introduced. In 1975 the U.S.S.R Ministry of Education adopted standard syllabuses for the teaching of foreign languages. Sets of printed and audio-visual teaching aids have been developed. Yet, the ambitious English teacher in 10 years special English school in Moscow feels that new teaching methods and materials are necessary.

For this, the Institute of General Pedagogics, which is one of the research institutes belongs to the Academy of Pedagogical Sciences, researches on teaching and learning programmes of many languages. Since the U.S.S.R. is a multiculture country, professors of the Institute consider language teaching an essential issue. The Institute has researched language teaching and already presented the new ideas for the 5 year plan between 1981-1985 to the Ministry of Education. Thus, attention is continuously focused on perfecting text books and teaching manuals.

3. *Evaluation of English teachers*

English teachers in schools showed excellent English in their teaching, when explaining the school and education system in English, and as interpreters, some of the English teachers had experienced being in English speaking countries like England or U.S.A. They are trained at one of the Pedagogical institutes or universities for 5 years to become an English teacher.

4. *English teacher training*

The Dean of English faculty, the Lenin State Pedagogical Institute, lectured us on how English teachers are trained at the Institute. Students are trained mainly for the practical demand of English teachers, interpreters, guides, etc. Students study English grammar, phonetics and practice English by tape recorder. Text books are of U.S.A. and Britain, however, professors teach them British pronunciation and stress the difference between the two. They follow the specific courses such as English as spoken in Australia, New Zealand, and Canada. They also study English history, American history, and special courses in economy, geoghaphy, science, art, and education systems, plus educational theory and teaching practice. As for the student activities, students have many opportunities to meet foreign students at the social meetings. They also go on educational tours to

Oxford, Cambridge and foreigners also visit here.

5. *Process to become an English teacher*

At the group discussion in the House of Friendship, a Professor in English at Leningrad University, summarised specifically the process to become an English teacher.

In Leningrad, there are 16 specialised 10-year schools for English, 2 in each district of education, among 400 secondary schools. A child who wishes to become an English teacher, first of all enters this school and practises English intensively with television, radio, English newspapers or magazines. Having passed the examination, he enters one of the higher education institutions: a Pedagogical Institute, or university and studies English and general studies for 5 years.

6. *In-service teacher training*

Every once in 5 years of teaching, the teacher takes a refresher course of one to 2 years as a full-time student at university, pedagogical institute or other specialised institution in order to refresh their knowledge and to catch up with the new method. Several teachers on refresher courses at the Leningrad University showed their excellent skill in English when they guided us over the University and acted as an interpreter for the librarian, who explained on the systems of the university library.

Teachers also attend lectures on teaching methods once every month and Directors of Schools attend lectures for 2 months full-time courses or one day a week as part-time study over a whole year.

7. *Comment on the use of English in public*

First of all, several guides who took us on the tour of the cities, the Hermitage Gallery and the Kremlin, showed their excellent skill in English in many fields such as history of U.S.S.R., geography of the city, and on political, educational and social knowledge. They acted

as interpreters at the Academy of Pedagogical Institute and the Lenin State Pedagogical Institute. How professionally they were trained!

Besides the professional guides in English, employees at the front desk in banks, hotels, and air ports, and sales ladies at souvenir shops could comprehend English, as could young and older pedestrians, waiters in restaurants, and taxi drivers.

The government emphasises English education and students in special English schools and to some extent, students in vocational schools demonstrated the effectiveness of English education at present. Thus, English education in the future seems bright.

8. *Key ideas in learning English*

English education seemed successful in schools and English teachers spoke excellent English. Teachers we met offered the following clues to this success:

"To love English", English teacher of 10 years special English school, Moscow.

"One hour homework for English every day", English teacher of extensive 10 years English school, Leningrad.

"To visit an English speaking country", English teacher of vocational school in Leningrad.

"Interested in other countries", guide of Pioneer Palace of Moscow.

"Practice speaking English", Dean of English Faculty, Lenin State Pedagogical Institute.

"To innovate teaching method", Professor of English, the Academy of Pedagogical Sciences-the Institute of General Pedagogics.

"To meet with many foreigners", Vice-rector, Leningrad University.

As the proverb says "Seeing is believing", visiting schools, institutions, other cultural and historical places and even observing people in various places in the U.S.S.R. gave me an opportunity to extend my

knowledge of the education in the U.S.S.R., and further to stimulate and accelerate the study of the education system of that country.

Teachers and students in schools and institutions welcomed us warmly and tried their best to contact us and to give us as much information as possible. The Vice-Rector of Leningrad University expressed specifically that it was an interesting and educative opportunity to meet with people from many countries for him and his people and that it promoted our friendship and peace for the world.

Table 1

Structure of the education system in the USSR

Age	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26				
Level					I								II								III				IV			
Stage	Kindergarten				1 Primaty schools 2 3								4		5		6		7		8							
	Pre-compulsory				Compulsory schooling								Post-compulsory															
					General schooling																							
					Speciblized and special schooling																							
													Specialized vocational schools															
																				Teacher training								
																				University								
																				Other higher education								
																								Post-graduate				

Compulsory examinations from end of stage 2 onwards

Compulsory examinations from end of stage 2 onwards

Source : Brian Holmes, International Guide to Education systems, UNESCO (Paris 1979) P.

Table 2
Primary, Incomplete Secondary and Complete Secondary Schools
 (at the beginning of the school year)

	1940/41	1950/51	1960/61	1965/66	1969/70
<i>Number of schools</i> (in 000)	191.5	201.6	199.2	190.4	180.1
<i>including</i> primary schools	125.9	126.4	110.1	94.4	80.8
incomplete secondary schools	45.7	59.6	58.9	62.4	54.4
complete secondary schools	18.8	15.0	29.2	31.9	42.9
schools for mentally and physically handicapped	1.1	0.6	1.0	1.7	2.0
<i>Number of pupils</i> (in millions)	34.8	33.3	33.4	43.4	45.4
<i>including those in</i> primary schools	9.8	7.5	4.4	3.8	3.1
incomplete secondary schools	12.5	15.5	12.0	16.6	12.8
complete secondary schools	12.2	10.2	16.9	22.7	29.2
schools for mentally and physically handicapped	0.3	0.1	0.1	0.3	0.3

Source: Tsentralnoe Statisticheskoe Upravlenie. *Narodnoe khozyays-
 tvo SSSR v 1969 g.* (Moscow 1970), 666.

Table 3

Numbers of Higher Education Establishments, Number of Students and Numbers of Students per 10,000 Inhabitants in the Union Republics in the Academic Year 1969/70

	<i>Number of higher education establishments</i>	<i>Number of students (in 000)</i>	<i>Number of students per 10,000 of population</i>
USSR	800	4,549.6	188
RSFSR	454	2,655.8	204
Ukraine	138	804.1	171
Byelorussia	28	137.3	153
Uzbekistan	38	231.9	194
Kazakhstan	43	195.7	152
Georgia	18	90.1	192
Azerbaidzhan	12	99.2	194
Lithuania	12	55.7	178
Moldavia	8	45.5	127
Latvia	10	40.4	171
Tadzhikistan	7	42.6	147
Kirghizstan	9	46.2	158
Armenia	12	53.4	214
Turkmenistan	5	29.2	135
Estonia	6	22.5	166

Source: Tsentralnoe Statisticheskoe Upravlenie. *Narodnoe khozyaystvo SSSR v 1969 g.* (Moscow 1970), 679, 681.

Table 4
Curriculum in a Secondary General Education School

<i>Subject</i>	<i>Periods per week in classes:</i>										<i>Total</i>
	<i>I</i>	<i>II</i>	<i>III</i>	<i>IV</i>	<i>V</i>	<i>VI</i>	<i>VII</i>	<i>VIII</i>	<i>IX</i>	<i>X</i>	
Russian language	12	10	10	6	6	3	3	2	2/0	—	53
Literature	—	—	—	2	2	2	2	3	4	3	18
Mathematics	6	6	6	6	6	6	6	6	5	5	58
History	—	—	—	2	2	2	2	3	4	3	18
Social study	—	—	—	—	—	—	—	—	—	2	2
Nature study	—	2	2	2	—	—	—	—	—	—	6
Geography	—	—	—	—	2	3	2	2	2	—	11
Biology	—	—	—	—	2	2	2	2	0/2	2	11
Physics	—	—	—	—	—	2	2	3	4	5	16
Astronomy	—	—	—	—	—	—	—	—	—	1	1
Chemistry	—	—	—	—	—	—	2	2	3	3	10
Technical drawing	—	—	—	—	—	1	1	1	—	—	3
Foreign language	—	—	—	—	4	3	3	2	2	2	16
Art	1	1	1	1	1	1	—	—	—	—	6
Music	1	1	1	1	1	1	1	—	—	—	7
Physical education	2	2	2	2	2	2	2	2	2	2	20
Labour training	2	2	2	2	2	2	2	2	2	2	20
Total	24	24	24	24	30	30	30	30	30	30	276
Options	—	—	—	—	—	—	2	4	6	6	18

Source: Ministry of Education of the USSR. *Public Education in the Soviet Union* (Moscow 1968), 102.

Optional subjects not included

Continuous teaching practice and pioneer camp practice: 10 weeks

Source: N. Grant. 'Teacher Training in the USSR and Eastern Europe', Comparative Education Society of Europe, British Section, *Trends in Teacher Education* (1970), 72.

H