

**»Mladi za napredek Maribora 2017«
34. srečanje**

**A COMPARISON OF LEARNING EFL IN RUSSIAN AND SLOVENE
PRIMARY SCHOOL**

Raziskovalno področje: Tuji jeziki

Raziskovalna naloga

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ABSTRACT

The research briefly compares and deals with differences and similarities of EFL syllabuses in Slovene and Russian primary schools and describes other activities connected to English learning as well. It compares the number of years learning English in primary school; the number of lessons per year; the level of knowledge that the pupils are expected to gain at the end of the primary school education according to the *Common European Framework of reference for languages*.

By distributing the questionnaire to the Russian and Slovene pupils aged 11 to 15 I gathered the data about pupils' personal opinions on English learning (methods, activities); the frequency of English language usage in their pastime activities; their thoughts about the importance and usefulness of English for their lives and in their future; languages that they are currently learning and want to learn (besides and rather than English); self-evaluation of their language competences. The research describes differences and similarities in the answers of pupils from two different countries.

POVZETEK

Naloga preučuje in primerja bistvene poudarke učnih načrtov za angleščino kot tuji jezik in z učenjem angleščine povezane dejavnosti v ruski in v slovenski osnovni šoli. Primerjalno obravnava število let učenja angleščine; število šolskih ur angleščine v posameznem razredu na leto in nivo pridobljenega znanja glede na *Enotni evropski jezikovni okvir* ob koncu osnovnega šolanja v ruskem in slovenskem osnovnošolskem sistemu.

Anketna raziskava, ki je bila opravljena med ruskimi in slovenskimi učenci, starimi 11–15 let, podaja odgovore na vprašanja, kako učenci dojemajo učenje angleškega jezika (načini, pristopi); kako pogosto in pri katerih aktivnostih uporabljajo angleščino v prostem času; kako koristno/pomembno se jim zdi učenje angleščine za življenje/prihodnost; katerih jezikov se in bi se še/raje učili; kako ocenjujejo svoje lastno znanje glede na različne kompetence; kako uporabna se jim zdi angleščina za prihodnost. Raziskava osvetli razlike in podobnosti med učenci dveh držav.

1 INTRODUCTION

In my opinion studying foreign languages is an important part of nowadays education. I have the experience of learning English in two primary schools. Even more, I have experienced attending two different schools and consequently learning English in two different countries, Russia and Slovenia. Based on my personal knowledge of the two systems, I concluded that the process of learning English quite resembles in both countries. What I have also noticed is that the programme of English studying in Russia is more focused on grammar than it is in Slovenia. In Slovenia, the syllabus pays more attention to developing reading and listening skills than in Russia. I have also made an observation that more pupils in Russia take additional lessons after school compared to Slovene pupils. I believe Slovene pupils get more knowledge of English out of school by watching television or videos on their PCs, being active on social media, by reading books, by listening to music, travelling ...

Nevertheless, all of these first impressions are based on my personal experience of the two learning processes. To establish and justify my statements, I have done a proper research which leads us to some facts and conclusions.

1.1 Purpose and aims

My research is focused on two main points. I tend to do a comparison of the two primary school EFL programmes/syllabuses (Slovene and Russian), and a comparison of attitudes of pupils to learning English language in both countries.

1.2 Hypotheses

1st hypotheses: The two syllabuses are fairly alike according to the number of lessons of English language per year and the predicted level of knowledge of English that pupils are supposed to achieve at the end of primary school.

2nd hypotheses: In comparison to Slovene pupils, more Russian pupils take additional English lessons (courses) after school/in their pastime.

3rd hypotheses: Slovene pupils use English in their free time more often than Russian pupils.

4th hypotheses: More Slovene than Russian pupils think that English will be useful for their careers and the future in general.

5th hypotheses: English is the most popular foreign language among Slovene pupils, while Russian pupils prefer other languages.

6th hypotheses: Russian pupils believe that they learn more English at school than by watching TV, using the Internet etc.

7th hypotheses: There is no difference in evaluation of their own knowledge among Slovene and Russian pupils.

2 METHODOLOGY

My research is methodologically and according to the content divided in two parts – theoretical and experimental.

In the first (theoretical) part I used a descriptive and a comparative method to briefly describe and compare Russian and Slovene primary school education and the EFL in primary school syllabuses of both countries.

For the second (empirical) part I used an anonymous questionnaire which is based on my hypotheses. The questionnaire is in 2 languages – Slovene and Russian.

3 THE IMPORTANCE OF LEARNING ENGLISH

Although English is not the language with the largest number of native speakers or first language speakers, it has become a lingua franca. Many people who live in the European Union, for example, frequently operate in English. Besides, the influence of the USA has led to increase English use in many areas of the globe. English seems to be one of the main languages of international communication (Harmer 1).

According to Harmer (2007), there are a number of reasons for the popularity of English. Many of these are historical, but they also include economic and cultural factors which have influenced the spread of English: a colonial history, the emergence of the USA as a world economic power, travelling, information exchange (academic discourse, the Internet), popular culture (2–3).

3.1 EFL

EFL is an abbreviation for English as a Foreign Language, which means teaching of English to students whose first language is not English. The students learn English while living in their own country.

4 EFL IN RUSSIAN AND SLOVENE PRIMARY SCHOOL

Table 1 shows that pupils in Russia start schooling when they are one year older than Slovene pupils.¹

Table 1: The correlation between the age of pupils and the grade they go to

Grade	Age (Slovenia)	Age (Russia)
1 st	6–7	7–8
2 nd	7–8	8–9
3 rd	8–9	9–10
4 th	9–10	10–11
5 th	10–11	11–12
6 th	11–12	12–13
7 th	12–13	13–14
8 th	13–14	14–15
9 th	14–15	15–16

Pupils in both countries start learning English as a compulsory subject in the 2nd grade, but Slovene pupils can in fact begin learning it when they are one year younger than Russian pupils: in the first year as a compulsory elective subject.²

In Slovenia, there is only one compulsory foreign language at school, while the second foreign language can be chosen as an elective subject. In Russia, pupils have two foreign languages as compulsory subjects.³ Russian pupils have to pass Common National Examination at the end of their primary schooling. Besides the two obligatory subjects (Russian, Mathematics), they can choose a foreign language (English being one of them) However, it is planned to make the

¹ "Education System in Russia." *Classbase*. <http://www.classbase.com/Countries/Russia/Education-System> Accessed 7 Jan. 2017.

Elementary School Act (ZOs n Art. 40).

² "Школьное образование в России." *Wikipedia*.

https://ru.wikipedia.org/wiki/Школьное_образование_в_России Accessed 9 Jan 2017.

Bela knjiga o vzgoji in izobraževanju (127-128).

³ "Учебные предметы в России." *Wikipedia*. https://ru.wikipedia.org/wiki/Учебные_предметы_в_России Accessed 30 Jan 2017.

"Elementary School Act" (ZOs n Art. 16).

foreign language an obligatory subject to pass from 2018.⁴ At the end of the 2nd and 3rd educational period, the standards of knowledge in Slovenia are tested on a national level. Pupils in the 6th grade are assessed in their mother tongue, Mathematics and a modern foreign language (English or German). Pupils in the 9th grade are assessed in their mother tongue, Mathematics, a third subject determined each year (among other subjects also English and German).⁵

4.1 Additional activities

In Slovenia pupils can participate in the English Reading Badge that encourages schoolchildren to read in English in their free time.⁶ There is no such activity in Russia. Besides that, learners of English are given a possibility to take part in an English language competition, which enables learners to prove their knowledge of English language.⁷ Russian students can also participate in an English language competition. The winners of the final level get a diploma, which can give them the right to enter any university in Russia without the examinations.⁸

4.2 The syllabus

The most significant instrument of each school subject, a syllabus, is a document which consists of a list of things that are to be taught in a course. It is comprehensive and public. The components of it are content items (words, structures, topics) and process items (tasks, methods); has explicit objectives; may include a preferred methodology or approach (Ur 183:184).

4.3 A comparison of Russian and Slovene EFL in primary school syllabus

The Russian EFL syllabus⁹ is a single document but by its purpose divided into three parts. The first one is written for the first 3 years (2nd, 3rd and the 4th grade), the second one for year 5 to

⁴ "Учебные предметы в России." *Wikipedia*. https://ru.wikipedia.org/wiki/Учебные_предметы_в_России Accessed 30 Jan 2017.

⁵ "National Assessment in 9-year pe" RIC. http://www.ric.si/national_assessment_of_knowledge/assessment/ Accessed 30 Jan 2017.

⁶ "Slovene Reading badge society." *Bralna značka Slovenije*. <http://www.bralnaznacka.si/upload/ReadigBadge-1.pdf> Accessed 11 Jan. 2017.

⁷ "Tekmovanja." Zavod RS za šolstvo. <http://www.zrss.si/ucilna-zidana/tekmovanja> Accessed 24 Jan. 2017.

⁸ "О всероссийской олимпиаде школьников." Фициальный ресурс Министерства образования и науки Российской Федерации. <http://минобрнауки.рф/олимпиада/об-олимпиаде> Accessed 5 Feb. 2017.

⁹ *Английский язык: Примерная программа основного общего образования*. Accessed 1 Dec. 2016.

year 9 and the last one for secondary school. Each part is divided into 3 subchapters: an explanatory note, the main content and the chapter that predicts the level of knowledge that pupils should reach at the end of their schooling.

Slovene EFL in primary school syllabus consists of three separate documents. The first one is for studying English as an optional elective language in the 1st grade¹⁰, the second one is for studying English in the 2nd and the 3rd grades¹¹ and the last one is for the last 7 grades of primary school (from the 4th to the 9th grade). I am focusing on the syllabus that is written for the learners of the 2nd and the 3rd triennium of primary school – from 4th to 9th grade.¹²

The syllabus is divided into 5 chapters: a general definition of the subject, general aims, learning objectives, aims and contents, the standards of knowledge, the didactic recommendations, education of the EFL teachers is specified.

The Russian syllabus describes the studying programme for primary and high schools in one document. In contrast to the Slovene one that is written exclusively for primary school. The Russian syllabus does not include much information about the knowledge of the teachers, contrasting the Slovene one which stresses this point in the last chapter.

The Russian syllabus is more detailed in specifying the contents and knowledge that learners are supposed to get in each grade. To make this difference clearer I am providing an example of learning word formation in both syllabuses. The Russian is relatively specific and it gives quite precise information about the knowledge that learners in 5th, 6th and 7th grade are supposed to gain.

The duration of learning English in primary school is nearly the same, but some Slovene pupils are now able to learn English one year longer, because of the possibility of starting the learning process in the 1st grade.

¹⁰ *Učni načrt. Tuji jezik v 1. razredu.*

¹¹ *Učni načrt. Tuji jezik v 2. in 3. razredu.*

¹² *Učni načrt. Angleščina.*

Table 2: The number of EFL lessons

Grade	Russian primary schools	Slovene primary schools
2 nd , 3 rd , 4 th	204	210
5 th , 6 th , 7 th	315	385
8 th , 9 th	310	201
Total	829	796

As seen in Table 2, the number of EFL lessons does not differ much in the two syllabuses. In general, there are more (33 to be exact) EFL lessons in Russia if I don't count the number of lessons that Slovene pupils are able to gain in their 1st year of schooling by choosing English as an elective subject. Counting in those 70 lessons, Slovene syllabus as a whole plans 27 lessons more.

The part of the syllabus written for Russian schools (Fig. 1) describes the topic on word formation that pupils are supposed to learn in the 5th, 6th and 7th grade. The examples of types of word formation with the suffixes and affixes are given.

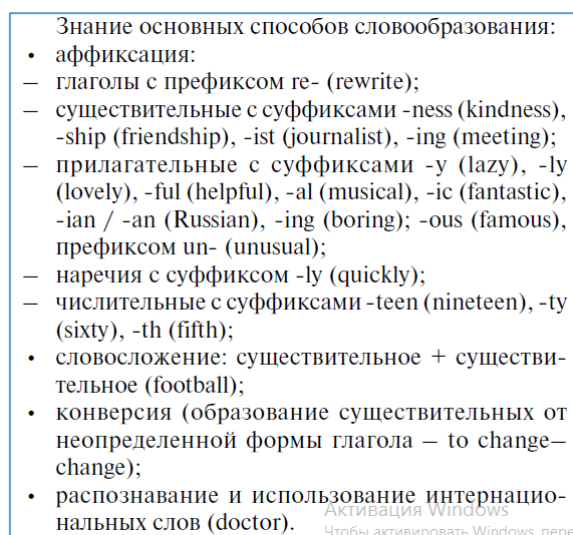


Fig. 1: A part of the Russian EFL syllabus for primary schools

(Source: *Английский язык: Примерная программа основного общего образования.*)

On the other hand, Slovene syllabus is very loose and general when it comes to word formation (Fig. 2). In fact, there is only one single part of the syllabus that mentions it. It says that the learners' awareness about the morphemes as structural parts of the words in English language should be raised, since it helps learners to learn about the formation of words and broadens their vocabulary.

later itn. Hkrati z razvijanjem besedišča učenci spoznajo nekatera temeljna pravila tvorjenja besed, vendar ne ločeno kot besedotvorje. Ozaveščanje o morfemih kot sestavnih delih besed (npr. predpona, koren, pripona, končnica) učencem omogoča spoznavanje sestave besed in širjenje besedišča, učencem z nekaterimi specifičnimi učnimi težavami pa tudi pomoč pri usvajanju besedišča.

Fig. 2: A part of the Slovene EFL syllabus for primary schools
(Source: *Učni načrt. Angleščina*. 46)

Pupils in Russia are supposed to reach the level of A2 by the end of their primary school, Slovene pupils are supposed to reach the level of A2 or B1 (*Učni načrt. Angleščina*. 24) according to the CEF¹³.

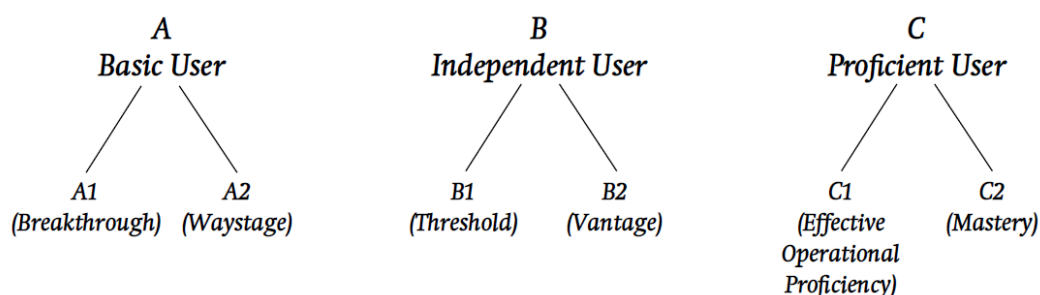


Fig. 3: Levels of proficiency according to the *Common European Framework*

(Source: *Common European Framework* 26)

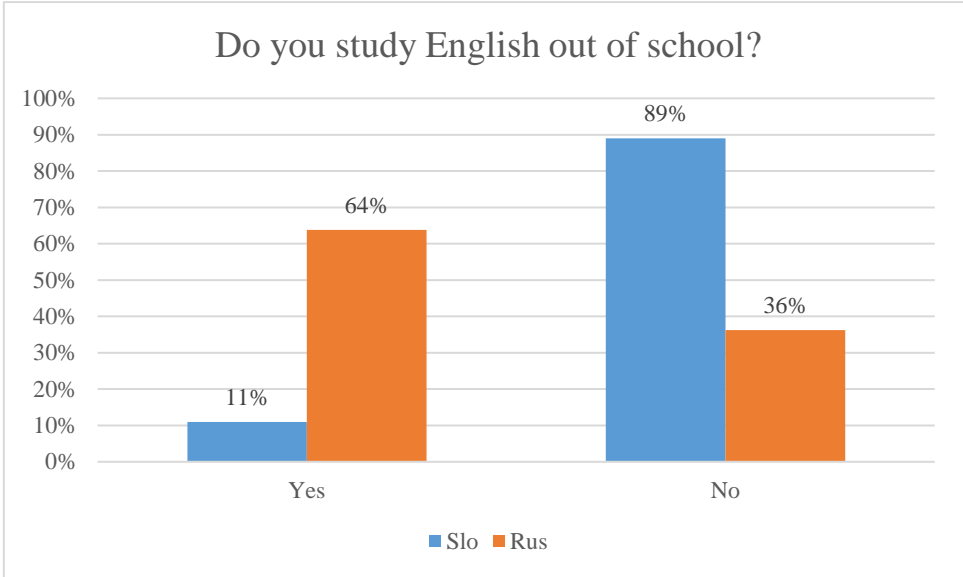
¹³ The *Common European Framework* (CEF) delivers basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. The Framework defines levels of proficiency which allow learners' progress to be measured (CEF 1).

5 ENGLISH LANGUAGE AMONG RUSSIAN AND SLOVENE PUPILS – A COMPARISON

The research pattern: The research is focused on Slovene pupils of the 7th, 8th and 9th grade and Russian pupils of the 6th, 7th and 8th grade. There were 81 Slovene and 88 Russian pupils answering the questionnaire.

5. 1 Learning English out of school

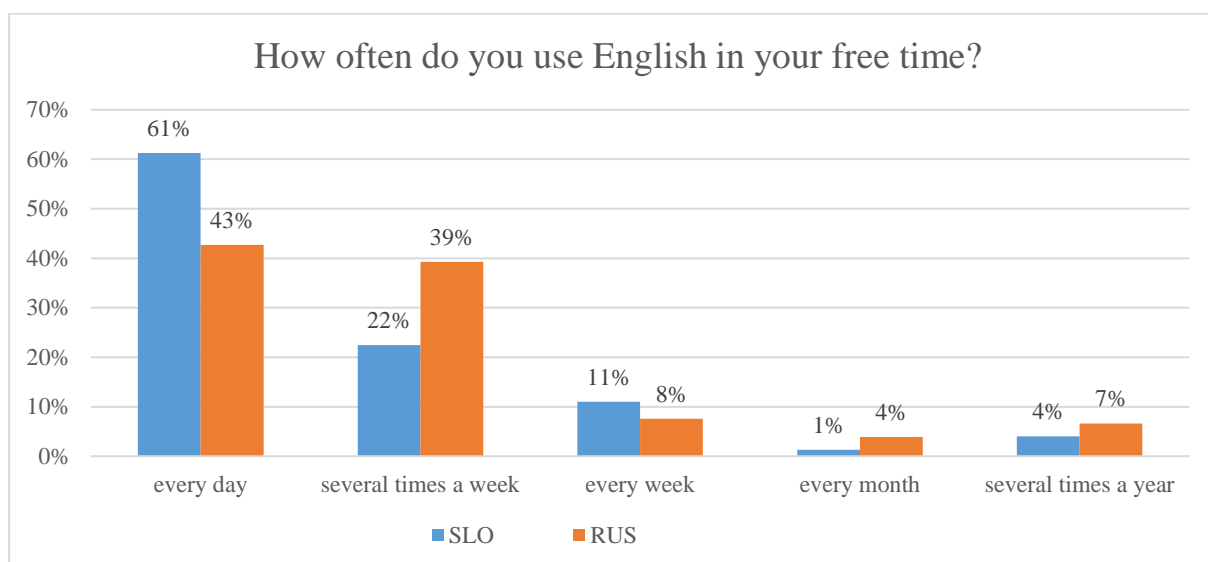
Graph 1: Learning English out of school



Graph 1 shows that most of the Russian pupils learn English in an organised form out of school (more than the half of them), while only 11% of Slovene pupils study English out of school in an organised form.

5.2 The frequency of using English by pupils in their free time

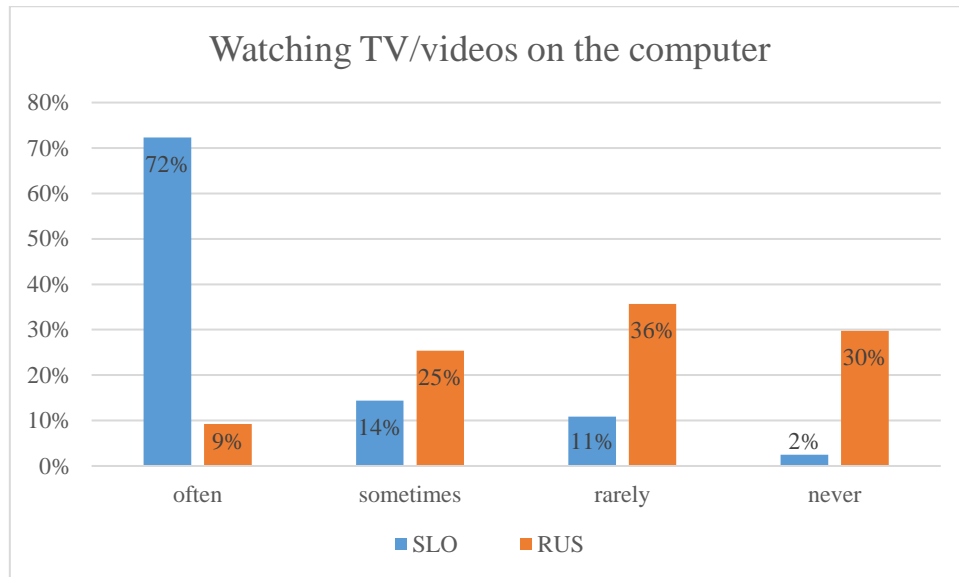
Graph 2: The frequency of using English by pupils in their free time



By analysing Graph 2, we see that most pupils in both countries use English every day in their free time, but there are more Slovene pupils using English in their free time every day. The number of pupils using English several times a week is higher than the one of Slovene pupils. I can say that Slovene students use English in their free time more often than Russian students do.

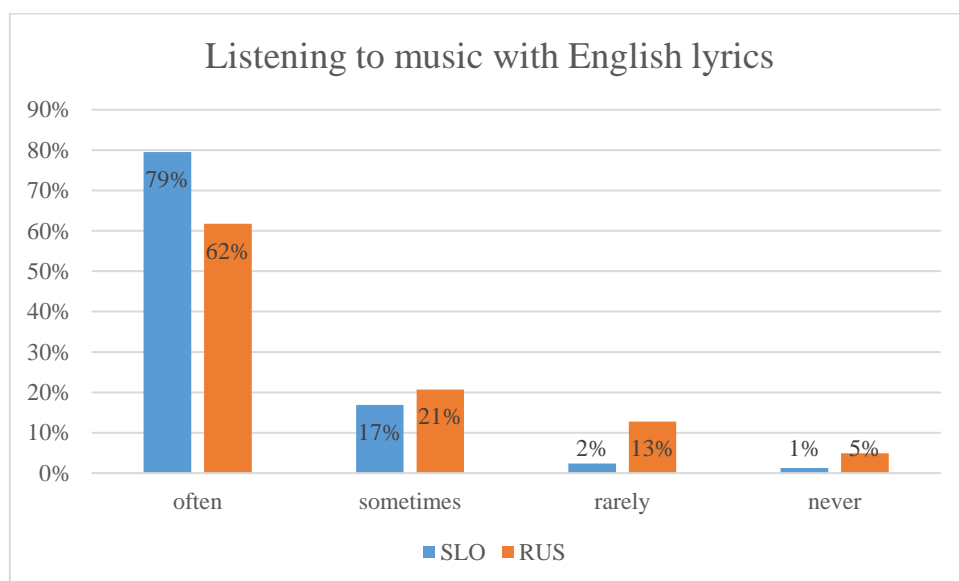
5.3 The frequency of using the knowledge of English in different activities

Graph 3: The frequency of using the knowledge of English in watching TV/videos on the computer



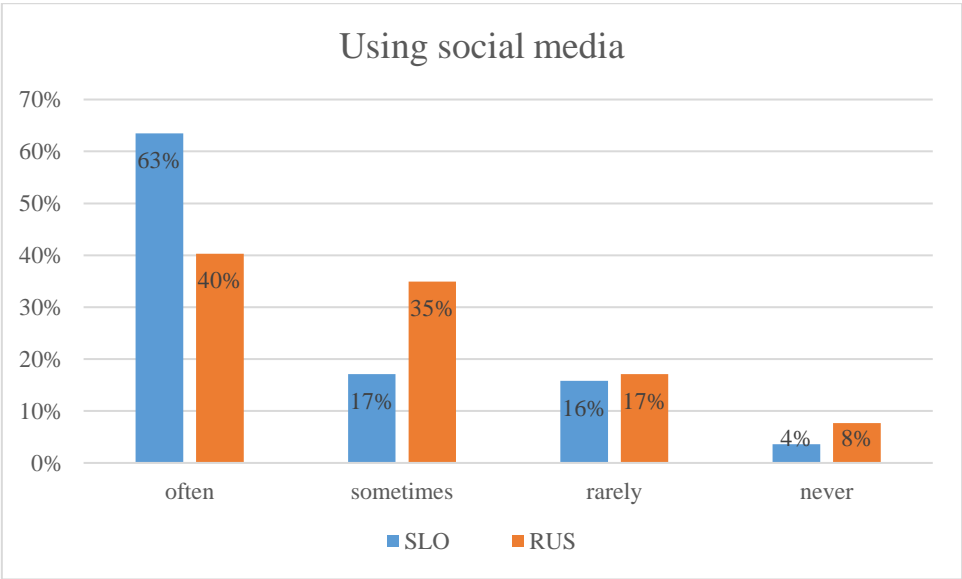
In Graph 3 we can see a big difference between the percentage of Slovene and Russian pupils using English often by watching TV or video contents on their computers. Almost $\frac{3}{4}$ of Slovene pupils often use English in such activities, while only 9% of Russian pupils do. Most of Russian pupils say that they rarely or never use English by watching TV or videos on their computers.

Graph 4: The frequency of using the knowledge of English in listening to music with English lyrics



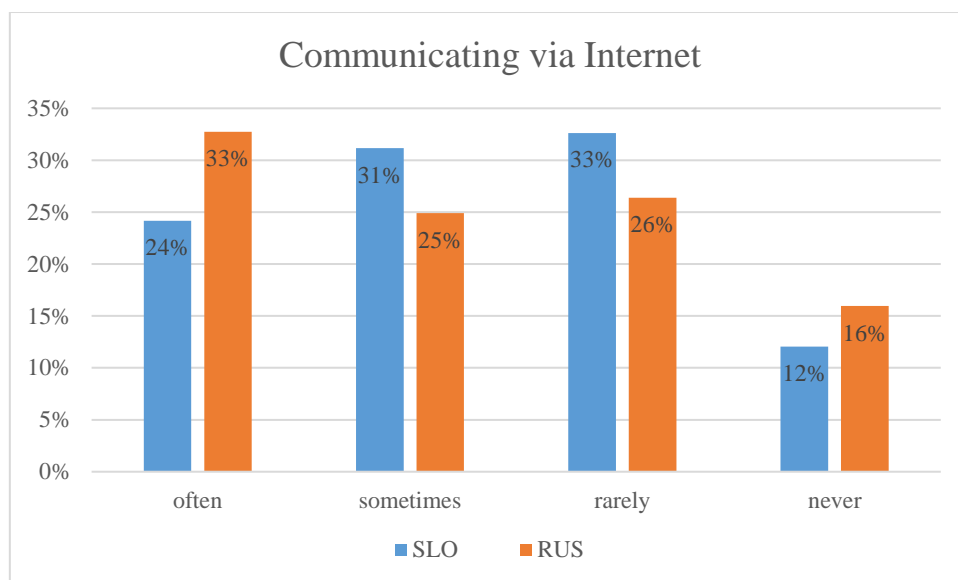
Graph 4 shows that more Slovene pupils often use the knowledge of English language when listening to music than Russian pupils do. Russian pupils say that they sometimes, rarely or never listen to the music with English lyrics. I can say that Slovene pupils use English in such activities more often than Russian pupils do.

Graph 5: The frequency of using the knowledge of English when using social media



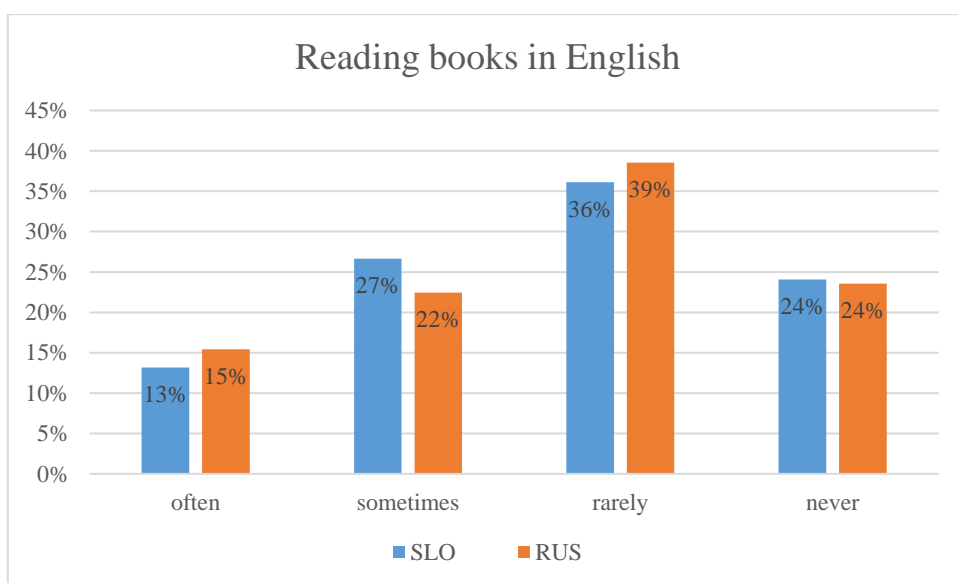
As visible in Graph 5, more Slovene than Russian pupils say that they often use English when using social media, while more Russian pupils say that they sometimes use English in such activities. The number of students rarely or never using English does not differ much. I can say that Slovene pupils use English when spending time on social media more often than Russian pupils.

Graph 6: The frequency of using the knowledge of English in communicating via Internet



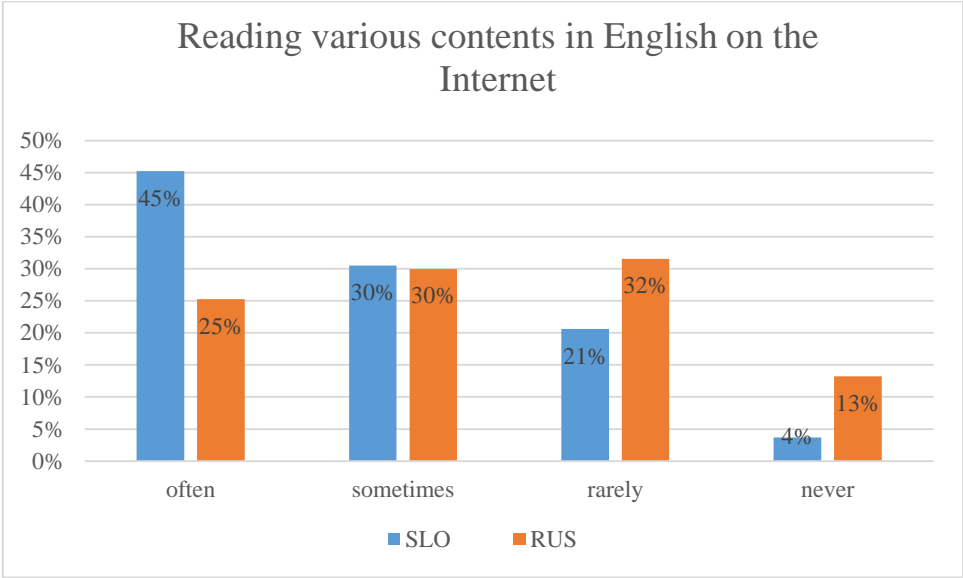
Graph 6 shows that more Russian pupils often communicate in English when using the Internet. More Slovene than Russian pupils claim that they sometimes or rarely use English when communicating via Internet. I can say that in general Russian pupils use English in communicating via Internet more often than Slovene pupils do.

Graph 7: The frequency of using the knowledge of English in reading books in English



The percentage and frequency of pupils reading English books do not differ much between the countries according to Graph 7.

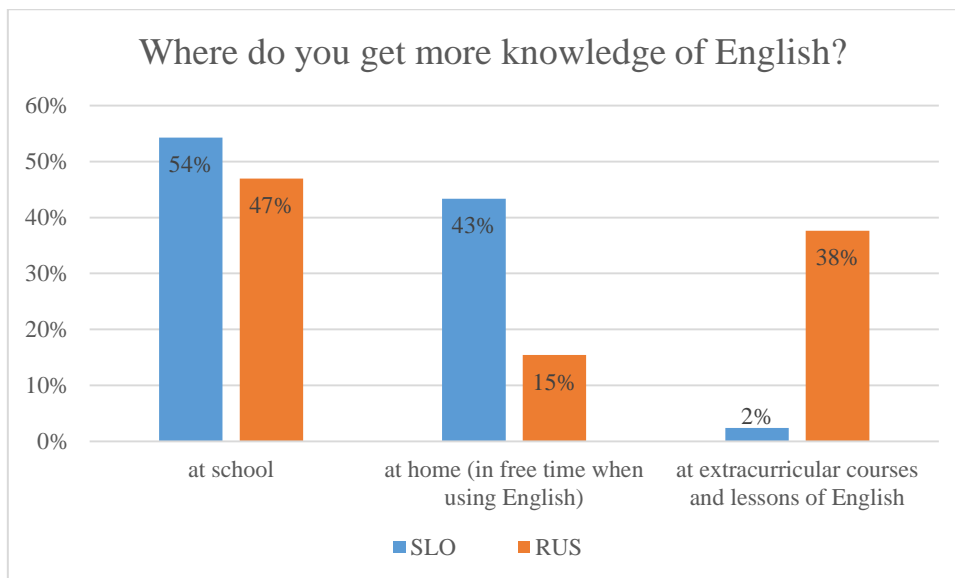
Graph 8: The frequency of using the knowledge of English in reading various contents in English on the Internet



When analysing Graph 8, I concluded that more Slovene than Russian pupils claim to use English when reading various contents on the Internet. The number of pupils that sometimes use the knowledge of English when reading various contents in English does not differ much between the countries. More Russian pupils use English rarely or never when reading various contents in English on the Internet than Slovene pupils. I can say that in general Slovene students read various contents in English more often than Russian pupils.

5.4 Gaining the knowledge of English

Graph 9: Gaining the knowledge of English



Graph 9 shows that about half of pupils in both countries get more knowledge of English at school than out of school. The number of pupils getting more knowledge of English at home, in their free time, is much higher in Slovenia than it is in Russia, while there are much more pupils in Russia getting more knowledge of English at extracurricular courses and lessons of English than in Slovenia (there are only 2% of Slovene pupils getting more knowledge of English in a such way).

5.5 The reasons of getting less knowledge of English at school than in other activities

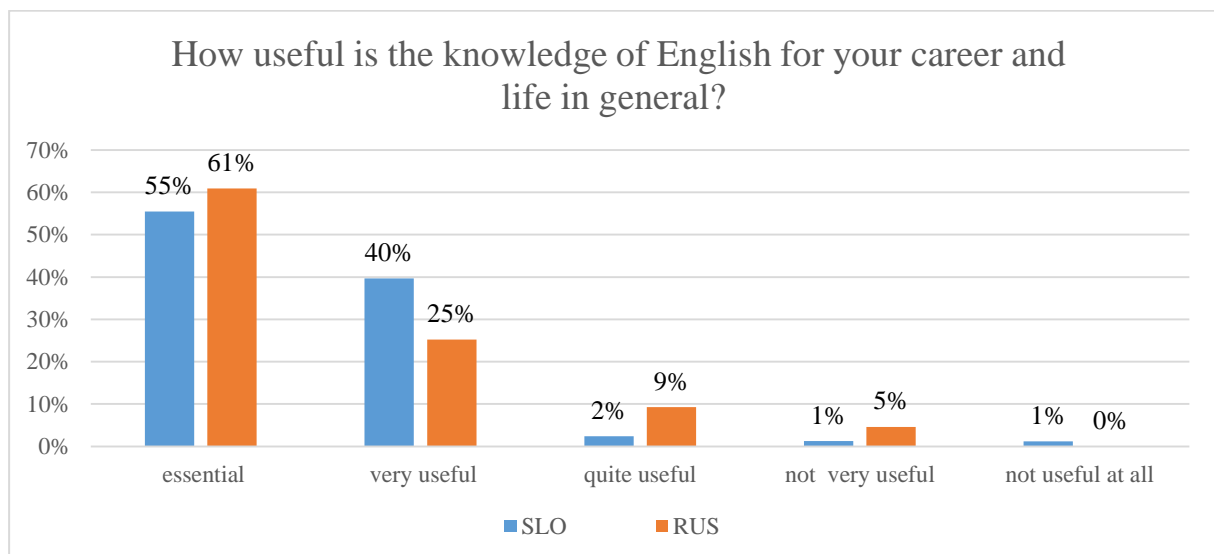
Table 3: The reasons of getting less knowledge of English at school than in other activities

Reasons	Slovenia	Russia
1 st	not enough speaking activities	not enough writing
2 nd	not enough grammar exercises	the topics aren't interesting
3 rd	the topics aren't interesting	the pupil is not attentive during lessons
4 th	the content of the subject is too easy	not enough grammar exercises
5 th	not enough writing	the content of the subject is too easy
6 th	not enough lessons of English	not enough lessons of English
7 th	the pupil is not attentive during lessons	not enough speaking activities

Reading Table 3, I discovered that Slovene pupils believe that the main reason for not getting enough knowledge of English at school is not enough speaking activities in classes, Russian pupils believe that the reason is not enough writing activities. The least important reason among Slovene pupils is that the pupil is not attentive during lessons, while Russians think not enough speaking activities is, in contrary to Slovene pupils, the least important factor.

5.6 Usefulness of knowledge of English in future career and life in general

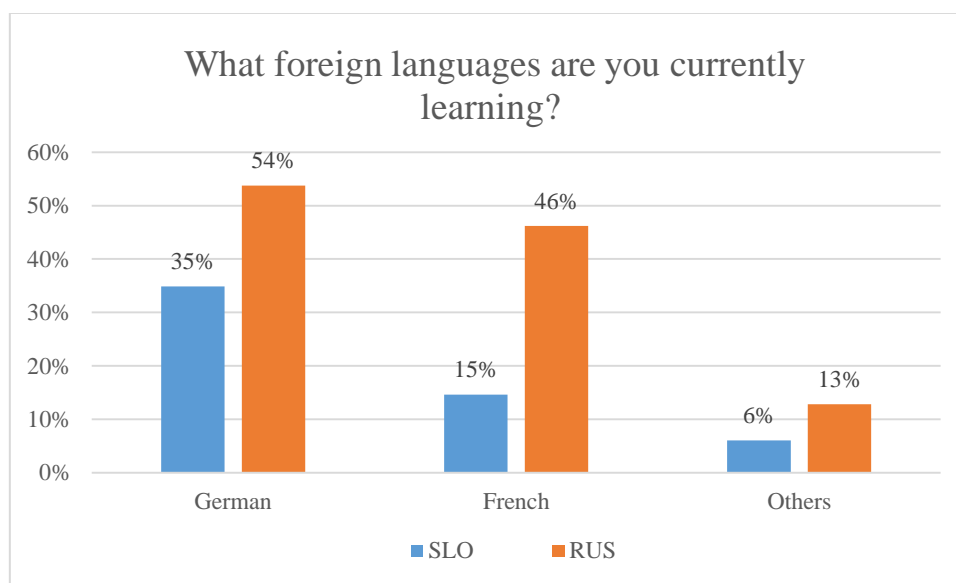
Graph 10: Usefulness of knowledge of English in future career and life in general



Graph 10 depicts that slightly more Russian than Slovene pupils think that knowledge of English is essential for their careers and life in general. More Slovene pupils think that the knowledge of English is rather useful. 9% of Russian pupils evaluate the usefulness of English as quite useful. The number of pupils considering the knowledge of English not very useful or not useful at all does not differ much in both countries.

5.7 Foreign languages that pupils are currently learning

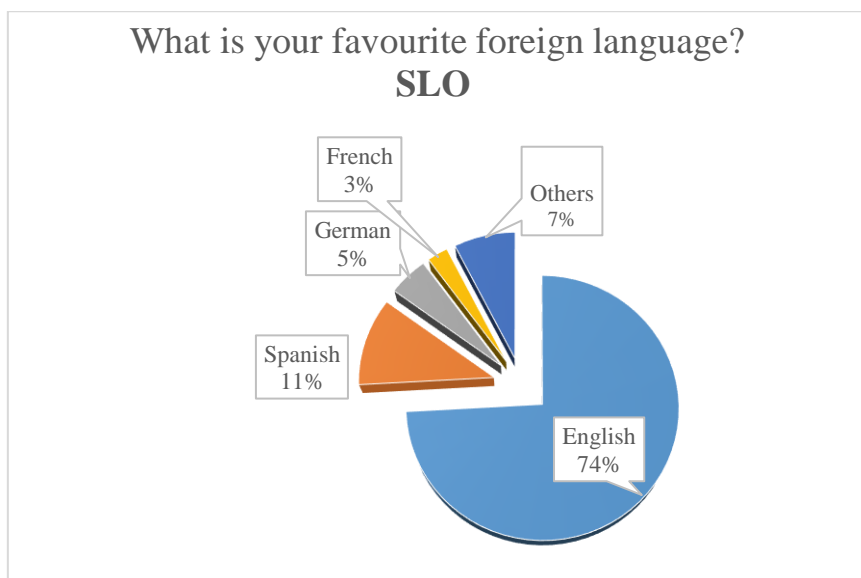
Graph 11: Foreign languages that pupils are currently learning



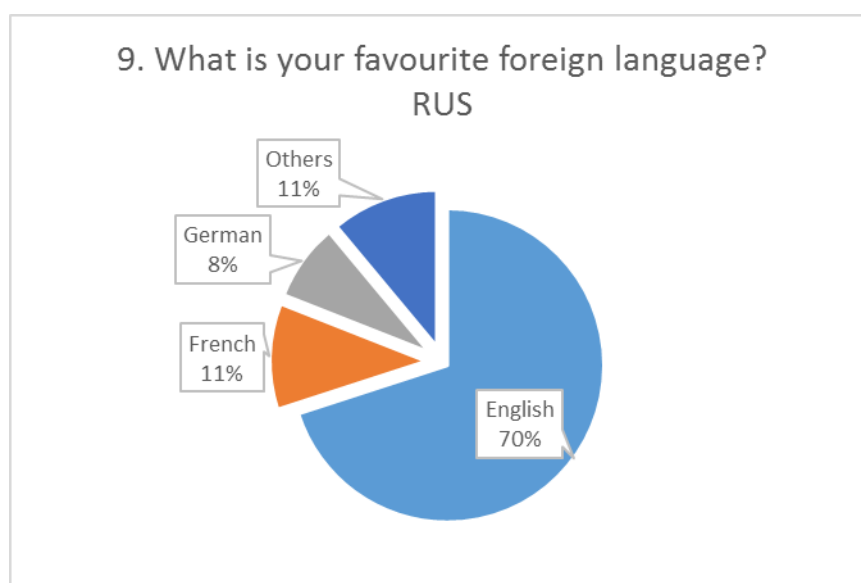
From Graph 11 I learn that besides English, most pupils in Slovenia learn German as a second foreign language. The number of Russian pupils learning German and French and other foreign languages is much higher than it is in Slovenia. About half of pupils in Russia learn German and almost half of them learn French as well.

5.8 Pupils' favourite foreign languages

Graph 12: Pupils' favourite foreign languages in Slovenia



Graph 13: Pupils' favourite foreign languages in Russia



The number of pupils considering English their favourite language does not differ much in both counties. The second favourite language among Slovene pupils is Spanish (Graph 12). German, French and other languages follow. French is the 2nd most popular among Russian pupils, German is the 3rd as seen in Graph 13.

5.9 Most useful languages

Table 4: Most useful languages in Slovenia

English	84%
German	13%

Table 5: Most useful languages in Russia

English	91%
French	4%
Chinese	4%
German	3%

Comparing Table 4 and Table 5, I conclude that more pupils in Russia think that English is the most useful language. 13% of pupils in Slovenia think that German is the most useful language while in Russia there are only 3% of pupils that believe the same.

5.10 The languages that pupils would rather learn if they were given an opportunity

Table 6: The languages that pupils would rather learn if they were given an opportunity in Slovenia

Spanish	37%
English	10%
Japanese	10%
Russian	8%
Italian	8%
German	5%
French	4%
Other languages	6%

Table 7: The languages that pupils would rather learn if they were given an opportunity in Russia

Spanish	23%
Chinese	13%
Italian	13%
Japanese	13%
French	10%
German	5%
Finnish	4%
Other languages	6%

Most of Slovene and Russian pupils would rather learn Spanish if they were given an opportunity. A lot of Slovene pupils say that they would still learn English; I guess they were trying to say that they already learn the language that they prefer.

5.11 Evaluation of English lessons as interesting or not

Table 8: Evaluation of English lessons as interesting or not

	Slovenia	Russia
very interesting	9%	14%
rather interesting	42%	36%
relatively interesting	38%	35%
not very interesting	7%	15%
not interesting at all	4%	0%

Analysing Table 8, I see that most pupils in Slovenia and Russia consider English lessons rather interesting and relatively interesting, some of them consider them very interesting, not very interesting and not interesting at all. There are more pupils in Russia considering English very interesting than in Slovenia, many of them consider English lesson rather or relatively interesting, there are some Russian pupils who think that the English lessons are not very interesting. No Russian pupils think that the lessons are not interesting at all.

5.12 The importance of different activities during English lessons

Table 9: The importance of doing grammar exercises during English lessons

	Slovenia	Russia
very important	24%	50%
quite important	53%	42%
not very important	12%	8%
not important at all	0%	0%

In Table 9 I see that most of Slovene pupils think that doing grammar exercises in English lessons is quite important. Lots of them consider this activity very important and a small percentage of them consider it not very important. While in Russia, half of the pupils think that solving grammar exercises is very important; lots of them also consider the activity quite important. None of the pupils from both countries consider solving grammar exercises not important.

Table 10: The importance of listening and listening comprehension exercises during English lessons

	Slovenia	Russia
very important	44%	53%
quite important	46%	34%
not very important	10%	11%
not important at all	0%	3%

Reading the data in Table 10, we can notice that the majority of Russians consider listening and listening comprehension exercises very important, Slovene pupils in general consider this activity important. The percentage of pupils considering it not very important is quite the same in both countries. There are only 3% of Russians thinking that listening is not important.

Table 11: The importance of speaking activities during English lessons

	Slovenia	Russia
very important	51%	61%
quite important	28%	29%
not very important	15%	10%
not important at all	6%	0%

Table 11 shows that the majority of Russian pupils consider speaking activities during English lessons very or quite important, while more Slovene pupils consider this activity not very important or not important at all in comparison to Russian pupils.

Table 12: The importance of learning grammar rules during English lessons

	Slovenia	Russia
very important	30%	58%
quite important	46%	33%
not very important	20%	9%
not important at all	4%	0%

In Table 12 we see that most pupils in Slovenia consider studying grammar rules quite important, while most Russian pupils think that it is very important. There are more Slovene pupils considering it not very or not important than Russians.

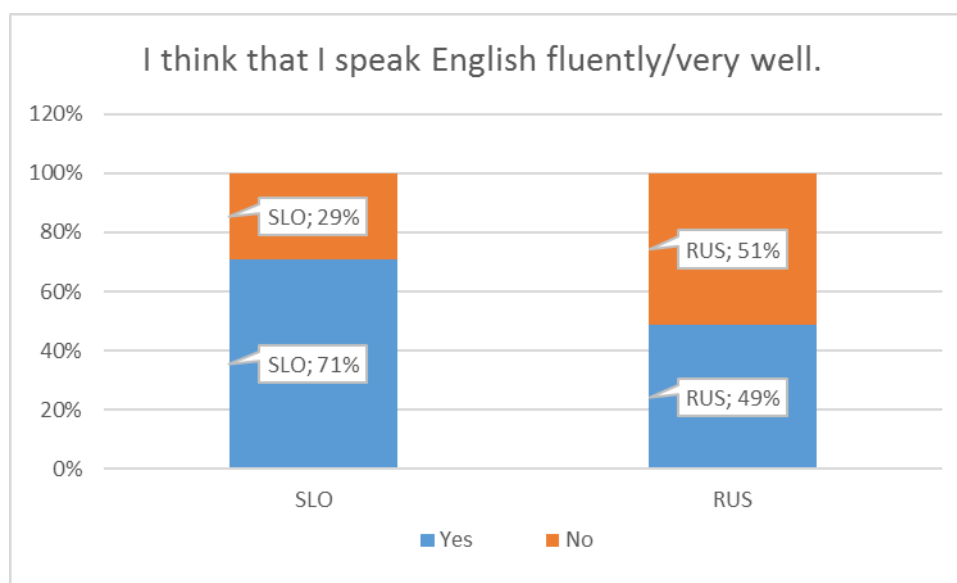
Table 13: The importance of writing activities in English lessons

	Slovenia	Russia
very important	41%	36%
quite important	36%	45%
not very important	18%	17%
not important at all	5%	2%

As we learn from Table 13 more pupils in Slovenia consider writing activities more important than in Russia, while more Russian pupils think that this activity is quite important. The number of pupils considering it not very and not important at all does not differ much between both countries.

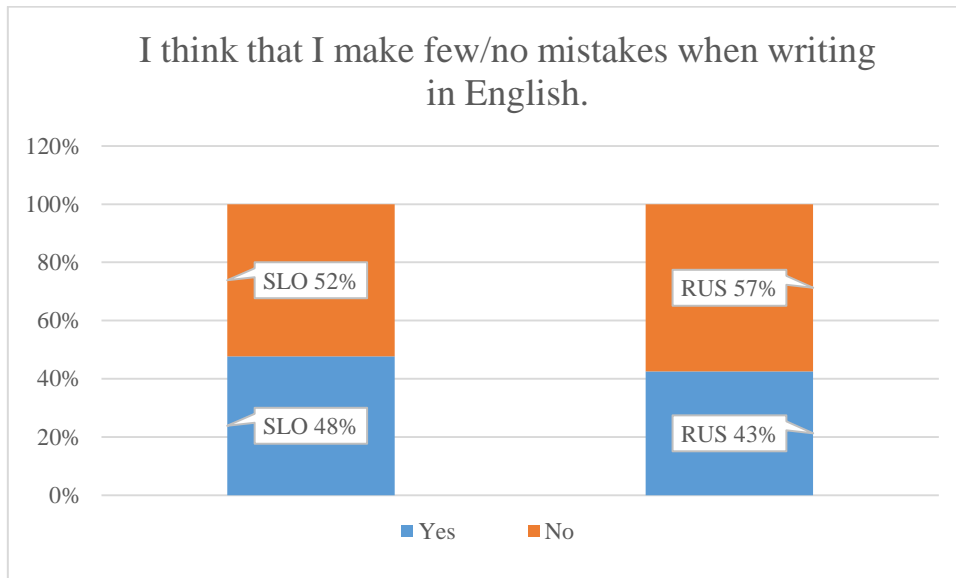
5.13 The pupils' language skills

Graph 14: The pupils' language skills – speaking



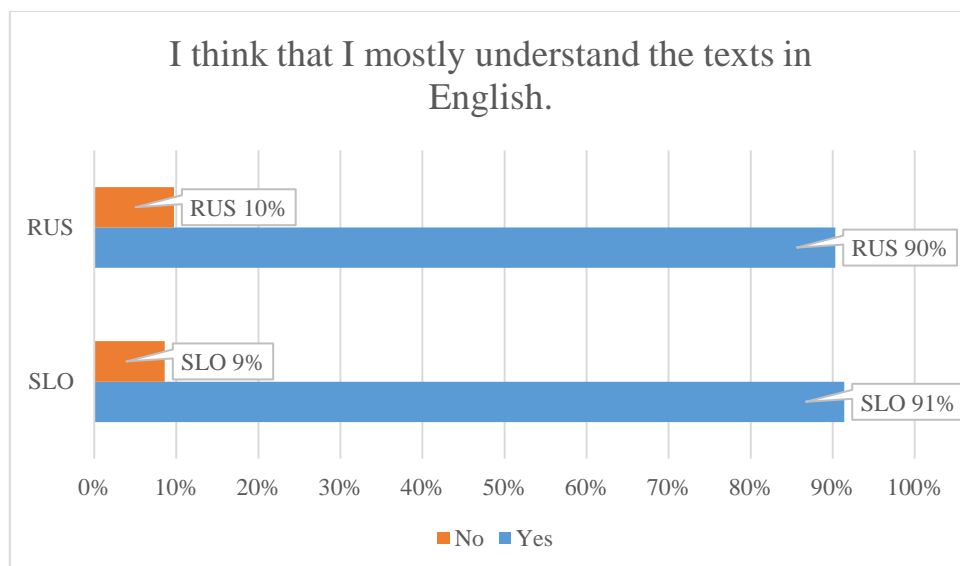
According to Graph 14, most of Slovene pupils think that they can speak English fluently/very well, less than half of the Russian pupils think so.

Graph 15: The pupils' language skills – writing



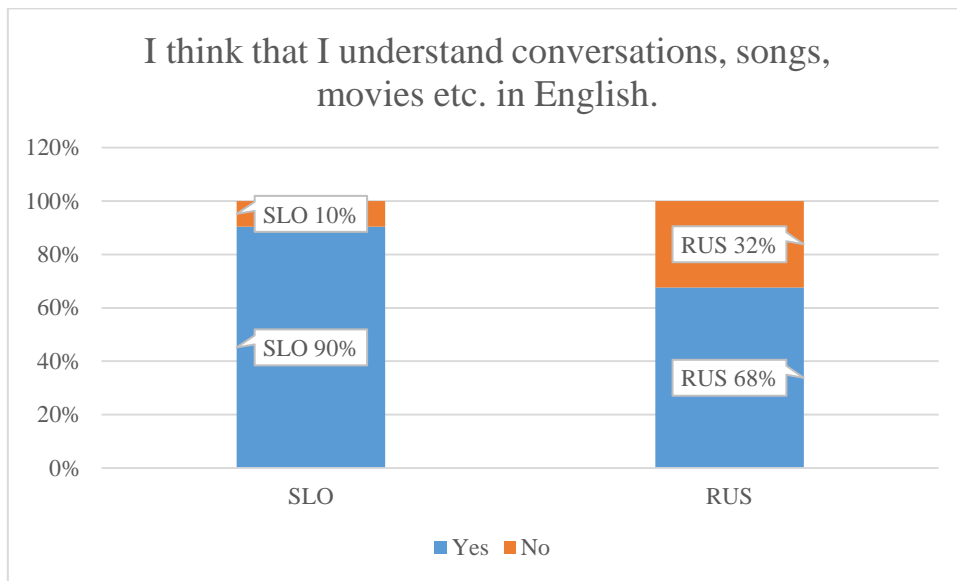
Graph 15 shows that a slight majority of Russian pupils think that they make more than just few or no mistakes when writing. The situation is similar with Slovene pupils.

Graph 16: The pupils' language skills – reading comprehension



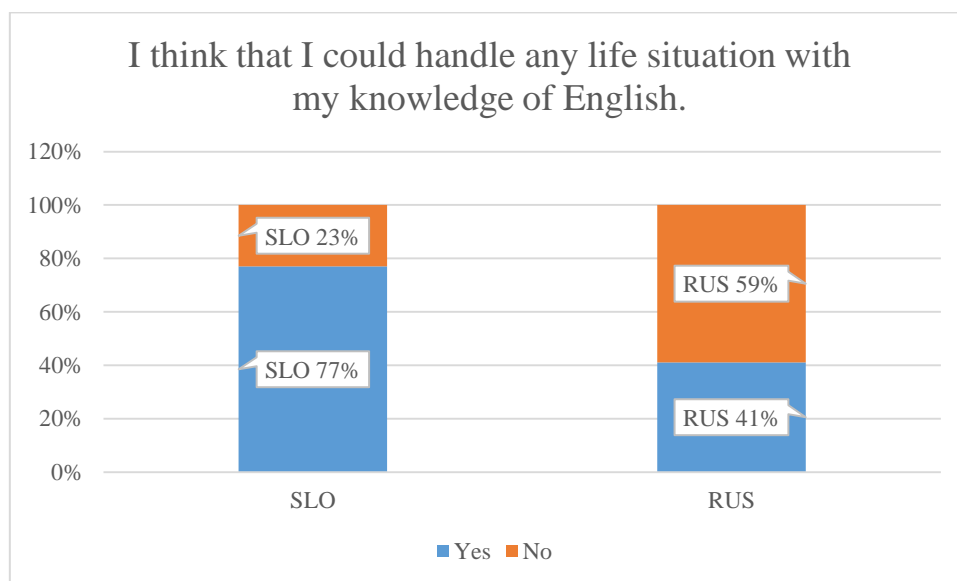
Most of Slovene and Russian pupils think that they understand the texts in English according to Graph 16.

Graph 17: The pupils' language skills – general comprehension



Graph 17 clearly shows that much more Slovene than Russian pupils think that they understand conversations, songs, movies in English.

Graph 18: The pupils' language skills in life situations



The majority of Slovene pupils think that they could handle any life situation with their knowledge of English, while there are less than half of Russian pupils that feel that way (Graph 18).

6 DEBATE

1st hypotheses: The two syllabuses are fairly alike according to the number of lessons of English language per year and the predicted level of knowledge of English that pupils are supposed to achieve at the end of primary school.

The 1st hypotheses can be partially confirmed, because even though the number of lessons can change from one school year to another in both countries, at the end, it does not differ much – there are 33 more lessons in Russia. Pupils in Russia are supposed to reach the level of A2 at the end of their schooling in primary school, Slovene pupils are supposed to reach the level of A2 or B1 according to the Common European Framework.

2nd hypotheses: In comparison to Slovene pupils, more Russian pupils take additional English lessons (courses) after school/in their pastime.

I can confirm the 2nd hypotheses, because 64% of Russian pupils take additional English lessons (courses) after school/in their pastime, while only 11% of Slovene pupils' study English out of school in an organised form according to survey.

3rd hypotheses: Slovene pupils use English in their free time more often than Russian pupils.

The 3rd hypotheses can also be confirmed according to the survey, which says that 61% of Slovene pupils and only 43% of Russian pupils use English every day.

4th hypotheses: More Slovene than Russian pupils think that English will be useful for their careers and the future in general.

I can't entirely confirm or negate the hypotheses, because there are more Russian pupils thinking that the knowledge of English is essential, while more Slovene pupils think that it is very useful (but not essential) according to the survey.

5th hypotheses: English is the most popular foreign language among Slovene pupils, while Russian pupils prefer other languages.

I can't confirm the hypotheses because the majority of pupils in both countries consider English their favourite language. (74% in Slovenia and 70% in Russia).

6th hypotheses: Russian pupils believe that they learn more English at school than by watching TV, using the internet etc.

I can confirm the hypotheses, because 47% of Russian pupils believe that they get more knowledge at school, while only 15% of them think that they get more knowledge of English at home according to the survey.

7th hypotheses: There is no difference in evaluation of their own knowledge among Slovene and Russian pupils.

I cannot totally confirm the hypotheses while there are more much Slovene than Russian pupils believing that they speak English fluently/very well, they understand conversations, songs, movies in English, they could handle any real life situation with their knowledge of English, but the percentage of pupils of both countries that think they understand the majority of the texts in English, they make few or no mistakes when writing does not differ much according to the survey.

7 CONCLUSION

During my research, I learnt a lot of new things considering the syllabuses of Russian and Slovenian primary schools that surprised me. I also found out that some of my hypotheses that I had to proof with my survey cannot be confirmed.

I believe other pupils should read my research and find out new and surprising things for themselves.

Any kind of research considering the comparison of education systems in different countries is very interesting. I only compared EFL learning in Slovenia and Russia, but there are so many subjects and countries to compare.

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9 SOCIAL RESPONSIBILITY

My researches will hopefully increase the pupils' awareness of importance of language learning in nowadays society. By comparing language learning in two different countries I am offering an insight into advantages or/and disadvantages of a particular system.

Mostly, I am trying to raise the awareness among Russian pupils. That is why I will present them the results of my research and make some of them change their attitude towards language learning.

The presentation at the Slovene primary school, that I am currently enrolled in, will surely show Slovene pupils a positive picture of their schooling system and the opportunities that they are given when it comes to learning English.

The research will be valuable for the English teachers and is also opening an interesting topic for further discussion in broader terms.

10 APPENDICES

Anketa

Dragi učenec, učenka. Sem _____ in obiskujem 9. razred OŠ. Z željo, da bi izvedela, kaj meniš o učenju in znanju tujega jezika – angleščine, sem pripravila anketo. Tvoje odgovore potrebujem za raziskovalno nalogo, ki jo izvajam v okviru projekta Mladi za napredek Maribora. Anketa je anonimna in prosim, da dobro razmisliš ter na vprašanja odgovoriš iskreno. Reševanje ti ne bo vzelo veliko časa. Hvala.

1. Ali se angleščine v organizirani obliki učiš tudi izven šole?

DA

NE

2. Kje se učiš angleškega jezika?

a) Jezikovni tečaj. b) Poletna šola v tujini. c) Z zasebnim učiteljem.

3. Kako pogosto uporabljaš angleški jezik v prostem času?

a) Vsak dan.

b) Večkrat na teden.

c) Vsak teden.

č) Vsak mesec.

d) Nekajkrat letno.

4. Pri katerih aktivnostih največkrat uporabljaš znanje angleškega jezika?

Izberi ustrezno možnost.

	pogosto	včasih	redko	nikoli
Gledanje TV				
Poslušanje glasbe				
Uporaba socialnih omrežij				

Komunikacija preko spleta (klepetalniki, Skype ...)				
Branje knjig				
Branje različnih vsebin na spletu				

5. Kje oz. kako po tvojem mnenju pridobiš največ znanja tujega jezika?

- a) V šoli.
- b) Doma oz. v prostem času, ko uporabljam angleščino.
- c) Na dodatnih tečajih, urah angleščine.

Če si na vprašanje odgovoril z b- ali c-odgovorom, reši vprašanje 6.

6. Kaj je razlog, da se v šoli naučiš manj? Razloge razvrsti od najbolj (1) do najmanj (8) resničnega.

Premalo ur angleščine. ____

Premalo pogovarjanja. ____

Premalo pisanja. ____

Preveč slovničnih nalog. ____

Nezanimive teme. ____

Pri pouku ne sledim. ____

Snov je prelahka – vse to že znam. ____

Drugo: ____.

7. Kako potrebno se ti zdi znanje angleščine za poklicno pot in življenje na sploh?

- a) Nujno.
- b) Precej potrebno.

c) Še kar potrebno.

č) Manj potrebno.

d) Nepotrebno.

8. Katere jezike se trenutno učiš?

9. Kateri jezik ti je najljubši?

10. Znanje katerega tujega jezika je po tvojem mnenju najbolj koristno?

11. Kateri jezik bi se najraje še učil, če bi imel možnost?

12. Kako zanimiv se ti zdi pouk angleščine?

a) Zelo.

b) Precej zanimiv.

c) Še kar zanimiv.

č) Manj zanimiv.

d) Nezanimiv.

13. Opredeli, kako pomembne se ti za učenje jezika zdijo naslednje aktivnosti pri pouku.

	zelo	še kar	manj	sploh ne
Reševanje slovnčnih nalog				
Poslušanje in vaje slušnega razumevanja				

Branje in vaje bralnega razumevanja				
Govorni nastopi in pogovarjanje na določeno temo				
Učenje slovničnih zakonitosti				
Pisanje krajših in daljših sestavkov				

14. Se s posameznimi trditvami stinjaš ali ne strinjaš?

	DA	NE
Menim, da tekoče oz. zelo dobro govorim angleško.		
Menim, da pri pisanju v angleščini napravim zelo malo ali nič napak.		
Menim, da v veliki večini razumem angleška besedila (tista, ki jih obravnavamo v šoli; besedila na spletu, knjige ...)		
Menim, da razumem pogovore, pesmi, filme ... v angleščini.		
Menim, da bi se z znanjem angleščine znašel v vsaki življenjski situaciji.		

15. Sistemska vprašanja

Spol M Ž

Starost 11 12 13 14 15

Koliko let se že učiš angleščino? _____

Ocena pri angleščini v lanskem šolskem letu? _____

4. При каких обстоятельствах ты чаще используешь знание английского языка? Выбери подходящий вариант.

	часто	иногда	редко	никогда
Смотря телевизор				
Слушая музыку				
Используя социальные сети				
При общении через интернет (чат, скайп)				
Читая книги				
Читая различные статьи в интернете				

5. Где и как, по твоему мнению, ты получаешь больше всего знаний английского языка?

- А) В школе
- Б) Дома, в свободное время
- В) На дополнительных занятиях английского языка

Если ты отметил в предыдущем вопросе Б) или В), ответ на вопрос 6.

6. В чем причина того, что, по твоему мнению, в школе получаешь меньше знаний? Отметь варианты от наименее (1) до наиболее (8) подходящего.

Мало часов английского языка ____

Мало устной практики ____

Мало письменных заданий ____

Мало грамматических заданий ____

Неинтересные темы ____

Невнимательность на уроке ____

Слишком простой материал (уже знаю материал) ____

Другая причина: _____.

7. Насколько нужным кажется тебе знание английского языка для карьеры и жизни в целом?

А) Очень нужное

Б) Довольно нужное

В) Нужное

Г) Не очень нужное

Д) Совсем не нужное

8. Какие иностранные языки ты учишь на данный момент?

9. Какой твой любимый иностранный язык?

10. Знание какого иностранного языка, по твоему мнению, самое полезное?

11. Какой язык ты бы хотел(а) учить, если бы имел(а) возможность?

12. Насколько интересными тебе кажутся уроки английского языка?

- А) Очень интересные
- Б) Довольно интересные
- В) Интересные
- Г) Не очень интересные
- Д) Неинтересные

13. Определи, насколько важными кажутся тебе данные упражнения на уроках английского языка.

	очень важно	важно	не очень важно	не важно
Решение грамматических заданий				
Аудирование				
Чтение				
Устная практика				
Изучение грамматики				
Писание				

14. Отметь, с какими утверждениями ты согласен, а с какими нет.

	ДА	НЕТ
Я думаю, что говорю по-английски хорошо и довольно бегло		
Я думаю, что при письме на английском языке практически не делаю ошибок		
Я думаю, что в большинстве случаев понимаю тексты на английском языке (те, которые мы проходим в школе; тексты в интернете, книги ...)		
Я думаю, что понимаю разговоры, песни, фильмы ... на английском языке		
Я думаю, что могу с моим знанием английского объясниться в любой ситуации из жизни		