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Introduction

Barbara Seidlhofer claims as follows: “[I]n the early 21st century, English is not only an international, but the international language” (2011:49). Indeed, English has spread its presence to many corners of the world and the Russian Federation is no exception. The English language has become of a great interest to the linguists all over the world, but English in Russia has not been widely investigated. That and many other factors became a reason for writing the present thesis.

Russia used to be a very isolated country, independent from global influences in the past. However, times have changed and cooperation between Russia and the rest of the world is growing day by day. The Russian language is rather difficult to learn and besides it has never had a status of an international one except for the territory of the Russian Federation. English, on the other hand, is overtaking the world. English is the international language of the present and future, it helps people of different nationalities communicate and understand each other, it helps them learn different cultures and traditions, and it also helps develop countries’ economy due to the cooperation between various continents. The English language is the guide to success. However, a question arises: how much do Russian people need and want all that?

Russia is one of the biggest countries in the world and it is a very proud country as well. Russian people are very proud of their language and culture, and we believe that we would be speaking for the majority when we say that Russians put their mother tongue above any other language. Therefore, it is an even more interesting and challenging phenomenon that the English language is actually present and used within the country. There are two main questions that could be raised about this phenomenon: to what extent has the English language spread on the Russian territory? How often is it used and in which spheres of life? We will try to cover these and some other aspects in the present thesis. Moreover, we will compare the perspectives claimed in the theoretical part presented by the authors (further on referred to as the experts), who speculate on the matter of use of English in Russia, with the perspectives of the regular Russian citizens (further on referred to as laypeople), who have no connection to linguistics. Their opinions were obtained by means of a survey. The aim of the comparison is to see if both points of view coincide on the subject of the use of English in Russia or have specific discrepancies.

We usually believe the information that is written down in a book. However, the subject of the English language in Russia is very controversial. There exists an opinion

that ordinary Russians have no idea what the English language really is and their knowledge is limited to knowing a few phrases like “Thank you” or “Sorry”. Is that really so? Does that refer to all the Russians? Can it be that people living in bigger cities possess a better knowledge of English than people living in the suburbs or smaller towns? What does a good knowledge of English depend on? We will try to answer all these questions in this thesis and to show if the information presented in the books on the subject of the use of the English language in Russia is accurate or the reality and the Russian laypeople perspective on this subject is different.

It is rather hard to judge on this subject objectively and impartially being a Russian myself. However, I believe that the world’s opinion about Russians’ command of English is very prejudicial. The Russian Federation is catching up with the world tendencies very quickly and I believe that this thesis will become an evidence of the fact that Russia is making progress in tune with the rest of the world. The English language is needed in Russia to keep up with the modern technologies, to cooperate with international companies, to be able to communicate and understand people from the other countries and certainly to be able to explain to the other nationalities what “Russian spirit” is all about, to show them all the beauty of our country, our traditions and our culture, to be able to travel abroad and feel comfortable by being able to express one’s thoughts properly. Russian people need and want all that.

The present thesis will be structured as follows. Chapter two will speculate on the theoretical framework and will be subdivided into subchapters. The first three subchapters will overview the historical development of the English language in Russia from the early Soviet times up to the presence of English in Russia nowadays followed by the issue of the Russian language as a lingua franca versus the English language as a lingua franca. The next subchapter will reflect on the major domains of the use of English in Russia laying emphasis on the three major ones, followed by a subchapter speculating on the issue of the English language teaching in Russia including the discussion of the problems and solutions, modern changes in teaching and the status of English in the educational system of Russia. The summary of the main findings of the literature review is presented at the end of the chapter.

Chapter three will be dedicated to the research per se and namely, will begin with the discussion of the field of investigation, hypothesis and methodology chosen for the present survey. Consequently, two types of the analyses will be described as well as

their outcomes. Each analysis will be structured according to the categories and will be followed by a conclusion. Finally, a conclusion for the whole thesis will be presented.

2.1 The historical development of the English language in Russia and its effects on the English language teaching

The extent of the presence of the English language in Russia is significantly different from that of the rest of the world. It is considered necessary to take into consideration the following factors and, namely, what aspects have been crucial for the spread of English on the territory of Russia and how this has affected the teaching techniques in various historical periods.

The given chapter is subdivided into three subchapters. The first subchapter deals with the English-Russian interactions during the period of the Cold War and its influence on the status and development and the use of the English language as well as English language teaching. The second subchapter describes the period of post-perestrojka specifying the amendments the country was going through at that time and its reflection on the perception of the English language. The third subchapter accentuates the presence of English in Russia nowadays particularly concentrating on the domains where the presence of English is vivid. Finally, the conclusion is being drawn.

2.1.1 The Cold War period

Lazaretnaya (2012: 7) states that the historical progression of the English-Russian contacts that granted the change in the teaching techniques, starting from the period of the post-war up to the present days, and defined the status and development of English in Russia can be divided into 3 periods which correspond to the crucial historical events of Russia:

1. The Cold War period: 1947-1991
2. The Post-perestrojka period: 1992-1999
3. Russia nowadays: from 2000 and up to the present days.

The Cold War period can be characterized by a considerable stagnation in relations between Russia and the English-speaking world. However, there was a period of “thaw” (1953-1964) and the beginning of the perestrojka period (1985-1991) when English-Russian relations had a revitalization phase that found its reflection in the English language learning and teaching techniques (Lazaretnaya 2012: 7).

The mid 1940s can be described as the years of tense relations between the USSR and the Western block. The USA and its allies were on the peak of their ideological disagreements in 1947, which led to the beginning of the Cold War and adversarial

stances on both sides of the Iron Curtain. The Iron Curtain was operating so that no information could infiltrate and nobody could get past the Curtain (English Russia, 2009). Soviet citizens had no possible contact with the English-speaking world: there were no books or magazines available in English without special authorization, travelling to the English-speaking countries were a luxury for the privileged, but not for common people (English Russia, 2009).

McCaughey claims that, due to this seclusion, foreign language teaching was exclusively based on domestic technologies with no possible connection to the English-speaking world (2005: 456). English at that time was regarded as one of the other formal subjects as the learners realized quite well that they could never contact native English speakers and students of Foreign Language Department were predestined to become nobody else but teachers (Lazaretnaya 2012: 8).

The period of “thaw” in English-Russian relations in the years 1953-1964 when Nikita Khrushchev was the leader of the Soviet Union is considered an effort between the two opponents to come to a consensus. The Soviet Union started welcoming international guests from all over the world. The release of the tension in the Soviet-Western relations is marked by the 6th World Festival of Youth and Students that took place in the Soviet Union on July 28, 1957. The festival brought in the latest western trends such as jeans and rock-n-roll so typical of the American culture in particular (Lazaretnaya 2012: 8).

One of the other attempts to fight the western isolation was taken by the Council of Ministers of the USSR in 1961 and namely the decree “On improvement of Foreign Language Teaching” was taken on. It was being planned to open 700 language schools and develop some new teaching techniques (Litovskaya, 2008).

However, despite the so called attempts to find a common ground with the English-speaking world, all the school and university English textbooks were published only after a meticulous review of the Ministry of Education who filled those books with nothing but the Soviet ideology (Litovskaya, 2008). Lazaretnaya claims as follows:

From 1964 to 1984, the Soviet authoritarian policy was partially restored, bringing back tension in the relations with the West. The greater part of this period is known as “stagnation”, characterized by a relatively stable policy and impossibility for real change (2012: 9).

The advancement in the relations with the Western world came to a halt. Moreover, the tension was amplified by the attitude the Soviet Union took towards the Vietnam War. The situation with Afghanistan in 1979 provoked the USA to boycott the

USSR Summer Olympic Games in 1980. Taking into considerations the political position of affairs, not much can be said about the progress in foreign language teaching: it remained the same due to the ideology of that time (Lazaretnaya 2012: 9).

Mikhail Gorbachev was elected to become a General Secretary in 1985, he was the one to introduce reforms to put an end to the Cold War and completely restructure Soviet political and economic situation, which contributed greatly to opening the Soviet Union to all other countries. The economic reforms became a reason for the development of English-Russian relations which subsequently progressed to foreign trade and joint venture establishment: the very first commercially successful Western project that resulted out of the economic reforms was McDonalds, which opened in Moscow in 1990 (Lazaretnaya 2012: 9).

Although, Gorbachev's intentions were to let the Soviet Union advance in terms of democracy and freedom, the changes to the economy that he carried out slowly brought the country to a downfall (Lazaretnaya 2012: 10).

In the period of those reforms many English words entered the Russian language but those were not particularly in use since they were intended to name new realities that did not subsist in the Soviet Union. As for the teaching methods of that time period, the priority was given to elaborating communication skills (Lazaretnaya 2012: 10).

English language teaching: A homegrown affair.

The Cold War period can be marked by the limited use of the English language that took place only inside the educational institutions. The average age of children to take up English was 10 or 11 years old.

As it has been pointed out before by McCaughey (2005: 456) foreign language teaching in the USSR was being entirely subordinate to national teaching techniques. The country's ideology was prioritized, not taking into consideration any of the language norms and regulations commonly found in the English-speaking communities. The main purpose was to critically depict a foreign lifestyle and simultaneously avoid the influence of the Western civilization on the Soviet learner. Stated differently, what was pursued in English language teaching in the USSR was to bring up a "righteous" Soviet citizen rather than inform the people about foreign language and culture (Lazaretnaya 2012: 10).

The Soviet lifestyle was actively promulgated in textbooks. Lazaretnaya claims as follows:

Soviet reality was introduced into English texts by means of politicized clichés, words and phrases, such as communist society, Komsomol members, five-year-plan periods, ideals of Marxism-Leninism, proletarian unity, etc. (2012:10).

Teachers' textbooks were mostly edited by Soviet authors that never had any direct contact with English native speakers and never travelled abroad (Lazaretnaya 2012: 11). Nash states the following:

[By and large] teaching material identif[ied] the political friends and enemies of the Soviet Union, and creat[ed] a favourable image of its people, its way of life, its accomplishments, and its position of leadership in scientific and cultural affairs (1971:5).

In Starkov and Dixon (1984) in English textbooks for pupils most of the texts and articles are dedicated to promoting the Soviet way of life. Moreover, the West is depicted as a deteriorating environment that is indifferent to any of the people's problems while the Soviet Union is shown as if on the peak of its development, secure and caring and all of the above-mentioned by virtue of "a government of the people for people".

The textbooks for elementary schools were filled with the information on the daily routine of people without stating their nationality: they would perform the regular actions such as having breakfast, going to work, reading or going for a walk and in those processes the United Kingdom was inconspicuously substituted by the USSR, London by Moscow or any other Soviet city, famous British sights by Soviet sights: all that was done to promote "our" way of life, the Soviet reality. As for the teaching methods per se, in spite of the new methodology introduced in 1960s, English teaching in the Soviet Union was restrained to a certain amount of tasks and could mostly be described as the Grammar Translation Method. The latter would include competence in writing and translation skills. A pupil was expected to remember grammatical patterns and rules and be able to apply them to numerous examples. Translating sentences into the Russian language was one of the prioritized tasks as well (Lazaretnaya 2012: 11).

Consequently, students were completely demotivated to learn anything apart from grammar rules. They were never challenged to engage in any kind of everyday conversations in English and instead were forced to act out fictitious dialogues that involved memorizing the same grammatical constructions (Lazaretnaya 2012: 12). An approach as such by all means could not have resulted in any proficiency and must have been indeed of no interest to the learners of English. Ter-Minasova claims that "in general, the neglect of the individual [and his needs and problems in teaching process] was a pivot of Soviet ideology" (2005: 448).

The only genuine source of the English language for the Soviet learner available in the period of “thaw” and after it was texts of British and American writers among those were Jerome K. Jerome, O’ Henry, J. London and M. Twain. The Foreign Languages Publishing House provided the readers not only with books but also with magazines and newspapers that one could buy inside the country such as *Soviet Russia*, *Soviet Inventions*, *New Times*, *Sports in the USSR*, etc. For people interested in the English language those releases became the exclusive material available in the English language (Lazaretnaya 2012: 12). Ter-Minasova states as follows:

For decades English in the Soviet Union was taught as a dead language like Latin or Ancient Greek, because the world of its users did not exist [and] the goals and techniques of dead language studies were applied to living ones (2005: 447).

Due to this state of affairs, only a very limited number of people had a good command of the English language, whereas the rest of them were incapable of expressing themselves without a dictionary, in spite of the fact that they spent a few years learning English, however, their writing skills were up to par (Lazaretnaya 2012: 12).

Nash expressed his point of view on the absence of contacts with English native speakers within that time period:

English teaching in the Soviet Union suffers from the same malaise as society in general – lack of contact with English-speaking countries. It is tribute of Soviet educators that they have accomplished so much in the absence of such contact (1971: 12).

Ter-Minasova agrees with Nash and claim as follows:

For decades, under such circumstances, generations of teachers, who never set their eyes – or ears! – on a native speaker of a foreign language, taught generations of students without any proper equipment, without authentic English Language Learning and Teaching (ELLT) materials, developing chalkboard theories and poor-but-honest, necessity-is-the-mother-of-invention techniques, and they did it brilliantly (2005: 446).

That being said, Nash emphasizes that one of the requirements for entering the university was a good command of the English language and strange as it may seem English was dominating over any other foreign languages according to the authorized government policy (Nash 1971: 1).

To conclude, it can be observed that the period of Cold war was in every respect negative towards the presence and use of the English language in the USSR. Let us now

move on to the period of post-perestrojka and see if there were any positive changes or the situation remained identical during that period of Russian history.

2.1.2 The period of post-perestrojka

The year 1991 with its innovative reforms brought the Soviet Union to an economic crisis. The disintegration of the Soviet Union into independent states took place in 1985 which drew forth the economic reorganization and development of the relations with the West. Nevertheless, the post-perestrojka was quite an unfavorable period for the Russian history. The attempt to advance from the socialist system into the free-market one by means of launching new regulations initiated all sorts of trouble for the economy and politics of both Russia and the quondam Soviet republics (Lazaretnaya 2012: 13).

Lazaretnaya posits that as far as the foreign policy was concerned, Russia was questing for an alternative between the East and the West as tending towards the West was still believed to be unsafe in terms of country's security (2012: 14).

The linguistic setup has undergone considerable alterations due to the rise of free international travel and contacts after the Iron Curtain had been open. Russia became a member of the global community where the main language of communication and cooperation was English, those attempts that Russia was making to set itself free from the linguistic seclusion caused what Proshina and Etkin (2005: 443) term as "an English language boom in Russia".

The Russian language all of a sudden started incorporating a large number of English words. The use of English expanded and became an integral part of various spheres such as advertising and media and simultaneously a means of expressing one's culture and identity, therefore, Proshina and Etkin state "the English language serve[d] as a means for spreading Russian culture throughout the world" (2005: 443).

The market of English teaching has undergone a substantial change in a brief period of time during the post-perestrojka period. There existed an opinion that being proficient in the English language would provide better employment opportunities as well as possibilities of travelling abroad. Therefore, many new English teaching materials, private tutoring and language courses appeared in the teaching market (Lazaretnaya 2012: 14).

In the 1990s learning the English language and culture was also encouraged by the appearance of non-governmental institutions, foreign aid agencies, as well as cultural

organizations such as the British Council, the Soros Open Society, the English Language Office (ELO) and many others (Ustinova 2005: 245-7). In 1992 the first information centre of the British Council opened its doors in Moscow. In 1993 the English Language Office, financed by the American Department of State was established in Moscow. The Soros Fund has been operating in Russia since 1988 and in the post-perestrojka period it supported a great number of scholars by issuing those grants (Lazaretnaya 2012: 14).

Nonetheless, in spite of the substantial progress in the Russian-English relations, the 1990s were the crucial period for the English language teaching, marked by the lack of governmental supervision and promptly deteriorating academic norms (Lazaretnaya 2012: 15). The changes in the English teaching materials market supply were considerable as well: from the Soviet times when the learners were provided with scarce amount of sources followed by the period when diverse teaching materials were flowing in from various English-speaking countries which resulted in nothing but frustration for the teachers (McCaughey 2005: 457). In this situation the major part of the teachers of English chose to practice the methods and use the sources that had been adopted in the Soviet times whereas the remaining part tried to implement the innovative sources and methods that were not always coherent to the Russian learners of English (Lazaretnaya 2012: 15).

In the meantime, the Russian people started to associate the good command of English with international trade, an opportunity at reaching new technologies and information. This resulted in a high demand for the English language teaching and all available teaching sources. Being aware of the benefits for education and employment, more students preferred to have English as their first foreign language (Lazaretnaya 2012: 15).

In 1999 the Public Opinion Foundation carried out a survey in Russia that was aimed at detecting how good a command of English Russians had at the time. The results were as follows: 70% of interviewees did not speak any English, 23% estimated their knowledge as poor, 6% claimed to have a good command of English and only 1% of those interviewed said that they spoke English fluently (Lazaretnaya 2012: 15). Approximately a half of respondents in Moscow and Saint Petersburg had at least some knowledge of English: 16% claimed they were fluent and 30% estimated their knowledge as poor. According to the survey results, the number of people who spoke English was growing from the older part of population to the younger one. As a matter of fact, only every eleventh among the respondents over 60 spoke English whereas 50% of

those under 35 years old claimed to have some knowledge of the English language (Lazaretnaya 2012: 15).

To sum up, it could be observed that considerable changes took place during the post-perestrojka period. The English language started to be welcomed after the disintegration of the Soviet Union. Russian people considered the English language as a way to the better future, more opportunities. Teaching materials were then supplied in abundance and though it caused a certain disorder among the English teachers, it could still be considered a positive change. As it could be seen, a lot has changed in comparison to the Cold war period and those changes were mostly positive. Let us now look into the next historical period and its influence on the use of the English language in Russia and namely, at Russia nowadays.

2.1.3 Russia nowadays and the presence of English

In 2000 after president Yeltsin resigned, the power was taken over by the Prime Minister Vladimir Putin. His rule defined the epoch of New Russia that implicated qualitative political amendments as well as acknowledgement of Russia by the rest of the world (Lazaretnaya 2012:16).

After the crucial time of post-perestrojka the English language is becoming more and more popular. Lazaretnaya states and we agree that:

In the second decade of the 21st century, English is spoken virtually in every part of the country, being primarily claimed as a means of international communications, and, thus, helping to build links across national and cultural borders all over the world (2012: 16).

As far as the number of English-speaking people in Russia is concerned, no precise data can be provided as the level of the language knowledge differs significantly. A survey has been carried out by the *Career* magazine that detected only 3,2% of the Russian population as fluent in English, 4.8% was able to read in English and 28,9% of respondents could read and translate from English into Russian with the help of the dictionary (Galkin 2006). The State Statistics Service claims that only 1% of the whole population of Russia can be defined as fluent English speakers (Eremeeva 2008).

As we have already mentioned, the demand for English became evident during the perestrojka reorganizations in 1985. However, it increased considerably after the Iron Curtain had fallen, primarily due to such factors as free international travel and contacts as well as the appearance of the Internet (Lazaretnaya 2012: 16).

The desire of Russian people to have a good command of English is growing as they travel abroad more and more, cooperate with foreign enterprises or merely seek for a better employment opportunity. Kalashnikova emphasizes these particular factors referring to successful or critical periods in the country's history:

When the country is prospering, people study languages in order to travel, as such knowledge gives them the opportunity to get the most enjoyment out of fulfilling this dream [...] In difficult times, they continue their education with the aim of moving abroad or looking for a job at a Western company (2009:1).

Furthermore, the desire to learn English is provoked by the occurrence of the new software, computer games and the Internet. The number of people who use the Internet is increasing day by day; they need to read and understand as well as to exchange information not only with their fellow-countrymen but also internationally. In Russia there are several particular areas where the demand for English is high: tourism, employability and communication on the Internet (Lazaretnaya 2012: 17). However, we will be discussing this matter in greater detail in the next chapter.

To conclude, the English language status has been significantly altered over the last seventy years. We have seen that different factors can affect the popularity of a foreign language: it can be historical events, the country's politics and the development of business or cultural contacts. Another factor that could influence the presence of the foreign language is governmental support in language planning or, on the contrary, an attempt of the government to prevent the spread of a certain foreign language on the country's territory (Crystal 2003: 106).

Nowadays the English language is considered the most widespread in the world. Over a billion people in the world speak English. It is not only the language of England but also the USA, Ireland, Canada, Malta, Australia, New Zealand; it is as well the official language in some parts of Asia and Africa. Certainly, it is one of the six official languages of the United Nations Organization. Is Russia one of the countries where the spread of English is quite remarkable or is it still not really popular? (<http://ria.ru/society/20120423/632596192.html#ixzz3JKs00rUe>).

It would be interesting to learn the opinion of the Russian linguists towards that matter. Lyudmila Fuhrs, the head of the English philology department of Tambov State University, states as follows:

The fact that the spread of the English language is becoming more and more intense can be for instance confirmed by numerous borrowings of English words into the Russian language. Shop signs are often transliterated from English or are

simply in English without the Russian translation. Computer slang is based on the English language, so we have to admit that the spread of English is increasing. English is nowadays the second most popular language and its popularity is growing day by day (<http://ria.ru/society/20120423/632596192.html#ixzz3JKs0OrUe>).

The chief executive officer of a big translation bureau Marianna Voroncova agrees and claims as follows:

The role of the English language in the modern Russian society is grand: it is a working language in international companies located in Russia, Russians use English on their business trips and tourist trips abroad, needless to say they communicate in English on the internet and read the international news and literature in English. The Russian language is going to borrow more and more English words as the people enjoy the innovations and are more interested in using new borrowings instead of traditional Russian terms (<http://ria.ru/society/20120423/632596192.html#ixzz3JKs0OrUe>).

We have traced a historical change in the Russian-English relations and have established that the period of perestrojka marked a great change to a better cooperation between Russia and the English-speaking countries. The English language popularity and the interest in learning it started to grow which was preconditioned by the development of international travel and contacts as well as by a chance at better career opportunities.

The presence of English in Russia nowadays is obvious and widespread, however, it has not always been like that and we could observe it during the period of Cold war. Russian was the only acceptable language at that time that was used everywhere in the Soviet Union. However, after the disintegration of the USSR the status of the Russian language changed since it was no longer the lingua franca. The English language became the lingua franca instead. Therefore, it was decided to look in greater detail at that aspect and the reasons for that great change. The next chapter is, consequently, dedicated to this very phenomenon.

2.2 Russian as a Lingua Franca (LF) versus English as a Lingua Franca

This chapter will deal with the classification of English and particularly concentrate on Kachru's model; furthermore it will present an overview of the process of substitution of the Russian language as a lingua franca with the English language and discuss the reasons for that shift.

For the last two decades the role, functions and classifications of the English language have been of interest to different branches of linguistics in different countries (Schreier 2009: 19). B. Kachru (1985, 1986) suggested the following classification of English into concentric circles:

- an *Inner Circle*, that is the number of countries where English is spoken as a native language with approximately 350 million speakers;
- the *Outer Circle*, where English is historically and politically important and is spoken as a second language with an estimation of 150 to 300 million speakers, with those speakers completely relying on the native speakers' standards (Davies 2004; Hackert 2009)
- and the *Expanding Circle*, where the English language is not used for governmental or historical purposes and is spoken as a foreign language or lingua franca; the number of speakers ranges from 500 million to one billion (Crystal 1997).

The classification made by Kachru (1992) became an example for other linguists who offered alternative models promoted by McArthur (1987) and Goerlach (1990).

English in Russia is categorized as belonging to an *Expanding Circle* as it bears no official status, is learned as a foreign language and is only applied in particular areas of business and economics (Ustinova 2005: 239; Ciscel 2002). The author also claims that the development of English in the various countries of the Expanding Circle is similar; however, status, degree and its use including the restrictions on its spread is different depending on the country. Ustinova states that countries like China, Japan and Korea have expanded their business ties with the English-speaking countries whereas South America per se is located geographically close to the USA and has abundant contacts among the English- and Spanish-speaking communities (2005: 239-240). In regards to Western Europe, Truchot posits that it is populated by many different nationalities and English serves as a bond between the peoples bringing them towards economic and

political alliance (1997:70). Eastern European countries which have become part of the European Union regard the English language as an opportunity to contact the West and, therefore, become more developed. That is why Poland, Estonia, Latvia, Bulgaria consider English as a way of communication with a better off part of the world (Ustinova 2005: 241). For instance, Fonzari claims as follows: “[i]n Estonia, English has acquired the symbolic value of rescue from the communist regime and is believed to enable the country to fully integrate in the European Union” (1999:45). Phillipson and Skutnabb-Kangas agree and posit that “[i]n Latvia, English, not Russian, is believed to serve as a bridge between even the local people and to provide a neutral medium for Latvians and Russians” (1997: 37-8). However, the situation has not always been this way. To be able to see how English penetrated onto the Russian territory and gradually substituted the Russian language as the lingua franca let us look briefly at the history of the Russian-English contacts.

The first interrelation between Russian and English languages dates back to the mid sixteenth century when British ships entered the Russian territory in order to open a new market to sell British goods. This resulted later on in mutual borrowings into both English and Russian languages (Proshina 2010: 299). The interest towards the English language was growing throughout the 18th and 19th centuries and it was not without the influence of the Russian aristocracy that encouraged its gradual spread (Davydova 2012: 376). In the nineteenth century English in Russia was studied by people in order to be able to read English literature in the original which was considered a sign of good upbringing and education (Proshina; Etkin 2005: 441). Those were the first signs of the English language becoming a part of the Russian history. The interaction of the two languages was gradually developing which with time led to a substitution of the Russian language by English as a language of international communication that is Lingua Franca; let us now consider that phenomenon in greater detail.

For every modern country language is a means of expansion and execution of power, one central language is used to create a sense of solidarity and shared identity. For cultural minorities and in the provinces this central language is seen as a road to progress and opportunity (Blauvelt 2013: 189). The author posits as follows:

[...] Language was a particularly intriguing aspect of Soviet nationality policy, as the regime devoted considerable resources to both supporting minority and peripheral languages and towards assimilation and consolidation around one central language: Russian. Throughout its existence, one of the main challenges to Soviet power was the attempt to implement uniform policy and

propaganda campaigns in a complex multi-ethnic and multi-lingual environment (Blauvelt 2013: 189).

Salakhyan states that the Russian language, with the exception of being the official language of Russia, was once the Lingua Franca on the vast territory of the Soviet Union (2012: 331). After World War II, Russian was given a status of one of the United Nation's official languages together with English, Spanish, French, Arabic and Chinese (Katzner 1986; Haarman 1992). It is also worth mentioning that at that time Russian was dominating over any other Eastern European language which is attributable to the Russian ideology of that time, promoting the unification of the nations by means of one common language. There are a few factors that caused a change in the privileged status of Russian. For instance Ustinova claims as follows:

The fall of the Berlin Wall, the advent of perestrojka, and the rapid disintegration of the Soviet system have led to significant changes in the sociolinguistic profile of Russian, as many socialist countries abandoned Russian in favor of English as a means of intercultural communication (Ustinova 2005: 240)

The English language was looked upon as a language that brought an end to the communist regime, revealed new perspectives and opportunities to collaborate with the rest of the world (Lazaretnaya 2012: 222). The Russian language that once was taught at schools and spoken by many people started to vanish and the situation is still deteriorating.

As of nowadays the only country that is not a part of the Russian Federation and still has Russian as an official language is Belarus. Other countries choose to disregard the Russian language, though in the Ukraine for instance a large part of the population is Russian-speaking and in some parts of the Ukraine Ukrainian is not even used at all, so it is quite fair that those Russian-speaking people are entitled to use their native language for communication and other official purposes (Nikonov 2012: 1).

Russia is by all means concerned about the status of the Russian language worldwide as for instance France is preoccupied by the status of the French language or the United States and England by the status of English. The main reason is that it is the country's national and cultural heritage. The Russian language is widely spoken by both people inside the country and people outside the Russian Federation and all of them have the right to study in their native language and use it for various official purposes (Nikonov 2012: 1).

Unfortunately, there has been very little progress in promoting Russian outside the Russian Federation. The number of Russian speakers decreased considerably for the last twenty years and the process has been quite rapid and drastic. Therefore, there is nothing to be done to change this situation except for Russia to be thriving and remain mysterious and fascinating for people to be genuinely interested in learning the Russian language (Nikonov 2012: 1).

Certainly, a share of support can be provided such as Russian educational centers, Russian textbooks and Russian teachers but if the Russian language is not on the curriculum in the national educational system, all the efforts are in vain (Nikonov 2012: 1). The situation with the Russian language varies from republic to republic. There are still some, where the Russian language is still popular such as Tajikistan, Kyrgyzstan, Armenia and Moldova.

The Republic of Georgia, on the other other hand, occupies the opposite pole. It is one of the former Soviet Union republics where the titular language use was regulated and that opposed Russification. Even today Georgia is by all means trying to evade its Soviet past and integrate into the global society, therefore, Russia's cultural and political impact has been decreased to a minimum and the English language has been chosen to be an international lingua franca (Blauvelt 2013: 189). The situation is similar in Estonia, Latvia, and Lithuania. Once the Russian language was spoken by a considerable part of the population and after the Soviet Union ceased to exist, those countries chose to walk the path of Westernization and the Russian language was substituted by English as the international lingua franca.

To conclude, we can clearly see that Russian as a lingua franca, albeit its great power in the past centuries, was gradually replaced by English as a lingua franca since more and more people are choosing English as a language of cross-cultural communication, influenced by the fact of its constant domination in the rest of the world. It has to be mentioned however, that the spread of English on the vast territory of Russia has been not as extensive as in the other countries and the Russian language within Russia strongly holds its position. As for the English language, it is becoming more and more popular and the following chapter will be dedicated to the major domains of the use of English in Russia and consider the reasons for the English language's universal recognition.

2.3 Major domains of the use of English in Russia

As we have pointed out before, the attitude towards the English language has radically changed over the years. Its popularity has been growing intensively. This chapter deals with the spread of English in Russia and particularly concentrates on three major domains where the use of English is in great demand and provides better opportunities for those who possess its knowledge.

Russia like any other country in the world receives its share of English-speaking countries' influence: the majority of films come from Hollywood, more and more Russian people are fascinated by the English-speaking authors, new television and radio channels in the English language appear in the world of Russian media. There are occasions when the information on a certain foreign product is not available in Russian; therefore, English would be the easiest alternative.

Anglicisms keep flowing into the Russian language, Russian singers no longer sing in Russian as they used to but record more and more songs in English to extend the scope of their popularity abroad as well. Russia is no longer all about the Russian language; English penetrates in various spheres of life but as it has been mentioned before this chapter will be concentrated on three particular domains of the use of the English language in Russia.

2.3.1 Tourism

As we have pointed out before, tourism in Russia started to thrive since the late Soviet times. After the critical time of post-perestrojka when the time for free international travel finally came, millions of Russian people were eager to explore what has been a forbidden fruit for such a long time (Lazaretnaya 2012: 17). Kalashnikova claims as follows:

In Soviet times there was the myth of 'abroad,' wonderful countries that everyone dreamed of going to, said Stanislav Chernyshov, director of Extra Class Language Center. Ever since then, intelligent, educated Russians have strived to achieve that aim (2009: 2).

According to the statistical data provided by the Russia Federal Agency for Tourism, over 14 million Russians went abroad as tourists in 2013. This exceeded the number of foreign tourists who visited Russia during the same time period six times (Russia Federal Agency for Tourism, 2013).

2.3.1.1 International tourism

After the Soviet Union ceased to exist, international travel has become of great interest for Russian people. According to the above-mentioned Russia Federal Agency for Tourism the most favored destination for Russians in 2013 is Turkey and Egypt for their reasonable prices, relatively good service and absence of language barrier . The question would arise: how do Russian tourists manage without at least some knowledge of English? In years so many of them have visited Egypt and Turkey that the local staff learned enough Russian to be able to communicate with their guests or the regular gesture language has been of great help as well. The United Kingdom of Great Britain is only the 17th most popular destination whereas the USA is only number twenty (Russia Federal Agency for Tourism, 2013).

Even though the majority of the Russian People realize that is it necessary to speak English for international travel, language barrier is still one of the challenging issues that hinder Russians from going abroad individually. Group tours with Russian-speaking tourist guides are a lot more in demand (Lazaretnaya 2012: 18).

2.3.1.2 Incoming tourism

In 2013 Russia was visited by approximately 2.3 million foreign tourists with the majority of them coming from China, Germany, Spain, Italy, Finland, the UK and the USA (Russia Federal Agency for Tourism, 2013: 1).

Due to its diverse nature and landscapes as well as an abundant cultural heritage Russia belongs to one of the most popular tourist attractions worldwide. Even though incoming tourism has big potential for development, lately foreign tourism to Russia has substantially decreased. Lazaretnaya claims and we agree that:

The country, which contains 23 UNESCO World Heritage Sites and offers a lot more places to visit, still remains a relatively unknown destination for foreign visitors. 90% of tourists never go outside of Moscow and Saint Petersburg. To add, for foreign visitors, Russia is a country with high prices, poor accommodation facilities, low quality services, and lack of information in other languages, besides Russian (2012: 19).

Currently, several efforts have been made to make Russia a more favorable tourist attraction, for example, commercial and non-commercial online guides in English that would give people a better visualization of the country have been created. In 2008 the Moscow authorities promised to make sure that the street signs as well as signs in Moscow underground would be duplicated in English (Rian News 2011).

Certainly, the last but not the least attempt to attract visitors to Russia would be the Olympic Games 2014 in Sochi. The target-program of the campaign “Sochi- a hospitable city” included learning English and was absolutely free of charge for every resident. Monitors were installed that demonstrated standard English welcoming phrases, all the street signs were duplicated, although not all of them were properly translated, an English speaking channel was launched specially for that educational purpose. However, it was not exactly that people were able to learn English because they were willing to: the city mayor made it a condition for people to be able to find a job or not be dismissed from the one they had already had. The result was not as satisfying as one might expect. The majority of respondents when being asked questions in English kindly smiled and apologized for not being able to answer them in English and some of them having signaled the understanding of the question even tried to explain things by means of gesturing. More importantly, hundreds of professional interpreters and translators were hired for the Olympic Games, so it is not quite comprehensible what those coercive measures were taken for (<http://www.themoscowtimes.com/news/article/ahead-of-games-sochi-tries-to-learn-english/491180.html>).

Lazaretnaya states and we agree that “remarkably, all the attempts taken to promote Russia as a tourist friendly destination for foreign visitors invariably involve the use of English as the default language of communication” (2012: 20).

2.3.2 Employability

Nowadays in Russia, it is no longer unexpected to come across a job advertisement where the knowledge of English is a prerequisite for getting a job. English is mandatory for working in joint ventures and international companies that are constantly growing in number (Poletaeva 2008).

Managers of many recruitment companies claim that these days the knowledge of English is as in demand as higher education. If one’s career started without the English language skills, climbing up the career ladder and being promoted would simply be impossible without the English language knowledge. This does not only concern international companies but Russian companies as well.

Directors of language centers posit that nowadays there is a high chance of a resume to be ignored if foreign language knowledge is not listed as one of the skills. A potential employer would prefer to hire one person who speaks at least one foreign

language, particularly English, than two people, who have no knowledge of any foreign language (Nassor 2008).

It is usually sufficient for a Russian company that the employee has either a pre-intermediate or intermediate level of English; in rare cases the technical English is required. Having an advanced level of English or being able to speak fluently will not affect your salary or get better work conditions in a company where only a basic level of knowledge is demanded. There are certain occasions when the required knowledge of a foreign language is not being applied practically and, nevertheless, the experts claim that having a good command of English is an advantage that will always help you make a better and more serious impression on your potential employer (Poletaeva 2008: 1).

The knowledge of English or/and any other language is required in various spheres of business but according to Poletaeva (2008: 2) here is the list of the jobs where the demanded knowledge is simply mandatory:

- Secretary/office manager
- Personal assistant
- Accountant/auditor
- Lawyer

2.3.3 The Internet

The majority of the Internet users in Russia, approximately 79%, use the Internet on a daily basis. Among the Russians aged 16 to 34 there are over 90% who use the Internet daily. Approximately 70% of the Russian people aged 55 and older are daily users as well. The official leader among the countries is Japan with 95% of users of the Internet on a daily basis (<http://lenta.ru/news/2014/10/27/googlebarometer/>).

In Russia statistically one person possesses 2.4 gadgets with an Internet access – this is the best result in Eastern Europe. These data is provided from a research carried out by Google Company in 2014, placed on a server named “Consumer Barometer” (<http://lenta.ru/news/2014/10/27/googlebarometer/>).

“Consumer Barometer”- is a free statistical service provided by Google that helps understand how people in 47 countries of the world use the Internet and various gadgets to access it. The service has been operating for over 4 years now and starting in 2013 the data from Russia have been added to it (<http://lenta.ru/news/2014/10/27/googlebarometer/>).

One might be curious to ask what Russian people do on the Internet. The answer to that would be exactly the same as with regards to other people worldwide. Online shopping has become very popular lately: it is truly convenient for people who have little free time to go shopping to access the shops from your home by means of the internet; or before one buys a piece of equipment, he or she will gladly read the reviews that other people leave on the store's web site to make sure one will not waste the money. Video games are becoming a very favored way of entertainment for both children and adults; they can be easily downloaded via the Internet. Meeting people on the internet is one of the ways to find a partner nowadays. It is especially popular with Russian women since many of them are dreaming of finding a perfect husband and curiously the majority of them are looking for a foreign one in search of a better life outside of Russia.

Certainly, there are plenty of web sites in Russian but the amount is scarce in comparison with the number of web sites in English. Graddol (2006: 44) states that around 85% of web sites on the Internet are in English. To be able to read, understand and communicate Russians need at least a basic knowledge of English, otherwise they will be left behind on lots of information and be disconnected from the rest of the world. This resulted in another reason to use the Internet: to learn the English language.

Nowadays, the Internet offers various ways for learning English: video lessons, Skype conferences with teachers or even with native speakers. Some of the social networks create special groups where people are united by the same interest-learning English.

To conclude, we have distinguished three major domains of the use of English in Russia and have seen what advantages Russians receive from possessing at least the basic knowledge of English. A decent command of the English language gives a Russian an opportunity to be aware of what is happening worldwide, of having a better career choice, meeting foreign people, learning foreign cultures, travelling to new destinations without experiencing a language barrier problem. Being able to speak and understand English is a way of joining the world community and having access to new information and technologies. The subsequent chapter will concentrate on how the English language is taught in Russia. It will consider the historical development, problems and the general state of the educational system and particularly the English language within this system.

2.4 English Language Teaching in Russia

A fondness of foreign languages and profound interest in other cultures and lifestyles has always been a peculiar feature of the Russian national character. In different periods of time in Russian history various languages were favored: French in the 19th century, German in the 18th century and before the World War II, and since the war English has been dominating over any other foreign language (Ter-Minasova 1996: 86).

The topic of English language teaching was slightly touched upon in one of the chapters; however, this chapter will consider the matter of English language teaching in greater detail, discuss its historical development and point out the current state of teaching taking into considerations the changes that took place over the years.

2.4.1 English in the educational system of Russia

Nowadays learning a foreign language is seen as a big advantage and is practiced at all levels of education starting from kindergartens and finishing with universities. A large number of private schools and courses have emerged in Russia over the last decades as well as the opportunity to study foreign languages abroad. English is taught in Russia as a foreign language along with German, French and less frequently Spanish (Lazaretnaya 2012: 98).

The most popular and needed foreign language on the territory of Russia is English. In general, it is the most in-demand foreign language in the business sphere. However, the situation can vary depending on the part of Russia. In Western Siberia for instance there are numerous companies cooperating with Germany, and in Eastern Siberia there are many companies cooperating with China due to its close location, therefore, in those particular parts of Russia it is very important to have a good command of German and Chinese (http://www.moeobrazovanie.ru/inostrannyi_yazyk_v_professiyah.html).

Even though it is not mandatory for children aged up to 7 years old to learn a foreign language many parents insist on having a foreign language and namely English introduced to their children at the earliest possible age, therefore, they choose institutions that can offer such an opportunity (Lazaretnaya 2012: 98). Compulsory education in Russia starts at the age of 6-7 and lasts for 9 years. Lazaretnaya states as follows:

The structure of school education is based on a 4+5+2 system: four years of primary school (grades 1-4), five years of basic secondary education (grades 5-9) and another two years of upper-secondary school (grades 10-11). The principal language of instruction in Russian schools is Russian. The citizens of the Russian Federation have the right to be instructed in their native languages, as well as to choose their language of instruction within a range of possibilities offered by educational institutions (2012: 99).

School curriculum can vary depending on the institution. However, it is constituted according to the requirements of the Federal Component of State Standard for Complete General Education (Lazaretnaya 2012: 99).

In the course of their school education everyone studies at least one foreign language. English on the school curriculum is not a mandatory foreign language. There is usually a choice between English, German, French and less often Spanish. The interest towards the Chinese language has increased in the last decade.

Theoretically, it would be possible for pupils not to learn English within the school curriculum, however, in practise a large number of students choose English as their first foreign language. Nowadays, English in schools is usually introduced from grade 2, at some schools, usually less successful ones, from grade 5. A number of private schools offer two foreign languages on the curriculum (Lazaretnaya 2012: 99).

Certainly, foreign language education continues its course on the university level as well. It is a mandatory part of the university curriculum in every single university on the territory of Russia. As for the English language teaching materials, they are approved by the Russian Ministry of Education on an annual basis (Lazaretnaya 2012: 99).

2.4.2 Language and education in Soviet times

To have a better vision of language awareness in the educational system of Russia, a step back in the nearest past should be made. The main originator of early Soviet education was Anton Makarenko, who in the 1930s developed a strategy of discipline, standartization and centralization. The main principle of that strategy was one page of a certain textbook being taught in Moscow was also taught across the eleven time zones of the Soviet Union (McCaughey 2005: 456).

The major part of the Soviet history in foreign language teaching could be described as strictly a “homegrown affair”. Namely, all the teaching materials and techniques were of the Soviet origin. Learners of English knew in advance that they might never have a chance to practice their skills with a native speaker and if they had no special connections or acquaintances their only choice of career would be teaching.

Nowadays it is not surprising to meet a teacher of English in Russia who has been working for 20 years and never seen or heard a native speaker live (McCaughey 2005: 456).

Textbooks were all printed on the territory of the Soviet Union and the aim of the contents at that time was to develop the “Soviet person” as much as to teach English. However, after a closer examination it was discovered that not every single book was filled with propaganda and some of them even had an identical content as the ones published in Great Britain or the USA. To sum up, Soviet propaganda in the English textbooks was not the main problem in English language teaching of that time, but the intentional restriction to language resources was (McCaughey 2005: 456).

2.4.3 Modern changes

The most unexpected and inspiring change that Russia is now undergoing is a constantly growing need for foreign language learning, particularly, English. Russians are willing to learn new cultures, see the yet undiscovered countries as well as communicate with their residents and all of the above-mentioned is unfeasible for one reason: the language barrier. Consequently, there are millions of people who are determined to learn a foreign language by all means necessary. Hence, the country is in need of foreign language teachers (Ter-Minasova 1996: 89).

The demand for these teachers is considerably higher than their actual number and they are at the moment of great importance and in the center of public attention. However, at the same time they are defenseless and vulnerable since they are not really capable to content the ever-increasing demand for foreign language teaching (Ter-Minasova 1996: 89).

The tasks in foreign language learning are now different as well: speaking, listening, comprehension and writing skills are favored nowadays (Ter-Minasova 1996: 90).

Ter-Minasova speaks about another innovative feature of foreign language teaching:

[...] [T]he shift of interest from classical philology to what is called in many European countries “new” philology, or applied linguistics oriented towards the functional aspects of language, the role it plays in the social life of the speech community, and how it serves to satisfy the economic, scientific and technological needs of the society (1996: 90).

The essential principle of applied linguistics is to fill the gap between education and the prospective work placements of students that is the applied aspect. Applied linguists consider language as means of accomplishing an additional purpose. Therefore, it is necessary to be pragmatic, to be able to select from the great knowledge of language those pieces of information that can be directly applied in language use. This is the crucial difference between the faculty of philology and the faculty of foreign languages (Ter-Minasova 1996: 90).

To sum up, the Foreign Teacher Training policy has undergone certain changes. Teachers are taught to be more down-to-earth, less scholastic and more rational; the genuine purpose is to be able to incorporate all these features to guarantee progress and growth in the right direction (Ter-Minasova 1996: 90).

2.4.4 Problems and corollaries

A few most remarkable problems in foreign language teaching in Russia will be enumerated below and a number of corresponding conclusions will be drawn.

- *Demand-supply issue.* The number of people who want to speak, read or understand English is growing considerably and the number of teachers is indeed insufficient (Ter-Minasova 1996: 91).
- *Professional development.* Many foreign language teachers are in need of a training that deals with modern teaching techniques and approaches according to the demands, changes and developments in the world (Ter-Minasova 1996: 91).
- *Fair payment.* Although, the situation has considerably changed for the better over the years, language teachers are still underpaid in comparison with a bank clerk or a tourism agent that is why many of them leave teaching for some other more profitable businesses (Ter-Minasova 1996: 91).
- *The poor choice of English language teaching materials.* Certainly there has been an improvement in that area as well, however, there are still too many books left from the Soviet times that contain simply the wrong ideology. New books and teaching equipment cost a fortune; therefore, illegal copying, which is usually of a very low quality, is thriving. To decrease the expenses publishing foreign language materials in Russia would be reasonable, however, to make it possible a few factors have to be taken in consideration. First of all, the teaching materials have to be nationally oriented. As it was noticed before, some old school books

are still being used that are also filled with unnecessary and extensive terminology and grammar rules without taking into account national knowledge, experience and students' needs. This also concerns the vocabulary that has to be sorted out according to thematic and educational needs of the students. This suggests that it would be optimal to have Russian and Western authors cooperate with one another which would include the cooperation between textbook writers and teachers of English as a foreign language as well. Ter-Minasova states and we agree that:

Ideally, we would like to have Russian-oriented materials by native-speaking authors with commentaries written for Russians by Russian teachers of foreign languages.[....] Such materials are ideal for many reasons: practical (obvious), theoretical (hidden collocational stumbling-blocks) and psychological (not to frighten away a potential student) (1996: 92).

- *Scarcity of equipment.* There is an acute lack of computers, videos, cassettes, language laboratories for foreign language teaching. Moreover, it occasionally comes to the absence of chalk, so that teachers cannot even explain the lesson on the blackboard any more (Ter-Minasova 1996: 92).
- *Methods of foreign language teaching.* As we have mentioned before, some of the teaching materials still concentrate on the wrong priorities, so do many of the foreign language teachers. For instance, they obsess about the communicative approach often practicing artificial and unnecessary topics and disregard the language function which results in the decrease of the literacy in grammar and syntax (Ter-Minasova 1996: 92).

However, it is worth mentioning that in spite of all the problems that foreign language teaching in Russia has been experiencing, there is a very optimistic note: Russian foreign language teachers are very enthusiastic, industrious and interested in their subject and they believe that one of the essential prerequisites for success is hard work between the student and a teacher.

Summary of the theoretical background

This part of the thesis was dedicated to the theoretical background that helped us trace the historical development of the presence and use of the English language on the territory of Russia (earlier the USSR). It could be observed how the status of the English language has changed over the years from being the forbidden language to becoming the

language of the future, the opportunity to broaden one's knowledge about the world and a chance at a better lifestyle.

We have seen that the English language has not only become very popular within Russia but it has also replaced such a powerful language as Russian becoming the *lingua franca* on the territory of the former Soviet republics.

It has been considered in which domains the use of English in Russia is the most widespread and finally the matter of the English language teaching in Russia was speculated on including the historical development, recent problems and the solutions and the place of the English language in the educational system of Russia.

The next part of this thesis will be dedicated to the research on the use of English in Russia carried out by means of an online questionnaire. It will include the description of the field of investigation, hypothesis and methodology of the present research as well the results of the quantitative analysis and their discussion, consequently followed by the conclusion and the list of references.

3 Field of Investigation, Hypothesis and Methodology

3.1 Field of investigation

The area that I chose for my investigation is relatively new. There is not very much information about the status of the English language on the territory of Russia: there are very few linguistics related books and articles on the subject and in regards to surveys and investigations I only managed to find one paper that was relevant.

I was born in Russia and started learning English at the age of 7 which was my first school year and I remember that at that time not many pupils were interested in learning English, it was more like a compulsory subject on the curriculum that all the pupils simply had to have. In my personal opinion, it was that way, because at the time there were not so many perspectives for the use of English language on the Russian territory, but the situation has changed over the years.

Therefore, I found it particularly interesting to investigate what the status of English on the Russian territory in reality is and if its standing and spread in Russia nowadays (particularly year 2014) coincides with the opinion of the experts that we claimed in the theoretical part of that thesis. We have covered the following aspects on the subject of the English language in Russia in the theoretical part of this thesis:

- historical development
- English as a lingua franca vs. Russian as a lingua franca
- major domains of the use of English in Russia
- English language teaching in Russia
- English in the educational system of Russia

Not all of the above mentioned aspects from the theoretical part are covered in our survey. We decided not to investigate the historical aspect of the English language per se as it would have been complicated to find the sufficient number of respondents who would be aware of that matter and we would also have to limit the age group to older people only as only they would be of expertise in that respect. The same can be applied to the topic of English vs. Russian as a lingua franca.

The main aim of my investigation is to compare the opinion of the experts, in this case the authors whose opinion we reviewed in the theoretical part of this thesis, and the opinion of the laypeople, in this case the respondents who answered the questionnaire, the bigger part of which consisted of the questions touched upon in the theoretical part.

I hope that the present investigation has a great potential and can be further expanded as the topic remains quite new and there is a lot to be investigated taking into

consideration various time periods and other aspects of the English language on the territory of Russia that have not been covered in this research.

3.2 Hypothesis

The main hypothesis (H1) of this survey is based on the assumption that the real status and the use of the English language on the territory of Russia claimed by the laypeople who took part in our survey completely coincides with the perspective of the experts claimed in the theoretical part of this thesis.

However, I have formulated the second hypotheses (H2), expecting some discrepancies in the opinion of laypeople that took part in my survey and the experts' perspectives, that were presented in the theoretical part of this thesis.

In the course of this chapter we will analyze the questionnaire results and further on compare them with the given experts' opinion in order to see which of the above mentioned hypotheses can be verified.

3.3 Methodology

The general research methodology that was applied in this research is a quantitative analysis of survey results and their interpretation Dörnyei (2007: 95-121). As given in this chapter, the results of the quantitative research will be presented first, followed by a discussion of the results. Further on, the particular research design applied in this research will be considered in greater detail.

A questionnaire consisting of 31 questions was developed for this master thesis. To avoid the lack of variety, the questionnaire is composed of different types of questionnaire items (Dörnyei, 2003: 35-50) such as factual questions (e.g. question 1 section 1), specific open questions (e.g. question 1 section 3), numeric items (e.g. question 14 section 5), rating scale items (e.g. question 13, section 5), multiple-choice items (e.g. question 12 section 4), and rank order items (e.g. question 10 section 4).

The questionnaire captured the basic socio-demographic data of the respondents, their foreign language skills in general and the usage and learning experience of English among respondents in greater detail, therefore the questionnaire was divided into six sections.

Section one was named "Introduction" and got the respondents acquainted with the aim of the study, reassuring them that all the information will be kept confidential and asking them politely to be sincere while answering the questions. It is also worth mentioning that all the respondents got a small fee as a motivational factor and also as a sign of gratitude for dedicating their time to answering the questionnaire. Section two is

dedicated to socio-demographical facts such as the gender, age, education as well as the occupation and the place of residence of the participants. Section three is named “Foreign languages” and is inquiring in detail about the knowledge of the foreign languages including the reference to the Russian school system and its curriculum in respect of the English language. Section four is called “Learning English as a foreign language” and is aimed at finding out the background of English education among the Russian respondents including the information on how they personally rate their English skills and inquiring about the sources they find most useful for learning English as well as difficulties they encounter in the process of studying. Section five is aimed at finding out the frequency and the purposes of with the daily use of English. Finally, section six inquires on the recent state of the English language in Russia and its significance. It also emphasizes two specific Russian cities to compare if the English language is more important in a particular part of the country.

The questionnaire was compiled with the intention of combining the aspects of the status of the English language in Russia from the theoretical part of this thesis and constituting the corresponding questions.

The questionnaire was designed in English. Since the questionnaire was administered to Russian respondents, the English questionnaire was translated into Russian.

The ready questionnaire was programmed as online survey by a professional market research agency with an online survey tool. The survey was programmed as responsive survey meaning that it could be answered both on the computer as well as on mobile devices. In total 503 respondents took part in this survey. For the both versions of the questionnaire see Appendix.

The next subchapter will be dedicated to the presentation of the quantitative results of the survey.

3.4 Presentation of the quantitative results

After having established the theoretical background, the hypothesis and having described the methodology, it is time to present the analysis of this research.

This subchapter will present the quantitative part of the research which will include the description of the sample, provide a clearer picture of the division between the answers, specify the categories and the number of replies belonging to each certain category.

3.4.1 Sample description

The sample was structured representative for the Russian population aged 16-54 years in terms of age and gender.

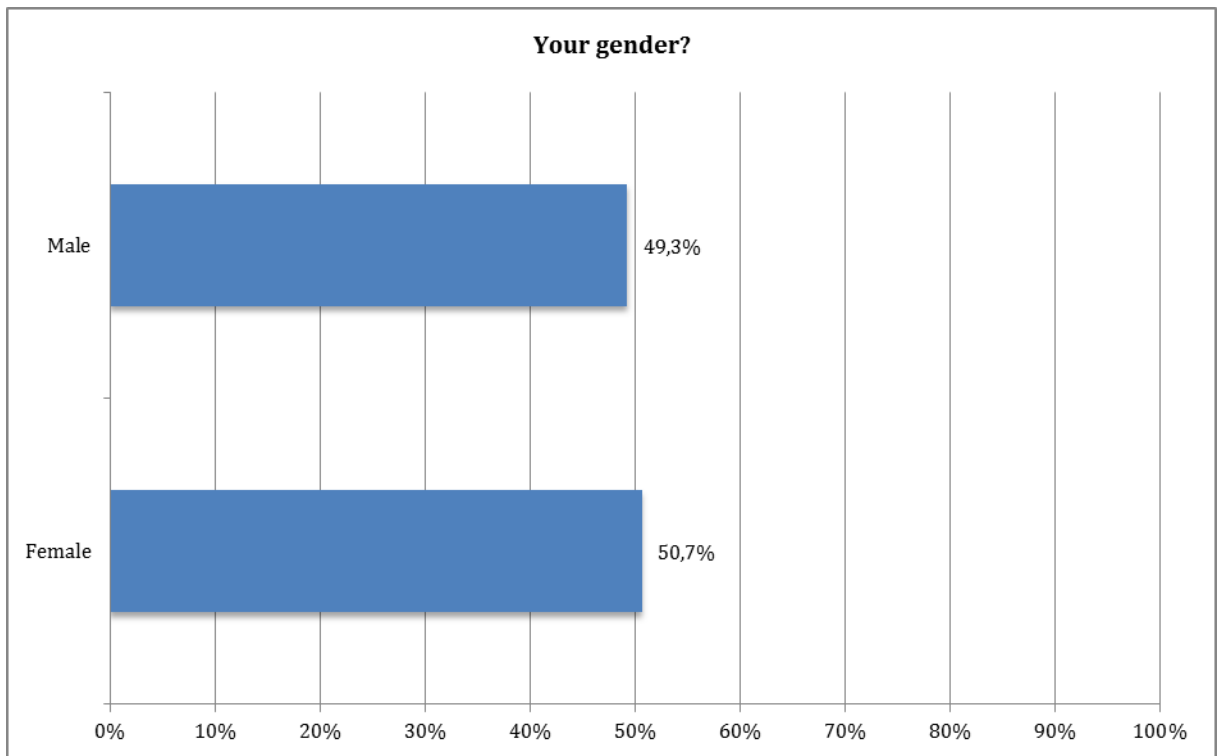


Figure 1 Gender (n=503, single select question type)

With reference to gender it can be observed in Figure 1 above that 49.3% of the respondents were male and 50.7% female.

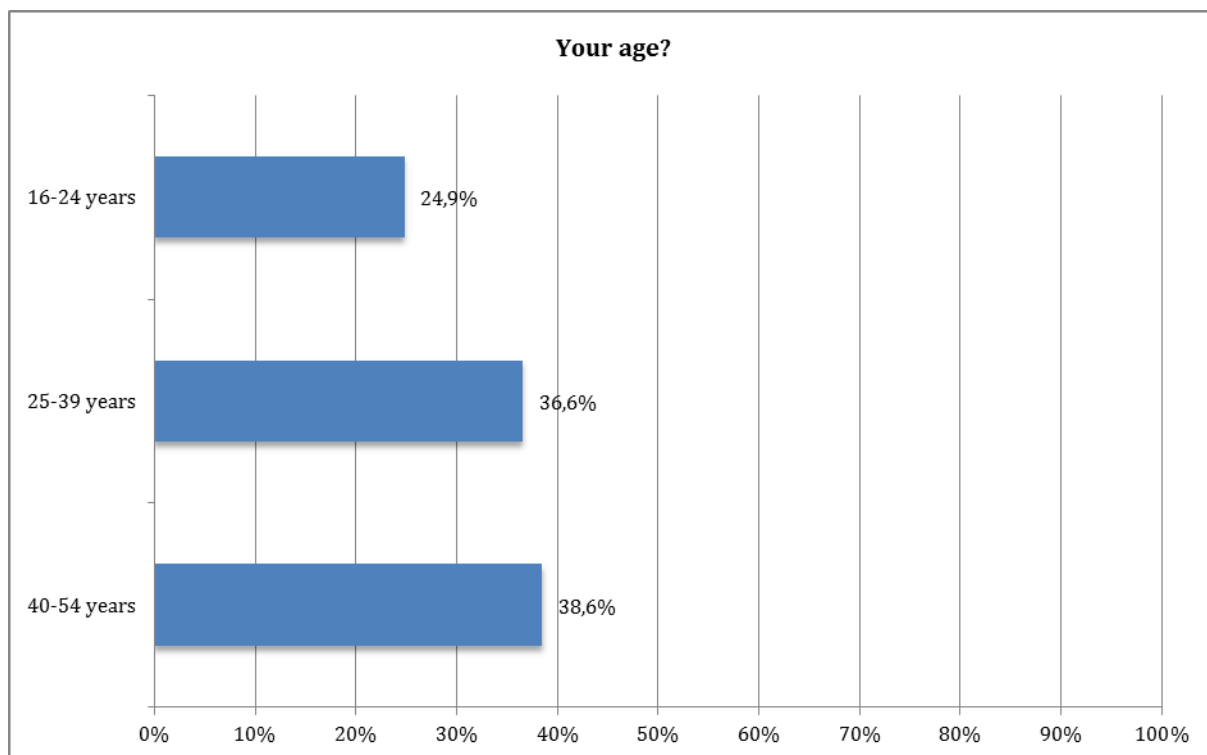


Figure 2 Age (n=503, single select question type)

As it can be seen from Figure 2, among the respondents 24.9% were between 16 and 24 years of age, 36.6% were 25 to 39 years old and 38.6% ranged from 40 to 54 years.

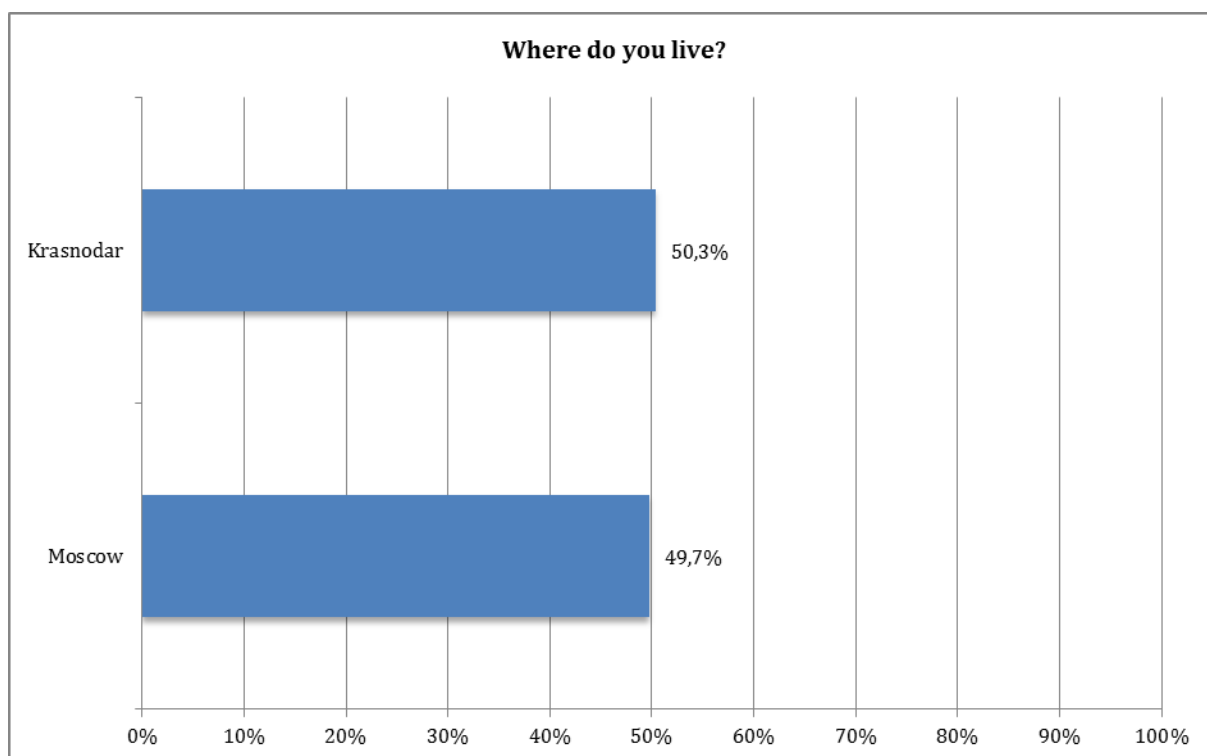


Figure 3 Region (n=503, single select question type)

In terms of region an even spread was attained, with 50.3% of the sample living in Krasnodar and 49.7% in Moscow.

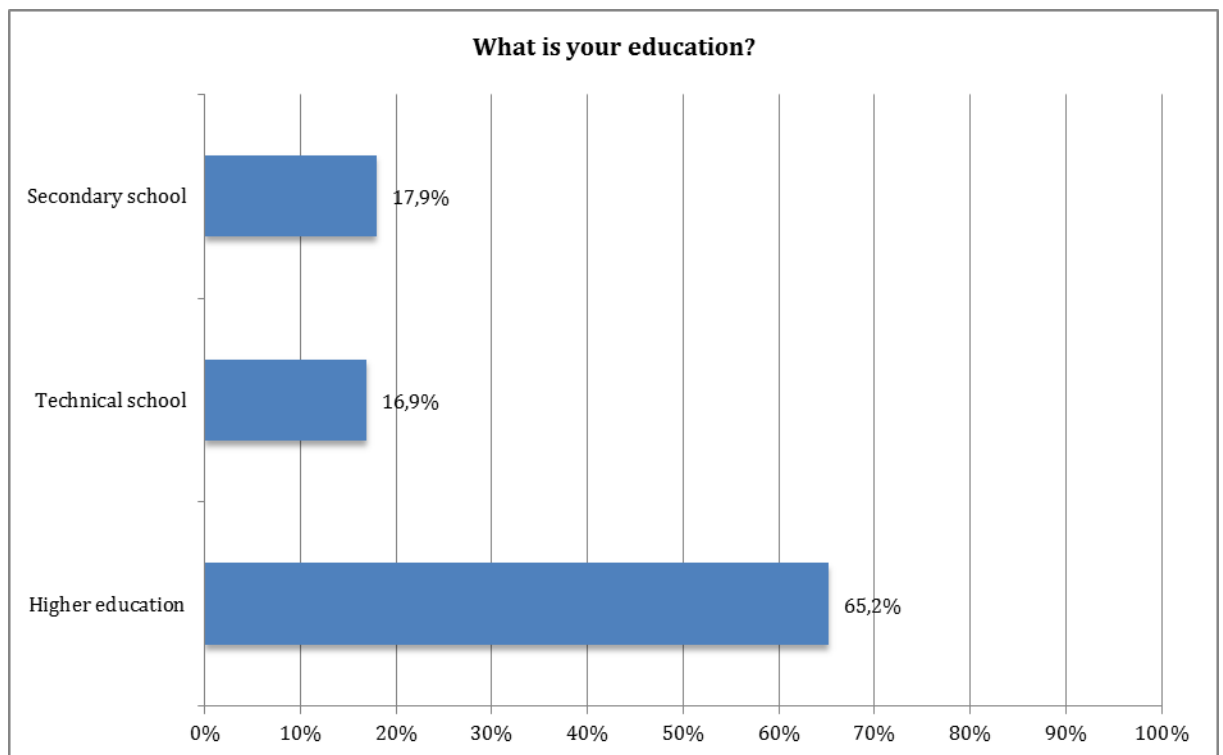


Figure 4 Education (n=503, single select question type)

In reference to the educational background 17.9% of all respondents held a secondary school degree, 16.9% have finished a technical school and the remaining majority of 65.2% had a higher educational level.

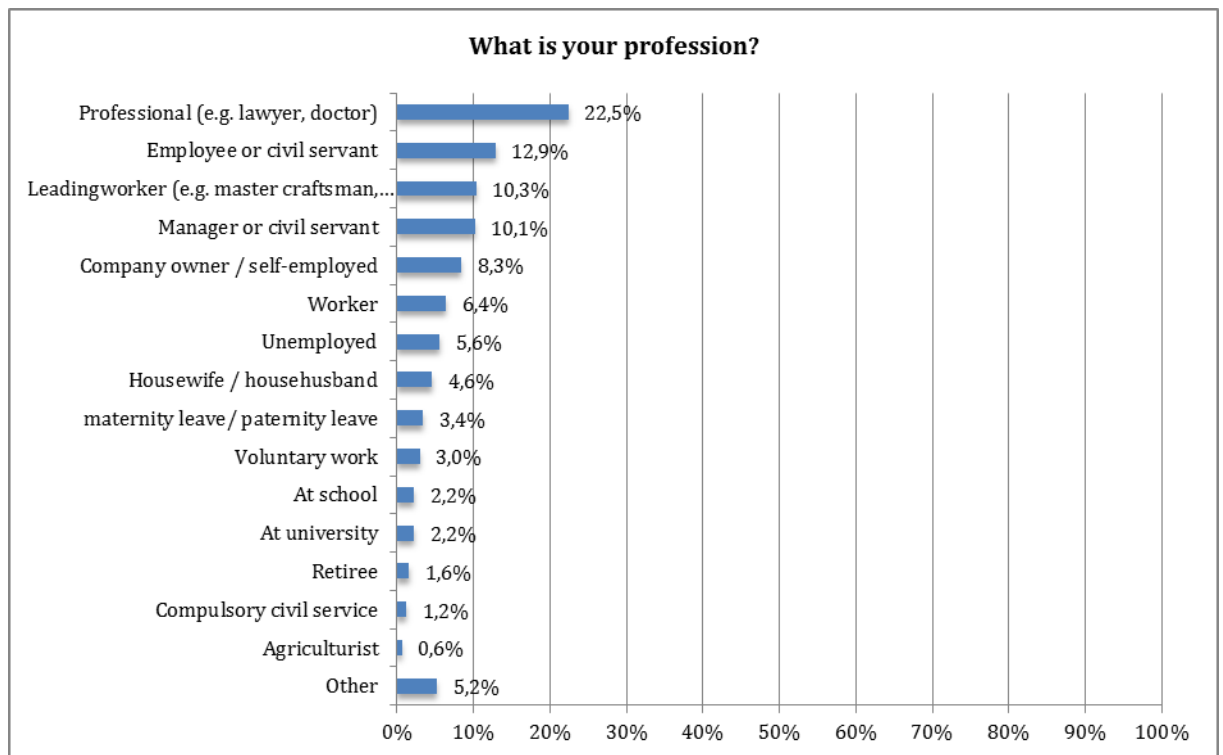


Figure 5 Profession (n=503, single select question type)

As it can be observed in Figure 5 22.5% of all respondents were working as professionals (e.g. lawyers, doctors, etc.), 12.9% were employees or civil servants, 10.3% were employed as leading workers (e.g. master craftsmen, technicians), followed by 10.1% managers or civil servants, followed by 8.3% of the respondents who are self-employed or company owners and 6.4% have claimed to be workers.

Approximately one fourth (i.e. 22.4%) of all respondents were not employed / not working (e.g. unemployed, housewife/househusband, maternity leave, at school, at university, voluntary work) at the time the survey was conducted.

3.4.2 Spoken languages and acquaintance with English

All respondents of the survey were able to speak English at least at a basic level as this was a pre-requisite of the survey and all respondents who didn't speak English were not allowed to participate in the subsequent questionnaire.

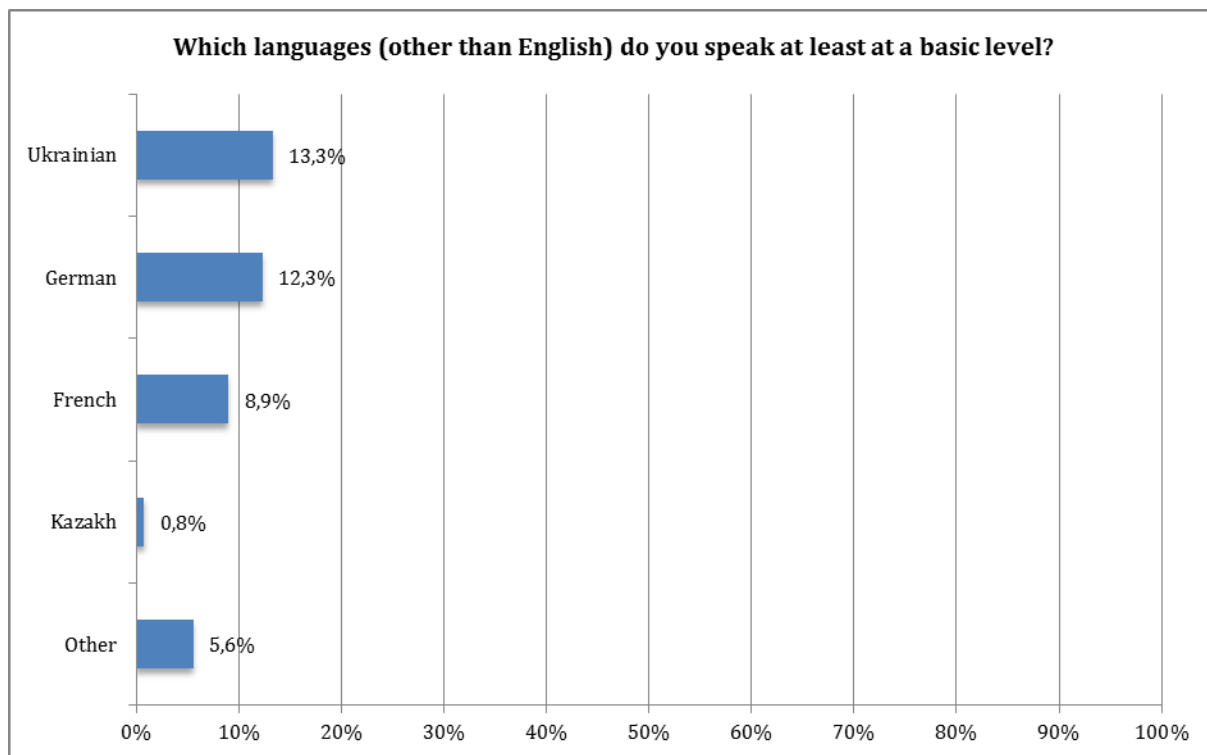


Figure 6 Spoken languages (n=503, multi select question type)

As it can be observed in Figure 6, apart from English the key foreign languages spoken by respondents were Ukrainian (13.3%), German (12.3%) and French (8.9%).

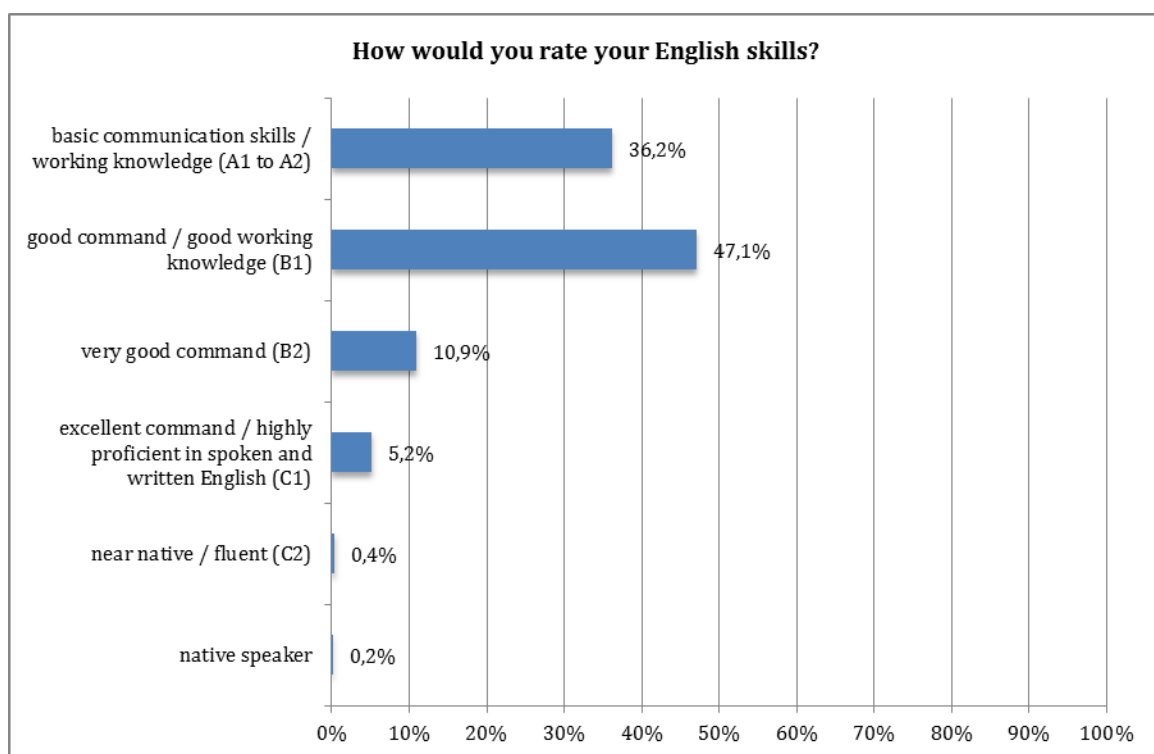


Figure 7 Self-rating of English skills (n=503, single select question type)

With reference to the self-rating of the English skills in Figure 7 above, 36.2% of the respondents stated that their current English skills were at the lowest international A1-A2 level (=basic communication skills / working knowledge).

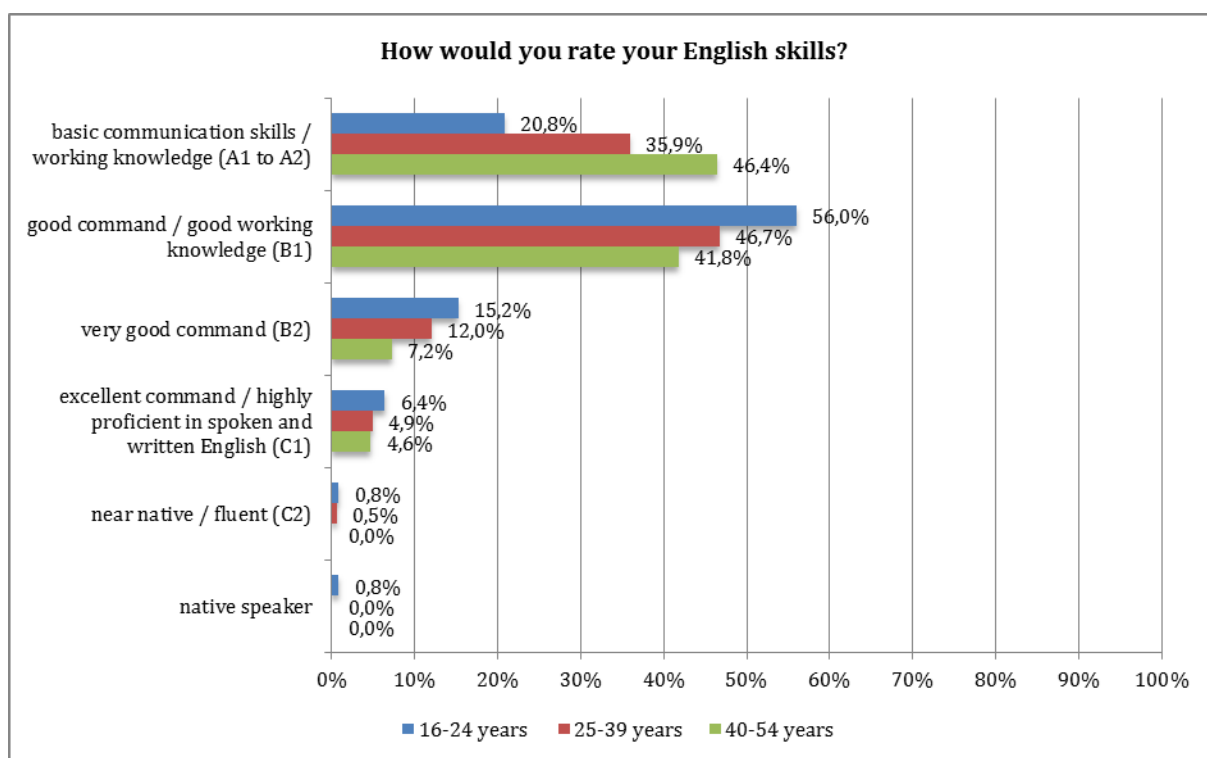


Figure 8 Self-rating of English skills, split by age (n=503, single select question type)

As for the self rating split by age in Figure 8 the oldest age group of respondents rated their English skills worse than the younger age groups and namely 46.4% of the 40-54 year old respondents rated their skills as A1-A2 level compared to 35.9% among the 25-39 year old interviewees and 20.8% among the 16-24 year old respondents.

Nearly half of all respondents (47.1%) rated their English skills at B1 level (=good command / good working knowledge). Here the number of participants at level B1 steadily falls as the age increases: while 56.0% of the 16-24 year old respondents had a good command / good working knowledge of English, the same could be rated only 41.8% among the 40-54 year old respondents.

Only 10.9% and 5.2% of all the respondents evaluate their English skills as very good (B2) or excellent (C1). Also, in the category “very good” the highest share of 15.2% is held by the youngest group (16-24 years old) and the number declines as the age increases.

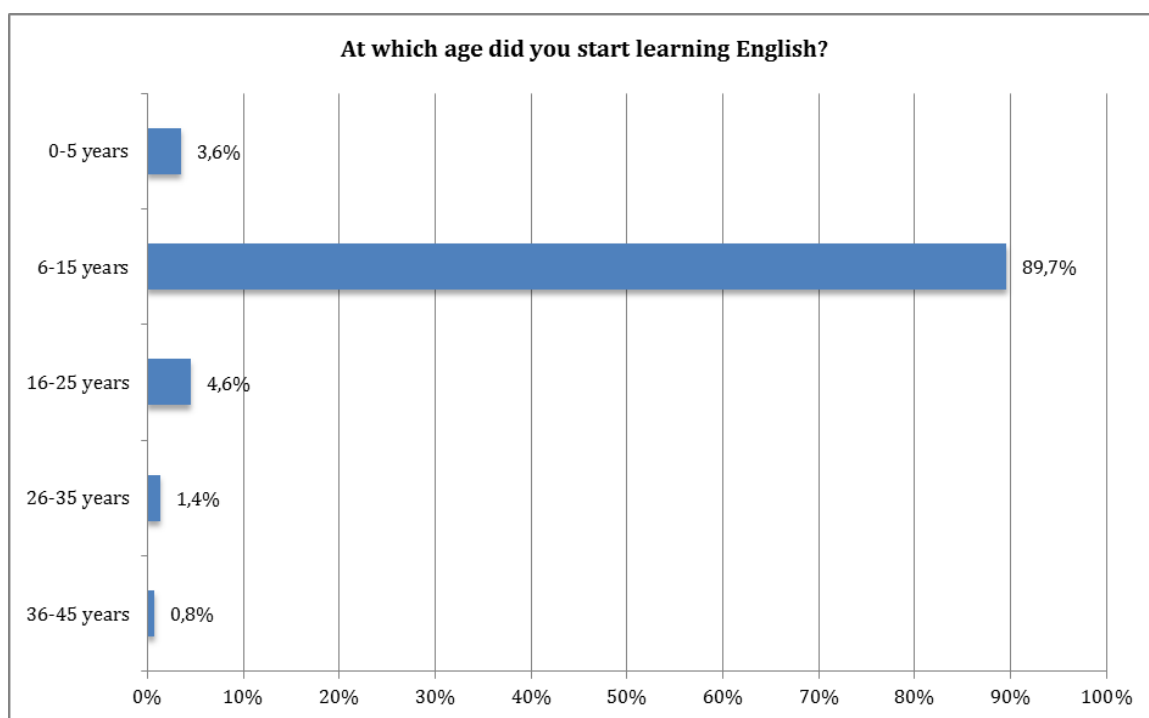


Figure 9 Acquaintance with English – age (n=503, single select question type)

As it can be observed in Figure 9, the majority (89.7%) of all respondents started learning English in the age range from 6 to 15 years old, whereas only 3.6% of the respondents started learning English already in the age range from 0 to 5 years old.

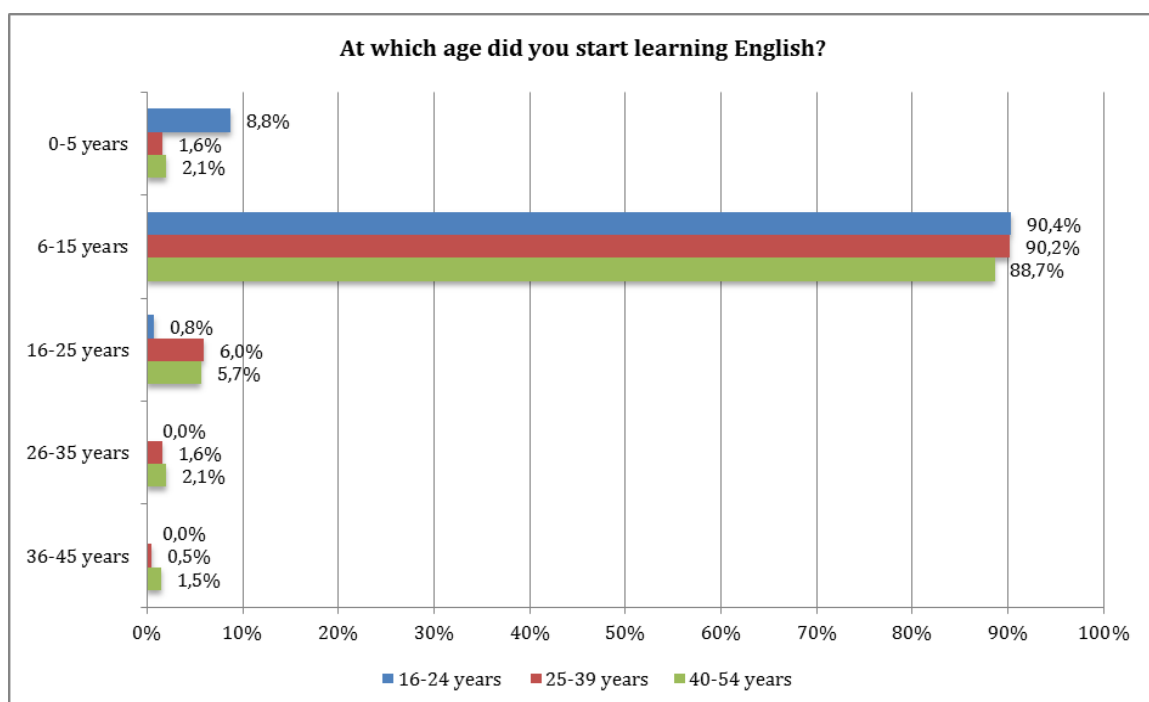


Figure 10 Acquaintance with English – age, split by age (n=503, single select question type)

Investigating the results in greater detail it can however be seen in Figure 10 that the youngest age group of the respondents (16-24 years old) started learning English earlier than the older group of respondents. Namely 8.8% of the 16-24 year old respondents started learning English in an age range from 0 to 5 years old, 3.6% being the total sample.

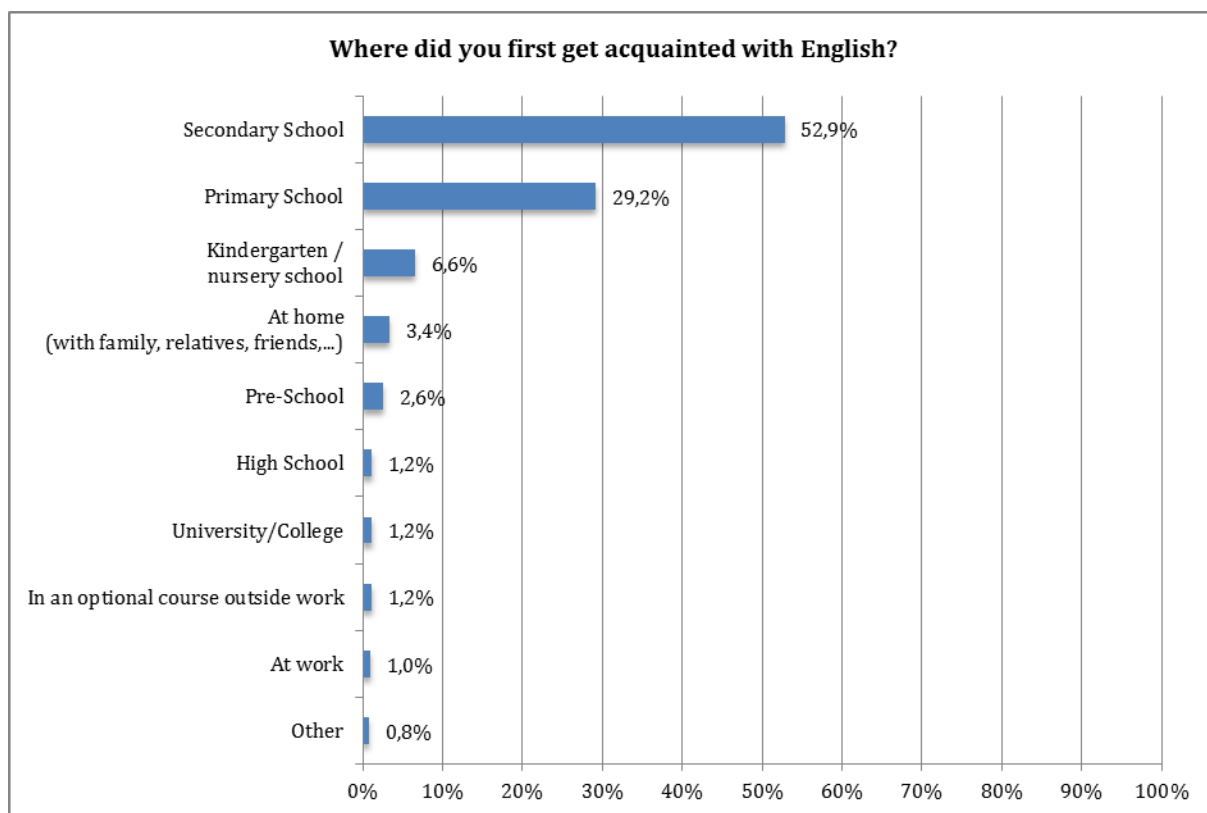


Figure 11 Acquaintance with English –first contact (n=503, single select question type)

As can be observed in Figure 11 above, more than half of all respondents (52.9%) first got acquainted with English at a secondary school, 29.2% studied English at a primary school for the first time, and only 6.6% got acquainted with the language already in kindergarten / nursery school. A small minority of respondents and namely 3.4% learned English at home (with family, relatives or friends).

3.4.3 English at school

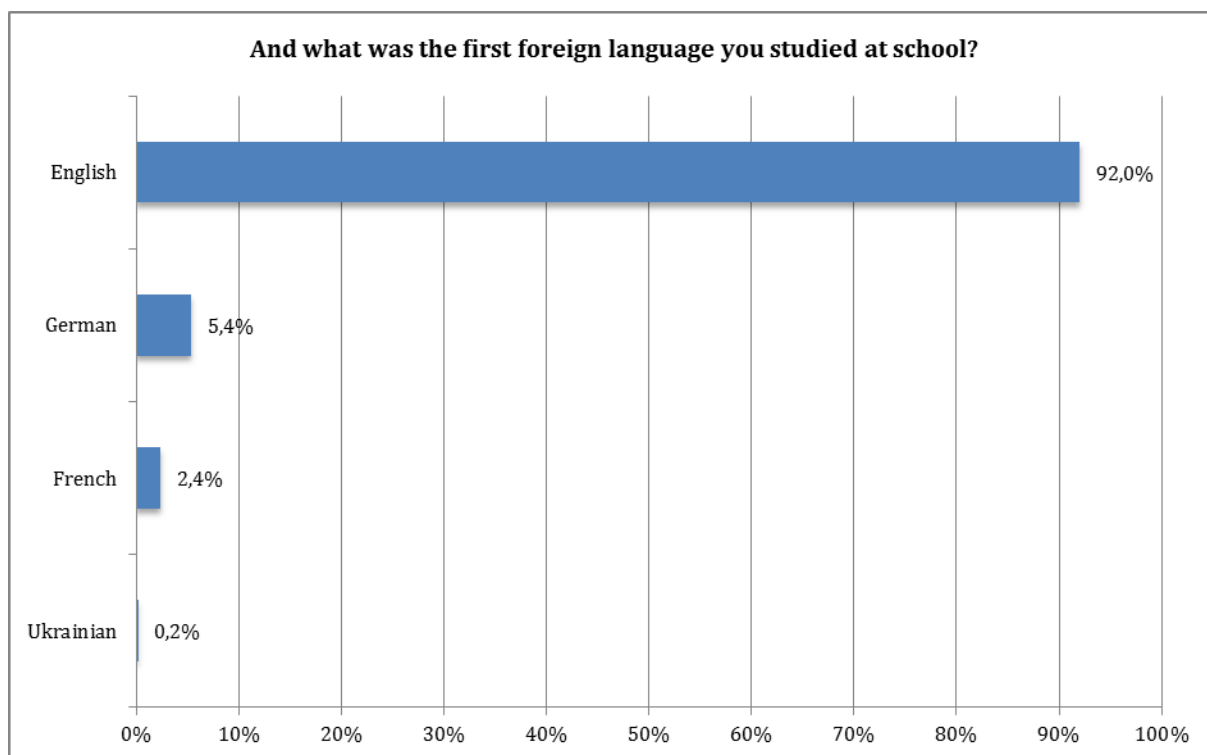


Figure 12 First foreign language (n=503, single select question type)

As it can be observed in Figure 12 above, for 92.0% of the respondents English was the first foreign language they studied at school. 5.4% of the respondents studied German, 2.4% studied French and 0.2% studied Ukrainian as their first foreign language.

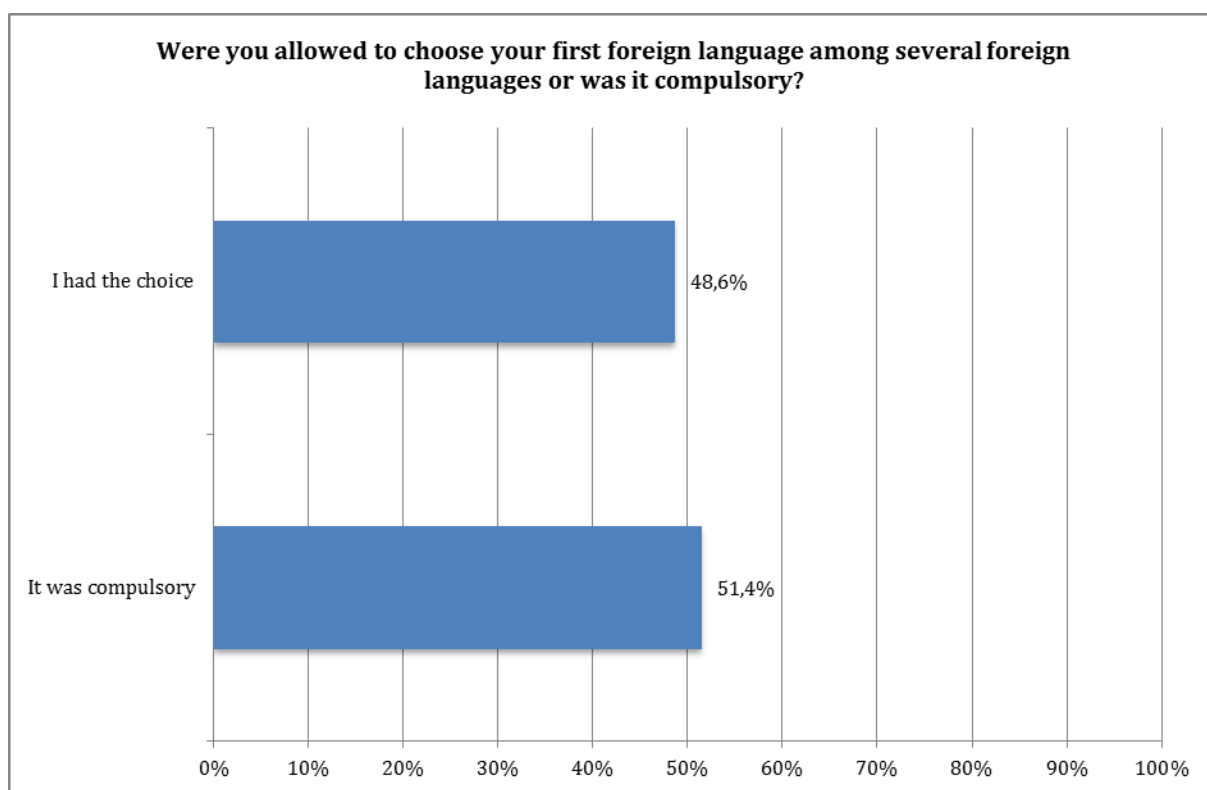


Figure 13 English as first foreign language – choice or obligation (n=463, single select question type)

In Figure 13 it can be clearly seen that for 51.4% of the respondents it was compulsory to take English as first foreign language at school, 48.6% of the respondents had the choice and chose English as first foreign language in school.

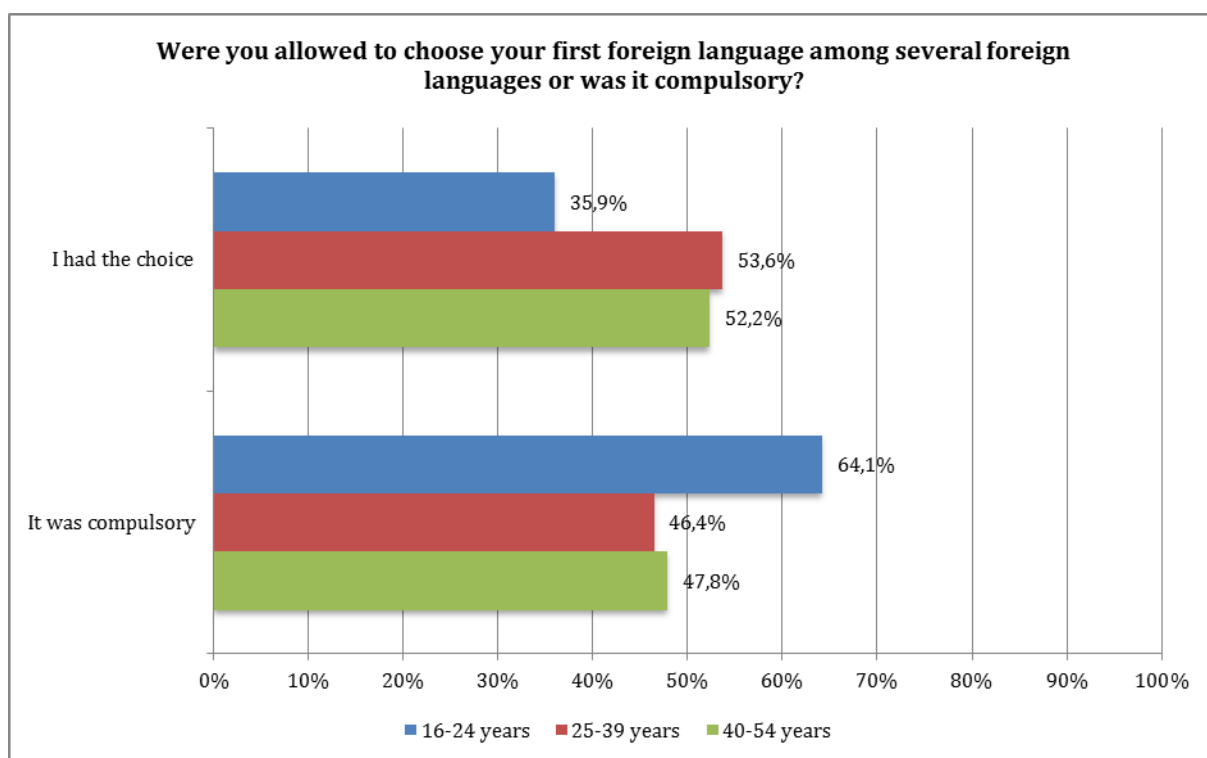


Figure 14 English as first foreign language – choice or obligation, split by age (n=463, single select question type)

As it can be seen in Figure 14 above, the highest share of respondents who had English as their compulsory first foreign language can be found in the age group 16-24 years that makes for 64.1%, whereas the group in the age range from 25 to 39 is the biggest one where the choice of a first foreign language was an option.

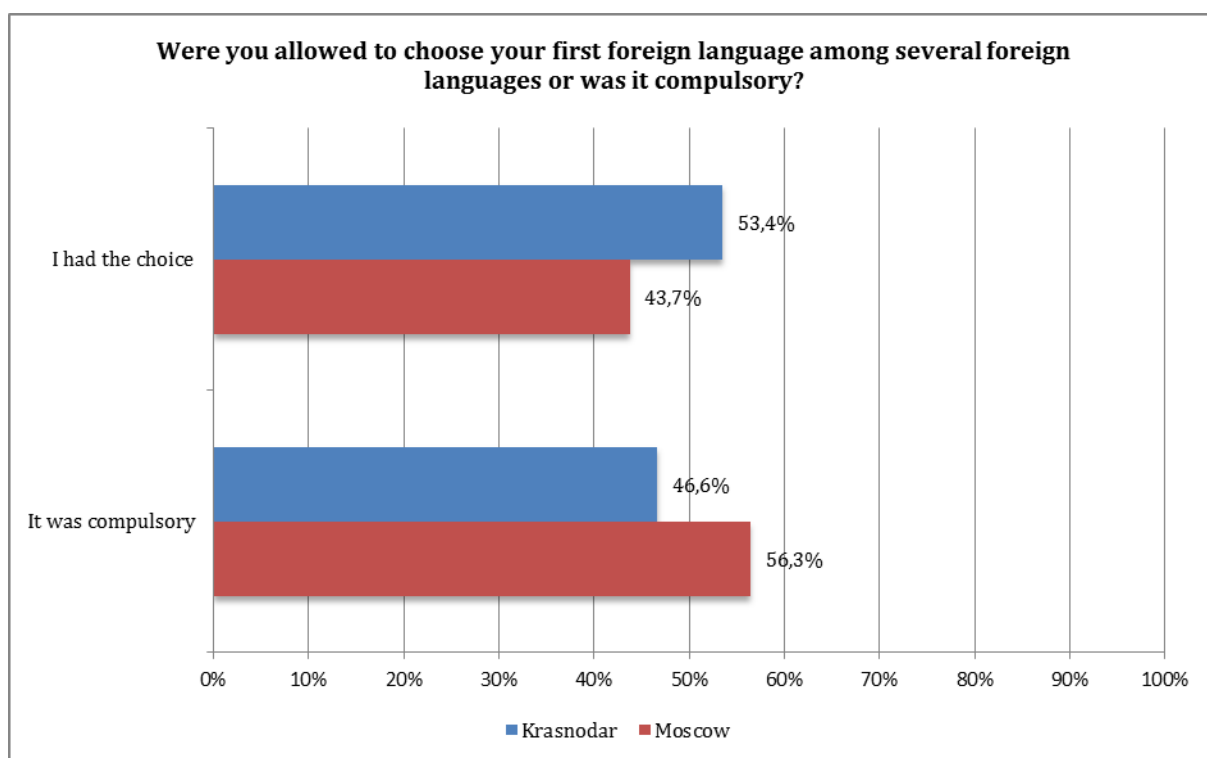


Figure 15 English as first foreign language – choice or obligation, split by region (n=463, single select question type)

In reference to the category “split by the region” in Figure 15, in Krasnodar the majority (53.4%) of respondents based on free will chose English as their first foreign language, whereas in Moscow it was compulsory for the majority (56.3%) of interviewees to have English as their first foreign language.

3.4.4 Usefulness of sources and experienced difficulties when learning English

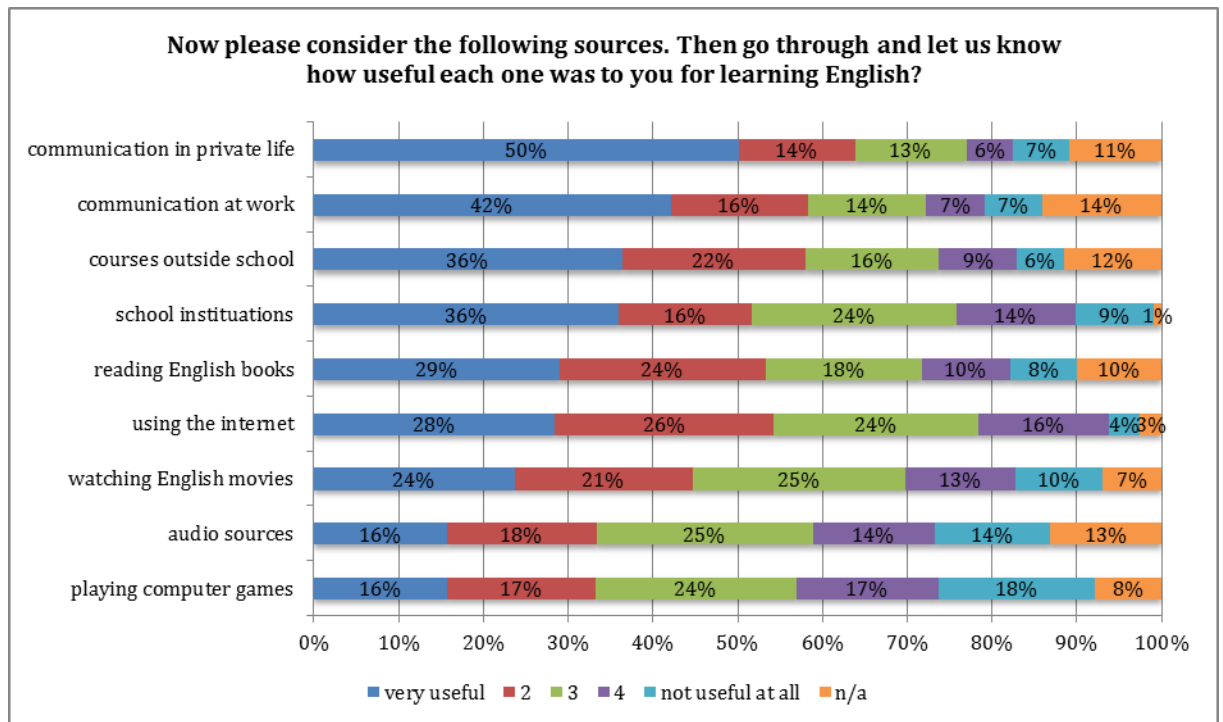


Figure 16 Sources for learning English (n=503, single select matrix question type)

As it can be seen in Figure 16, communication in private life is considered most useful for learning English (Top-2-Box 64%), followed by communication at work and courses outside school (both Top-2-Box 58% each). Further useful sources for learning English are using the Internet (Top-2-Box 54%) and reading English books (Top-2-Box 53%).

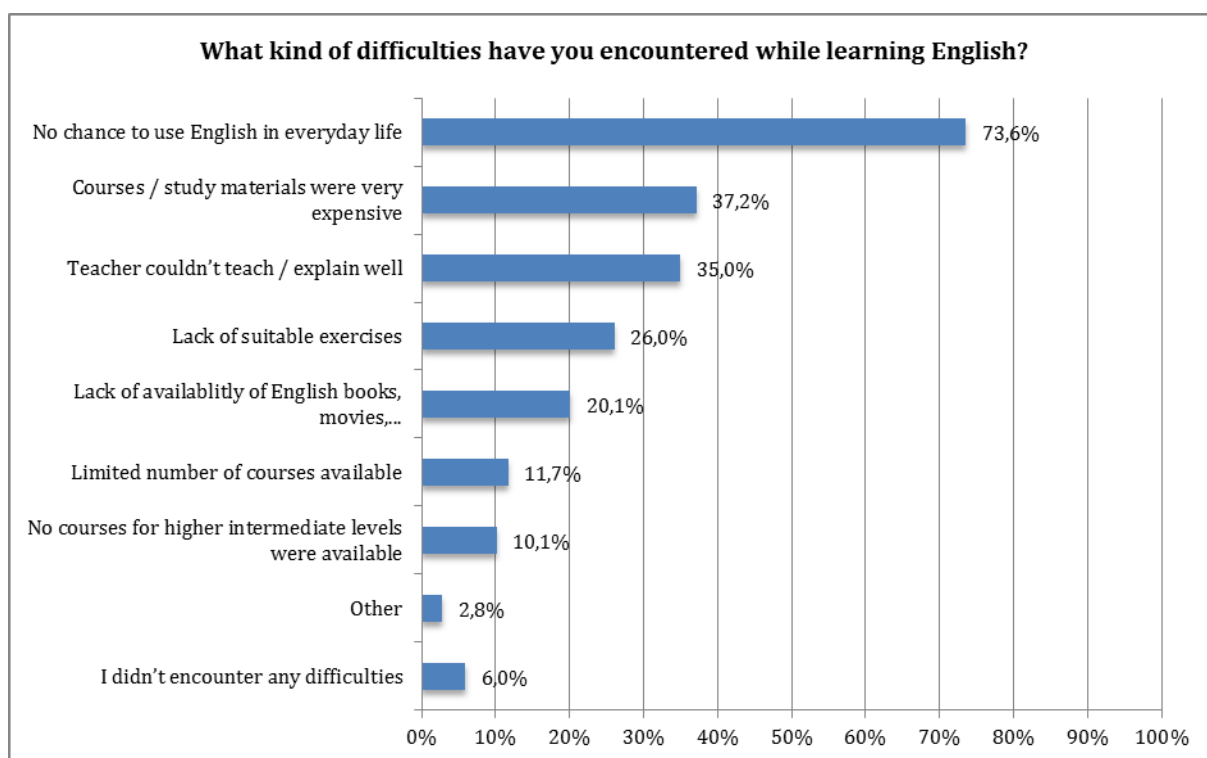


Figure 17 Encountered difficulties while learning English (n=503, multi select matrix question type)

As can be observed in Figure 17, the biggest difficulty encountered when learning English is clearly the lack of opportunities to use it in everyday life, according to nearly three quarters of participants (73.6%). Furthermore, expensive courses or study materials account for 37.2% and 35.0% make incompetent teachers responsible for difficulties in learning English.

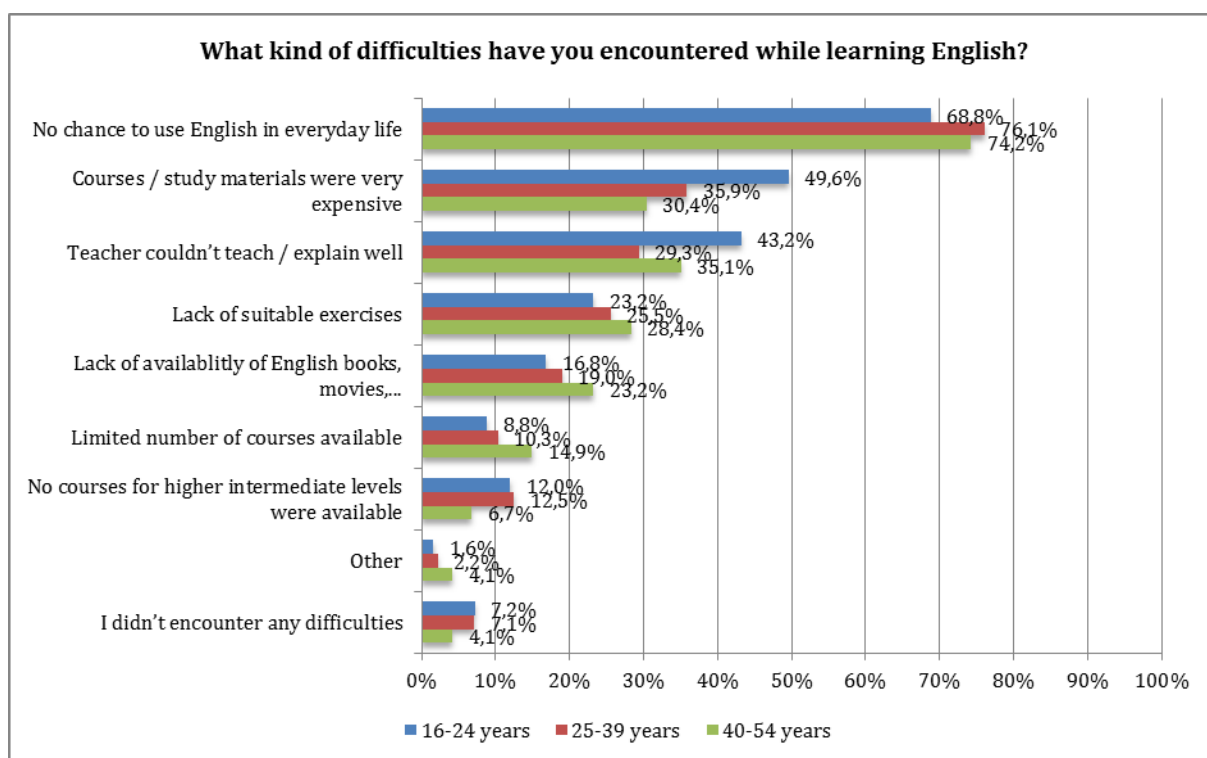


Figure 18 Encountered difficulties while learning English, split by age (n=503, multi select matrix question type)

With reference to the encountered difficulties in the category “split by age” in Figure 18, half (49.6%) of the respondents aged 16-24 years found courses or study materials expensive and also, especially younger respondents, consider teachers as source of difficulties (43.2%).

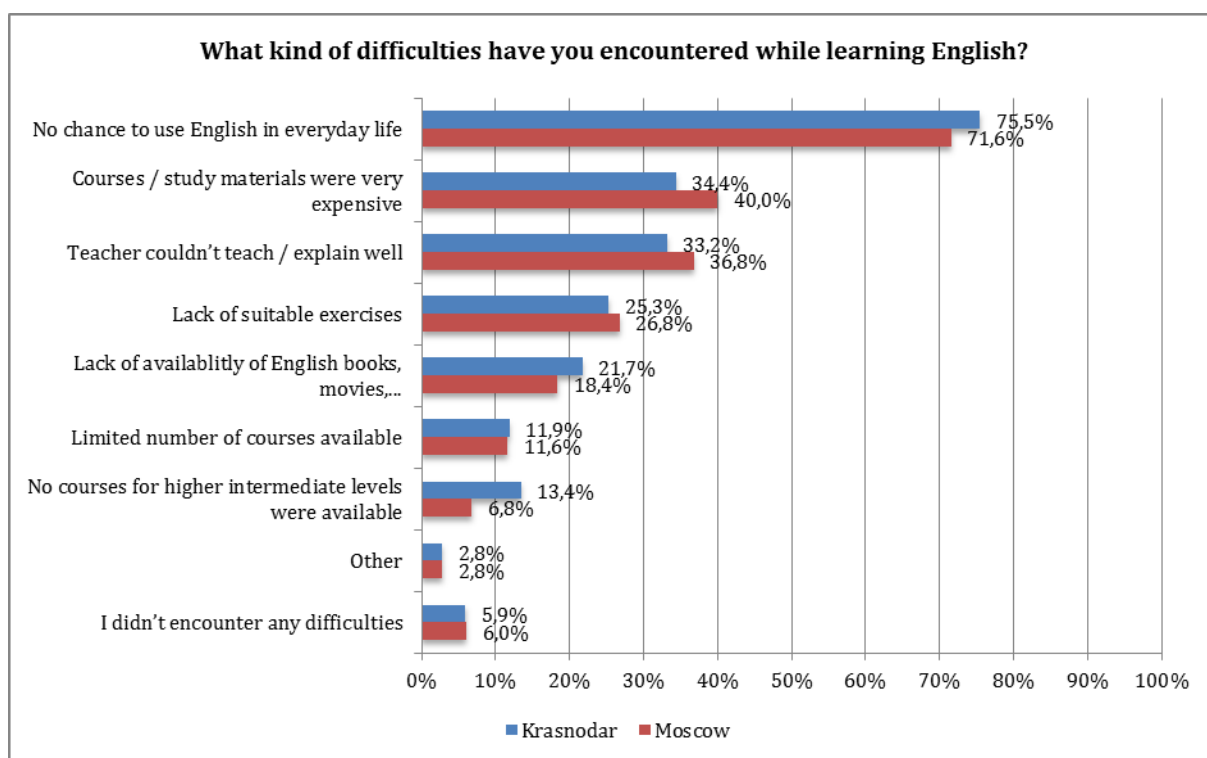


Figure 19 Encountered difficulties while learning English, split by region (n=503, multi select matrix question type)

As it can be observed in Figure 19, investigating the matter in greater detail, more people in Krasnodar (13.4%) than in Moscow (6.8%) encountered difficulties in finding available courses for higher intermediate levels.

3.4.5 Usage and importance of English in one's everyday life

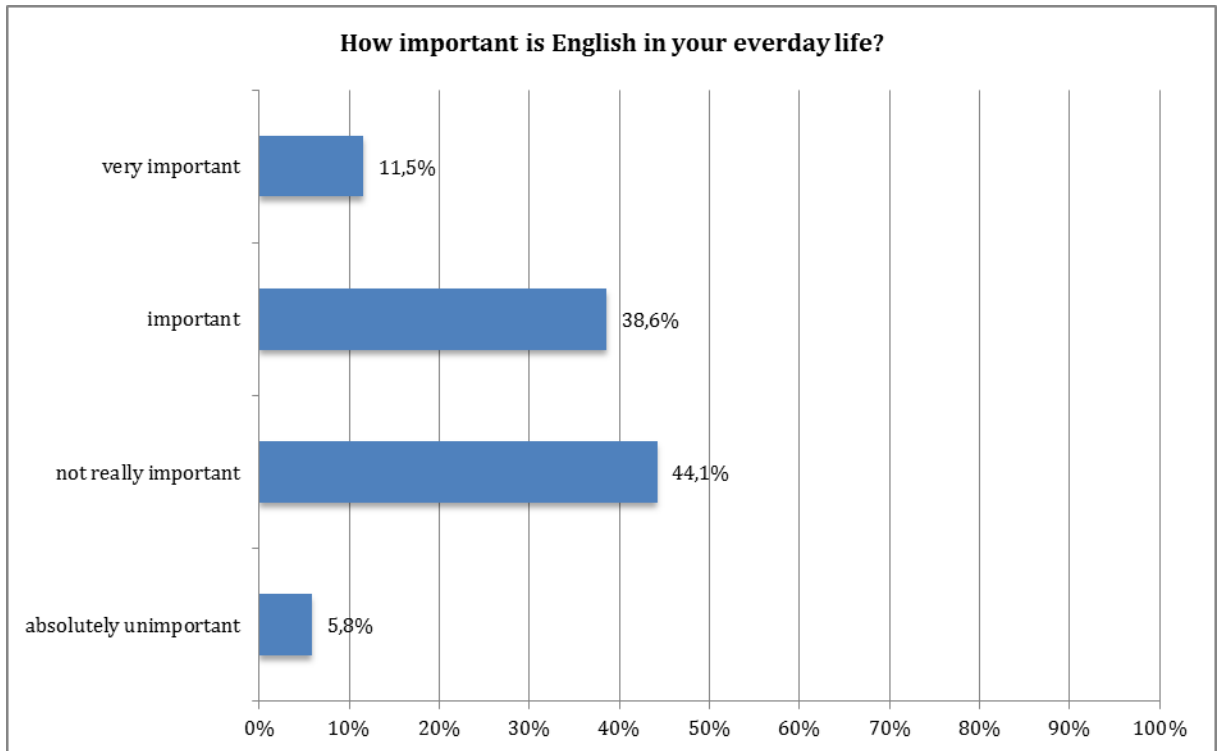


Figure 20 Importance of English in everyday life (n=503, single select question type)

As it can be observed in Figure 20, for the largest share (44.1%) English is not really important in their everyday lives, followed by “important” which accounted for 38.6% of answers. No differences between the age groups regarding the importance of English could be discovered in this category.

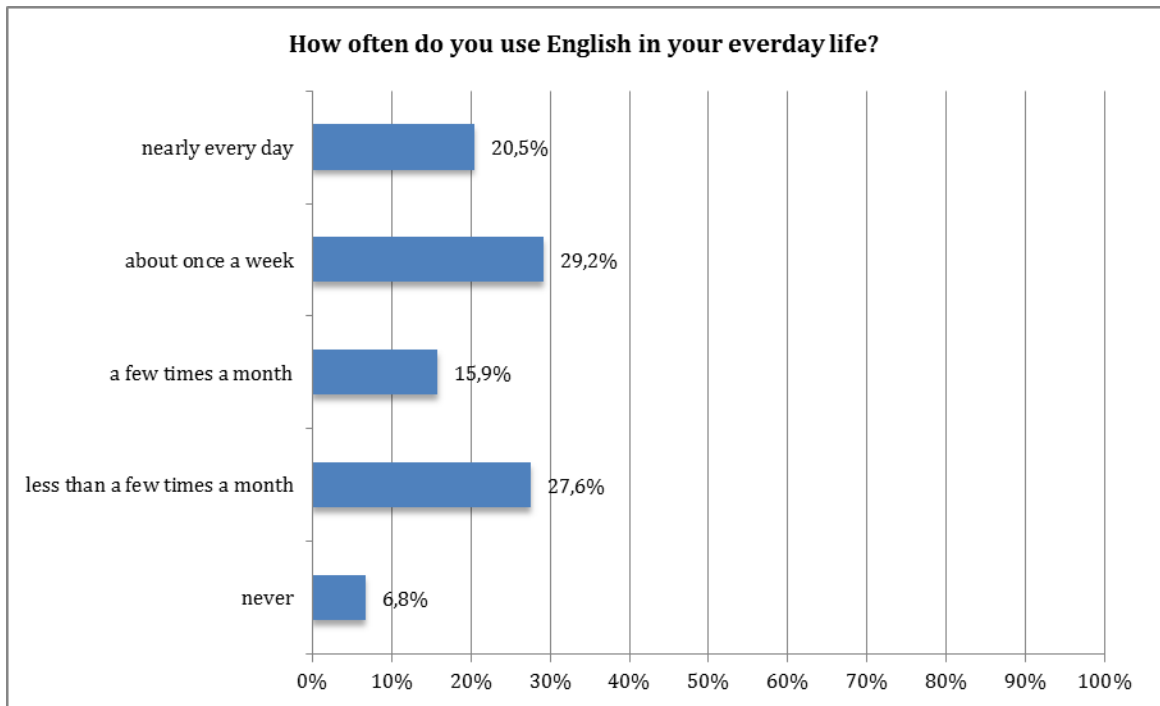


Figure 21 Frequency of using English in everyday life (n=503, single select question type)

As Figure 21 shows, at least a fifth (20.5%) of the respondents use English nearly every day and almost a third (29.2%) about once a week in their everyday lives. 15.9% of the respondents use English a few times a month, 27.6% less than a few times a month.

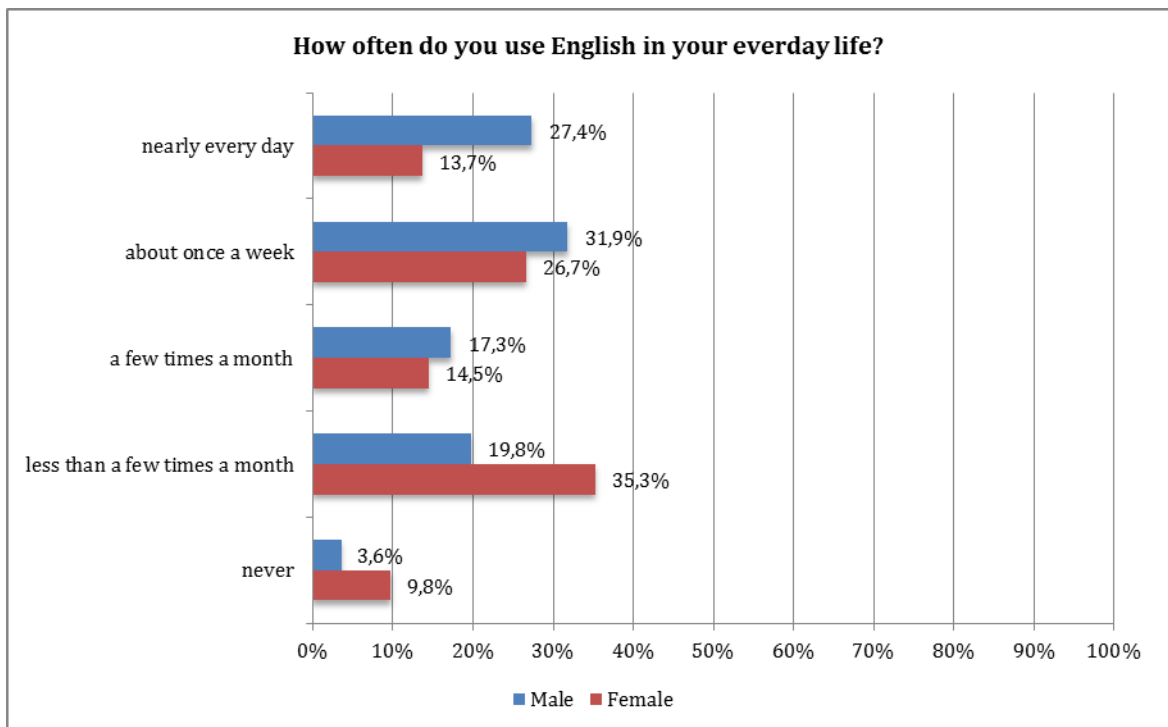


Figure 22 Frequency of using English in everyday life, split by gender (n=503, single select question type)

As the results in Figure 22 show, men (27.4%) use English on a daily basis more often than women (13.7%).

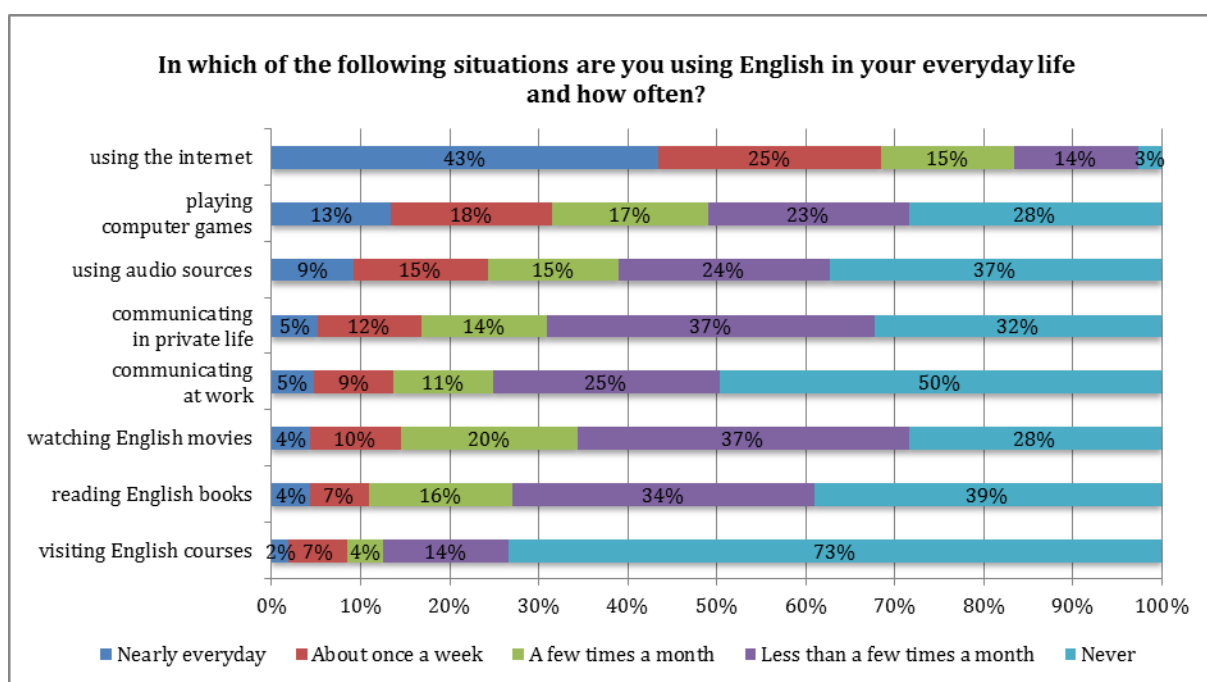


Figure 23 Situations on using English in everyday life (n=469, single select matrix question type)

As it can be seen in Figure 23, the most important situation where English is being used in one's everyday life is the Internet, where almost half of the respondents (43%) use English nearly every day and a quarter (25%) about once a week. Following that, playing computer games (31%) and using audio sources (24%) makes people use English at least once a week.

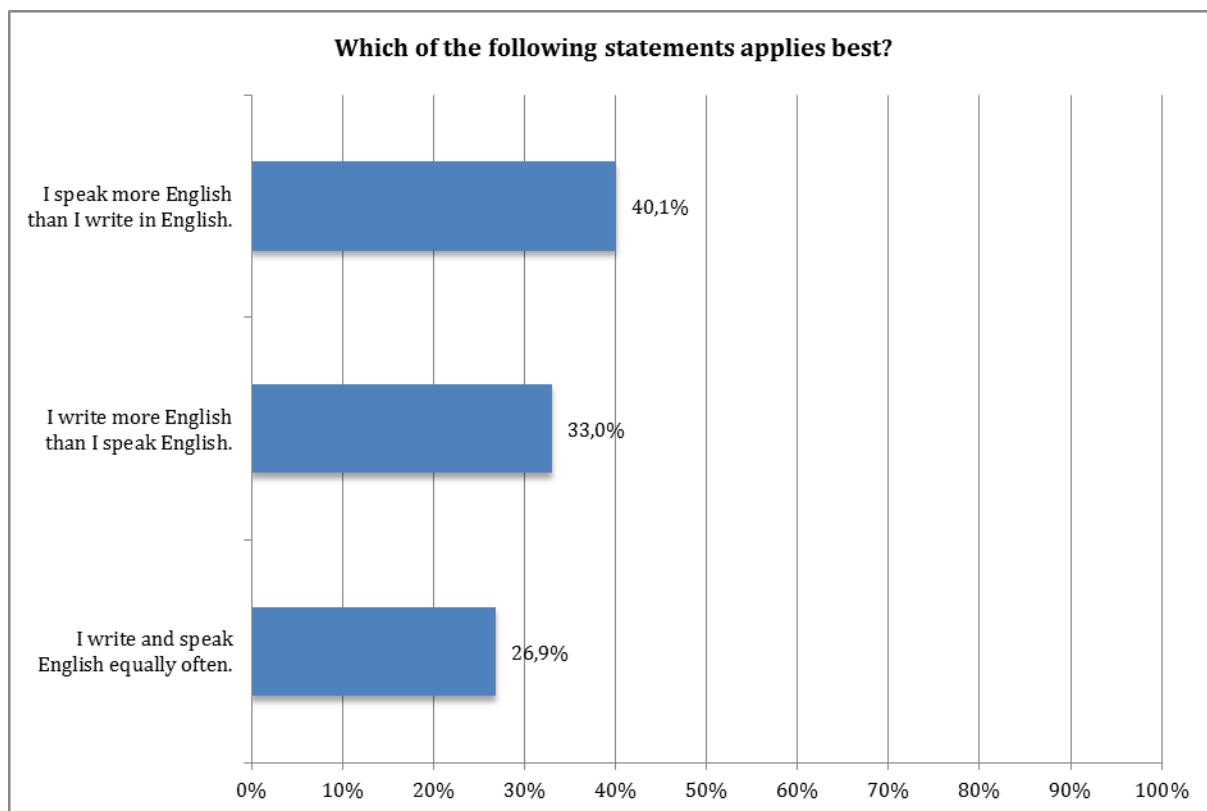


Figure 24 Kind of English usage (n=469, single select question type)

As for the results in Figure 24, 40.1% of the respondents speak more English than they write. A third (33.0%) of all respondents writes more English than they speak. 26.9% of the participants write and speak English equally often.

3.4.6 General importance and usage of English in Russia

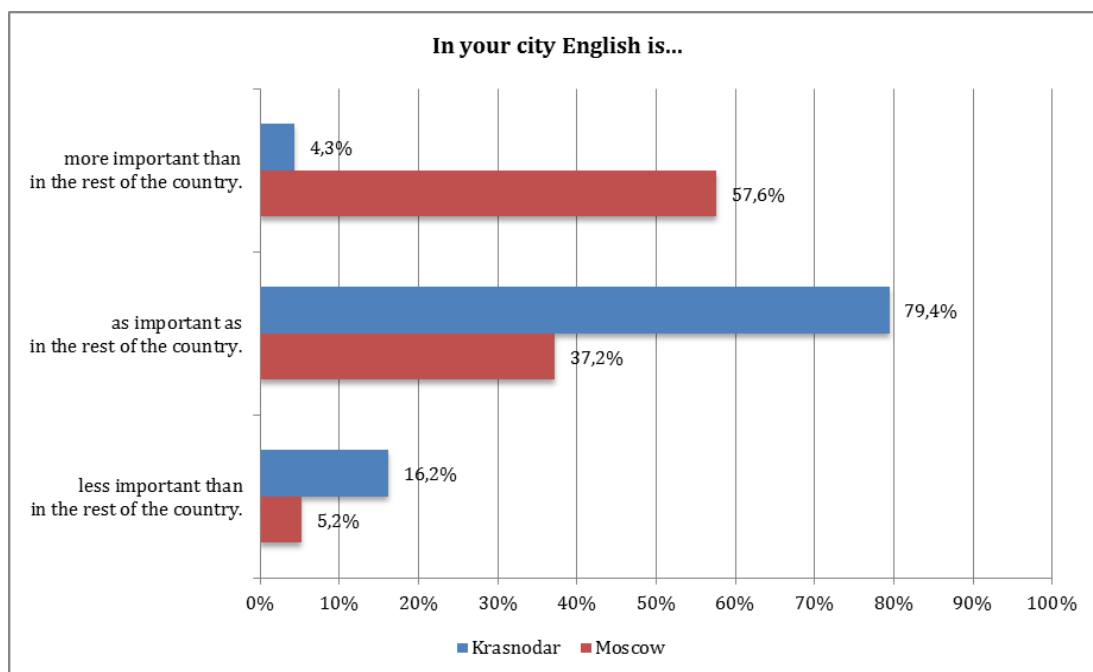


Figure 25 Importance of English in Moscow and Krasnodar (n=503, single select question type)

According to Figure 25, English is regarded considerably more important in Moscow (57.6%) than in the rest of Russia. In Krasnodar most people (79.4%) think English is as important in Krasnodar as in the rest of Russia.

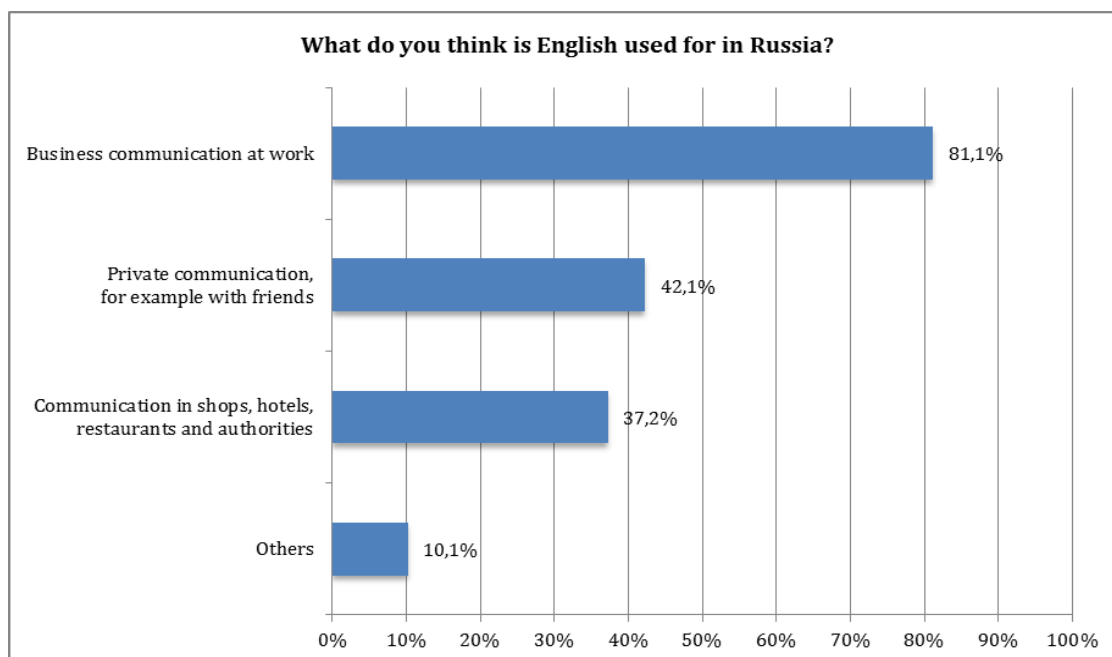


Figure 26 Usage areas of English in Russia (n=503, multi select question type)

The vast majority (81.1%) of respondents think English is most used for business communication at work. Private communication, for example with friends, ranked second with 42.1% and communication in shops, hotels, restaurants and authorities accounted for more than a third (37.2%) of mentions.

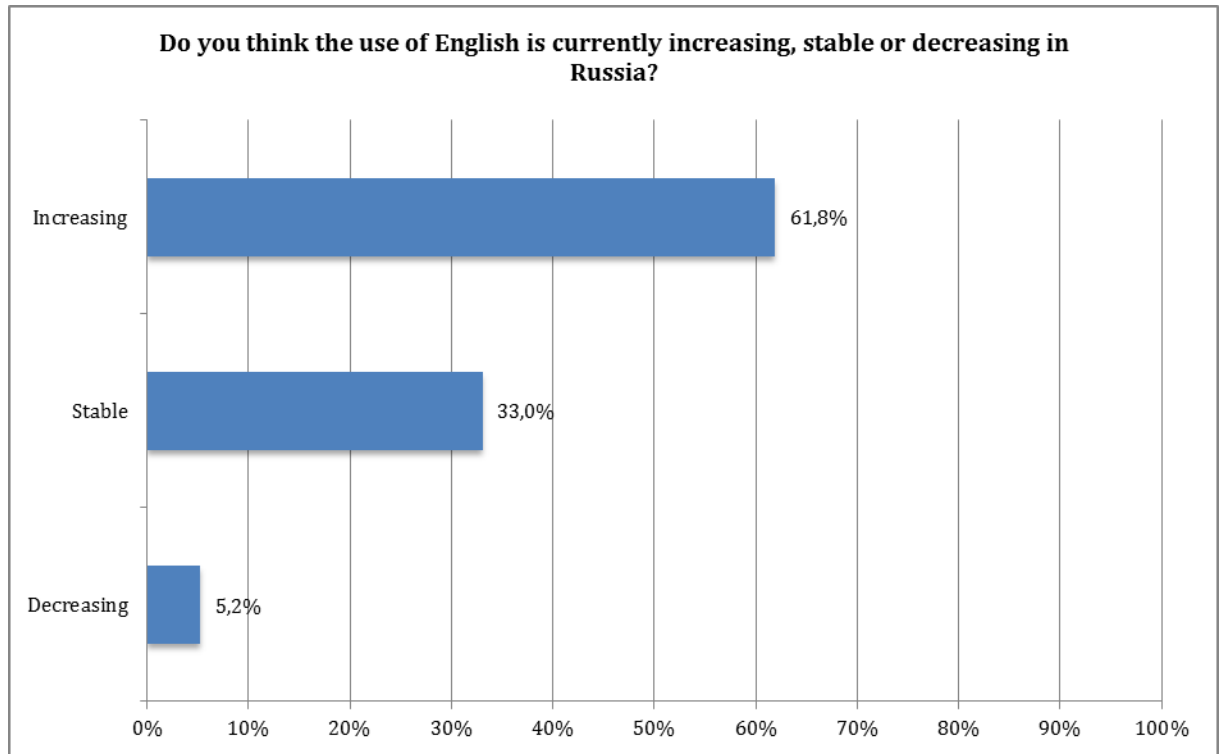


Figure 27 Development of English in Russia (n=503, single select question type)

As it can be observed in Figure 27, nearly two thirds (61.8%) of the respondents claim that the use of English is currently increasing in Russia and one third (33.0%) considers it to be stable.

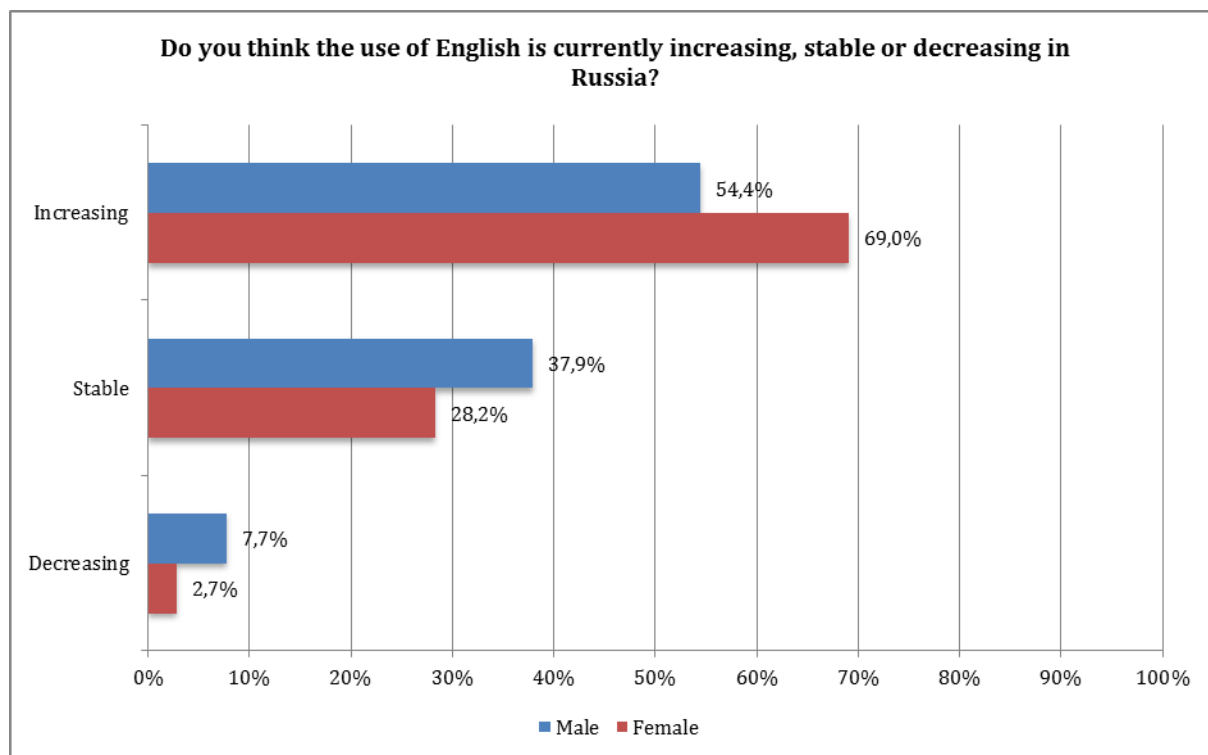


Figure 28 Development of English in Russia, split by gender (n=503, single select question type)

Remarkably, women seem more optimistic than men towards the use of English. As results in Figure 28 show, it is 69.0% of the female respondents compared to only 54.4% of men who notice an increase of English in Russia. On the other hand, more men than women believe in the stability (men 37.9%, women 28.2%) or decrease (men 7.7%, women 2.7%) of English in Russia.

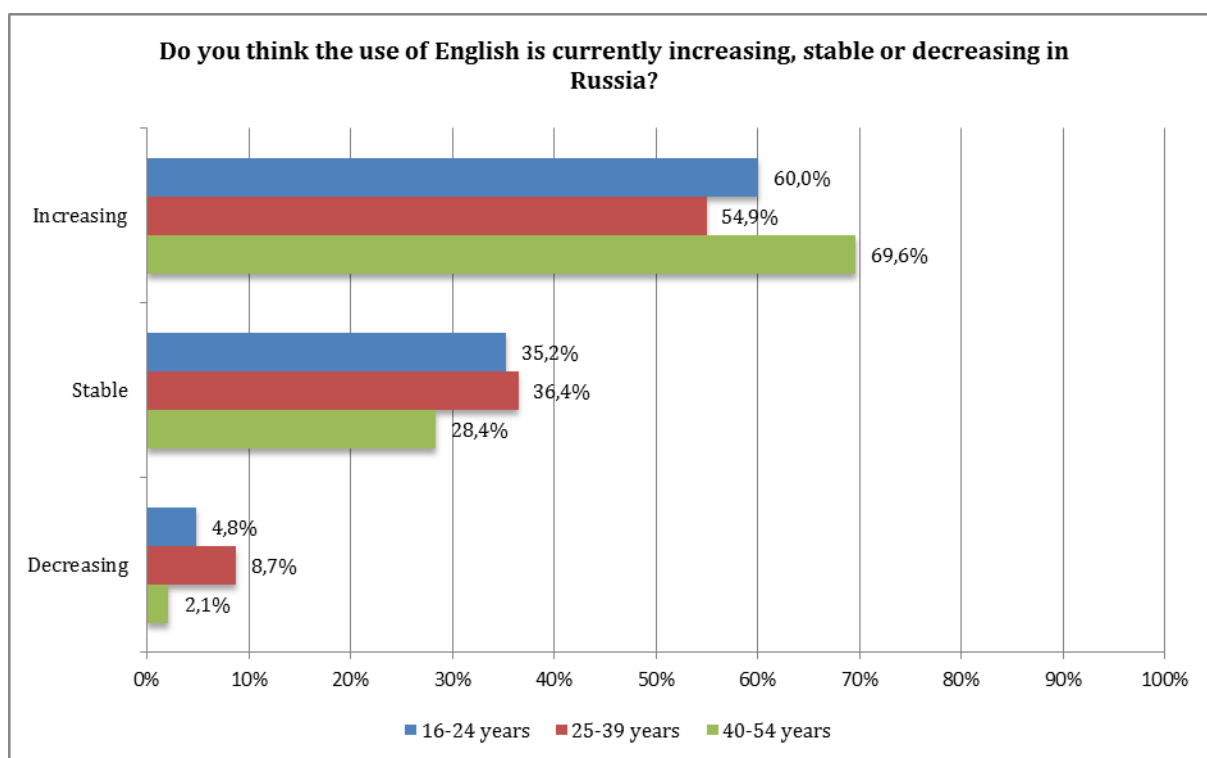


Figure 29 Development of English in Russia, split by age (n=503, single select question type)

As for the results in the category “split by age”, 40-54 year old respondents assume an increase of English in Russia which is 69.6% of the responses. People who think English in Russia is currently decreasing are mainly aged 25-39 years.

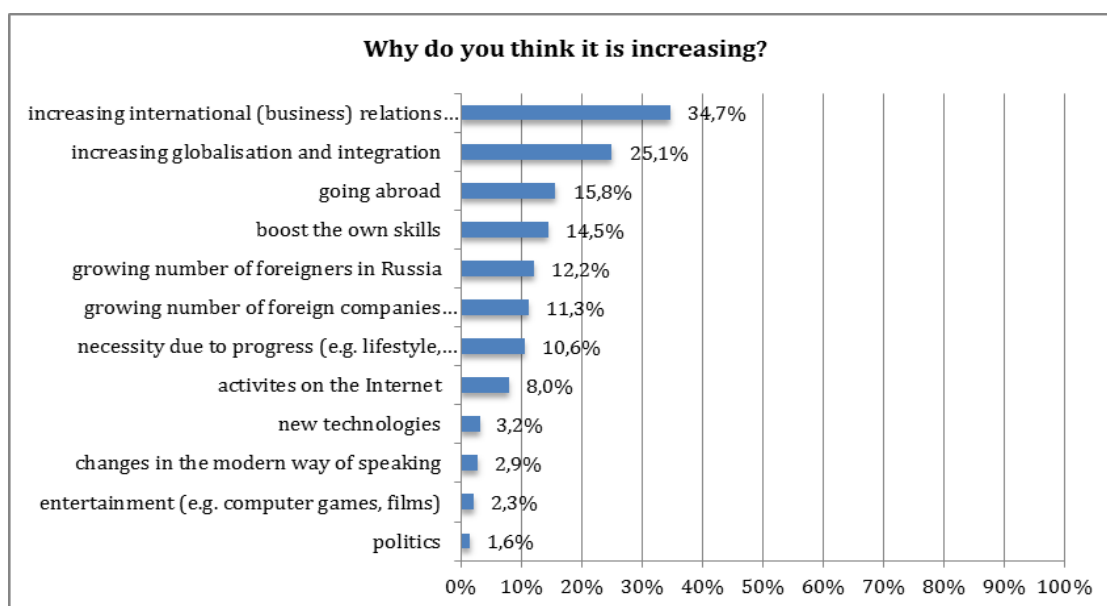


Figure 30 Reasons for increasing importance of English in Russia (n=311, open answers were categorized and only categories with more than 5 mentions are shown)

As the results in Figure 30 show, English in Russia is thought to increase due to increasing international (business) relations between Russian and foreign companies by more than a third of respondents (34.7%), followed by a quarter (25.1%) who stated increasing globalization and integration as a reason. 15.8% of participants claim that going abroad is responsible for an increasing importance of English and 14.5% mentioned boosting one's own skills as reason.

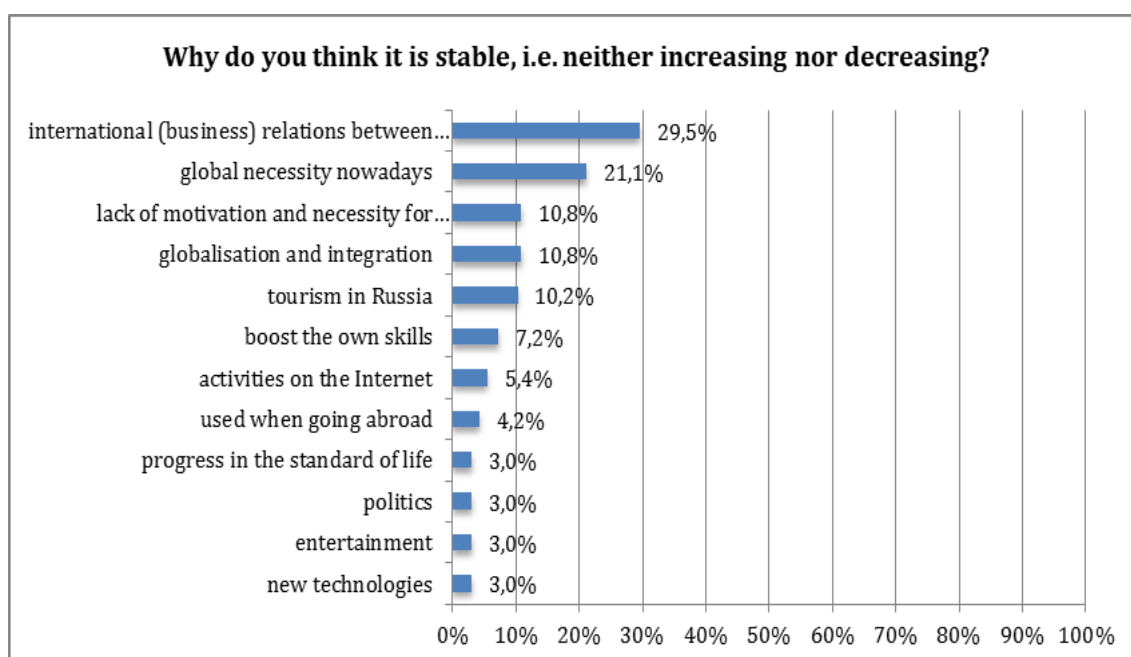


Figure 31 Reasons for the stability of English in Russia, i.e. neither increasing nor decreasing (n=166, open answers were categorized and only categories with more than 5 mentions are shown)

As it can be observed in Figure 31, 29.5% of the respondents who think the importance of English will neither increase nor decrease make international (business) relations between Russian and foreign companies responsible for the stability of English. More than a fifth (21.1%) of participants considers English as a global necessity nowadays. A lack of motivation and necessity for everyday life makes 10.8% of interviewees believe in the stability of the importance of English in Russia, as well as globalization and integration (10.8%) and tourism in Russia (10.2%) do.

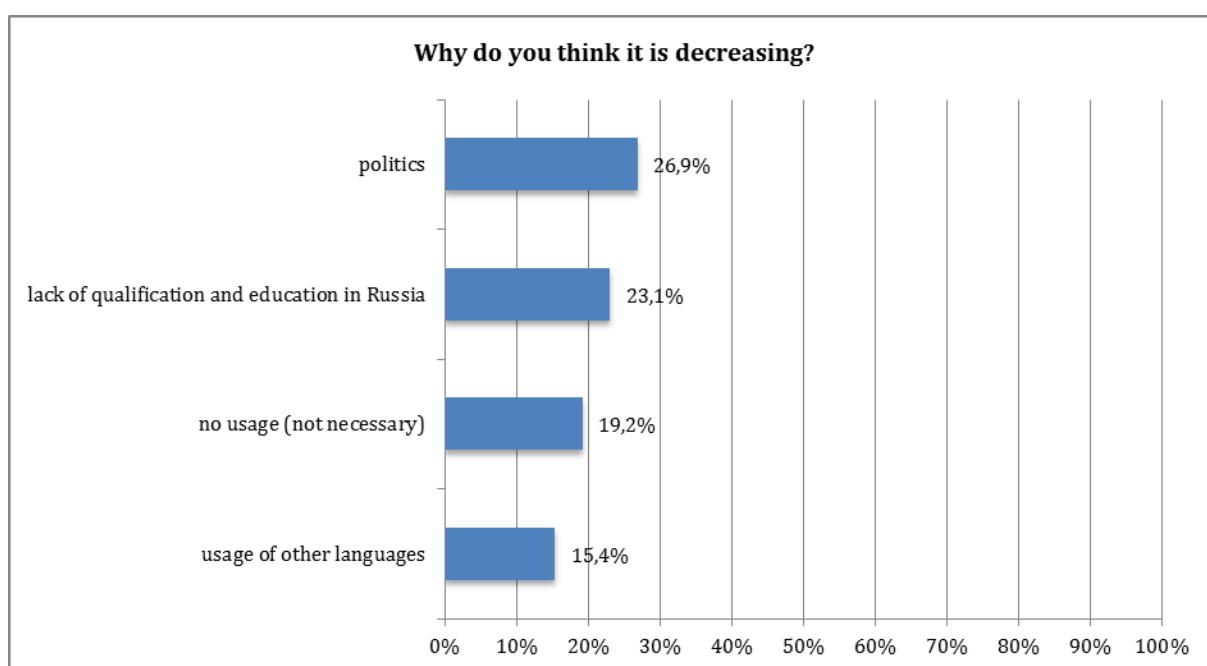


Figure 32 Reasons for decreasing importance of English in Russia, (n=26, open answers were categorized and only categories with more than 5 mentions are shown)

As results in Figure 32 show, more than a quarter (26.9%) of all respondents who think the importance of English in Russia is decreasing make politics responsible for this development, followed by the lack of qualification and education in Russia (23.1%). The lack of usage of English accounted for 19.2% of the replies where it is assumed that English will become less important because it is not necessary. Furthermore, the use of other languages can lead to the decrease of importance of English according to 15.4% of the respondents.

Respondents were also asked for the reasons why they think the importance of English in Russia would increase, decrease or stay stable. The open answers have been categorized for each question.

The following statements highlight why respondents think that the use of English is currently increasing due to international (business) relations between Russian and foreign companies:

- “people are willing to work for foreign companies ...”
- “one needs English for work, ...”
- “due to the development of the relations with the European countries; ...”

The following statements highlight why respondents think that the use of English is currently increasing due to globalization and integration:

- “...the Olympic Games, football championship in 2018”
- “open borders”
- “a wish of Russians to understand other nationalities”

The following statements highlight why respondents think that the use of English is currently increasing due to Russians going abroad:

- “the knowledge of the English language is becoming more and more fashionable, it also helps while going abroad; ...”
- “... for travelling abroad for work and on holiday; it is prestigious”
- “...more and more people travel abroad”

To sum up, the given subchapter reasoned about the field of investigation, presented two hypotheses and described the methodology of this survey. This part of the research was referred to as the quantitative part as it mostly dealt with numbers and figures, and namely 32 figures were presented based on the responses to the questionnaire which were analyzed and conclusions were drawn based on the analyzed data.

In the next subchapter the discussion of the results will be carried out that will include the deeper insight into the issues raised in the questionnaire including the comparison of the results to the theoretical part of the thesis in order to prove either of the hypotheses claimed in this research.

3.5 Discussion of the results

The following pages are concerned with the deeper and less numeric approach to the results of the questionnaire that was the research design of this survey. The subchapter will be subdivided into sections identical to the matters investigated in the literature review part and furthermore a comparative analysis will be made in order to show which of the proposed hypotheses is correct.

3.5.1 *Spoken languages and acquaintance with English*

As it was claimed in the theoretical part of the thesis English is the first most popular foreign language on the territory of Russia, the same may be observed from the survey since no difficulty was encountered in finding 500 people who possessed at least a basic knowledge of the English language. As for the key foreign languages spoken by respondents, some discrepancies with the experts' opinion can be found. As the theoretical experts claim English is taught in Russia as a foreign language along with German, French and less frequently Spanish (Lazaretnaya 2012: 98). As results of the survey show, laypeople claim that after English the most popular foreign language spoken in Russia is Ukrainian, second place is occupied by German and the third most popular foreign language is French.

None of the respondents mentioned even the basic knowledge of Spanish and it came as a big surprise that Ukrainian is almost as popular as German. The popularity of German can be explained due to the close cooperation on a business level between Russia and Germany and certainly the earlier year's school curriculum did not have that wide choice of foreign languages that one can find nowadays. As many people from the older generation claim German used to be the only foreign language available on a school curriculum, which is apparently a reason for such a high percentage of replies in favor of German.

As for the Ukrainian being the second popular foreign language the only plausible explanation could be that is a large number of Ukrainians moved to Russia at a certain point of time and are now residing on the Russian territory and it was a simple coincidence that probably many of them took part in our survey, therefore, Ukrainian appeared as one of the foreign languages spoken in Russia.

It is also worth mentioning that though at the moment Kazakh is only the fourth most popular foreign language according to our survey, the situation will most likely

change in the nearest future as more and more people flee from Kazakhstan to come to Russia since Kazakh economy is in a very bad shape.

As for the category “self rating of the English skills” the theoretical part of this thesis does not provide a clear opinion, whether Russians in general possess either a good or a bad command of English, however, as the results show the largest part of the respondents, namely 47, 1% do possess a good command of English, which is rather a positive fact. However, the category “split by age” could interpret that matter more clearly. First of all, it is worth mentioning that the group of respondents aged 16-24 years old was the dominating one that is the most skillful in all the levels of the English language with the exception of “basic communication skills” where the group of respondents aged 40-54 was the prevailing one.

The theoretical experts claim that for instance in the Soviet times English was not as popular due to many reasons; therefore, it is rather logical to assume that the older generation’s command of the English language goes only as far as basic communication skills.

As for the youngest age group aged 16-24 years old, the theoretical part of the thesis states that the spread of the English language has been quite extensive after the USSR stopped its existence and it has been increasing ever since, therefore, it is obvious that the younger generation possesses such a good command of English. They have had more possibilities for learning it and as well as applying their knowledge in practice. Although, it is worth mentioning that a very small share of the respondents from the youngest age group could display an excellent command of English, hence, it can be concluded that in general the knowledge of the English language in Russia is not as developed as for instance in other European countries, which was as well claimed by the theoretical experts in the first part of this thesis.

In reference to the aspect “at which age did you start learning English”, it can be observed that the most of the respondents (laypeople), even when having been split into age categories, first got acquainted with English at the age of 6 and up to the age of 15 years old which coincides with the opinion of the theoretical experts, who claim that the school curriculum in Russia suggests that the pupils at school either start learning a foreign language in second grade, that is usually at the age of eight years old or in grade 5, when they are usually at the age of ten, which can also be proven if we consider Figure

11 (see the part “Presentation of the quantitative results”), where it can be perfectly seen that the majority of respondents first got acquainted with English at secondary school.

3.5.2. English at school

As for the variety of foreign languages studied at school, it has already been mentioned before that the theoretical experts’ and laypeople’s opinions coincide in that respect and English is the most popular foreign language in Russia. The same applies to the category “the first foreign language studied at school”. It is worth mentioning that the second most popular foreign language studied at school is German and the third is French. However, it is interesting to notice that despite the fact that Ukrainian was the second most popular language in Russia spoken at a basic level, in this category Ukrainian was studied at school only by 0, 2% of the respondents, which proves the fact that it is not very popular per se in Russia and as it is only due to a large number of Ukrainian immigrants into Russia that it became the second most popular language spoken at a basic level.

In reference to the choice of the first foreign language among several other languages, the majority of respondents claimed that it had been compulsory and they were deprived of the possibility to choose a foreign language on their own which contradicts the opinion of the theoretical experts. In the theoretical part the experts claim that the school curriculum never obliged any of the pupils to choose English as their first language, though the majority of them still do. However, the respondents’ replies show quite the contrary. The majority of the participants claimed that they had no choice among several foreign languages.

Interestingly enough, the youngest age group (16-24 years old) was the biggest one with no option of choice among several foreign languages, whereas the age group between 25 and 39 is the leading in being able to choose among several foreign languages, therefore, a conclusion can be drawn that the tendency has developed recently. It could probably be explained by the fact that the English language is the most popular worldwide and its popularity is still growing, especially in Russia.

As for the particular two regions of Russia such as Moscow and Krasnodar, more people in Moscow had no choice of a foreign language among several foreign languages than in Krasnodar. It might be explained by the fact that Moscow has always been a

tourist centre and that must have served as a motivational factor for those who took part in the creation of a school curricula in that particular region of Russia, whereas in Krasnodar pupils were apparently given a choice of a foreign language among several foreign languages. The reason for this must be the location of the city which is not as central and the status of Krasnodar which is not the capital of Russia.

To sum up, the laypeople's opinion is rather ambiguous in the respect of either compulsory or a voluntary choice since it does not strictly depend on the school curriculum but the location of the city where the school is situated as well. However, in general, their opinions do not coincide due to the fact that the theory experts claim that the school curriculum never obliges pupils to learn a particular foreign language, whereas in reality the majority of the respondents state that they were not given any choice among several foreign languages and were forced to learn a particular one they were told.

3.5.3. Usefulness of sources and encountered difficulties while learning English

As for the theoretical part, it was not particularly mentioned by experts what sources are considered useful for learning English but it could be speculated on the matter of availability of the sources.

As the experts claim in Soviet times there was a scarce choice of teaching materials, not to mention language schools or courses outside the school. In general, the English language was not used in private communication or in a business sphere since the cooperation with the West was not welcomed at that time. Let alone, the availability of such things as movies or books in English, and certainly the Internet, that at that time simply did not exist. Therefore, the sources were very limited. Hence, it could be concluded that in Soviet times, people who wanted to learn the English language were not able to do it properly due to the absence of opportunities. Nowadays, there are very many possibilities to improve or broaden your knowledge since the times have changed, however, the opportunity to do so can easily become the obstacle, namely, communication in English in private life, that is considered the most useful source by our respondents, is at the same time considered the biggest difficulty encountered while learning English.

Furthermore, communication in English at work, English courses outside school, the Internet and reading books in English are mentioned by participants as useful sources, whereas again the courses, for instance, are mentioned as being an obstacle due

to the high prices as well as study materials, which by all means include books in English.

To sum up, it could be said that each time period in Russian history seems to have its disadvantages in regards of learning the English language, namely, if earlier there were no available sources for learning English, now there is an abundance of additional opportunities for learning, however, they are not available to the public due to the financial situation in the country.

In addition to that 37, 2% of the participants claim that one of the major problems is that the teachers are not professional. This phenomenon was discussed in the theoretical part by the experts. In reference to the times of the Soviet Union it was mentioned that the lack of materials became a problem and that the teachers of English were concentrating on the wrong priorities, namely, grammar rules instead of communication skills. As for the present times, the situation regarding the teaching materials has improved; however, experts still claim that many of the teachers lack a professional training that would meet the demands of modern times. Therefore, it can be concluded that the experts' and laypeople's opinions are congruent in this respect.

As for the differences in difficulties experienced while learning English in Moscow and Krasnodar, it can be observed that they are identical and the number of responses is practically the same for both of the cities. Therefore, the conclusion can be drawn that when experiencing difficulties in learning English, it does not depend on the city you reside in; they are identical in any Russian region.

3.5.4 Usage and importance of English in one's everyday life

In reference to the usage of English the experts claimed in the theoretical part that recently the usage of the English language in Russia has increased considerably through a few domains such as tourism, employability and the Internet and that more and more Russian people use English in everyday life. As for the laypeople's opinion, the most of participants claimed that English is not really important to them and only a smaller share admitted that the English language is important. However, as for the frequency of usage the majority of the respondents claimed that they use English about once a week, and 20.5% of the participants use it nearly every day. Hence, it is rather contradictory. It could be concluded, that partially both opinions coincide since English is being used on a rather frequent basis. However, apparently laypeople still define it as not really

important, which could be a part of the Russian mentality. Namely, the Russians are very loyal to their country and traditions and honor the Russian language and put it above all others including English, and probably consider English as a part of the modern reality not giving it the status of an important language.

As for the domains of use, the majority of respondents agree with the experts and claim that they use English for the Internet purposes nearly every day; however, only 5% of the laypeople use English at work that only proves that English might be one of the important criterion while trying to receive a better paid or more prestigious employment, but in reality its usage is not as frequent as one might assume.

Interestingly enough, according to the survey more male respondents use English on a daily basis than female. This could be explained by the fact that men usually play more computer games, the majority of which is foreign, probably use the Internet on a daily basis more often and statistically have more technical jobs. Nowadays, for instance, many goods and products come from abroad and if men do not get to use English as much for communication at work, they certainly have to deal with it working with the computer and numerous foreign manuals that usually come in English.

As for the differentiation between communicational and writing English skills among Russian people, it was not discussed by the experts in the theoretical part of this thesis. However, the question was still included into the questionnaire and the majority of the respondents appeared to speak more English than write in it. This can be considered a positive fact: as the experts claimed, in Soviet times teachers of English were concentrating more on the unnecessary grammar rules and spelling, therefore, it can be seen as a positive shift in teaching nowadays as more people actually speak English than write in it. Hence, in reference to English teaching there are not only negative sides but improvements as well.

To conclude, it can be observed that in reference to usage and importance of English in everyday life the opinions of experts and laypeople mostly are congruent with slight discrepancies in particular aspects.

3.5.5 General importance and usage of English in Russia

In reference to the general importance and usage of English in Russia, experts did not particularly state that the English language is more important in certain regions of Russia than in the other ones. Although, it was mentioned in the theoretical part that such cities as Moscow and Saint Petersburg are a big tourist attraction, and according to

a national survey more people in St. Petersburg and Moscow possess a good command of English than in any other city. Therefore, in the present thesis' survey a question was asked to find out whether the importance of English is equal in any region of Russia. Respondents from two particular cities were chosen, namely, Moscow and Krasnodar. As for the results, 57, 9% of the respondents believe that English is more important in Moscow than in the rest of the country, whereas 79, 4% of the participants state that English is as important in Krasnodar as in the rest of the country. Actually, Moscow is indeed a big tourist attraction being the capital of the country and one of the greatest historical and cultural cities of Russia. The majority of foreign tourists who are willing to explore Russia are 100% more likely to visit Moscow than Krasnodar. The latter could never be compared to Moscow in that respect. However, it could be mentioned that if the question had been asked before year 2014, the results would most likely have been different. How so? It is due to the Olympic Games 2014 that the situation with the importance of English in the South of Russia has changed. Krasnodar is the biggest city in the South of Russia. What is it known for? It is an agricultural centre and the Black Sea coast is a popular resort among the Russian people: all of the above-mentioned has no connection to the English language, or it would be more correct to say used to have no connection with English before the Olympic Games 2014, which took place in Sochi, a town situated in a few hours' drive from Krasnodar. The Olympic Games have drastically changed the situation. Nowadays, Krasnodar region has become well known to the rest of the world. The Olympic Games have attracted people from all over the world and certainly the language that was mostly used during the Olympics was English. Therefore, the majority of the respondents now believe that the English language is as important in Krasnodar as it is in the rest of Russia.

What concerns the general usage of English in Russia, 81.1% of respondents use English for business communication at work, which is completely justified according to the theoretical experts, who consider employability as one of the major domains of the use of English in Russia. Tourism was also mentioned as one of the major domains in the theoretical part of this thesis which accounted for 37.2 % of the participants' replies. The only discrepancy in the experts' and laypeople's opinions in that respect was the unexpected 42.1 % of the replies that claimed that English is used for private communication, for instance, with friends. That is apparently rather a recent development unknown to the experts. Supposedly, this could be explained by the fact

that Russians travel abroad more and more, and those who do, make new foreign friends and the intermediary language they use is English. Alternatively, the Russian people could be making new foreign friends by means of the Internet, namely with the help of such programs as Skype or numerous chat rooms that exist nowadays. On the whole, that is a very positive phenomenon that shows that Russian people become more and more familiar with the rest of the world and the main guide for them in this respect is the English language.

The last but not the least question in this category was to define whether the use of the English language is decreasing, increasing or stable. 61.8 % of the respondents believe that the use of English in Russia is increasing which coincides with the experts' opinion completely. One of the main reasons stated by laypeople is the increasing international business relations, which was mentioned in the theoretical part of the thesis where the experts claimed that English is a necessary criterion for employment nowadays. Therefore, it can be concluded that international business cooperation between Russia and other countries is growing. Second most popular reason for the increase of the use of English in Russia claimed by the respondents of this survey is the increasing globalization and integration. The experts state exactly the same, namely, that Russia is slowly but steadily moving towards joining the rest of the world, it is trying to integrate into the world trends and to be able to do it properly, without missing on anything Russian people need English. 15.8% of the participants considered going abroad as a valid reason for the increase of the use of English in Russia that could be confirmed by the experts in the theoretical part, who claimed tourism as one of the major domains of the use of the English language.

Interestingly enough, a bigger number of female respondents are more optimistic than male when it comes to the increase of the use of English in Russia. However, the male participants are stronger believers in the stable use of English in Russia, which is not that negative either.

As for the age groups in this category, the division is quite balanced that is all age groups almost equally believe either in the increase or the stable use of the English language in Russia. The only exception can be observed when discussing the decrease of use where the age group 25-39 years old is considerably higher in percentage rate than the other two age groups. Despite this phenomenon, the total number of replies in the

category “the use of English in Russia is decreasing” is insignificant (only 5.2% out of 100%), therefore, we decided to disregard it.

To sum up, this chapter was concerned with the discussion of the results of this survey. The main purpose was to define which of the proposed hypotheses proved to be correct. Five main aspects have been analyzed where the responses of the participants (laypeople) have been compared to the experts’ opinions claimed in the theoretical part of this thesis in order to understand whether the two perspectives are congruent or have discrepancies. Hypothesis one (H1) claimed that the expert and lay perspectives on the use of English in Russia completely coincide and hypothesis two (H2) stated that there would be discrepancies in the opinions of experts and laypeople’s points of view. According to the analysis of the survey that has been carried out it can be concluded that hypothesis two has proven to be correct and although, the experts’ and lay perspectives do coincide on the majority of aspects, there is a number of discrepancies observed for each aspect of the analysis of this survey. Further on, the discrepancies will be referred to in detail.

The first discrepancy that could be traced was that the experts claimed in the theoretical part that the most popular foreign language spoken and taught in Russia is English, which was actually confirmed by the laypeople in our survey, however, other less popular languages named by the experts were German, French and Spanish. As for the foreign languages spoken at a basic level, according to our survey, Ukrainian became the second most popular after the English language, that was never claimed by the experts, and Spanish was never mentioned by the lay respondents. Certainly, neither could the experts foresee that Ukrainian would be claimed almost as popular as German when it came to the category “languages spoken at a basic level”.

The second vivid discrepancy was the fact that in reality the majority of the respondents, who took part in our survey, were never offered a choice among several foreign languages at school, instead they were forced to learn a particular foreign language offered by the school curriculum, whereas the expert perspective on this matter is quite the opposite. They claim that the school curriculum never obliged pupils to learn a certain foreign language and they always had a choice. It may be the case, however, that while the national curriculum does not require pupils to learn English, language courses offered in a particular school are limited to English.

Furthermore, what concerns the usage of English in everyday life, the experts stated quite clearly that the English language nowadays is considered very important in Russia also in everyday life. Despite the fact, the lay perspective on that matter was that the English language is not really important, although it is still used nearly on a daily basis.

Finally, in reference to the general usage of English, the experts claimed that according to a national survey more people in Moscow possessed a knowledge of English than anywhere else in Russia, therefore, it was concluded that the expert perspective on this matter is identical, that is English in Moscow is more important than anywhere else in Russia. To find out whether it corresponded to the lay point of view, a question was asked in two different regions of Russia: Moscow and Krasnodar. As the results showed, the experts' opinion did not coincide with the lay point of view and English in Krasnodar was considered as important as in the rest of the country.

Those were the main discrepancies found in the expert and lay perspectives on the use of English in Russia. They were enough to prove that hypothesis two (H2) has proven to be correct.

The next subchapter will be dedicated to the discussion of the limitations and implications for further research.

3.5.6 Limitations and implications for further research

The pages of this subchapter will be concerned with limitations of the given research and discuss the implications for the further investigation in this field.

One of the major limitations of this research is that there are very few books and articles on the topic of the use of English in Russia. Therefore, some of the aspects that were covered in the questionnaire and were replied to by the participants could not be either supported or contradicted by the expert perspective due to the scarce choice of literature.

As for the questionnaire per se there were quite a few limitations that will be discussed further on in greater detail. One of the limitations of our research, particularly concerning the questionnaire is the fact that foreigners who also speak fluent Russian (on a native speaker's level) and reside on a Russian territory were not excluded from the survey. The consequence of that is that the Ukrainian language, for instance, was claimed as the second popular foreign language (after English) spoken in Russia at a

basic level. Although, in reality there are very few Russians who actually speak Ukrainian, hence, a conclusion was drawn that a large number of respondents who took part in the research were Ukrainians living or working on the territory of Russia. The same applies to the 0,8% of the respondents who claimed that they speak Kazakh at a basic level. On the other hand, this may be interpreted as a feature of environmental fidelity of the survey, as it reflected the multinational character of the society in Russia.

Furthermore, rating of the English skills in the questionnaire was rather dubious. As no test of the English language skills was applied before filling in the questionnaire, it is hard to judge if the participants defined their own English skills correctly. The international system of evaluation of the language knowledge from A1 to C2 is not very well known in Russia and is only applied during the international language tests. Therefore, it is fair to claim that that self-rating of the English skills by the participants was quite relative and not very reliable.

As for comparing two particular regions of Russia on the topic of the use of English, the limitation is quite obvious as well. We only consider two particular regions of Russia and then draw a conclusion about the use of English on the whole Russian territory, which is not representative.

In reference to the future research all of the above-mentioned limitations should be taken into consideration. Moreover, the research topic is so broad that a lot of other aspects could be speculated on. For instance, it would be interesting to investigate the aspect of Russian as a lingua franca versus English as a lingua franca and trace the process of the interchange of the languages on territory of Russia by means of a survey. Moreover, a research could be carried out tracing the development of the use of English in Russia from a historical perspective, investigating generations of users of English and comparing different aspects in different times in the Russian history.

To conclude, the present research has quite a few limitations that could be taken into consideration and avoided in the future and the study could be taken to a new level and developed in many new and different aspects.

Conclusion

In this thesis we have attempted to reflect on the subject of the use of the English language in Russia. This thesis was structured as follows: first, the theoretical framework has been presented considering the historical development of the use and presence of English in Russia, followed by the reflection on the subject of the English language as a *lingua franca* versus Russian as a *lingua franca*. Consequently, the matter of the major domains of the use of English in Russia was touched upon, followed by the issue of English language teaching in Russia; later corresponding conclusions have been made to finalize the first part.

The second part of the thesis was dedicated to the survey carried out in order to be able to compare the theoretical part of the thesis (the expert perspective on the use of English in Russia) with the results of the survey (the lay perspective on the use of English in Russia) and understand if both points of view coincide or have discrepancies. Consequently, the discussion of the results is presented with the corresponding conclusions. A general conclusion is being drawn to finalize the thesis.

It can be clearly seen that at different stages of the Russian history English has had its presence in Russia, however, the extent of its presence and especially direct use has been rather unstable. The Cold war period could be characterized as the period of isolation from the rest of the world and a determined restriction of the penetration of the English language onto the territory of the USSR. The English language was regarded as the language of the enemy and at that time it was probably the only purpose why it was learnt-to be able to understand the enemy, and still even that purpose did not become a reason for the proper English language teaching techniques. The first problem was that the availability of teaching materials was very poor and those sources that were available were filled with the ideological issues inherent for that time period: promoting the Soviet way of life being the only proper way and the best one, antiwestern propaganda. Russian people were not able to travel abroad or have any contact with the enemy. It would be rather logical in this case to see no need in learning English, since no one was able to apply it in practice or ever talk to a native speaker. Another issue was that the English language teachers set the wrong priorities for teaching and concentrated on the unnecessary grammatical rules and terms, therefore, people's knowledge was limited to only being able to read and write. Though, this kind of educational program might have been a part of the governmental plan in order to

make sure that nobody really could have a good command of the enemy language. To sum up, the English language was not at all in extensive use at that period of time.

The status of the English language began to change during the post-perestrojka period. After the disintegration of the Soviet Union the cooperation with Western countries started to develop, the borders were open for people to finally travel, the demand for the English language started to grow. It did not just become allowed but also prestigious to learn English. Moreover, the status of the Russian language changed at that period of history. Russian once being the lingua franca on the territory of the USSR was losing its power to English. People no longer regarded it as a powerful language, instead they turned to English. Already at that time people thought of English as being the language of future and great perspectives as it was the language of the West where everything was thriving and people were living a good life. It happened very quickly that the English language substituted Russian as a lingua franca; nowadays there are very few countries that still have Russian as an official language. It is still holding a strong position in the Russian Federation, although with the amount of the English words that started penetrating into the Russian language after the perestrojka period, it is no longer Russian that it once used to be. As for the English language teaching at that time, the situation with the teaching materials changed considerably. They were supplied in abundance, however, that caused a different kind of problem at that time. The English language teachers being used to one system started to get confused with the new methods and books being offered, so did the students, since the new technique being a mixture of old and new was often incomprehensible to them. In general, the period of post-perestrojka was a good start for the developing presence and use of the English language in Russia.

Nowadays, the presence and use of English in Russia is as obvious and vivid as it has never been before. Anglicisms are now a part of the Russian reality: street signs always have an English duplicate; some shops do not even have a Russian version of the name and just leave the English alternative. Let alone the fact that Russian singers no longer sing as much in Russian and the cinema is only showing American movies. Besides, travelling abroad also demands at least a basic knowledge of a foreign language, and which one is the most popular language in the world? Business cooperation between Russia and foreign partners is growing day by day; therefore, nowadays it is hard to imagine that a person who is seeking for a good job will be employed without

having at least a basic knowledge of English. One of the daily routine of all the people in the world nowadays is the internet and Russia is no exception to that. Online shopping has become really popular and all the foreign goods that come with a manual will rarely have a Russian version of them, therefore people are forced to have a command of English, unless they want to shop only within Russia. It is not always right to rely on the Russian media and sometimes you just want to learn what is going on in the world from the original sources, Russians have such an opportunity within their reach, they just need to be able to speak English. These are just a few examples, there are numerous others, but we believe it is already enough evidence to show that the use and presence of English in Russia is rather extensive.

Since the English language is in such a great demand, it is also worth mentioning the English language teaching issues nowadays. As we have mentioned before, the supply of English teaching materials improved significantly after the period of post-perestrojka, and it has been sufficient ever since. We believe that nowadays there is not a book on the English language teaching that is not available in Russian stores. Apart from that, the number of private schools, courses and institutions that teach English at your convenience is rather large. However, there are still certain issues and namely the teachers still are in need of training, since many of them are still using the methods that are no longer up-to-date and concentrate on the wrong priorities. Many of the English language teachers in Russia are quite indifferent towards their jobs due to the fact that the salary they get for it is very low. Those who do not want to stay indifferent often change to better paid jobs; hence, there is also a certain lack of English language teachers, especially the good ones. It is necessary for the Russian government to change this unfortunate situation, otherwise the quality of education will be deteriorating. As it could be noticed, there are certain problems inherent for modern English language teaching in Russia but luckily enough there are a lot of other opportunities to learn English for the Russian people. There exist many English language schools abroad, certainly the British ones would be the most expensive but people can opt for cheaper locations like Malta; the exchange student programs are now very favored as well and are a perfect opportunity for people who want to learn English language effectively and outside Russia.

The main purpose of this thesis was to make an overview of what the books and articles state about the use of English in Russia that is to compare the expert perspective

with the results of the survey carried out among regular people, laypeople, and see if the two perspectives are identical or there are particular discrepancies in the points of view of the both. After having finished the research part and having interpreted the results, we have compared them to the experts' opinion and have found out that both perspectives coincide on the majority of the issues; however, there are certain discrepancies. They are not really crucial but nevertheless it was quite informative to learn that expert and lay perspectives can be different. The survey per se was very interesting to carry out but as we have already mentioned in one of the subchapters it had certain limitations to it and those should be taken into consideration for the further research. The subject of the use of the English language in Russia is a very challenging due to the fact that it hasn't properly been developed and explored until now, there is a big potential in it and the field of investigation is rather vast. A lot has changed over the years in Russia, the presence and use of the English language included, and it would be very interesting for instance to investigate different generations of Russian people in order to see what their point of view on the subject of the use of English in Russia is, how different the mentality of Russians used to be and compare it to the modern mentality, and find out what reflection it has on the attitude of Russians towards the English language.

To conclude, it would be relevant to mention that the use and status of English in Russia has changed significantly over the years and that we hope that all the problems that this subject is concerned with will be solved in the future, and more and more Russian people will be willing to learn the English language and be fluent in it as English is indeed the international language and the language of the future.

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Appendix

Questionnaire

English in Russia

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I. Introduction

This questionnaire is aimed at a comprehensive analysis of the opinions on the use of English in Russia. This study is conducted within the Master thesis project of the University of Vienna. Your name is not asked for and all the information provided is strictly confidential. The main purpose of the investigation is to learn about your personal opinion and experience in using English. Please answer the questions sincerely as only this will guarantee the success of our research.

Уважаемые участники!

Целью данной анкеты является подробный анализ-обработка мнений россиян об использовании английского языка на территории России. Составитель данной анкеты проводит исследование для своего дипломного проекта в университете Вены. Вам не требуется указывать ваше имя и фамилию и вся информация, предоставленная вами, будет храниться в строгой конфиденциальности. Главная цель данного исследования-узнать ваше личное мнение и опыт в использовании английского языка. Убедительная просьба отвечать на вопросы как можно более правдиво, так как это является непосредственной гарантией успеха данного исследования.

II. Sociodemographics

s1 Your gender? Укажите ваш пол

- 1 Male Женский
- 2 Female Мужской

s2 Your age? Укажите ваш возраст

Please write your age as a number Пожалуйста, укажите ваш возраст в цифровом эквиваленте

1

Prog: Kategorisierung: 0-14 years

15-20 years

21-30 years

31-40 years

41-50 years

51-100

s3 What is your education? Укажите ваше образование

- 1 Secondary school Среднее
- 2 Technical school Среднее техническое
- 3 Higher education Высшее

s4 What is your profession? Укажите вашу профессию

- 1 Company owner / self-employed Предприниматель
- 2 Professional (e.g. lawyer, doctor) Специалист (например врач, юрист и т.п.)
- 3 Manager or civil servant Менеджер или государственный служащий

- 4 Employee or civil servant сотрудник, работающий по найму или государственный служащий
- 5 Leading worker (e.g. mastercraftsman, technician) ведущий специалист (техник, мастер)
- 6 Worker работник
- 7 Agriculturist сельскохозяйственный работник
- 8 At school школьный работник
- 9 At university университетский работник
- 10 Unemployed безработный
- 11 Compulsory civil service армейский служащий
- 12 Retiree пенсионер
- 13 Housewife / househusband домохозяйка/домохозяин
- 14 Voluntary work работник на добровольной основе
- 15 Maternity leave/ paternity leave в отпуске по уходу за ребенком
- 16 Other другое

s5	Where do you live? В каком городе вы проживаете?
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- 1 Chelyabinsk -> Челябинск
- 2 Kazan --> Казань
- 3 Krasnodar Краснодар
- 4 Moscow Москва
- 5 Nizhny Novgorod -> Нижний Новгород
- 6 Novosibirsk --> Новосибирск
- 7 Omsk --> Омск
- 8 Perm --> Пермь
- 9 Rostov-na-Donu --> Ростов-на-Дону
- 10 Saint Petersburg --> Санкт-Петербург
- 11 Samara --> Самара
- 12 Ufa --> Уфа
- 13 Volgograd--> Волгоград
- 14 Yekaterinburg --> Екатеринбург
- 15 In another city or not in Russia--> Другой город не в России

III. Foreign languages

q1	Which languages do you speak at least at a basic level? Какими языками вы владеете по меньшей мере на начальном уровне?
-----------	--

- _1 Russian Русский
- _2 English Английский
- _3 German Немецкий
- _4 French Французский

- _5 Hungarian Венгерский
- _6 Czech Чешский
- _7 Romanian Румынский
- _8 Croatian Хорватский
- _9 Spanish Испанский
- _10 Italian Итальянский
- _11 Slovenian Словенский
- _12 Slovakian Словацкий
- _13 Other: Другой

q2 How many foreign languages did you learn at school? Сколько иностранных языков вы изучали в школе?

- 1 1 foreign language 1 иностранный язык
- 2 2 foreign languages 2 иностранных языка
- 3 3 foreign languages 3 иностранных языка
- 4 4 foreign languages or more 4 и более иностранных языка

q3 And what was the first foreign language you studied at school? Какой был первый иностранный язык, который вы изучали в школе?

- 1 Russian Русский
- 2 English Английский
- 3 German Немецкий
- 4 French Французский
- 5 Hungarian Венгерский
- 6 Czech Чешский
- 7 Romanian Румынский
- 8 Croatian Хорватский
- 9 Spanish Испанский
- 10 Italian Итальянский
- 11 Slovenian Словенский
- 12 Slovakian Словацкий
- 13 Other: другой..... g

q4 Were you allowed to choose {Language from0} among several foreign languages or was it compulsory to study {Language from0}?Предоставляли ли вам при изучении возможность выбора среди нескольких иностранных языков или выбор ограничивался обязательным изучением языка из вопроса №5?

- 1 I had the choice Да, у меня была возможность выбора
- 2 {Language from0} was compulsory Нет, язык из вопроса №5 являлся обязательным для изучения

q5 Which other foreign languages in addition to {Language from0} did you learn at school?Какие еще иностранные языки, не считая приведенные в вопросе №5, вы изучали в школе?

- _1 Russian Русский
- _2 English Английский
- _3 German Немецкий
- _4 French Французский
- _5 Hungarian Венгерский
- _6 Czech Чешский
- _7 Romanian Румынский
- _8 Croatian Хорватский
- _9 Spanish Испанский
- _10 Italian Итальянский
- _11 Slovenian Словенский
- _12 Slovakian Словацкий
- _13 Other: Другой

q6 What was the first compulsory foreign language that you learned at school?Какой язык был первым для обязательного изучения в вашей школьной программе?

- 1 English Английский
- 2 German Немецкий
- 3 French Французский
- 4 Hungarian Венгерский
- 5 CzechЧешский
- 6 Romanian Румынский
- 7 Croatian Хорватский
- 8 Spanish Испанский
- 9 Italian Итальянский
- 10 Slovenian Словенский
- 11 Slovakian Словацкий
- 12 Other: другой
- 13 I cannot remember.Не припомню
- 14 I always had the choice to choose among several foreign languages.Мне всегда предоставлялось право выбора из нескольких иностранных языков

IV. Learning English as a foreign language

**q7 We would like to focus on the English language now: А теперь речь пойдет непосредственно об английском языке:
At which age did you start learning English? В каком возрасте вы начали изучать английский?
Please specify your age as a number. Пожалуйста, укажите ваш возраст в цифровом эквиваленте**

1

Prog: Kategorisierung: 0-5years

6-15years

16-25years

26-35years

36-45years

56-65years

66-75 years

q8 Where did you first get acquainted with English? Где вы впервые столкнулись с английским языком?

- 1 Kindergarten / nursery school В детском саду
- 2 Pre-School В дошкольном учреждении
- 3 Primary School В начальной школе
- 4 Secondary School В средней школе
- 5 High School В гимназии
- 6 University/College В университете\колледже
- 7 At work На рабочем месте
- 8 In an optional course outside work На курсах вне работы
- 9 At home (with family, relatives, friends,...) Дома (с семьей, родственниками, друзьями)
- 10 Other: Другое

q9 How would you rate your English skills? Как вы оцениваете ваши знания английского языка?

- 1 Basic communication skills / working knowledge (A1 to A2) начальный уровень (от A1 до A2)
- 2 Good command / good working knowledge (B1) средний уровень (B1)

- 3 Very good command (B2) продвинутый уровень (B2)
- 4 Excellent command / highly proficient in spoken and written English (C1) высокопродвинутый уровень как устный, так и письменный (C1)
- 5 near native / fluent (C2) свободное владение (C2)
- 6 native speaker уровень носителя языка

q10 Now please consider the following sources. Then go through and let us know how useful each one was to you for learning English? Для рассмотрения предлагаются следующие источники, способствующие изучению английского языка. Пожалуйста, оцените по шкале от 1 до 5 какие из них явились наиболее полезными для вас.

		Very useful очень полезны	2	3	4	Not useful at all бесполезен	n/a ни одно из выше перечисленных
_1	School institutions школьное учреждение	1	2	3	4	5	6
_2	courses outside school курсы вне школьной программы	1	2	3	4	5	6
_3	Audio sources аудиокурс	1	2	3	4	5	6
_4	Watching English movies просмотр фильмов на английском языке	1	2	3	4	5	6
_5	Playing computer games компьютерные игры	1	2	3	4	5	6
_6	Using the internet использование интернета	1	2	3	4	5	6
_7	Reading English books чтение книг на английском языке	1	2	3	4	5	6
_8	Communication at work общение на английском	1	2	3	4	5	6

работе						
_9 communication in private life общение на английском вне работы (в частном порядке)	1	2	3	4	5	6

q11 Did you use other sources, which you consider effective for learning English? Использовали ли вы какие-либо другие источники, которые вы сочли полезными для изучения английского языка?

_1

q12 What kind of difficulties have you encountered while learning English? С какими трудностями вы столкнулись при изучении английского языка?

[

- _1 Teacher couldn't teach / explain well Неквалифицированные преподаватели
- _2 Lack of suitable exercises Недосток соответствующих упражнений
- _3
- _4
- _5 No chance to use English in everyday life Отсутствие возможности ежедневного использования английского языка
- _6 Lack of availability of English books, movies,...Недосток материалов на английском языке (книги, фильмы и т.п.)
- _7 Courses / study materials were very expensive Дороговизна курсов\учебных материалов
- _8 Limited number of courses available Ограниченный выбор курсов обучения английскому языку
- _9 No courses for higher intermediate levels were available Отсутствие курсов для более продвинутого уровня владения английским языком
- _10 Other: другое
- _11 I didn't encounter any difficulties (exclusive) Я не испытывал никаких трудностей при изучении английского языка

V. Using the English language in everyday life

q13 How important is English in your everyday life? Насколько важен для вас английский язык в повседневной жизни?

- 1 Very important очень важен
- 2 Important важен
- 3 not really important не очень важен
- 4 Absolutely unimportant абсолютно неважен

q14 How often do you use English in your everyday life? Как часто вы используете английский в повседневной жизни?

- 1 Nearly every day практически каждый день
- 2 About once a week примерно раз в неделю
- 3 a few times a month несколько раз в месяц
- 4 Less than a few times a month менее чем несколько раз в месяц
- 5 Never никогда

q15 In which of the following situations are you using English in your everyday life and how often? В каких из ниже перечисленных ситуаций вы используете английский в повседневной жизни и как часто?

		Nearly every day Практически каждый день	About once a week Примерно раз в неделю	A few times a month Несколько раз в месяц	Less than a few times a month Менее чем несколько раз в месяц	Never Никогда
_1	visiting English courses посещение курсов английского языка	1	2	3	4	5
_2	Using audio sources использование аудио источников	1	2	3	4	5
_3	watching English moviesпросмотр фильмов на английском языке	1	2	3	4	5
_4	Playing computer games компьютерные игры	1	2	3	4	5
_5	Using the internet использование интернета	1	2	3	4	5
_6	reading English books чтение книг на английском языке	1	2	3	4	5
_7	Communicating at work общение на английском языке на работе	1	2	3	4	5
_8	communicating in private life общение на английском вне работы (в частном порядке)	1	2	3	4	5

q16 Are there any other situations where you get a chance to speak English at a regular basis? Приходилось ли вам быть в каких-либо других ситуациях (за исключением выше перечисленных), где вам удавалось общаться на английском языке?

_1

q17 Which of the following statements applies best? Какие из ниже перечисленных утверждений являются наиболее подходящими для вас?

- 1 I speak more English than I write in English. Я говорю на английском языке больше, чем пишу.
- 2 I write more English than I speak English. Я пишу на английском языке больше, чем говорю.
- 3 I write and speak English equally often. Я пишу и говорю на английском языке в одинаковой пропорции.

VI. English in Russia

q18 In your opinion: how important is English in Russia? На ваш взгляд, насколько важен английский язык в России?

- 1 Very important очень важен
- 2 Important важен
- 3 not really important не очень важен
- 4 Absolutely unimportant абсолютно неважен

q19 In {city} English is... В {городе} английский язык.....

- 1 More important than in the rest of the country. Более важен, чем в остальной части страны
- 2 As important as in the rest of the country. Также важен, как и в остальной части страны
- 3 Less important than in the rest of the country. Менее важен, чем в остальной части страны

q20 What do you think is English used for in Russia? Для каких целей используется английский язык в России?

- _1 Business communication at work бизнес общение на работе
- _2 Private communication, for example with friends общение в частном

порядке (например, с друзьями)

_3 Communication in shops, hotels, restaurants and authorities общение в магазинах, отелях, ресторанах и других учреждениях

_4 Others: другое

q21 Do you think the use of English is currently increasing, stable or decreasing in Russia? На ваш взгляд, использование английского языка в России на данный момент увеличивается, остается стабильным или уменьшается?

1 Increasing увеличивается

2 Stable остается стабильным

3 Decreasing уменьшается

q22 Why do you think it is increasing? На ваш взгляд, что является причиной увеличивающегося использования английского языка?

_1

q23 Why do you think it is stable, i.e. neither increasing nor decreasing? На ваш взгляд, что является причиной стабильного использования английского языка в России?

_1

q24 Why do you think it is decreasing? На ваш взгляд, что является причиной уменьшающегося использования английского языка в России?

_1

Abstract

The status and use of English in the Expanding Circle has recently been of significant interest. Although Russia ranges with the countries of the Expanding circle, the subject of the use of the English language on its territory has not been largely investigated. This thesis aims at presenting the overview on the subject of the use of English language in Russia, including various aspects such as the historical development of the presence and use of English and the reflections on the English language teaching in Russia at different historical stages. The theoretical overview is made in order to find out the expert perspectives on the use of English in Russia. Further on, a research is carried out among the laypeople eliciting the data by means of an online questionnaire in order to compare their point of view on the subject with the expert perspective and detect, whether both perspectives are identical or there are particular discrepancies. The analysis is undertaken that suggests that both expert and lay perspectives coincide on the majority of the aspects; however, there are indeed certain discrepancies.

Zusammenfassung

Der Status und die Verwendung der englischen Sprache im „erweiterten Kreis“ war zuletzt von signifikantem Interesse. Obwohl sich Russland im „erweiterten Kreis“ dieser Länder befindet ist die Verwendung der englischen Sprache auf dessen Territorium noch nicht tiefergehend untersucht worden. Diese Arbeit gibt einen Überblick über die Verwendung der englischen Sprache in Russland, inklusive vielseitiger Aspekte wie z.B. die geschichtliche Entwicklung der Sprache im Allgemeinen sowie den Unterricht und die Lehre der englischen Sprache zu unterschiedlichen historischen Perioden. Der theoretische Teil wurde erstellt um die Expertensicht der Verwendung der englischen Sprache in Russland zu zeigen. Des Weiteren wurde eine Umfrage unter Laien erstellt, um Daten zu gewinnen die es ermöglichen, ihre Betrachtungsweise mit dem der Experten zu vergleichen und um herauszufinden ob die Sichtweisen ident sind oder ob es signifikante Abweichungen gibt.

Die Analyse der Daten zeigt, dass die Meinungen der Laien und Experten sich mehrheitlich decken es jedoch bei bestimmten Aspekten signifikante Unterschiede auftreten.

PERSÖNLICHE ANGABEN

Ekaterina Sima-Tovkach

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Lehrer / Berufsübersetzer

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05/2007–09/2008

Team Assistant

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Tätigkeitsschwerpunkte:

- Erstellung von diversen Präsentationen für die Geschäftsleitung mit Powerpoint
- externe Kommunikation, gesamter Briefverkehr mit externen Partnern
- Erstellung der Agenda und Mitschriften aus Besprechungen
- Überwachung und Wartung aller Office Systeme
- Konferenzraum Management
- Ansprechpartner für alle der Geschäftsleitung untergeordneten Abteilungen
- Bestellung Büromaterial
- Organisation aller internen und externen Veranstaltungen

09/2008–07/2010

Leitender Flugbeleiter (purser)

S7 Airlines, Moscow (Russia)

Tätigkeitsschwerpunkte:

- zuständig für die Sicherheit der Passagiere und Besatzung während des Fluges
- Primärer Ansprechpartner für Notfallsituationen
- Überwachung der Abläufe im Flugzeug
- gesamte Dokumentation der Aktivitäten
- Beschwerdemanagement von Fluggästen
- Anlaufstelle für Supportfragen von Mitarbeitern der Fluglinie

AUSBILDUNG und PRAKTIKA

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Studium einer Vielzahl von Übersetzungsdisziplinen im wie Technik, Medizin, Wirtschaft und Allgemeinübersetzung auch im internationalen Kontext.

Abschluss mit Auszeichnung

- 2002 **Sozialarbeiter Ausbildung**
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- 2003 **Business Englisch Ausbildung**
Wirtschaftskorrespondenz und Verhandlungstechniken, Vertragsgestaltung, internationale Kommunikation und Wirtschaftsethik
- 30/09/2012–10/2014 **Master of Arts**
Universität Wien (Austria)
Thema der Master Thesis: “die englische Sprache in Russland, Perspektiven von Laien und Experten”

PERSÖNLICHE FÄHIGKEITEN

Muttersprache Russisch

Andere Sprachen

VERSTEHEN		SPRECHEN		SCHREIBEN
zuhören	lesen	Interaktion	Produktion	
Englisch	C1	C2	C2	C1
First Certificate in English				
Deutsch	B2	B2	B2	B2

Levels: A1/A2: Einfach - B1/B2: Fortgeschritten - C1/C2: Experte

Kommunikationsfähigkeiten Sehr erfahren im Bereich internationaler Kommunikation, ausgezeichnete Fähigkeiten im Austausch mit Organisationen mit interkultureller und akademischer Orientierung.

Organisationsfähigkeiten organisiert, selbstdiszipliniert, stress resistent., pünktlich, verantwortungsvoll

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