REPORT RESUMES

ED 012 569
TEXTBOOKS AND OTHER MATERIALS USED IN CALIFORNIA PUBLIC SCHOOLS IN THE TEACHING OF RUSSIAN.
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A SUMMARY IS GIVEN OF A 1965-1966 SURVEY OF INSTRUCTIONAL MATERIALS USED BY RUSSIAN TEACHERS IN GRADES 7 TO 12 IN CALIFORNIA PUBLIC SCHOOLS. THIRTEEN BASIC TEXTBOOKS, SUPPLEMENTARY TEXTS, AND TEACHING AIDS ARE LISTED FOR PROGRAMS THAT RANGED IN LENGTH FROM ONE TO FOUR YEARS. COMMENTS FROM TEACHERS INDICATED THAT MOST WERE SATISFIED WITH THEIR TEXTS, BUT THAT THE DEVELOPMENT OF MORE VISUAL AIDS, SPECIALLY FILMS, FILMSTRIPS, AND CHARTS, AND TESTS CORRELATED WITH TEXTBOOKS, WOULD BE USEFUL. (AB)
Survey:

During the school year 1965-66 there were 58 public elementary and secondary schools in California offering instruction in Russian. These schools were asked to respond to a questionnaire on textbooks and materials being used in the teaching of Russian. Forty-eight schools returned the questionnaire, giving an 82.7% response.

Enrollment:

The following figures, obtained from other sources, apply to enrollment in California public elementary and secondary school Russian classes for the school year 1966-67:

<table>
<thead>
<tr>
<th>1st year</th>
<th>2nd year</th>
<th>3rd year</th>
<th>4th year</th>
<th>5th year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,233</td>
<td>655</td>
<td>242</td>
<td>65</td>
<td>1</td>
<td>2,196</td>
</tr>
</tbody>
</table>

Sequence:

A four-year sequence in Russian was offered in 13 of the 48 schools that responded to the questionnaire. Seventeen had a three-year sequence, 14 had a two-year sequence, and 4 were offering only the first year at that time.

Russian was available to 7th graders in 2 schools, to 8th graders in 3 schools. Ninth graders in 28 different schools could enroll in Russian classes, and 45 schools offered Russian to 10th, 11th and 12th grade students.

*A special credit is given to the two consultants who conducted the survey and prepared this report, Mr. Robert W. Parr and Mr. Lloyd G. Baysdorfer.
Textbooks:

The following were listed as basic texts for the levels indicated: *

<table>
<thead>
<tr>
<th>textbook</th>
<th>1st year</th>
<th>2nd year</th>
<th>3rd year</th>
<th>4th year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Conversational Russian</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essentials of Russian</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A-LM, Level One</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Level Two</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level Three</td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Level Four</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Modern Russian I, Vol. 1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vol. 2</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level One</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Simplified Russian Grammar</td>
<td></td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Basic Russian (Domar)</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Book One</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book Two</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Course in Russian</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Modern Russian Course</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Introductory Russian Grammar</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Supplementary Materials:

The following were given as supplementary texts and materials being used:

Books


   - Book One: Lermontov's Taman'. 1961
   - Book Two: Two Short Stories by Pushkin. 1961
   - Book Three: Lermontov's Bela. 1961
   - Book Four: Three Short Stories by Turgenev. 1961
   - Book Five: Turgenev's The Provincial Lady. 1962


6. Khavronina. Russian As We Speak It. (Information regarding the purchase of this book may be obtained from the Znanie Book Store, 5237 Geary Boulevard, San Francisco or from other sources that import books from the Soviet Union.)

* Bibliographical information is given on page 6


9. "Materials for Use in First Year Russian." San Diego City Schools, 1959


17. Pushkin, A. *The Queen of Spades.* Edited by D. Bondar. Pitman, 1944

   I. *Rabbit's Paws* by K. Paustovsky and *Zinochka* by N. Novoselova. 1961
   II. *The Fate of Man* by M. Sholokhov. 1960
   III. *Chelkash* by M. Gorky. 1961
   IV. *First Love* by I. Turgenev. 1960
   V. *Netochka Nezvanova* by F. Dostoevsky. 1962


Tapes and Records


Periodicals


2. Izvestia. (Information regarding the purchase of this newspaper and other materials that are printed in the Soviet Union may be obtained from the Zlanie Book Store, 5237 Geary Boulevard, San Francisco or from other sources that import books from the Soviet Union.)


4. Krokodil. (See number 2 above.)


Other Aids

1. Ballad of a Soldier. (Film scenario.) Edited by Laurence Thompson et al. Harcourt, Brace and World, 1966


Comments About Textbooks Being Used:

Approximately 75% of the schools indicated that they have used their current textbook for some time and that they are not contemplating a change. Generally, those schools that have changed texts recently or that are considering changing have looked for a book that would give more emphasis to speaking.

Criticism of the textbooks oriented to audio-lingual teaching centers around the vocabulary (not every-day, limited, uninteresting) and the need for supplementary materials. Other textbooks appear to be difficult to adapt to audio-lingual instruction, as well as to lack drill materials.

Since most teachers tend to choose textbooks that correspond to their philosophy of teaching, they are generally satisfied with the approach of the books that they are using.

Types of Textbooks Needed:

In keeping with the emphasis in grades 6-8 on the oral aspects of the language, it was indicated by most teachers that there is a very strong need for textbooks with extensive visual aids. Pictures of all kinds would be desirable, as well as drawings and other interest-catching aids. In grades 9-12 the main need seems to be for a textbook that would combine the best of the audio-lingual and the more grammar-oriented approaches. Many teachers using audio-lingual textbooks look for better and more extensive drills, both oral and written, whereas those using the grammar-oriented textbooks evidence the need for a more colorful format, with drills and exercises based on more common everyday situations.
Supplementary Materials Needed:

About 70% of the teachers who responded to the questionnaire feel that special audio-visual materials, such as films and charts, are very much needed for classroom instruction. Films and filmstrips head the list of suggested materials.

Testing Materials:

Half of the teachers agree that available testing materials are adequate, possibly because most of the teachers are using their own materials. The need is for more and better testing materials, particularly for those that will correlate with the textbook being used.
Basic Texts *


* See page 2