

BRUSH UP YOUR SPANISH



The history of language teaching and learning in Britain: How understanding the past can help us shape the future

C Was sind sie von Beruf?
 Viele Leute sind bei der Konfirmation, aber was sind sie alle von Beruf?

Ingenieur
 Pilot
 Lehrer
 Wissenschaftler
 Koch
 Bauer
 Bauarbeiter
 Schüler
 Wissenschaftler
 Koch
 Bauer
 Bauarbeiter
 Schüler
 Ingenieur
 Pilot
 Lehrer
 Wissenschaftler
 Koch
 Bauer
 Bauarbeiter
 Schüler

SMALL TALK
 FOR THE USE OF
 YOUNG LADIES
 THAT WISH TO LEARN
 THE COLLOQUIAL PART
 OF THE
 ITALIAN LANGUAGE.
 By JOSEPH BARETTI
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 LONDON,
 Printed for G. ROBINSON, in Pater-noster Row.
 MDCCXXV.

教	苟	性	人
Touch	Wrongly	Nature	Men
之	不	相	之
Arrive	Not	Meet	Arrive
道	教	近	初
Road	Teach	Near	Begin-ning

冒	性
Practice	Nature
泪	本
Metal	Root
善	善
Far	Good

It is in this becoming widely different, nature will deteriorate, such the utmost importance to

LINGUAPHONE LANGUAGE COURSES

LINGUAPHONE CONVERSATIONAL COURSES IN ENGLISH, FRENCH, GERMAN, ITALIAN, SPANISH, PORTUGUESE, HEBREW, ARABIC, HINDI, URDU, PERSIAN, POLISH, RUSSIAN, YIDDISH, JAPANESE, CHINESE, HUNGARIAN, SWEDISH, DANISH, NORWEGIAN, FINNISH, CZECH, SLOVAK, CROATIAN, SERBIAN, BOSNIAN, ALBANIAN, GREEK, TURKISH, VIETNAMESE, THAI, HAITIAN CREOLE, HAWAIIAN, MAORI, SINGHALESE, TAMIL, TELUGU, MALAY, MALAYALAM, KANNADA, GUJARATI, PUNJABI, URDU, HINDI, ENGLISH.

LINGUAPHONE CONVERSATIONAL COURSE IN GERMAN

NO.	TITLE	NO.	TITLE
1	The Schneider Family	19	At the Store
2	A Visit	20	The Tailor's Shop
3	The Children	21	The Hairdresser's
4	In the Dining Room	22	Anton, Charles's Son and Brother
5	In the Living Room	23	At the Letter's
6	The Bedroom	24	The Drunkenster & the Milliner
7	The House	25	Time
8	"Where did I find?"	26	Some more Bank Book Entries
9	In the Hall	27	Commerce and Industry
10	In the Restaurant	28	The Music-Club
11	The Railway Station	29	Theatre and Cinema
12	The Post Office	30	The Witches

Revised 1 & 2. German Sounds.

(54)

Глава 4. С А Р. 4.
 Между хозяина и слуги. *Inter Dominum & Servum.*
 Корзинах ты ло- (1) *Cibastine equum?*
 шадд *Cibavi, fed non-dum aquatum duxi.*
 поринах, а еще не *Quare non matura-rius surrexisti?*
 наполнил. *Tua dominatio scit, quando heri do-mum veneris.*
 алауко ты не по- (2)
 рани встал? *Quaquam matu-re cubitum eas, ta-men nunquam ante septimam horam te video.*
 ткое заоркие *Imposterum igna-vus non ero.*
 знает когда ты вче- *Quare fornacem non calefecisti?*
 рах домон прик- *Zwischen dem Herrn und Knecht.*
 хал?
 хоти ты рано (3)
 спат лежишь одна- *Was ist das Pferd gefutert? Ja, aber ich habe es noch nicht ge-tranchet. (2) Warum bistu nicht früher aufgestanden? Der Herr weiß, wann er gehen zu hause gekommen ist. (3) Wenn du gleich früh schlafen gehst, so fehe ich dich doch niemals vor sieben Uhr. Eins handfuge soll ich nicht feul sein, (4) Warum bistu nicht eingeeizet?*
 кожде некогда преж- *Imposterum igna-vus non ero.*
 де седмого часа тебе *Quare fornacem non calefecisti?*
 кижд.
 кз перах ленихз *Imposterum igna-vus non ero.*
 не вдал.
 алауко ты не то- (4)
 пинах пеза.





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- **“The history of language learning and teaching in Britain”**, *The Language Learning Journal* 46.1 , 2018 (open access)
- See also *Teaching and Learning Foreign Languages: A History of Language Education, Assessment and Policy in Britain* (2017, Routledge).



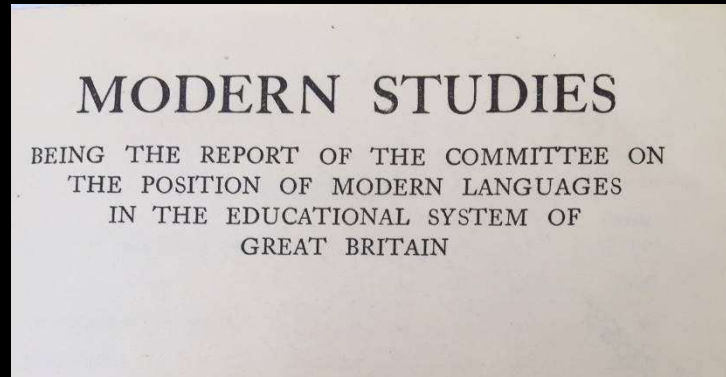
BRITISH ACADEMY

for the humanities and social sciences



Arts & Humanities
Research Council

1. 100(+) years of worrying, at least since the *Leathes Report* (1918)



Dealt with

- History of, neglect of, and value of Modern Studies (3 chapters)
- Relative importance of the several languages
- Means of instruction and examinations
- Conclusions, and 53 recommendations



The Leathes recommendations - what progress in a century?

Spanish, Italian and Russian should be given equal prominence to German; others including non-European languages should not be neglected	Good progress
Establish more Chairs and staff at Universities, especially French	Yes
Research funding, sabbaticals for modern languages	Yes (variably)
Oral examinations and speaking to be given due recognition	Yes
Residence abroad for students, also opportunities for teachers	Yes (currently...)
Improve pay and conditions for British-trained teachers at School and Universities	Yes (comparatively!)



And yet....

Adequate space and prominence in school timetable	Limited hours per week , and no mechanism to influence it Only 3 A-levels, no AS Not compulsory at GCSE (but cf. Ebac)
Examinations need attention	Fear of severe/ unpredictable grading High achievers and elite are put off Less able are alarmed by standards expected
Teacher training – in sufficient numbers, also for primary	Not yet...
Pupil and student numbers	Better than 1918 - but worse again than the 1980s (GCSE) and even than the 1960s (A-level)

2. Advocacy: A historical case study in— what works (or not)?

Universities

We need languages graduates to steer us through our post-Brexit troubled waters

Nicola McLelland
Wed 31 Jul 2019
07.00 BST

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Themes in BTL comments Guardian, July 31, 2019): Google Translate; everyone speaks English; other languages are harder to learn than English

Making the case for Spanish

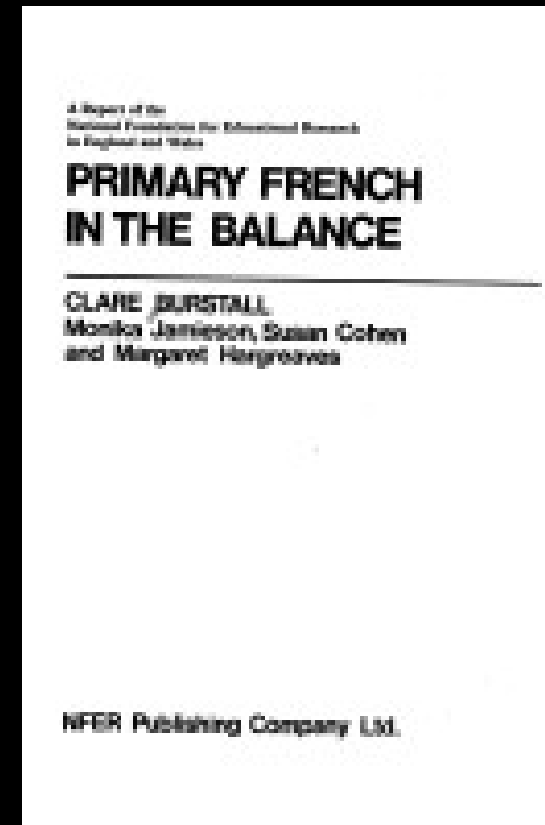
- “For most of the 21st century, the case for the practical application of languages has been robustly made. That may capture policymakers’ attention, but individuals don’t make decisions in the same way.
- The Leathes report made the [business] case for increasing the number of Spanish speakers 100 years ago, but it took until 2001 for candidate numbers for GCSE Spanish to match those for German.
- We can’t wait 80 years for languages education to recover. ...”

3. Policy-making – a history of obstacles and laws of unintended consequences

- A policy heyday? 1960s to ca. 2000? CILT (Centre for Information on Language Teaching) founded 1966 (abolished in England 2010);
- Our system(s) are highly decentralized (devolved nations; multiple exam boards; parallel IGCSEs; LEAs vs academies vs independent schools
- Laws of unintended consequences: boosting STEM, EBacc (includes a language) vs Progress 8 (good grades in English & Maths), abolition of AS-levels
- A **National Languages Strategy** is highly desirable: policy recommendations need an owner (not *x needs to be done*, but *y must do x*; finding *y* is not always easy!

5. Teaching and learning: primary languages 1964-1974 and today

- Ten-year Pilot scheme in Primary Languages was discontinued
- Results were not better (though attitudes were arguably more positive)
- What conclusions can we draw?
- Cause and effect? (transition, staffing...)
- Resource planning – teacher training
- Primary languages mark II Introduction – what will we measure it against, and will it pass muster?



4. What else does history teach us?

- Facts and evidence can be completely unhelpful in changing minds (“experts”)
- Money only makes so much difference, as long as it lasts (1950s and 1960s Russian, Chinese today ...?)
- Narratives and personal experiences *do* matter (the case of Spanish)

Narratives - Cultural status of languages in the wider community is the real prize

Key factors include

- prestige (the price we paid for the “skills” agenda?),
- gendering (19th C - spoken language is for girls, low-status; grammar trains mental rigour and is for boys)
- Other cultural factors

4. What does history teach us?

- Other cultural factors

For a slightly different perspective ..., Ireland ...

“To free ourselves from the intellectual control of England is the main purpose with which the study of modern languages can be recommended” (1908, cited by Fischer 2000: 467).

German, even more than French, benefited from this nationalist, de-anglicizing current

1930: 42.5 % of candidates for German answered their examinations through the medium of Irish, but only 5.5 % of pupils taking French did so (Fischer 2000: 468–69).