



Connecting Cultures?

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1. Plenary Paper Abstracts

Prof. Mike Byram (Durham University)

Internationalism and education in the 1920s, with special reference to Foreign Language Education in Britain

One might expect that the jingoism of the Great War would lead to a turning away from nationalism, and the League of Nations was indeed a step towards the new era hoped for by the survivors such as Henri Barbusse. The forces of nationalism and the spirit of the Treaty of Versailles were not long in the shade, as Maynard Keynes foresaw during his participation in the Treaty negotiations.

The League of Nations Union brought an internationalist perspective to education and contemporary observers of schooling in Western Europe saw some signs of a change, and it is against this background that I want to examine the response to the new situation in foreign language education (FLE).

Since FLE is concerned with the languages of other countries, including former enemies, the opportunity for an internationalist education might be expected or at least hoped for. One contemporary observer was optimistic that British education had the potential to promote 'the international ideal'. However, the Leathes Report on the future of modern languages and 'modern studies', with a liberal educationist as its influential scribe, revealed no awareness of internationalism. Was this a missed opportunity or an inevitability?

Prof. Giovanni Iamartino (University of Milan)

"Well furnished with learnyng, and very expert in the knowledge of diuers tonges": Connecting Cultures in the Elizabethan Age

The quoted phrase in the title of my presentation is taken from Roger Ascham's *The Scholemaster* (posthumously published in 1570) and it refers to Ascham's praise of Sir Thomas Hoby as the translator of Baldassar Castiglione's *Il Cortegiano*, originally published in Venice in 1528; as such, it may well be said to adumbrate quite a few of the controversial socio-cultural issues of 16th-century England, in its relations with the Continent and especially Italy.

In fact, Ascham, tutor in Greek and Latin to Princess Elizabeth between 1548 and 1550, argued in the very same book that "I know diuerse, that went out of England, men of innocent life, men of excellent learnyng, who returned out of *Italie*, not onely with worse maners, but also with lesse learnyng: neither so willing to liue orderly, nor yet so hable to speake learnedlie, as they were at home, before they went abroad." And yet Ascham praised Hoby, although the latter's translation – published as *The Book of the Courtier* in

1561 – widely disseminated in England the Italian ideas and ideals of the Renaissance, which exerted a great influence of the English nobility's conception of the English gentleman.

Another scholar related to Hoby's translation was John Cheke (1514-57), regius professor of Greek at Cambridge, where he had Ascham among his students. As a matter of fact, Hoby's translation is prefaced by a letter that Cheke had sent to Hoby in order to extol the beauty of the English language: "I am of this opinion that our own tung shold be written cleane and pure, unmixt and unmangeled with borrowing of other tunges, wherin if we take not heed by tijm, ever borrowing and never paying, she shall be fain to keep her house as bankrupt". And yet Elizabethan translations were meant to enrich the English language as much as culturally advancing Britain.

My presentation will survey the period from the mid-16th century to the Restoration in Britain and will try to highlight the connections and tensions between the study of foreign languages and the socio-political, cultural and ideological development of Britain as a nation.

Prof. Dr. Friederike Klippel (Ludwig-Maximilian University of Munich)

Comparing cultural content in English language textbooks in the 18th and 19th century

Textbooks are of great interest to the historian, because they allow us to catch a glimpse of what was seen as relevant content at a given time. Relevance may be seen in relation to teaching goals, to the type of person wanting to learn a language and to the individual interests and knowledge base of the textbook author. A further factor can be seen in the types of texts deemed suitable for language teaching/learning purposes and included in the textbooks.

One may assume that English language textbooks written and used in the 18th century, when most language learners of English were educated adults, differ in their content from those produced for language instruction in state schools aimed at adolescent boys in the 19th century. This assumption will be tested in the present paper. In my presentation I will outline essential aspects of the cultural content of widely used textbooks from both centuries and describe the major steps in the development of cultural learning in English language teaching.

The History of Modern Language Teaching: From National Views to a European Perspective

With the development of the reform movement in the 1880s, arose the demand for the introduction of regional studies for the teaching of French and English as foreign languages. In 1898, Gustav Wendt gave a much-noticed and disputed talk at the 8th Congress of Teachers of Modern Languages in Vienna, in which he proclaimed a relatively far-reaching substitution of fictional literature, taught in the senior classes, using descriptive texts with geographical, historical, political, and technological contents. Thus, he intended to continue the reform movement of the modern languages within the content dimension of foreign language teaching. In 1901, the Prussian curricula of *Realgymnasien* (secondary schools with Latin and one or two modern foreign languages) included compulsory regional studies content for the first time; however, they did not carry this to the extreme. Several regional studies curricula were created, in which – for the first time – the systematic progression of content was applied.

During the 1920s the aversion of the German Right against the French State and people – which had already emerged during First World War – increased considerably. As a result, by the end of the same decade the extent of English teaching had become equal to the amount French language teaching at grammar schools, which had been in the first taught foreign language for centuries. In addition, the teaching of Spanish as a third language greatly expanded. The Prussian curricula of 1925 lead to a paradigm shift in regional studies and in the teaching of all modern foreign languages. *Kulturkunde*, which attempted to catch the national character of representatives of the target-cultures, became prevalent in all types of secondary schools. The intercultural *Folientheorie*, analyzing the dependency of the perception of a target-culture on the characteristics of a source-culture, was developed in some theoretical works in the 1920s. It was transformed during the Third Reich into a racial theory. Whereas a positive description of the Spanish and English peoples was intended (at least until the beginning of Second World War), the representation of the French national character should serve as a warning example.

2. Abstracts, in alphabetical order

Abedin, Manzoorul (University of Cambridge)

A Tale of Two Tales: an evaluation of the historical dynamics of ELT in Bangladesh

English language teaching (ELT) in Bangladesh has close connections to several historical dynamics including its colonial past (both British and Pakistani), periods of nationalistic zeal after independence, intermittent army-backed dictatorial governments, and a fragile democracy in recent years. Bangladesh provides a good example where language was at the heart of the emergent nationalism that led the nation to independence, and since then, an identity based on the mother tongue *Bangla* (Bengali) is promoted heavily across the social, cultural, and political life of the nation. English, on the other hand, came to Bangladesh in the wake of British colonial rule in the eighteenth century, and has become further entrenched in the society during the Pakistani period (1947-1971). At present, after more than forty years of independence, English has become an essential component of the national curriculum for grades one through twelve, and is highly regarded in the society for its power, prestige, and instrumentality. Historically, apart from the government agencies, ELT sector has several other key players including mainstream international development donor community and an ever-burgeoning civil society of non-government organisations; all of whom since the 1980s have pushed heavily for the liberalisation and privatisation of Bangladesh's economy. While this agenda has been driven through in many areas of the economy, in others it is still resisted through the actions of citizens and government. The aim of the paper is to provide a concise, up-to-date overview of the history of ELT in Bangladesh and its links to bureaucracy, foreign aid and network of policy actors and their actions in a way that makes sense of the achievements and contradictions faced by Bangladesh and its people over the years.

Ashby, Michael and Przedlacka, Joanna
(University College London)

“The Science of Speech”, technology, and language teaching

The most extensive practical application of phonetics has long been pronunciation training, which finds its place in drama, clinical settings, and first and foremost the teaching of foreign languages. From the mid nineteenth century, phonetics as a scientific discipline has employed a succession of technologies for gathering speech data and conducting experiments, and these in turn have found their way into language teaching. From the early years of the 20th century, ambitious claims were advanced for the value as teaching aids of experimental devices such as the sensitive flame, the kymograph and the lioretgraph. But the sheer size and cumbersome operation of some of the devices suggest that pedagogical considerations might have come second to generating publicity for the institutions housing them. Other technologies matured quickly and found widespread adoption; audio

recordings became a key phonetics teaching resource. A significant collection of early recordings is the UCL Phonetics Collection, containing gramophone records predominantly from the inter-war years of the twentieth century. This material, recorded by Daniel Jones and other seminal figures of British linguistics, contains lectures, performances, and extensive teaching materials for English and many other languages, and many early offerings from the Linguaphone company. The collection constitutes a resource of particular value for researching the history of EFL materials as well as the complex history of the pronunciation models which were promoted.

In this paper we give an overview of language teaching aids used over the course of the 20th century, discuss their purposes and value, and briefly review the relatively few archives and collections held internationally. The paper is illustrated with numerous still and moving images, and by sound recordings stretching back to 1904.

Batstone, Carolyn (Open University)

The interrelationship between educational policy and the language learner

This paper argues that events in the UK in the twentieth century indicate that educational policy plays a more significant role in the numbers of pupils learning a language at sixteen than motivational theory. The transformation of the education system through key educational policies, such as the 1944 Education Act, the 1988 Education Reform Act or Dearing's 1993 The National Curriculum and its Assessment have been the main influence in the numbers of young people studying foreign languages up to sixteen.

Growth, decline, euphoria, disappointment, enthusiasm and anxiety can all describe the state of modern foreign language teaching in England at different periods during the twentieth century. The numbers of pupils taking languages in secondary education fluctuated depending on the educational policy of the time.

Much useful research has been published looking at why pupils are motivated to study languages, and the question arises as to whether pupils learn languages because they are motivated to do so, find them exciting and stimulating and/or believe they will be of benefit in future life. Whilst overviews of historical developments have been published, they are less likely to question if instead young people learn languages due to the social and political structures within which the education system and our schools exist. There appears to be a dichotomy between literature on motivation and historical narrative of language learning. The influence of structure on the individual, structure – agency debates are not very visible in literature on language learning, and yet the nature of the two elements, the educational structure and the motivation of the individual learner link closely to such debates. This paper will draw on both paradigms and discuss their relationship to each other.

L'histoire de l'enseignement du français en Turquie

Bien que tardivement entré dans le système éducatif, le français est la première langue occidentale enseignée en Turquie. Dès la fin du XVIII^e siècle, on intègre les cours de français dans les écoles d'ingénierie militaire.

Dans la Turquie ottomane, l'enseignement du français entre dans le système éducatif comme une des mesures de la modernisation entreprise dans le cadre de *Tanzimat* à partir du 1839. Ce sera le début d'une formation qui va fournir tout au long du siècle des générations francophones et francophiles.

Sous la République, en dépit d'une réforme linguistique « puriste », le français maintiendra longtemps sa présence loin devant l'anglais et l'allemand. Pourquoi et comment la francophonie bénéficie-t-elle d'une telle influence ?

Cette communication tâchera de tracer l'itinéraire inhabituel du français langue étrangère en Turquie.

Bruña Cuevas, Manuel (Universidad de Sevilla)

Veneroni en Espagne :

l'Explicación de la gramática francesa (Madrid, 1728) de Courville

Nombreux sont les chercheurs qui ont mis en relief la grande influence du *Maître italien* (Paris, 1678) de Giovanni Veneroni (pseudonyme de Jean Vigneron, 1642-1708) sur la production grammaticographique européenne. Cet ouvrage a été très souvent traduit, remanié, adapté, aussi bien pour l'enseignement de l'italien dans divers pays de l'Europe que pour l'enseignement d'autres langues. L'ombre de Veneroni est, en fait, bien patente non seulement tout au long du XVIII^e siècle, mais même pendant la plus grande partie du XIX^e.

Malgré l'attention prêtée aux ouvrages dérivés du *Maître italien*, les chercheurs ne mentionnent aucune édition ou adaptation de cet ouvrage en Espagne dans la première moitié du XVIII^e siècle. On trouve, certes, des commentaires relatifs à l'influence de Veneroni sur des auteurs de grammaires italiennes pour hispanophones publiées dans la seconde moitié du XVIII^e siècle ou au XIX^e; ou des commentaires sur les allusions à la grammaire de Veneroni dans divers ouvrages destinés aux Espagnols au XVIII^e siècle. Mais on a ignoré jusqu'à présent que l'influence de Veneroni en Espagne a été encore plus directe : une partie du *Maître italien* y a été publiée et traduite en espagnol par Antoine de Courville à une date aussi précoce que 1728 et non pour l'enseignement de l'italien, comme on aurait pu s'y attendre, mais pour l'enseignement du français.

Nous consacrerons notre communication à révéler et prouver cette présence de Veneroni en Espagne et à expliquer les circonstances qui en rendent compte, ainsi qu'à analyser l'ouvrage de Courville: *l'Explicación de la gramática francesa* (Madrid, 1728).

Cohen, Michèle (University of Richmond)

'French can be taught exactly as Latin is': how French became an academic discipline in late 19thc England.

French had long been central to the education of the English nobility of both sexes, but it was in the early eighteenth century that the French language became central to the fashioning of the gentleman. French was a necessary accomplishment because it would refine English gentlemen's tongue, blunted by the harsh sounds of unpolished English. In the early eighteenth century, French teaching for both males and females focused on 'speaking', and obtaining a correct accent was of primary importance. From the mid century, the focus of learning began to change, and proficiency was now defined as understanding the rules of the language. Grammar was increasingly associated with forming and training the mind, and speaking held second place in boys' learning of the language. At the same time, French was increasingly perceived as a language 'naturally made for graceful trifling', whereas rougher English was manly and sincere. By mid nineteenth century, Englishmen did not speak French, though they might know its grammar. The opposite was true for women, for whom *speaking* French had become an 'intellectual spécialité', especially following the French Revolution, because of the influx of aristocratic émigrés who could teach them the French they had spoken at Court, deemed most elegant. This gendering was not confined to language teaching discourses, it was also linked to broader shifts in English culture.

Against this background, how did French come to have a place of French in the secondary school curriculum and in University education at the end of the nineteenth century? This paper argues that this was a result of re-gendering French as masculine, and explores the debates that took place in the Schools Inquiry Commission of 1868 to illustrate how that gendering was brought about.

Criado, Raquel (University of Murcia, Spain)

A diachronic analysis of the Presentation-Practice-Production model in EFL textbooks from cognitive and pedagogical perspectives

The Presentation-Practice-Production model of activity sequencing (PPP) has been the most frequent pattern of activity sequencing in foreign language teaching materials throughout the 20th century and it still pervades them in this century (Criado, 2013; Richards & Rodgers, 2001; Tomlinson, 2011). The objective of this paper is to offer a diachronic

analysis of PPP from both pedagogical and cognitive perspectives in EFL teaching materials. The addition of a cognitive perspective in the study of history of language teaching methodology helps to assess the potential contribution of methods to language learning (DeKeyser, 1998; Johnson, 1996), and thus contributes to explain the failure and/or success of such methods.

A total of four textbooks were selected and they belonged to the following different methods and approaches: Grammar-Translation Method, Situational Language Teaching Method and the early and late conceptions of the Communicative Language Teaching Approach. They are all targeted at an elementary level and their dates of publication are respectively 1898, 1967, 1984 and 2011. All the activities from a unit randomly chosen from the middle of each textbook was analysed with pedagogical and cognitive parameters. By means of the former the goal of the activities and the pedagogical strategy to reach such a goal was examined. The cognitive analysis consisted of the application of Anderson's model of skill learning (Anderson, 1982; Taatgen & Anderson, 2008, etc.) to the activities, so as to determine their emphasis on declarative –formal knowledge or knowledge *about* the language– and procedural knowledge –knowledge *that* or *how to do* something, which in language teaching terms equals the mastery of communicative proficiency.

Results show that despite certain differences in the format and order of its phases, PPP seems to remain constant in all such methods and approaches, with an emphasis on the “Practice” phase and scarce activities to foster full proceduralization. An important conclusion elucidated by the pedagogical and cognitive analyses is the hasty enthusiasm with which “old” methods were eagerly dismissed in the past as soon as “new” methods made their appearance.

Daniels, John (Durham University)

From audio-visual language teaching to intensive language work, middle school French language learning from 1970-2007: the search for practical, active language work.

This paper examines a professional career as a language teacher in a Northumberland middle school, teaching pupils aged 9-13 years. It covers the introduction of a series of language learning initiatives designed to develop pupils' spoken language skills and the associated research at Durham University into pupils' vocabulary development and addressing the constraints of classroom foreign language learning.

As an autobiographical account the paper provides an insight into foreign language learning from a teacher's perspective, the first hand experience of delivering the different language teaching methodologies in operation from the 1970s through to 2007.

A concern to make foreign language learning a more practical experience led to a number of initiatives including a week of intensive language work, with a secret agent theme, at an

outdoor centre in the Lake District. Further opportunities for pupils to develop practical language skills came from participation in the annual exchange programme with a college in Brittany, where learners were faced with authentic communicative situations.

Research at Durham University working with Professor Mike Byram led to the theory of vocabulary dormancy (MA thesis, 1999), suggesting some elements of vocabulary known only partially through classroom learning could become fully acquired through the catalyst of intensive work. Later research investigated from an autobiographical perspective the different programmes of learning introduced into the middle school (PhD, 2007) with a special emphasis on the exchange programme and the language skills required of pupils during this encounter with French families.

The importance of pupils 'performing' rather than constantly 'rehearsing' the foreign language (Hawkins, 1988) is the central theme of this paper, together with the view that activities such as a pupil exchange programme should be seen as an essential element in school-based foreign language learning.

De Gasperin, Vilma (University of Oxford)

Giuseppe Baretti (1719-1789) and his multifarious approach to learning Italian in Britain

In the eighteenth century, Italian in Britain enjoyed a revival of interest, after the Renaissance period, leading to a new wave of pedagogical works. This is best represented by the works of the Piedmontese Giuseppe Baretti, who lived in England between 1751 and 1760 and then again from 1771 to the end of his life in 1789. While in England, Baretti was involved in a variety of cultural and intellectual endeavours, as well as being a teacher of Italian: his pupils included, for instance, the writer Charlotte Lennox, who introduced him to the literary circle of Samuel Johnson, and the ten-year-old daughter of Hester and Henry Thrale. Baretti was highly interested in and sensitive to linguistic issues and participated in language debates of his time. On the one hand, he was critical of the *Accademia della Crusca* as well as of what he deemed to be his fellow countrymen's weak knowledge and abuse of Italian, the spread of French, the use of dialect, and linguistic affectation. On the other hand, as a highly engaged promoter of the Italian language among English speakers, Baretti expressed an enthusiastic approach to language learning through a broad and multifarious range of works. These include an Italian-English Dictionary, a Grammar of the Italian language, an Anthology of Italian literary texts with grammatical annotations for self-study, a collection of dialogues, and a selection of his own writings as a model for written Italian. This paper will present and discuss Baretti's work between 1751 and 1779, as representative of a revitalized approach to Italian language teaching and learning and with a special focus on the practice and methodology underlying his *An Introduction to the Italian Language* (1755) and its grammatical and lexical apparatus.

Foreign Language Teaching (English and French) at Higher Schools for Girls during the 19th and early 20th Century

Making conversation in French and English was considered to be an integral part of a proper education for higher daughters, in line with playing an instrument or doing needlework. Thus modern languages had an important status at higher girls schools, a school type which was nationalized and thus became very prominent in Germany during the last third of the 19th century.

Choosing contents and matching methodology, as well as defining objectives with regard to learning about culture in this context, resembled a difficult balancing act – this applies to the conceptualization of teaching at higher schools for girls in general: Elements of a clearly utilitarian tradition can be found as well as a focus on formalistic aspects referring to educational standards typical of grammar schools. A possible explanation for this balancing act is that higher education for girls as a new strand in the national educational system had to fulfill a double, partly contradictory purpose: on the one hand, higher education for girls had to be established as equal with higher education for boys. On the other however, it had to provide a specific type of state education for female addressees who were not (yet) admitted to universities. Based on the example of learning about culture, this hypothesis is investigated and illustrated with examples of aims, contents and methods of teaching foreign language at higher girls schools.

Ewig, Anna (Westfälische Wilhelms-Universität Münster)

Phonetics in German textbooks of French as a foreign language in the 20th century

The goal of today's communicative language teaching is the development of the five skills listening, speaking, reading, writing and mediation. At least two of these skills, i.e. speaking and listening, are directly connected to the linguistic means of pronunciation and intonation on the level of language reception as well as of language production. Even though today they are not considered a major goal of language teaching, unsuccessful learning of pronunciation and intonation schemes may impede and even lead to a breaking off of communication, which in other words means a failure of learning and teaching efforts.

Still, scientific literature on this matter regularly criticizes the fact that in today's language classes pronunciation and intonation skills are neglected. From a historical point of view, however, the relationship between language teaching and phonetics is very close: The IPA, for instance, was founded in 1886 by language teachers who wanted to improve language learning by putting emphasis on the spoken language rather than continuing to treat living languages like Latin or Ancient Greek. Another example of this close relationship is the

audio-lingual method which – 50 years later – paid a lot of attention to pronunciation with its characteristic pattern drills in language laboratories.

Hence, the subject of this presentation is the study of the importance attached to pronunciation in language teaching – and more particularly in the teaching of French in Germany – over the last 100 years. Being impossible to have a look at authentic language classes of the past, the objects of the study are to be the textbooks and further teaching material conceived and used in Germany during this period. They will be studied with regard to the phonetic exercises they offer, but also to statements made by the authors about the importance of these exercises and of pronunciation skills in general.

Extermann, Blaise (Université de Genève)

L'allemand scolaire en Suisse romande entre langue nationale, langue internationale et dialecte

L'étude des langues permet de franchir les frontières : telle est l'une de ses fonctions les plus en vue. Au regard de l'histoire de l'enseignement des langues, cette question revêt cependant une grande complexité. En effet, les frontières de l'allemand scolaire elles-mêmes sont mouvantes et dessinent des configurations différentes d'une époque à l'autre. Quel allemand en effet s'agit-il d'enseigner? Pour quelles relations avec l'étranger?

La contribution examinera, à l'aide de quelques exemples précis, les répercussions que les attentes politiques changeantes ont eues non seulement sur la définition de l'allemand scolaire en Suisse romande, mais également sur ses formes didactiques, de l'aube du XIXe à la fin du XXe siècle. Elle prendra comme point de comparaison l'histoire de l'enseignement des langues en France, pour mettre en relief ce qui relève d'un mouvement international et ce qui est propre au contexte helvétique.

Fidlerová, Alena A. (Charles University, Prague)

Between Renewal and Reform: The Work of the Late 18th Century Czech Philologist František Jan Tomsa

The paper will deal with linguistic work of one of the most interesting Czech philologists of the turn of the 18th and 19th century, educator, translator, lexicographer, grammarian, reformer of typography and orthography and occasional poet František Jan Tomsa (1751–1814). Although his *Böhmische Sprachlehre* (1782) and *Volständiges Wörterbuch der böhmisch- deutsch- und lateinischen Sprache* (1791) were highly appreciated already by some of his contemporaries and are mentioned in all standard textbooks on the history of

Czech language, no monograph about his life and work is available. Thus, his extensive work as a translator and adaptor of educational literature for children and adults or as a director of the printing office of the normal school in Prague, as well as his linguistic works (treatises about the history of Czech, about its pronunciation or about the system of Czech verb etc.) have not been adequately analysed and assessed so far. Although his life cannot be described as successful (his revolutionary attempt to print Czech with antiqua instead of blackletter or his numerous brochures containing ever changing proposals for the reform of Czech orthography brought him only criticism from other philologists and suspicion from the authorities), it also cannot be termed as failure, as many of his proposals were more or less implemented several decades after his death.

In the paper I want to describe and assess innovative aspects of Tomsas' work, present in different measure in his works on different subjects: As a lexicographer he more or less records words documented in older Czech texts and rejects neologisms. In his grammar he accepts not only old forms, but also innovations present in contemporary spoken language. In his anthology of Czech texts he attempts at phonetic transcription of his native dialect. And in the field of typography and orthography, he does not hesitate to propose substantial novelties, based on an implied linguistic analysis.

Fonesca, Maria do Céu (Université d'Évora, Portugal)

Londres et les Britanniques dans l'ancienne grammaticographie du Portugais comme langue étrangère (XVII^e- XIX^e siècles)

Observant le *corpus* des grammaires de portugais langue étrangère, depuis la deuxième moitié du XVII^e siècle, nous constatons que Londres a été une capitale éditoriale du monde grammatical portugais et les Britanniques (étudiants et commerçants) un public cible privilégié.

L'œuvre *A Portuguese Grammar : or, Rules shewing the True and Perfect way to learn the said language* (1662) – la première publication grammaticale connue de portugais langue étrangère – a été publiée à Londres, lors du mariage royal de l'infante portugaise Catherine de Bragançe et Charles II d'Angleterre, afin de servir, selon son auteur, le militaire français Monsieur de la Molière : “a deux sortes de personne en Angleterre, aux gens de commerce (...) & aux gens de Cour” (“to two sorts of Persons in England : to people of Traffique and Commerce (...) And to Persons of the Court”). La production et la circulation de grammaires de portugais comme langue étrangère écrites en anglais et publiées à Londres continuent pendant les XVIII^e et XIX^e siècles ; ville où ont été commercialisées et exportées des œuvres grammaticales portugaises comme celles de J. Castro (1731), António Vieira (1786), Richard Woodhouse (1815), Luís Francisco Midosi (1832), Alfred Elwes (1876), Charles Henry Wall (1882).

Notre propos dans cette étude est, d'abord, d'analyser ce mouvement grammatical luso-britannique, notamment un ensemble de grammaires de portugais produites dans l'espace anglophone. De plus, nous estimons contribuer à l'étude des anciennes

grammaires de portugais comme langue étrangère dans le cadre de l'historiographie linguistique canonique, partant du fait que ces œuvres font partie de l'histoire de la grammaire des vernaculaires européens.

Fonsén, Tuomo (University of Turku)

Early modern German grammars from Finland and Sweden

In my study I explore early German grammars published in the Swedish Kingdom (Sweden and Finland) in the early-modern period. The first of them was published in Turku, Finland, in 1667. The focus is on questions such as the development of the linguistic description, discussions on analogy and anomaly, contrastive observations, metalanguage, and paratexts of the grammars.

Gallagher, John (University of Cambridge)

'this rich Jewell of speaking Tongues': vernacular language-learning in early modern England

The Anglo-Italian translator, lexicographer, and teacher John Florio knew the limits of the English language. In 1578, he said it was 'a language that wyl do you good in England, but passe Dover, it is woorth nothing'. For English-speakers wishing to travel, trade, or explore, competence in other languages was essential.

This paper asks two questions which need to be at the heart of a historical understanding of language-learning: firstly, what were the different meanings of linguistic competence for different individuals in the early modern period; and secondly, how were these competences acquired? By bringing together materials written for language-learners, and manuscript materials which illustrate experiences of language-learning, it will argue for an understanding of early modern language pedagogies as oral and sociable, as well as textual and scholarly, and point to ways in which surviving sources allow historians to reconstruct experiences beyond those of elite male students.

The corpus of manuals for vernacular language-learning printed in England across two centuries offers an introduction to a model of language study which emphasised social competence: themed dialogues taught readers how to behave in different social situations, modelling deference, hierarchies, and gender relations.

Travellers' and learners' diaries, letters, and notebooks reveal some of the dynamics of language-learning and linguistic encounter. Oral experience was crucial to acquiring vernacular competence: it was the only means to acquire a prestige accent and 'correct' pronunciation. Furthermore, travellers' notes on oral culture – including stories, jokes, and

riddles – show individuals engaging with foreign linguistic communities as exercises in pedagogy and cultural encounter.

Taking novel approaches to a wide variety of source materials, this paper offers an introduction to a fascinating but understudied aspect of the English encounter with continental Europe.

Gallardo, Matilde (The Open University)

Pedagogical approaches to the teaching of Modern Languages in England in the XIX Century

The beginning of XIX century saw the establishment of MFL as academic disciplines in European universities. This was a direct consequence of the new social order in which Utilitarian principles inspired new pragmatic approaches to education, the creation of new universities which offered applied programmes of study and the interest in national values.

In addition, the development of commercial relations with ex-colonial states was decisive in the rise in demand for modern language learning and the growth, in parallel, of a flourishing editorial industry in countries such as Germany, France, England and the United States, which supported a number of private language teaching commercial enterprises which in some cases became well-established names (e.g. Ollendorff, Hossfeld and Berlitz, among others). Many of these authors developed specific methodological approaches to language learning which were innovative and tried to break away from the traditional “grammar-translation” method based on memorisation of rules and written extracts from classical authors for translation without considering the spoken language.

This paper offers an overview of some methodologies for learning MFL which became widely used in England in the XIX century. It will analyse their pedagogical foundations establishing similarities and recognising individual achievements. Methods such as Dufief’s, Robertson’s, Hossfeld, among others, share a double practical objective in the sense that they encourage the student to practice the language whilst presenting examples extracted from real life and real situations. This “practical” approach determines the content as much as the layout and format of these manuals, which often include the author’s own theory of language learning. These methods also approach the study of MFL in a critical and innovative way by addressing the need to instruct learners and teachers equally and considering the interaction between the two of them in the learning process.

Gianninoto, Mariarosaria (Stendhal University)

Westerners learning Chinese: 19th century grammars and primers

During the 19th century, the increase in contacts between Western countries and China resulted in a rising number of foreigners eager to learn Chinese. This promoted the

compilation of different kinds of language learning materials, such as learning grammars, language textbooks and phrasebooks, written in Western languages (e.g. English, Latin, French, Spanish, and Portuguese).

These works were written by Westerners for Westerners: the authors as well as the intended learners were Westerners. The first grammars were compiled by missionaries, who played a pivotal role in the development of this field. During the 19th century, diplomats and civil servants working in China also wrote several language textbooks. The rise of sinological studies in Europe and the institution of university chairs of Chinese promoted the production of works related to Chinese language teaching and learning, written by Western academics.

The authors generally adopted the linguistic as well as the didactic approaches they were used to, adapting Western paradigms to the Chinese context. The grammar-translation method was common and Western linguistic categories were transposed and applied to Chinese.

Even though the Western model was predominant, these bilingual or multilingual works progressively integrated aspects of Chinese linguistic and didactic traditions. For instance, we can find some characteristics of Chinese monolingual primers, such as the focus on characters instead of words and the use of rhyming verses to facilitate memorization.

This resulted in an interplay of Western and Chinese methodologies, which was destined to characterize the subsequent production of Chinese language learning materials.

Our intervention aims to retrace the development of learning grammars and primers of Chinese during the 19th century and to investigate the influence that both Western and Chinese linguistic and didactic traditions exerted on these works.

Giesler; Tim (University of Bremen)

Foreign Language Teaching at 19th Century *Real-* und *Buergerschulen* (middle schools) in Germany

The German middle schools of the 19th century, called *Real-* or *Buergerschule*, were designed to prepare pupils for technical and business careers that were considered non-academic at that time. They focused – as their name suggest – on "realia" (subject knowledge in science and technology) as well as on modern foreign languages. The success of these schools was mainly due to the industrial revolution which reached Germany in the second half of the 19th century and created a strong demand for skilled labour – both technicians and businessmen. Towards the end of the century, the *Realgymnasium* and *Oberrealschule* which had arisen from the *Realschule*, were entitled to grant their pupils access to all universities. Most of today's secondary schools in Germany, today just called *Gymnasium* with a focus on sciences and modern foreign languages, derive from these schools.

Foreign language teaching at the *Real-* and *Buergerschulen* had to repeatedly adjust to this development: When initially the *Realschule* was designed as a vocational and technical school, the *Realgymnasium* had to compete with the traditional grammar schools (or *Gymnasien*) by providing formal education based on Humboldt's ideal of *Bildung*. In addition, geographical and historical content increasingly found its way into the modern foreign language curricula; as *Landeskunde* (applied geography) they became an integral part of teaching designs. The notion of culture in itself did not play an important role before the 1920s; if at all it was an implicit idea underlying the selection of literature and texts. Nevertheless this selection of texts shows clear traces of the marketplace or monastery traditions (McArthur), either taking more utilitarian ideas or formal *Bildung* into account.

Harvey, Sharon (Auckland University of Technology)

Riding 'the wave' of Japanese language education in Aotearoa/New Zealand

Drawing on the metaphor of Hokusai's "Great wave off Kanagawa: *Kanagawa-Okii Nami-Ura*", this paper seeks to critically examine the 'wave' of Japanese language education in New Zealand. The rising popularity of Japanese has been somewhat contiguous with Japan's booming economy and New Zealand's concomitant reliance on that economy as an import and export partner. Japan has also been a principle source of tourism for many years as well as a major player in the Pacific region. Japanese remains a popular language of education largely because of the education infrastructure that has built around it, as well as the enduring enthusiasm of young people for Japanese popular culture. It constitutes one of only two languages (the other being French) where the people who claim to speak Japanese in New Zealand considerably outnumber the Japanese diaspora living in the country. Consequently New Zealand can claim it as a relatively successful language of education. However, as other languages have become popular and the fortunes of Japan on the world stage have waned, particularly in the face of the rising importance of China, Japanese language education in New Zealand has experienced a slow but steady decline. In particular this paper looks at the policy and related drivers that produced Japanese as a very successful language of education by the mid 1990s and then delivered the subsequent slow but steady demise of Japanese through to the present. While this case is country-specific, it can prove instructive, I believe, for considering how Japanese fares in other English-dominant jurisdictions, for example Great Britain, Australia, Canada and the United States. Each of these countries appear in the Japan Foundation's top twenty list of countries with the most students learning Japanese. However, like New Zealand, each has experienced an overall drop in total numbers of Japanese students.

French Language Teaching at German Grammar Schools (*Gymnasien*) after WWII

Richert's concept of *Kulturkunde* coined in the 1920s, influenced French language teaching in German senior classes almost up until 1970. 'High-class' literature as a 'value in itself' remained unquestioned until the 1960s. Rethinking started in 1964 with Georg Picht's notion of the 'German educational catastrophe' and cumulated in the 1968 movement. Alleged elitist *Bildungsgut* was replaced by a stronger focus on communication and language skills combined with sociological content in senior classes; the ideal was an educational system based on critical thinking and emancipation leading to a democratic society. In addition, the German-French treaty of friendship was an impulse for an increasing (oral) exchange between German and French teenagers.

From 1974 onwards, the communicative approach gave literature mainly a serving function as a prompt for speaking; in addition it provided geographical and historical input which helped to achieve a better understanding of the French and other francophone cultures. From the 1990s, especially since the 'Pisa shock' of 2001 in which the German educational system was marked as mediocre in the OECD's international test, there has been a general paradigm shift towards output and competence orientation. The scientific debate has therefore been oscillating between the focus on utilitarian intercultural communication skills and a reinforcement of formal *Bildung*. An example of this development can be seen in the way literature is used in and for French language teaching.

Hidden, Marie-Odile
(Université Michel de Montaigne Bordeaux)

La place de la production écrite dans les méthodologies d'enseignement du français langue étrangère (1800-2000)

En tant qu' « ensemble raisonné de propositions et de procédés (...) destinés à organiser et à favoriser l'enseignement et l'apprentissage d'une langue naturelle » (Besse 1985), une méthode – ou *méthodologie* selon d'autres auteurs - a partie liée avec l'enseignement. C'est pourquoi, si l'histoire des méthodologies d'enseignement des langues étrangères est un sujet plus limité que celui de l'histoire de l'enseignement des langues, il n'en reste pas moins vrai qu'elle permet de mettre à jour les « évolutions et révolutions qui se sont succédé en didactique des langues » (Puren 1988, p. 16).

Dans les deux dernières parties de son ouvrage consacré à l'évolution de l'enseignement des langues depuis l'Antiquité (1993), C. Germain passe d'ailleurs en revue les différentes méthodes d'enseignement en commençant par la méthode grammaire-traduction ; pour ce faire, il décrit chaque méthode sous les quatre aspects suivants: la conception de l'enseignement, la conception de la relation pédagogique, la relation d'apprentissage et la

relation d'enseignement. Il nous semble qu'il serait intéressant de faire de même pour chacun des modes d'activités langagières tels qu'ils sont décrits dans le Cadre européen commun de référence pour les langues (réception, interaction, production et médiation à l'écrit ou à l'oral). Dans cette communication, nous aimerions donc étudier la place de la production écrite dans les méthodologies à partir de la méthodologie traditionnelle, dite « grammaire traduction ». Nous montrerons combien cette place a été fluctuante et comment la production écrite, après avoir été reléguée au second plan ou considérée comme dépendante de l'oral, est finalement devenue un mode d'activité langagière à part entière.

Kalyan Dixit, Krishna (Yeshwant College of Arts - Seloo) and Amol Padwad (J. M Patel College-Bhandara, India)

Intentions of Teaching and Failures of Learning: Teaching-and-learning English in India

The aim of this paper is explore and discuss the mismatch between intentions of teaching and failure of learning English as ESL in Indian education context in the post-independence era. India has over 300 years of history of teaching-and-learning English as ESL. If there is one thing that distinguishes this enterprise it is the general dissatisfaction with teaching-and-learning English. From Wood's Despatch of 1854 to contemporary National Knowledge Commission (2009) every commission and committee noted dissatisfaction with ESL teaching.

In India the primary driver for learning English is the belief that English offers access to advance knowledge and opportunities for upward social mobility. But policy-makers in an attempt to provide unique content and unique language learning experience often ignore the social and cultural contexts of teachers, students, and institutions. Hence, the outcome is often failure on the part of teachers as well as students.

The paper draws on policy documents regarding English language education from secondary to higher education levels since India's independence. It shows how the intended outcomes of teaching-and-learning are at odds with existing institutional contexts. It highlights some crucial factors in implementing change and innovation such as neglect of teachers, neglect of social and cultural ambience of classrooms, reliance on experts and researchers etc. The paper is divided into three parts. The first part presents the general ESL educational context by describing profiles of major stakeholders: students, teachers, and institutions as envisaged in policies and as they exist. The second part deals with the description of aims and objectives of ESL policies and its implications for teachers and students. The paper concludes with a critical analysis of teaching-and-learning of English identifying implications for policy makers and managers of change and innovation in Indian ELT.

Grammar Translation: Tradition or Innovation?

There is a general consensus that the Grammar-Translation method was the dominant means of foreign language instruction until the Reform Movement of the late 19th century (cf. Weihua 2013: 288, Musumeci 2011: 45-46, Mitchell 2009: 81, Farman 2007:8, Harden 2006: 35, Stern 2003: 454, Joseph 2002: 29, Richards & Rodgers 2001: 4, and Grenfell & Harris 1999: 11 et al.). Yet the Grammar-Translation method is often described cursorily, and negatively, by contrast with the more communication-oriented teaching practices developed from the late 19th and early 20th centuries onwards. It is also often claimed that when modern language learning was introduced, the Grammar-Translation method was employed as this was the method traditionally used in teaching Latin and Greek (cf. Weihua 2013: 288, Anderman & Rogers 2005: 18, & European Commission 2000: 11, et al.) Yet as Howatt and others have pointed out, the Grammar-Translation method originated in the late 18th century as a 'methodological compromise' which *began* in modern foreign language teaching, rather than in the application of classical language methodology to modern foreign language teaching (Howatt 2009: 467). It was first applied in a French textbook for German learners, rather than in a Latin or Greek textbook; the early names associated with "Grammar-Translation" were all Prussian authors of modern language textbooks (Titone 2013: 387, Decoo 2011: 56, & Howatt 2004: 152).

This paper will re-examine the development and definition of the approach later dubbed by Wilhelm Viëtor and others the "Grammar-Translation method". Beginning with an overview of the fundamental features of the approach, it will then explore the two key questions suggested by its treatment in secondary literature to date: 1. the evidence for its use in the teaching of foreign languages in the 19th century, and 2. to what extent the method was innovative in its time, rather than merely conservative and backward-looking, as it is so often portrayed.

Kuhfuß, Walter (Trier)

Teaching French as a foreign language around 1800: from education of princes towards a subject in schools.

At the end of the 18th century the teaching of French as part of the education of princes, of merchants in international trade offices and in optional courses in a few public schools was transformed into an extensive introduction of French as a general subject in Prussian Higher education. This was a paradigm shift which affected all levels. Teaching French was no longer restricted to individualized personal instruction or small group instruction, but was organized as classroom teaching. From the beginning to the end of the century, topics changed from chivalrous conversation to the use of the grammar translation method, from dialogues as teaching and learning materials which served for the training of gallant speech, to textbooks which carried the message of a new bourgeois educational concept,

from private French tutors to teachers at state schools. The cultural model of French absolutism was superimposed by a dualistic view of a bourgeois "me" and the French "others". Teaching of French invited no longer to an identification of the learner with gallant French culture and with the European model of the "honnête homme", but contrasted decadent aristocratic French with the new values of German Classicism (humanity, patriotism, aesthetics), French Enlightenment (tolerance) and Revolution (human rights and fundamental freedoms) and a modern concept of the state.

This paper will describe the successive stages of this process by interpreting and evaluating different types of French instruction in the Prussian school system, which introduced the first finishing examination as early as circa 1800, which shows a certain expectation in accomplishment. In this shift in the process of the instruction of French language and culture you may observe a significant reduction of learning methods, for example learning and memorizing grammar rules, the knowledge of the rules in connection with translation exercises, and the narrowing down of French high literature to mainly two classical authors (Fénelon, Voltaire). The more this reduction took place, the more there was an expansion of the relevant subject matter, which would not only cover French themes but also the European colonies, the question of slavery, the global impact on human rights. During this process the monistic view (identification with the French "honnête homme") changed to the dualistic view of a patriotically minded learner in an early nationalist paradigm. The multi-functional use of the French language as a *lingua franca* allowed the large expansion of self-referenced assignments for Prussian finishing examinations

Lähteenmäki, Mika (University of Jyväskylä, Finland)

On the Soviet reception of American structuralism in the context of the Cold War

The ideological control over Soviet culture and science became stronger due to the division of the world in two opposing ideological and political camps in the context of the Cold War. The intimate relationship between knowledge and power was manifested in the fact that the scientific community was divided into two camps which were seen as ideologically incompatible. In the late 1940s Stalin opposed Soviet science and culture to Western 'cosmopolitan' science and culture in order to promote Soviet patriotism and loyalty to the Soviet regime. The quest for the ideological purity and orthodoxy of Soviet science was manifested in the form of 'discussions' that took place in philosophy, biology, physics, linguistics physiology and political economy in the late 1940s and the early 1950s.

The wave of Stalin's patriotism also reached linguistics, and it was reflected, among other things, on the reception of the works of Leonard Bloomfield and other American structuralists who were seen as representatives of reactionary Western science. While Stalin's famous intervention into Soviet linguistics in 1950 rehabilitated XIX century Western linguistics, which had been earlier criticised as 'bourgeois' linguistics, the attitude to contemporary Western linguistic theorising remained somewhat hostile. However, the

atmosphere became more tolerant after the 20th Congress of the Communist Party, which took place in 1956 and launched the post-Stalin thaw. Now, Soviet linguists were encouraged to familiarise themselves with the theoretical achievements of contemporary Western structuralism.

The paper will focus on how the changes in the political and ideological climate of the Soviet Union were reflected on the reception of American structuralism. It aims to show how the idea of the interconnectedness of knowledge, ideology and power produced different readings of American structuralism during the Cold War period

Linn, Andrew (University of Sheffield)

Foreign language teaching becomes a discipline. An analysis of the first specialized journals.

The study of foreign languages emerged as a distinct discipline during the 1880s as professors of modern foreign languages were appointed at European universities, often in response to legislation which provided for the teaching of modern languages in the schools. Many of the pioneers in this field knew each other, visited each other and corresponded with each other, in short constituted a *discourse community*. A key infrastructural development in the scientific study of modern language teaching was the founding of several specialist journals dedicated to this field. These included more philological publications such as *Romania* (1872) and *Anglia* (1878), but also those with a more applied focus, such as *Englische studien (Organ für englische philologie unter mitberücksichtigung des englischen unterrichtes auf höheren schulen)*, also 1878). The key new publication from the point of view of foreign language teaching was, however, *Phonetische studien (Zeitschrift für wissenschaftliche und praktische phonetik, mit besonderer rücksicht auf die reform des sprachunterrichts)*, from 1888. The list of members of its editorial board as well as of its earliest contributors made this the forum for debate on the teaching of modern foreign languages par excellence. Contributions often came from young scholars full of vision for reform in language teaching and for the power of the new science of Phonetics to drive that reform. In this paper I will discuss the role of the journals in shaping the discipline of language teaching in the late 19th century before carrying out a closer study of the content of *Phonetische studien* from its launch up to the end of the century.

Lorch, Marjorie (Birkbeck, University of London)

A 19th century Applied Psycholinguist: Thomas Prendergast (1807?-1886) and the Mastery System of Language Learning

Many methods of language teaching were devised in the second half of the 19th century. These were primarily developed by educators from France and Germany. However, the

English civil servant Thomas Prendergast (1807?-1886) created a system for language learning which had many original features. He began to publish books of language instruction in the 1860s upon retiring as a magistrate from the East India Company Civil Service in Madras. *The Mastery of Languages or, the art of speaking foreign tongues idiomatically* first appeared in 1864 followed individual volumes on Modern Foreign Languages--French, German, Spanish, as well as the Classical languages Hebrew and Latin.

Prendergast founded his pedagogical approach on his observations on child language acquisition, of both mother tongue and additional languages, and on psychological notions regarding memory and learning. His approach was distinctive for its developmental perspective. In addition he acknowledged the significant differences for the learner between classroom instruction and immersion which were drawn from personal experiences in British formal education and his life in India. Prendergast applied this to fashion a system of self-guided study for adults.

This paper will explore Prendergast's work with regard to the psycholinguistic concepts it embodies. It will examine the social historical context and the reception of his books by contemporaries. Reflections on Prendergast's method as both a learner and a teacher by one notable younger contemporary, the educator Robert Hebert Quick (1831-1891), will be also be considered.

Luhtala, Anneli (University of Helsinki)

On the Pedagogical Principles in the Latin Grammars associated with William Lily and John Colet

The so called 'King's grammar' is the most famous Latin grammar to have appeared in England. Compiled c. 1540, the grammar was authorized by Henry VIII and dominated the teaching of Latin for more than three centuries as an obligatory text in English schools. This elementary grammar, known also as 'Lily's grammar' or 'Lily & Colet', came to be attributed to two English humanists, John Colet and William Lily, but is more properly regarded as an outcome of the work of a committee commissioned by Henry VIII, for which Lily's *Rudimenta grammatices* and Colet's *Aeditio* were the most important sources. This grammar, written in English, circulated jointly with a Latin grammar written in Latin, also issued by royal authority and known as *Institutio Compendiaria Totius Grammaticae*. This grammar, designed to be studied at a more advanced level, completed the grammatical curriculum, which additionally involved translation exercises and moral precepts.

The 'King's grammar' has been subject to diverse scholarly research by book historians, as well as historians of linguistics and education, whereas the grammar in Latin has been almost completely neglected by scholars. In my paper, I will explore the pedagogical devices used in the various grammatical works associated directly or indirectly with Lily and Colet, including even the treatise entitled *Absolutissimus de octo orationis partium constructione libellus*, which is a revision of Lily's syntactical treatise by Erasmus. I will

relate, as far as possible, their contents to the tradition of late medieval grammatical tradition, on the one hand, and the pedagogical ideas of the New Learning, on the other.

Marizzi, Bernd (Universidad Complutense de Madrid)

Bibliography of German Language Teaching in Spain and Portugal 1502 - 1966

This contribution aims to present the Spanish Research Project BiCEA (*Bibliografía comentada sobre la enseñanza del alemán en el ámbito ibérico* – Commented bibliography of teaching German as a foreign language in the iberian context) funded by the Spanish Educational Ministry. After a short introduction on the history of teaching German in Spain and Portugal until the present days, the presentation will be centred on previous attempts concerning the historiography of this theme. It is aimed to explain the latest efforts of the research group for compiling the corpus of teaching manuals, grammars, dictionaries and other materials as well as to present the structure of the project and its members. Finally, the contact with similar efforts for strengthening the presence of the methods, results and analysis of investigating the History of foreign language teaching in Europe will be another highlight of my intervention. The historiography of modern language teaching in Europe must be clustered round meetings like this.

Meftah Mériem, Nina Mous

Enseignement, Enjeux et Conjonctures

Par dessus les différences des régimes politiques et même jusqu'à un certain point en dépit des différences de systèmes économique-sociaux, nulle part l'enseignement n'incarne une seule idée ; partout l'enseignement (toutes matières confondues) a été déterminé, voire contraint par les conjonctures historiques, politiques, le développement industriel, par le passage à une institution de masse, par la démocratisation'(cas de l'Algérie) , par la demande sociale, par la requête d'une éducation permanente pour tous les citoyens.

Il en résulte une situation de crise qui a de tout temps caractérisé universellement l'école (en tant qu'institution étatique). L'enseignement est incapable de se penser sous une autre idée que ce que les grands politiques ont conçu, et il ne peut plus exister dans la forme sous laquelle il a été conçu.

Mon but dans cette communication est de retracer l'itinéraire de la langue française dans le programme enseigné en Algérie en me basant tout d'abord les directives du « *plan d'études et programme de l'enseignement des indigènes en Algérie* » , paru en 1898 en passant par les différents manuels produits au lendemain de l'indépendance et qui relèvent d'une conception magique de l'acte politique ou tout doit changer tout de suite.

Le français, langue officielle, seconde, langue, langue étrangère ou langue historique ce changement de la dénomination est parallèle au changement de statut que va connaître de cette langue et est révélateur à plus d'un titre.

Les supports choisis, comme nous l'avons signalé, sont les manuels(programmes) enseignés actuellement dans l'école algérienne en prenant en compte les nécessités sociales et culturelles qui ont imposé partout à des degrés divers une organisation plus proche de ce qu'on appelle « le français fonctionnel/opérationnel » et qui aujourd'hui requièrent une refonte complète de nos systèmes et nos approches théoriques.

Mytaloulis, Constantin (CNRS-Université Paris)

La culture dans les manuels scolaires de français en Grèce, à l'époque du français langue « étrangère » en France (fin XVIIIe s.-XIXe siècle).

Cette communication veut dégager divers aspects de la culture des manuels de français¹ en Grèce, dans l'enseignement grec avant et après la naissance du nouvel État hellénique reconnu en 1830.

Dans ce cadre, nous allons essayer de montrer, en mettant en relation les deux pays, comment les exigences de l'enseignement du français en France ont influencé non seulement l'organisation du français en Grèce mais aussi le modèle suivi au XIX^e siècle pour la production et publication des manuels de français.

Jusqu'à la Révolution française, on parle des langues diverses aux quatre coins du territoire. Des gens érudits essaient de promouvoir le français comme langue d'unification du pays, tel l'Abbé Grégoire. Toutefois, la promotion du français se heurte aux résistances des langues locales ; beaucoup de provinciaux parlent le français, mais souvent avec des accents locaux différents.

Les exigences dans le domaine de l'enseignement de la grammaire et de l'orthographe, font que les publications périodiques de manuels se multiplient au cours du XIX^e siècle comme le *Manuel des amateurs de la langue française* de A. Boniface (1813-1814) et la *Nouvelle grammaire française* de François-Joseph-Michel Noël et Charles-Pierre Chapsal, (ouvrage fondamental durant tout le XIX^e siècle), pour ne citer que quelques-uns d'entre eux.

Il est à noter que la multiplication des manuels (grammaires, dictionnaires, etc.) en France est accompagnée par l'augmentation du nombre de publications de manuels de français rédigés par des Grecs pour des Grecs. D'ailleurs, les changements survenus dans la langue française en France sont suivis en Grèce, à travers les œuvres littéraires au programme dans les écoles.

¹ Le terme FLE apparaît vers 1960, selon J.P. Cuq (2005, p.89)

La présentation de l'étude de différents manuels datant du début du XIXe siècle pourront isoler les traits marquant de leur organisation, à savoir leur contenu, la conception et la structure des leçons, les approches méthodologiques ainsi que la culture véhiculée sous-jacente.

L'examen de ces données permettra au cours de notre communication d'élaborer des comparaisons raisonnées avec des ouvrages plus récents, en vue de souligner les constantes et/ou les nouveautés qui émergent des manuels de FLE.

Nava, Andrea: (Università degli Studi di Milano)

'Back to the Future'. Pedagogical grammar books for EFL students in Italy and the UK (1980-2000).

A comprehensive history of modern English grammaticography, and of the teaching of English grammar to foreign learners in the last century more in general, is still far from being written. The late 1980s and the 1990s saw a surge of interest in the investigation of English grammar writing (Graustein and Leitner 1989, Leitner 1985, 1991), yet the main thrust of these inquiries was the analysis of English descriptive/reference grammars – academic works written by linguists and aimed at scholars or university students. A few exceptions notwithstanding (Ellis 2002, Nava 2008), the realm of recent *pedagogical* English grammar writing is still mainly uncharted territory, particularly the output of pedagogical grammar authors outside the UK.

The aim of this presentation is to analyse the genre of 'pedagogical grammar books for EFL students' - works meant to be dipped in for reference or to be read from cover to cover, to be used in class and for self-study, and featuring explanations, examples and exercises. The genre had its heyday in both Italy and the UK between the mid-1980s and the early 1990s, when the 'communicative approach' was starting to become mainstream and a plethora of 'functional/notional/communicative' coursebooks were being published. Setting themselves the rather grand aim of reconciling the academic tradition of language study with the modern communicative approaches, pedagogical grammar books for EFL students filled a needed gap in the market, as teachers and students were often puzzled by the apparent 'lack of grammar' in the new 'all-singing-all dancing' coursebooks.

The corpus of English pedagogical grammar books analysed in the presentation consists of works published in Italy and in the UK in the last two decades of the last century and written by teachers or former teachers turned authors. The analysis will illustrate three main features of the corpus (*contrastiveness, communicativeness, pedagogical prescriptivism*), and ponder the role that different cultural contexts and educational traditions have played in shaping the genre.

Vocabulary Teaching in Italian EFL Textbooks in the 1980s and 1990s: The role of phraseology

One of the ideas at the heart of the communicative movement after 1970 was that “language teaching should take greater account of the way that language worked in the real world” (Howatt 2004: 326). This conviction changed the way lexical systems were viewed and acknowledged the need to address lexical knowledge in its complexity, and not simply as a sum of single items (Zimmerman 1997). The results of corpus research have further contributed to emphasising “the primacy of lexis as a determining factor in the patterning of usage” (Widdowson 2004: 359) paving the way for innovative proposals for English language teaching (Sinclair & Renouf 1988, Willis 1990, Nattinger & DeCarrico 1992, Lewis 1993, 1997) which began to consider grammar and vocabulary not as separate entities, but rather as “partners in synergy with no discrete boundaries” (Schmitt 2000: 14).

In the early 1980s, the ‘communicative approach’ made its way into the Italian context of English language teaching which, on account of a tradition of language instruction based on classical languages, was still mainly imbued with the Grammar-Translation method. Communicative syllabuses, with their inventories of notional and functional categories and ‘tasks’, were becoming a reference point in national curricula and appearing in a number of locally-published teaching materials (Zagrebelsky 1998, Rizzardi & Barsi 2005).

This paper reports on the analysis of a small corpus of so called ‘communicative’ ELT textbooks published in Italy in the 1980s and 1990s. It investigates how communicative and, more specifically, lexical-oriented approaches, were actually ‘reinterpreted’ from a local perspective in order to address issues of vocabulary teaching, and phraseology in particular. The analysis took into consideration the cultural and pedagogical context of the period; a complex and wide-ranging school reform, supported by associations of language teachers, was taking place. Three main features pertaining to the teaching of phraseology will be discussed - *contextualization*, *fluency* and *explicitness*.

The History of Teaching Second Language in Preschool Age from the end of the 18th century up to the present

The teaching of a second language in Russia can be subdivided into (i) teaching Classic languages like Greek and Latin; (ii) teaching the language of religion (Church Slavonic, Old Church Slavonic and others), (iii) teaching German, French and English; (iv) teaching Russian to minorities inside Russia. The research question is: How has the ideology and methods of language teaching to the very young changed over the years?

Preschool age is specific in many aspects. First, one has to decide what the reasons for choosing the languages to teach are. Then, the order, periods and intervals between

introducing languages should be chosen; somebody decides who teaches to whom, when, what kind of materials are used, for which purposes etc. On one hand, it is believed that small children are more sensitive towards foreign languages than adults; on the other hand, they can forget everything that they learned besides songs and poems. The opponents still consider learning languages as a hard and painful task not worth to be tried out.

The paper will display views of the famous Russian educators on the effects of early language education and trace history of the teaching methods from the *end of the 18th century up to the present*. It will demonstrate the interdependence between the 'adults' and the 'children's' methods. The special focus will be on the 'Russian' approaches (*Braginskaya, Galskova, Mirolyubov, Protassova, Rodina*). The goal is to show discrepancy between the home-made image of the foreign language culture, grammatical drill and the step-by-step integration into the mainstream. Parallels in the ideology of the past and presence of language teaching must not be overlooked despite the new technological possibilities. It is difficult to measure the effectiveness of the materials applied.

Provata, Despina (Université d'Athènes)

Contribution à l'histoire de l'enseignement du français en Grèce au XIXe siècle : les manuels de Ioannis Carassoutsas

A la fois poète de l'École Athénienne, écrivain francophone, traducteur reconnu et collaborateur de la revue littéraire *Efterpi*, Ioannis Carassoutsas (1824-1873) est aussi professeur de français et auteur de manuels scolaires pour l'enseignement du français langue étrangère.

Passeur de culture par excellence, Carassoutsas, se trouve au croisement de plusieurs disciplines au centre desquelles se trouve toujours la langue française. Il a ainsi contribué efficacement à la mise en place de ponts entre les deux cultures, française et grecque et à l'enrichissement de la culture réceptrice.

Dans le cadre de la présente communication nous examinerons les trois ouvrages rédigés par Ioannis Carassoutsas : une *Grammaire française* publiée (1852), une *Chrestomathie française* (1855) et un *Dictionnaire des synonymes de la langue française* (1865). Nous tâcherons de mettre en évidence la charge éducative attribuée à ces ouvrages telle qu'elle apparaît à travers les « paratextes » et les contenus et nous examinerons le rôle qu'ils ont pu jouer à la diffusion de la langue française en Grèce.

Si sa *Grammaire* se trouva au centre d'une querelle de grammairiens, déployée dans les pages des journaux, sa *Chrestomathie*, longtemps utilisée dans les écoles grecques, privées et publiques, contribua non seulement à l'enseignement de la langue française et à son perfectionnement à travers la pratique de la traduction mais, conformément aux buts éducatifs de l'époque, servit les objectifs de l'enseignement grec, à savoir édifier pour les jeunes Hellènes une conscience nationale.

Latin pedagogy in late seventeenth-century Finnish schoolbooks

Bishop Johannes Gezelius the Elder's (1615–1690) printing house published approximately 30 different schoolbooks for Latin studies during Gezelius's episcopate (1664–1690) in Turku, the capital of the Finnish region in the kingdom of Sweden. Many of the books have prefaces and epilogues expounding their pedagogical thought and recommending appropriate teaching methods for Latin teachers. Most of these pedagogical texts were written by Gezelius himself, but he published schoolbooks of also other authors.

In contrast to previous research, I will discuss the pedagogy of the Latin books in its entirety, including some schoolbooks which have been only scarcely dealt with by previous scholars. In my paper, the books will be discussed in comparison to each other in order to examine the contents and uniformity of the pedagogical thought of the authors. Their texts seem to bear influences from a number of pedagogical thinkers, both from Sweden and from the European continent.

Therefore, the pedagogy of these Latin books will also be examined in the context of the pedagogical discussion and reform of the era. During the seventeenth century, the educational system in Sweden (which then included Finland) underwent extensive changes as necessitated by both the state and the church: new schools and even types of schools were founded and the School law was repeatedly under revision. Latin still dominated the language teaching in Finnish schools as a fluency in Latin was required for studies in the Academy of Turku, founded in 1640. However, vernacular languages are also discussed in some of the books.

In conclusion, the schoolbooks published by Gezelius's printing house represent a significant attempt to improve teaching and learning of Latin in seventeenth century Finland. Publishing these schoolbooks coincided with a major reform in educational curriculum and pedagogical ideas.

Rauch, Andreas

(Université de Léna/ Université technique de Chemnitz-Centre de langues)

La musique dans l'enseignement du français en Allemagne (1918-1945)

La musique a toujours été un moyen privilégié pour exprimer des sentiments et des idées. Aspect moins connu par un large public, elle joue également un rôle déterminant dans l'enseignement des langues depuis plus d'un siècle, comme cela est visible à travers l'utilisation de composantes musicales, de rimes, de comptines et de chansons pour transmettre la culture véhiculée par la langue.

L'objectif de ma conférence sera d'esquisser les relations entre musique, parole et interprétation dans l'enseignement du français langue étrangère. La question se pose de

savoir quelles sortes de textes, quelles formes musicales et quels contenus ont été utilisés en Allemagne dans l'entre-deux-guerres.

Ces documents ont-ils été mis en œuvre d'une manière directe par les élèves qui chantaient des airs musicaux et qui s'accompagnaient d'instruments sous la direction de l'enseignant/e comme chef d'orchestre? Ou les enseignants se sont-ils servis d'enregistrements techniques? À quels objectifs a-t-on intégré des éléments musicaux dans l'enseignement du français?

L'analyse diachronique des fonctions musicales sera mise en perspective par la consultation d'une panoplie de sources. Il s'agit d'extraits de manuels, d'écrits didactiques et de mémoires de professeurs-stagiaires qui serviront à cerner l'évolution de ces supports dans le cadre de l'enseignement et l'apprentissage de la langue française.

Ricucci, Marco (Università degli Studi di Udine, Italy)

From the Reform Movement: the Reform of teaching Latin in Ørberg's coursebook.

Lingua Latina secundum naturae rationem explicata (first edition 1955) or *Lingua Latina per se illustrata* (edited in 1990) is a worldwide coursebook of Latin by Hans H. Ørberg (1920-2010), a Danish teacher of English and Latin who was inspired by Arthur M. Jensen (1891-1965), author of *English by nature method* and student of Otto Jespersen (1860-1943), who taught English linguistics at University of Copenhagen and was interested in teaching and learning perspective (his own prior experience as a part-time secondary school teacher made him familiar with the practical problems of secondary school teaching).

Jensen, founder of Naturmetodens Sproginstitut where Ørberg worked from 1953 to 1961, was able to incorporate many language pedagogy's ideas of the Reform Movement, based on *The Practical Study of Languages* (1899) by Henry Sweet (1845 -1912) and *How to Teach a Language* (1901/1904) by Jespersen.

But Ørberg, who started his professional career as English teacher, was also inspired by W.H.D. Rouse (1863-1950): he, being greatly influenced by pamphlet *Der Sprachunterricht muss umkehren!* of Wilhelm Viëtor (1850–1918), is the founder of London-based Association for the "Reform of Latin Teaching".

Lingua Latina per se illustrata shed "revamping" light on the history of teaching languages, because it is the only coursebook of *langue morte* which can be defined a "legacy collection" of ideas of teaching a *langue vivante* taking directly origin from Reform Movement: illustrating in clear way these underlining principles contributes to bridging the gaps between instructors of modern and classical languages.

"Foreign languages versus mother tongue in the education of Russian nobility in the 18th century" ?

(Note : paper will be presented in English)

Le XVIIIe siècle russe se caractérise par un intérêt croissant pour les langues étrangères et la mise en place de leur apprentissage. Les écoles pour la noblesse furent particulièrement touchées par ce phénomène. Les langues étrangères sont évidemment utiles pour un noble dans sa vie professionnelle, mais aussi et surtout dans sa vie en société où le français occupe de plus en plus de place en tant que médium de la sociabilité nobiliaire par excellence.

Dans la première moitié du siècle, les langues étrangères apprises dans ces écoles – essentiellement le français et l'allemand – l'étaient sans aucune relation à la langue maternelle des élèves. Qui plus est, pour des raisons spécifiques à la Russie – l'absence quasi totale d'enseignants de langue autochtones – les langues furent enseignées le plus souvent par des étrangers ignorant la langue russe. La langue maternelle des élèves n'était donc pas utilisée dans l'apprentissage : comme, dans les écoles nobiliaires, l'enseignement des langues se basait souvent sur la traduction, on traduisait d'une langue étrangère en une autre.

Dans la deuxième moitié du siècle, le rôle grandissant du français et des modes françaises dans la vie de la haute société russe provoqua une réaction de rejet chez plusieurs écrivains et journalistes. C'est sur le fonds de cette gallophobie naissante que la question de la place et du rôle de la langue maternelle de l'élève fut discutée. Cette question trouve son expression peut-être la plus nette dans les documents rédigés par Ivan Betskoï, de fait le ministre russe de l'éducation sous Catherine II.

Betskoï prône la primauté de la langue maternelle (qu'il appelle significativement « la langue naturelle ») non seulement pour l'apprentissage des matières non-linguistiques, où le russe doit devenir la base de tout enseignement, mais aussi pour l'étude des langues étrangères. Désormais la traduction doit obligatoirement passer par l'intermédiaire de la langue maternelle. Dans notre communication, nous analyserons cette discussion, ces sources intellectuelles ainsi que la mise en pratique des mesures préconisées par Betskoï.

Rochecouste, Judith (Monash University, Melbourne, Australia), Rhona Oliver (Curtin University, Perth, Australia) and Bich Nguyen (Curtin University, Perth, Australia)

Australia's ESL History

The history of ESL in Australia is best described as being in a constant state of flux, in spite of Australia's status as a nation of immigrants. Historically the impetus for teaching English as a Second Language came with large-scale post-WW II arrivals from Europe, with

the first programs assisting assimilation and settlement established in 1948. From the 1970s, more focussed programs were instigated with the arrival of refugees from war-torn South-East Asian countries. These programs recognised language difficulties among both adults and school-aged students. At the same time, Australia adopted a policy of multiculturalism and multilingualism enabling the maintenance of ‘community languages’, or the home languages of migrant groups.

From 1987, a comprehensive national language policy was attempted. However, in the face of changing federal governments and a resultant lack of government interest, support for such a policy diminished. Despite this, within the school, vocational and higher education systems the need for ESL teaching remained (although sometimes taught by underqualified staff). On-going ad hoc policy development, especially in the school sector, has meant a lack of recognition of the uniqueness of ESL and its reduction to little more than a ‘subset’ of the mainstream English learning area.

More recently, adult ESL teaching has been economically motivated. Since the mid-1980s, with English deemed an international language, Australia has become a place to learn English with the establishment of privately funded language schools offering intensive English language courses. Even after the Asian and Global financial crises, international students continue to enrol in these classes. An increased need for ESL instruction at university level has also been recognised and policy relating to adult immigrants addresses eligibility for ESL instruction to reach a functional level of English. However, future directions in ESL remain at whim of the government and less informed policy makers.

Ruisz, Dorottya (University of London)

Connecting nations after the Hitler regime: Culture in the modern language classrooms of post-war Germany

“School curricula should aim to promote understanding of and respect for other nations”* – this was the point that all occupiers of Germany agreed on in their so called Directive No. 54, a major guideline for reforming education in the occupation zones after the collapse of the ‘Third Reich’. There seems to be an inherent connection between international understanding and the learning of languages of other nations. Therefore, it can be assumed that modern language teaching played a crucial role in connecting the former enemies, and that teaching their culture was promoted for the language classrooms as a part of the reorientation of Germany.

The question is whether this idea was indeed taken up by the key figures who exerted their influence to shape the school curricula – at a time when school subjects were re-established and curricula were redrafted. It seems to be an incontrovertible fact that *Kulturkunde*, cultural studies mainly based on distinguishing between the target and the native cultures, played a pivotal role in the 1920s both in the journals of the modern language educators and in the school curricula, which is believed to have led to some

decisive racist elements of language teaching during the Nazi period. The purpose of this presentation is to thoroughly examine in which ways this, as well as new concepts of culture, had an impact on the respective post-war discourses of the language educators and of the regional governments in charge of the curricula.

* Allied Control Council (1947). "Basic Principles for Democratization of Education in Germany. Control Council Directive No. 54. 25 July 1947." In: United States Department of State (ed., 1950). *Germany 1947–1949. The Story in Documents*. Washington, DC: U.S. Government Printing Office, 550.

Sanchez Summerer, Karène (Leiden University)

Official/ heritage language policies, transnational communities and European language teaching in Palestine (1900-1950)

In the recent publications on British Mandate Palestine, a real problematization of the European language policies in Palestine (and to some extent, in the Levant between the 2 World wars) is missing; the political tensions have been more studied than the linguistic ideologies and language teaching. However, the European linguistic agendas and their consequences in the Educational sectors, both public and private, are fundamental to understand the growth of international institutions in Palestine, the Arabization process (and the definitions of Arabness) and the instrumentalization of the minorities' protection.

The discussions about the use of the languages inside and outside the communities, in the public space and the language teaching at schools reflect the challenges the colonial and the indigenous actors faced during the Mandate period. It will also reveal to what extent the Mandate period paved the path to the progressive turn towards "English as a second Language" imperium after the creation of the State of Israel.

The paper will address the relationship between language and education, language and colonial powers, language and identity, language and religion. The presentation will put a light to the visible and invisible contracts between France, Great Britain and the Christian communities, the evolution of their language policies, the repositioning inside these communities towards the use and the teaching of languages.

The paper is based on the British and French officials in Palestine, the PRO, the Latin Patriarchate archives, and the private archives and photographs of local Christian communities, Catholic and Protestant schools.

‘Les Dames’ and the Italian Language in Eighteenth-Century France

Across eighteenth-century Europe, a number of authors composed grammars, of their own language or of foreign languages, which addressed a readership of ‘ladies’, but also at the same time, and more generally, of beginners. Grammarians who indicated in the titles of their works that they had written ‘for the Ladies’, ‘pour les Dames’, ‘per le Dame’, ‘für die Damen’ (or ‘für Frauenzimmer’) often also further specified, either in the subtitle or in the body of the text, that they meant to address, more broadly, a readership that was not necessarily familiar with the Latin language – still considered the foundation for any serious study of languages and their grammar.

On the contrary, they often insisted on having devised and adopted study methods that did not require any knowledge of the classical language nor any pedantic, boring or taxing application. Their grammars, they claimed, were quite the opposite of this, offering instead a light, engaging and easy way of learning a new language. In France, one of the languages that feature most among this type of works is Italian. Still above all a literary language within the Italian peninsula, where the local dialects were used in everyday life, abroad Italian was studied and used as a language of refined conversation. Parisian ladies, for instance, wanted to learn it to dazzle in society and there was no shortage of Italian teachers keen to assist them with their grammars in their enterprise.

This paper will focus on a selection of grammars of Italian composed ‘pour les Dames’ by Italian authors in eighteenth-century France, presenting their main features and analysing how they tried to cater for and adapt to a readership of ‘ladies’, as well as of non-Latinate learners.

La culture litt raire dans l’enseignement du fran ais au Portugal (fin XIXe - d but XXe si cle)

Le ma tre de langues  mergeant de la tradition du pr ceptorat exerc  aupr s des familles de la noblesse europ enne s’estompe au XIXe si cle pour faire place au professeur de latin, de fran ais, d’anglais, d’allemand ou de grec, figure qui, rattach    une institution, doit assurer d sormais la transmission non plus individuelle mais collective d’un savoir-faire r glement  en tant que discipline scolaire au nom d’un statut professionnel nouvellement acquis. En misant sur la perspective historicisante au croisement entre professionnalisation et disciplinarisation, nous nous centrons sur une  tude compar e de manuels scolaires produits au Portugal par des professeurs de fran ais   la fin du XIXe si cle et au d but du XXe si cle afin d’y d terminer l’impact des contenus li s   la culture litt raire et   la civilisation fran aises. Au cours de la 2^e moiti  du XIXe si cle, l’ volution des manuels est indissociable de l’impact de certains agents de l’enseignement dans ce domaine qui d termine une adaptation aux nouvelles exigences p dagogiques. On v rifie,   partir de

1880, un nouveau tournant dans l'édification des anthologies de français où le texte littéraire est mis au service des principales activités d'apprentissage issues des nouvelles exigences d'une méthode dite *naturelle*, vite absorbée par la méthode directe en vogue en Europe où la progression des contenus linguistiques et culturels, la nécessité de contemplation de la contemporanéité et, surtout, la perspective utilitaire, pratique et utile de la langue appliquée à l'« intelligence » de l'élève et aux objectifs de son « instruction » deviennent incontournables. Une analyse comparée de certains manuels scolaires devient alors fondamentale pour déterminer non seulement l'émergence de la civilisation/culturelle comme composante essentielle dans l'enseignement des langues, mais aussi pour comprendre les options d'une nouvelle conception idéologique et pédagogique de l'enseignement de la culture, notamment de la culture littéraire.

Schroeder, Konrad (University of Augsburg- Germany)

Why study modern foreign languages? And which ones for what reason?

The 18th century view

The paper intends an overview of the arguments put forward by (17th and) 18th century didacticians, text book authors and language teachers for the study of the *linguae exoticae* in general, and for the acquisition of individual languages such as French, Italian, Spanish, English, and German, and possibly some of the less widely spoken idioms of Europe (and idioms beyond Europe) in particular. The arguments reflect contemporary political, economic, and cultural developments, but also a growing awareness of the benefits of a plurilingual society. In the context of language politics and policies, aesthetic concepts (beauty of sound and rhythm) are also prominent. These concepts will be a major incentive for literary studies and the developing role of literature in FLT towards the end of the 18th century. - The topic, though mainly based on 18th century evidence, has its repercussions in modern times, e.g. when intercultural language awareness and the plurilingual European citizen are being discussed. Strong affinities with present-day didactic positions also arise from the fact that 18th century FLT follows a highly communicative (and cultural) approach in which communicative strategies play an important role. - The paper will be read in English, with evidence given in the original languages of the sources consulted, basically German, Latin, French, English, and Italian).

Scott, Jim (University of Dundee)

The Governance of Modern Foreign Languages in Scotland (1962-2013)

The decline of Modern Foreign Languages (MFLs) in the Scottish curriculum and across the Anglophone world has been widely debated among linguists, educationalists and politicians. So far, this debate has not addressed the nature, importance or effectiveness of the politico-educational governance which has steered attempts to improve foreign

language learning. Given the length of time required to induce significant educational and political change, this study examines the period from 1962 to date in order to analyse the nature and effectiveness of the governance of MFLs in the Scottish curriculum. In so doing, the study adopts a mixed methods approach, triangulating documentary and statistical analysis with a self-administered questionnaire to 80 key educational governance actors and semi-structured interviews with 30 elite actors. The questionnaire uses Likert scale and free text questions, also employing a bespoke 'governance wheel' to assess governance action and impact.

The study finds that the governance of MFLs in Scotland operates within a complex, asymmetric, politico-educational system with layers and linkages of varying effectiveness and displaying changing elements of hierarchy and network. This governance has been well motivated but has not generally been successful, having suffered significant difficulties and failings through a combination of inconsistent vision and planning, variable governance practice, lack of follow-through, periods of political flux and the unforeseen interaction of initiatives. There has not been a consistent vision of the place of Languages in the curriculum at any layer of governance from national government to the classroom, permitting significant fluctuations in language provision, teaching and student outcomes. The changing vision for MFLs has experienced irregular reinterpretation by ministers, civil servants, national agencies, local education authorities, schools and teachers and this has contributed to the varied, but limited, degrees of success experienced by repeated attempts to improve learning and attainment. The success or failure of previous initiatives has not generally influenced subsequent iterations as governance actors have taken limited account of research, evaluation, earlier development cycles or previous outcomes. The governance of MFLs has frequently failed to consider or engage key stakeholders, is intermittently subject to significant agency by elite actors and has suffered significant losses of capacity as a result of local and national political change. Finally, governance actors demonstrate an inconsistent view of the MFL problem and of other governance groups' contributions to improvement.

This first study of the governance of Modern Languages in Scotland demonstrates the long-term, negative impact of inconsistent, fragmented governance on student enrolment and attainment and on the capacity of the governance system to adapt and improve.. It provides insights and potential improvements for educational and political leaders within and beyond Scotland on the governance and successful implementation of Languages and other major curricular initiatives.

Sharp, Felicitas (LMU Muenchen)

Getting to know the Other:Representation of “the English” in German readers for the teaching of English at secondary school level in the 1920s

At the end of the First World War some German scholars believed that a lack of knowledge about countries like Britain and the United States had been one of the reasons for Germany's defeat. According to them, schools and especially the modern language teaching were partly to blame for the fact that the country had underestimated its opponents.

With the introduction of a new secondary school syllabus, teaching took a turn towards the so-called *Kulturkunde* – a form of cultural studies, which used the discussion of literature to get to know the other culture and also to reach an in-depth understanding of the students' own cultural background through comparison. For this purpose, a new type of school book was introduced: the so-called *kulturkundliches Lesebuch* – readers, which offered various kinds of usually authentic literary and non-literary texts, which were used in the classroom to gain information about what was considered to be the character of the English. The titles promise comprehensive insight into the “Ways of the English” (Angermann, 1931): “The Foundations of English Character”(Gerstenberg, 1929), “England and America. Their Character and Culture” (Bode, Paul, 1929), “English Life and Thought” (Eckermann, 1926), “Modern England. Its problems and peculiarities” (Schmidt, 1930) – to mention only a few. Unfortunately, from today's perspective it is hard to tell how these readers were really used in the foreign language classroom at the time. We need to make do with contemporary accounts and teaching guidelines, which can still be obtained in journals and handbooks.

The paper will look at the representation of the English in these *kulturkundliche Lesebuecher* by outlining the different kinds of readers used in German secondary schools at the time of the Weimar Republic. It will also give an overview of what kind of texts were chosen to get to know the Other and how these were supposed to be employed in the classroom.

Stikic, Biljana (Université de Novi Sad)

La culture française dans l'enseignement du FLE en Serbie: Après la Seconde Guerre mondiale, quoi de neuf?

Notre proposition de communication concerne la problématique de la culture (civilisation) française dans l'enseignement public du français langue étrangère en Serbie avant et après la Seconde Guerre mondiale. Nous appliquerons une approche comparative relative à un même espace (la Serbie), à un même niveau de scolarisation (l'enseignement primaire et secondaire), mais il s'agira de deux époques qui se sont succédées : l'une qu'on appelle l'entre-deux-guerres et l'autre qui concerne la première décennie après la Seconde Guerre mondiale, jusqu'aux années de l'apparition de la méthode SGAV. Notre tâche principale est de déterminer et d'examiner présence, position et importance de la culture française dans l'enseignement du français comme matière scolaire et sa contribution à l'apprentissage de cette langue étrangère elle-même. Pour ce qui est de l'entre-deux-guerres, nous disposons déjà de résultats très intéressants auxquels seront ajoutés ceux relatifs aux années après la Guerre, et tout cela basé sur un corpus assez ample et variable

composé des programmes d'enseignement et des manuels de français rédigés et publiés en Serbie. Quant à notre seconde tâche, elle concerne une analyse plus profonde, à savoir les éléments de la culture (civilisation) bien discernée de la littérature française. Ils comprennent la tradition, les coutumes, l'histoire, la géographie et d'autres phénomènes caractérisant la culture française. Aussi, nous essayerons de déterminer la façon dont ces éléments ont été opérationnalisés à l'intérieur des textes qui servaient de leçons. Étant donnée notre approche comparative (ou plutôt contrastive), la dernière tâche sera celle de répondre à la question suivante : Est-ce qu'il y avait des changements remarquables entre deux périodes données (non seulement divisées par la Seconde Guerre mondiale, mais séparées par deux systèmes et deux idéologies tout à fait opposés), et si oui, en quoi ils consistaient ?

Suso Lopez, Javier and Javier Villoria Prieto
(Universidad de Granada)

Les colloques dans l'enseignement des langues (XVI-XVII siècles): véhicule de culture et représentation des autres

Les dialogues/colloques, tels que ceux contenus dans le *Dictionarium quator linguarum // Vocabulaire en quatre langues* (1556, Louvain), attribués à l'origine à Noël de Berlaimont, qui proviennent d'une longue tradition (depuis les *Hermeneumata*, voir *Documents* n° 22, 1998), deviennent un outil très apprécié à la Renaissance dans l'enseignement et l'apprentissage du latin (cf. les colloques d'Érasme, de Vivès, de Cordier...), puis des langues vernaculaires de l'Europe occidentale. Ils adoptent des modalités diverses (quant à leurs sujets, leur étendue, leur composante familière/usuelle ou leur 'qualité littéraire' ; ils sont intégrés à un dictionnaire ou à une grammaire, ou bien édités comme ouvrage à part, en version bilingue ou plurilingue, créés par l'auteur ou recopiés d'un auteur antérieur...). L'ouvrage de Berlaimont est ainsi à l'origine d'une longue série : *Colloquia et dictionariolum* en six langues, 1634, Genève ; en sept langues, 1589, Liège ; en huit langues, 1646, Venise...). Les maîtres de langues reprennent pour leur compte cet outil, adaptant les colloques à leurs destinataires présumés et/ou disciples : c'est le cas de G. Meurier (*Coloquios familiares*, Anvers, 1568), de B. de Sotomayor (*Grammatica*, 1565, Madrid), de Ch. de Sainliens (*French Schoolemaster*, 1565? ; *Propos familiers*, 1606, Rotterdam), de W. Stepney (*The Spanish Schoolemaster*, 1591, Londres), de J. Minsheu (*A Dictionarie in Spanish and English...*, 1599, Londres ; puis *Pleasant and delightful dialogues*, 1623, Londres). On les retrouve également chez C. Oudin (*Diálogos en Español y Francés*, 1604, Bruxelles ; 1608, Paris ; *Grammaire espagnole expliquée en françois*, 1606, Paris), ainsi que chez J. Saulnier (*Introduction en la langue Espagnolle*, 1608, Paris), et Juan de Luna (*Diálogos familiares*, 1619, Paris), ou chez J. Wadsworth (*A Grammar Spanish and English*, 1622, Londres)...

L'objectif de cette communication consiste à analyser les éléments culturels qui y sont véhiculés, et de voir si le choix divers des dialogues qui sont proposés, le maintien de certains d'entre eux et les adaptations qu'ils subissent reflètent des particularités locales ou

nationales, des représentations des autres peuples et des autres langues, des évolutions des goûts et des pratiques socioculturelles au cours de la période objet de l'étude (1550-1650).

Tintemann, Ute (*Brandenburgische Akademie der Wissenschaften*, Berlin)

Less Conversation, More Literature: Italian as a Foreign Language in Germany Around 1800

An anonymous reviewer of Johann Christian Jagemann's Italian textbook for German learners (1790) wrote that the book does not contain any dialogues, letters and anecdotes, as was instead usually the case in textbooks for language learning of that time. The review reflects a new trend in learning the Italian language in German speaking countries at the end of the eighteenth century: there seems to be a greater interest in learning Italian in order to understand its literature (mainly of the Renaissance) and to understand Italian operas, rather than learning it for oral or written purposes. In my paper, I would like to show how textbooks and grammars of that time reflect this new trend. Johann Christian Jagemann, Karl Philipp Moritz, Joseph Leonini, and others, published Italian grammars and anthologies to develop mainly the reading proficiency of their learners. Jagemann, for example, suggested that learners should first study the grammar of Italian and then start reading Boccaccio's 'novelle' as the most valuable examples of Italian literature, comparable to the best Latin authors. Thus, in Jagemann's didactic programme, Italian is not treated as a modern, but as a classical language, because he suggests his readers should learn the literary language of the fourteenth and sixteenth century instead of modern Italian.

Turcan, Olga (University of Strasbourg)

La langue française en Moldavie : entre héritage, tradition et intégration

Notre thématique se situe au croisement des axes historique, politique, éducatif, culturel, permettant de retracer la présence du français en Moldavie, mais aussi de montrer les enjeux dans le cadre de la politique linguistique de l'Etat notamment après 1991.

De par sa position géographique et son histoire complexe, la Moldavie a subi diverses influences culturelles et politiques. Aussi la langue française a-t-elle connu plusieurs filières et acteurs pour sa diffusion sur ce territoire aux XVIII^e-XIX^e siècles : les Phanariotes, les Français, les enseignants de français de différentes origines, les Roumains, les Russes francisés. Nombreux sont les secteurs qui adoptent et font circuler cette langue. Le champ éducatif nous intéresse tout particulièrement, car il a fortement contribué au maintien du français en Moldavie au XX^e siècle. En effet, les décideurs du domaine de la politique

linguistique s'appuient sur l'**héritage** des siècles précédents pour promouvoir le français dans la période soviétique et instituer ainsi une **tradition** en faveur de son enseignement.

L'obtention de l'Indépendance en 1991 amène un tournant dans l'enseignement des langues dites étrangères, dû à la politique moldave d'ouverture sur la scène internationale. Malgré la progression de l'anglais, le français garde sa position dominante dans l'enseignement moldave jusqu'en 2011 - **situation unique** en Europe, déterminée par de nombreux facteurs, recensés à travers l'approche empirique adoptée dans le cadre de notre recherche sociolinguistique. Le corpus constitué de documents d'archive (1975-2010), d'une enquête sur le français (2009), de textes réglementaires (2011-2013), fournit des éléments de réponse aux interrogations sur la place importante du français en Moldavie avant et après 1991. De même, il donne des indices du sens de l'évolution de la situation du français après 2011 et de la perspective où le français et la francophonie pourraient être pour la Moldavie une manière de se **rapprocher** de l'Union européenne.

Vialleton, Elodie (The Open University)

The spoken language in beginners' French language textbooks: 1886-2013

The history of the teaching of French in the UK has yet to be fully written. This paper will aim to contribute to the exploration of this vast domain through one particular angle: the evolution of the representation and teaching of the spoken French language as reflected by the content of textbooks used in beginners' modern foreign language classes in the UK and in France since the late 19th century.

The study that will be presented relies on a corpus of about 30 beginners' French textbooks or course packs published in the UK and in France since 1886. As well as sample teaching units or chapters from the textbooks, the content analysed includes any paratext provided as part of or alongside the textbooks (e.g. front and back matter, teachers' guides), any materials related to the spoken language provided beyond the main teaching units (e.g. guide to phonetics, glossary with transcriptions) and samples of audio-visual materials supplied with the textbooks when available.

The paper will chart the evolution of approaches to teaching spoken French reflected in the textbooks and will examine whether it reveals a growing emphasis on the spoken language. It will show whether the evolution of technologies available in language classrooms has resulted in the inclusion of more and more authentic speech types in course packs. It will also discuss whether any differences in content or approaches can be identified between materials published in France and in the UK.

De perfecta linguae Gallicae lectione : du XVI^e au XVIII^e siècle

Au sein de cette communication nous avons l'intention de retracer l'histoire de douze règles pour apprendre à bien lire et prononcer le français qui apparaissent au XVI^e siècle sous le nom de *De perfecta linguae Gallicae locutione* en latin et en flamand dans la série des "vocabulaires" de Noël de Berlaimont, certainement dès l'édition de 1536 (Pablo Núñez 2012 : 325). C'est la version spécialement destinée à un public espagnol qui nous intéresse plus particulièrement, et celle-ci voit le jour en 1565, précisément dans l'une des réimpressions dudit vocabulaire de cette série que Jan Verwithagen publie à Anvers. Mais une autre traduction espagnole apparaît la même année à Madrid. C'est Jacques de Liaño qui la reprend à son compte dans son *Vocabulario de los vocablos* (Corcuera & Gaspar 1999). Celle-ci présente déjà des modifications par rapport au texte original de Noël de Berlaimont. Il y aurait tout lieu de croire que ces règles ont accompagné les rééditions extrêmement nombreuses et tenaces du vocabulaire de Berlaimont (Pablo Núñez 2010, tome 2), mais il n'en est rien. Elles seront rapidement supplantées par de nouvelles indications sur la prononciation, publiées en 1558 par Gabriel Meurier, maître de langues flamand, dans son traité *Conjugaisons, regles, et instructions, mout propres et necessairement requises, pour ceux qui desirent apprendre François, Italien, Espagnol, & Flamen*, et dont la version espagnole apparaît, réduite, en 1568 au sein de ses *Coniugaciones, arte, y reglas muy propias, y necessarias para los que quisieren deprender, Español y Frances*. C'est Girard de Salenson, continuateur de Berlaimont, qui les copie pour la première fois en 1568 (Bourland 1938 : 141).

Apparemment disparue, c'est de façon tout à fait inespérée que nous retrouvons la section *De perfecta linguae Gallicae locutione* partiellement traduite en catalan dans une œuvre du XVIII^e destinée à l'éducation des enfants de Baldiri Reixac i Carbó intitulée *Instruccions per la ensenyansa de minyons* et publiée en 1749 à Gérone.

Notre communication s'inscrit donc dans une optique historiographique, même si nous évaluerons brièvement aussi les règles du point de vue du contenu et de son adéquation pour les usagers de chaque époque, forcément différente entre le XVI^e et le XVIII^e siècle.

The troubled rise of French as a school subject in XIXth century England

The history of the establishment of French as a widespread school subject in England, which took place in the nineteenth century, has received remarkably little attention. Our existing information must be gleaned from a disparate range of contemporary sources and more recent investigations that have considered aspects such as the hardships faced by French refugee teachers in England, the intricacies of the different pedagogical methodologies that circulated in the nineteenth century, or the extension of girls' education

in Victorian England. Such a fragmented approach has also led to gaps in our knowledge, including the manner in which parents and even pupils considered the learning experience, and the role of class concerns in determining the fortunes of French.

An initial objective of this paper is therefore to gather and synthesize information regarding the status of French in the nineteenth-century school system that has until now been difficult and time-consuming to obtain. A second aim is to uncover the major preoccupations that shaped the development and teaching of French. The investigation, in particular, of four key areas – the perspective and experiences of teachers, the motivations and identities of learners, the debates surrounding effective methodology, and the appeal and dangers of engaging in French culture – reveals a number of recurrent anxieties.

The somewhat haphazard, and even reluctant, manner in which French appeared in English schools was influenced by the dizzying range of discourses used to justify the learning and teaching of French. This paper will argue that the nineteenth century circulated the notion that these learning motivations were not mutually supportive but on the contrary contradictory. This emphasis on discord was often far more ideological than pedagogical, yet had major and long-lasting implications not only for the manner in which, but also the reasons for which, the French language was taught.

Volkman, Laurenz (University of Jena, Germany)

***Landeskunde* and Foreign Language Teaching in Germany: A Retrospective Look at a Troubled Relationship**

The history of *Landeskunde* in EFL in Germany, especially since the problematic and then odious *Kulturkunde* of the Weimar Republic and the Nazi Years, has been a chequered one, to say the least. Since its gradual renaissance in the post WWII era, parallel to, in combination with and partly in contrast to evolving concepts of communicative competence, *Landeskunde* has had to battle a most problematic reputation in academic discourse. In recent discussions, it has been critiqued as being solely the provider of declarative knowledge and the perpetrator of elitist concepts of Culture with a capital C. Moreover, it has suffered from its pariah status of being only an ancillary discipline to literary, cultural and linguistic studies. In university departments, recently serious attempts have been made to bolster up its status as the Cinderella of English and American Departments and to “upgrade” it to the level of a *Wissenschaft* (academic discipline). In the field of FL *didactics*, new concepts of Teaching Cultural Studies and / or *Kulturdidaktik* abound and with them endeavours to transform *Landeskunde* beyond the teaching of facts and figures of the target culture, to grant such concepts an academic aura and moreover a seminal position within the new paradigm of inter- and transcultural learning.

The presentation aims at charting the various developments of *Landeskunde* after 1945 to its heydays from the 1960s to the 1980s while also trying to redress the current lopsided tendency to malign its general achievements and cultural concepts. Instead, I would like to

emphasize continuing influences with regard to the current paradigms of teaching/learning cultural studies and inter- and transcultural competence.

Wegner, Anke (University of Vienna)

The Other in the History of German Language Teaching: England and France 1900-2000

This paper examines the process of conceptualising the Other in German language teaching at secondary school level. Examples from school books show in which way concepts of the other in France and England in the 20th century differ from each other and how this is due to specific historical contexts.

As far as German language teaching in France is concerned it becomes obvious that the aim of developing a *culture générale* includes that the Other, the other national character or *génie national* is conceptualised by combining selected pieces of literature, myth and legend, as well as historical elements. Until the Second World War the portrayal of *différences psychologiques irréductibles* and of the enemy as the Other has been predominant. Likewise, since the 1950s – and in order to highlight international understanding and *solidarité humaine* – communicating the *patrimoine national* has been a central aim of German language teaching in France, and literary concepts of the other are still shaped by aspects of national identity, *fraternité nationale* and *éducation à la différence*.

Since the turn of the century, in England, German language teaching has been focusing on communicative skills for *everyday intercourse*, mobility and professional qualification, the *purposive, progressive citizen*, and thus aims at insights into everyday life and the ability to act appropriately in everyday situations abroad. The Other then is primarily constructed through geographical, touristic, cultural and historical information, through *everyday topics* and *real-life situations*, complemented by economical and political, scientific, industrial and technical aspects. Finally, since the 1980s and 1990s, concepts of *cultural awareness / intercultural awareness*, the *awareness of the relativity of social environment*, *‘culture’ and way of life* and the European Dimension become more important.

The comparison of concepts of the Other in German language teaching reveals that, basically, these have been shaped by a didactic discourse (but also by guidelines and examinations) on a national scale, and that neither a general European tradition nor a convergence at present can be found.

The Classification of Impersonal Expressions by Donatus and his Commentators

The question of how to deal with verb forms in the third person singular without a definite subject was already an old one in Donatus' time, yet the precise description and classification of impersonal expressions continued to elude the Latin grammarians in late antiquity. Within the system of the part of speech *verbum*, impersonal expressions have been put under the heading of mood (*modus*) or voice (*genus verbi*) or simply been called defective (*defectivum*). This lively discussion in late antiquity, however, has received little academic attention in modern times. In my paper, I propose to outline some of the approaches to these expressions via close reading and diachronic comparison of Donatus and his three commentators (Servius, [Sergius], Pompeius). An important feature is the variation of terminology already found in Donatus, which required further explanation by the commentators. Impersonal expression thus provide a worthwhile angle to shed some light not only on Donatus and his *Artes*, but also the work of his commentators, the degree of their of independency, and the development of grammar theory in general.

Yang Tiezheng

The Chinese language educators in Meiji- era Japa. Miyajima Daihachi宮島大八 and Zhang Tingyan張廷彦

Miyajima Daihachi (1867-1943) was known as one of the most famous Chinese educator in Meiji-era Japan. He was born in Yonezawa, Japan. When he was 21, he went to China to study Chinese language and classical Chinese for 8 years. After coming back to Japan, Daihachi set up a Chinese institute called Eikisya 詠歸舍. Three years later, Eikisya was renamed Zenrinsyoin 善隣書院. The Zenrinsyoin soon became the centre of Chinese language teaching in Japan and it had published a series of Chinese textbooks to meet the Chinese learner's various needs at that time. Daihachi's colloquial Chinese textbook Kyusyuhon 急就篇 was called the bible of Chinese learning that every Chinese learner had to use at that time. It was published more than 170 times and monopolized the market of basic-level Chinese textbooks in Meiji-era Japan. Daihachi's Chinese institute Zenrinnsyoin 善隣書院 had cultivated many Chinese professional interpreters for Meiji-era Japan, had made great contributions to the Chinese teaching of Japan.

Zhang Tingyan(1864-1929) was a key native Chinese educator in Meiji-era Japan. He was recruited by Tokyo koutousyougyougakko 東京高等商業学校 as Chinese instructor, and came to Japan in 1897. He had been teaching Chinese in Japan for 30 years, experiencing every development of Chinese education of Japan. He cooperated deeply with other Japanese educators, published many Chinese textbooks and Chinese dictionary. The

publication of Kyusyuhen急就篇 also gained help of him. His Chinese textbooks were used widely as intermediate-level textbooks.

As mentioned above Miyajima Daihachi and Zhang Tingyan are two important Chinese educators in Meiji-era Japan. In my paper I will try to discuss how Miyajima Daihachi and Zhang Tingyan affected the Chinese teaching in Meiji-era by comparing teaching methods and Chinese textbooks.

Zanchi, Carine (King's Academy, Jordanie)

Regards sur l'histoire de l'enseignement / apprentissage (E/A) du français langue étrangère (FLE) au Proche-Orient.

Notre intervention veut s'intéresser à l'histoire de l'E/A du FLE. En effet, comme le rappelle Summerer-Sanchez (2007), « la Palestine avait le statut de la plus française des terres d'Orient » puisque le français était présent dès les années 1880 comme première langue étrangère et langue courante d'enseignement. Le français était perçu comme un instrument de culture diffusé dans le système éducatif des écoles missionnaires. Durant le mandat anglais, le français perdit ce statut pour devenir une langue de distinction des catégories sociales aisées et des minorités chrétiennes au Proche-Orient.

Ce rappel historique nous permettra de faire une rétrospective du statut du français au Proche-Orient et de ses conséquences méthodologiques observables au niveau des manuels de langue utilisés pour l'E/A de cette langue devenue une langue étrangère.

Actuellement, l'E/A du FLE se fait uniquement avec des manuels généralistes conçus par des auteurs français pour un public d'apprenants universels. Dans les années 1980, des manuels contextualisés à un public arabophone apprenant le français langue 3 ont vu le jour comme "Visa pour le français²", "Entrée libre³ etc. A l'heure de la mise en avant de la contextualisation didactique dans l'E/A des langues qui est selon Blanchet, une conséquence de la mondialisation éducative, nombreux, en particulier dans les pays récepteurs, sont ceux à considérer le manuel généraliste comme un stigmate de cette mondialisation faisant fi des cultures éducatives. Nous souhaiterions nous interroger sur l'adéquation de ces manuels généralistes auprès d'un public de langues-cultures éloignées.

² Abback, I., Challe, O. , Vicher, A. , Visa pour le français 1, livre d'activités, Beyrouth, Edifra/Ediframo, Hachette, 1983.

³ Odot, C. ,Petit, O, Entrée libre, méthode de français 1 , Paris, Clé international, 1986

Isawa Shūji's Method of teaching Chinese pronunciation under the influence of Alexander Bell

I would like to introduce a particular method of Chinese pronunciation education during The Meiji period. The method is used by a Japanese educator called Isawa Shūji, who is active in many fields, especially in the field of modern music education and education for persons who are deaf and speech---impaired. The method is called Visible speech, which It is originally invented by Alexander Melville Bell, and it's for the purpose of helping the deaf and mute to learn to talk. At first, Shuji Isawa learned it from Bell for correct his English pronunciation, and succeed in it. Then he brought the method to Japan, and applied it to stuttering treatment and foreign language teaching. Furthermore, he tried to create a symbol system to show the Chinese pronunciation. And he said he had got a good result from practice. He wrote a lot of books titled with "The visible speech" or "Apply of visible speech" include Chinese pronunciation, Japanese pronunciation and Korean pronunciation. In the first book" The visible speech", he explained the theory and its meaning. And in other books, he wrote about how to apply it into stuttering treatment and foreign language teaching.