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**COMMITTEE
ON RESEARCH
AND DEVELOPMENT IN
MODERN
LANGUAGES**

First Report

LONDON
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DEPARTMENT OF EDUCATION AND SCIENCE
SCOTTISH EDUCATION DEPARTMENT

**COMMITTEE
ON RESEARCH
AND DEVELOPMENT IN
MODERN
LANGUAGES**

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1968



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The estimated cost of the preparation of this Report is £1350 of which £225 represents the estimated cost of printing and publishing the Report.

**Committee on Research
and Development in Modern Languages**

2nd October, 1967

Dear Secretaries of State,

I have pleasure in sending you the first Report of the Committee, which describes our work over the past three years.

The Report is prefaced by a short review of modern language teaching in this country.

Yours sincerely,

L. FARRER-BROWN
(Chairman)

The Rt. Hon. Patrick Gordon
Walker, M.P.,
Secretary of State for Education
and Science.

The Rt. Hon. William Ross,
M.B.E., M.P.,
Secretary of State for Scotland.

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TERMS OF REFERENCE AND MEMBERSHIP

1. The Committee on Research and Development in Modern Languages was set up in October 1964 by the Secretary of State for Education and Science and the Secretary of State for Scotland. Its other sponsors were the Nuffield Foundation, the University Grants Committee, the British Council and the Federation of British Industries (now the Confederation of British Industry).

2. The decision to establish the Committee arose out of discussions of the Reports of the Annan Committee on the teaching of Russian, of the Hayter Committee on Oriental, Slavonic, East European and African Studies and of the Federation of British Industries' Committee on Foreign Languages in Industry. These discussions had focussed attention on the need for a central body to co-ordinate activities and to promote research and development in the field of modern languages.

3. The Committee's terms of reference are:

"To examine the need for research and development in modern languages (including English as a second language) and in the teaching of these languages, to keep in touch with what is being done in these fields in educational institutions and elsewhere, and to make information readily available to interested parties; to advise on such proposals and suggestions as may be submitted to the Committee and, where necessary, to stimulate research and development."

4. The membership of the Committee is as follows:

Members of the Committee

Dr L. Farrer-Brown (<i>Chairman</i>)	Former Director of the Nuffield Foundation
Dr J. A. Corbett	Chief Education Officer, Luton
Miss P. I. Edwin (<i>until March 1967</i>)	Headmistress, Coborn School for Girls
Mr W. P. Evans (<i>until December 1966</i>)	Assistant Personnel Manager, Imperial Metal Industries Limited
Professor D. B. Fry (<i>from March 1966</i>)	Professor of Experimental Phonetics, University College, London
Mr T. Gore	Principal, City of Liverpool College of Commerce
Professor E. J. A. Henderson (<i>from December 1966</i>)	Head of Department of Phonetics and Linguistics, School of Oriental and African Studies, University of London
Professor I. D. McFarlane (<i>from April 1966</i>)	Professor of French, University of St. Andrews

Professor T. F. Mitchell	Professor of English Language and General Linguistics, University of Leeds
Mr G. E. Perren (<i>from September 1966</i>)	Director of the Centre for Information on Language Teaching
Professor C. H. Philips (<i>until August 1966</i>)	Director of the School of Oriental and African Studies, University of London
Professor P. D. Stevens	Professor of Applied Linguistics, University of Essex
Professor D. Ward (<i>until January 1966</i>)	Professor of Russian, University of Edinburgh
Professor E. M. Wilkinson (<i>until September 1965</i>)	Professor of German, University of London

Assessors

The following assessors have represented the sponsors of the Committee:

Mr R. A. Becher	Nuffield Foundation
Mr G. E. Perren (<i>until August 1966</i>)	British Council
Dr B. M. Lott (<i>from September 1966</i>)	British Council
Mr E. I. Baker, H.M.I.	Department of Education and Science
Mr E. G. Lewis, H.M.I.	Department of Education and Science
Dr D. C. Riddy, H.M.I.	Department of Education and Science
Mr R. Toomey (<i>until August 1965</i>)	Department of Education and Science
Mr M. A. Walker (<i>from September 1965</i>)	Department of Education and Science
Mr G. T. Rogers	University Grants Committee
Mr W. Cunningham, H.M.I.	Scottish Education Department

Research Adviser

Mr A. R. V. Cooper (<i>from July 1965 to April 1967</i>)	Mr Cooper was on loan from the Foreign Office
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Secretary

Mr G. C. Kitts (<i>to March 1965</i>)	Department of Education and Science
Mr I. R. M. Thom (<i>from March 1965</i>)	Department of Education and Science

Assistant Secretary

Mr J. Walmsley (<i>from April 1966</i>)	Department of Education and Science
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The membership of Sub-Committees is given in Appendix 1.

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I. THE LANGUAGE SCENE

1. Up to the 1939–45 war, modern languages were studied in Britain mainly for their general formative or cultural value; but the war showed the importance of practical skills in languages (and, in particular, oral skill), and the need for courses to teach such skills to adults quickly. Much has happened since 1945 to underline the importance of teaching and learning languages as means of communication. The rapid industrialisation of many countries has led to increased competition for the world's markets and has stressed the need to keep abreast of scientific discoveries and technological developments of other countries; there has been increasing international co-operation in enterprises beyond the resources of single medium-sized states (e.g. the building of the Concorde Airliner) and a notable growth in travel for pleasure. The present application of Great Britain to join the European Economic Community emphasises our European role and should lend added impetus to a movement which affects all sections of society.

2. Circumstances in the nations of Asia and Africa have also focussed attention on language learning. These nations need a knowledge of one of the great world languages (often, for historical reasons, English or French) if they are to have access to the information which alone will enable them in a short space of time to take their due place in the comity of nations in this scientific and technological age. The need to teach English, French and other major languages extensively as second languages has led to considerable research in linguistics and methodology. Fortunately, technological progress has developed electronic systems and apparatus (notably the tape-recorder) which have facilitated the analytical study of spoken language and can be invaluable aids to teachers of languages. It is being realised that some of the experience gained in teaching languages to the peoples of Asia and Africa is also relevant to the teaching of languages in Europe.

3. At their second and third conferences, held in 1961 and 1962 in Hamburg and Rome respectively, the European Ministers of Education passed important resolutions bearing on modern languages. In particular, they urged the necessity for expanding the teaching of languages in schools and to adults and emphasized the importance of encouraging self-expression and the need to adjust methods of teaching to modern conditions and to requirements of the different categories of pupils and types of schools. They stressed the desirability of encouraging in each member country linguistic and psychological research with a view to improving and expanding the teaching of languages. They recognised the importance of providing courses in modern methodology for student-teachers and serving teachers and they declared themselves in favour of international co-operation designed to "establish, on a comparable basis and through national research teams, basic vocabularies and fundamental grammatical structures in the European languages."

4. Whatever use language may be put to, there need be no clash between the immediate practical aims of language teaching on the one hand and any ultimate

cultural ones on the other. Practical skills must however first be realised and for many persons practical aims will be the more important.

5. Given the right conditions and sufficient motivation, there is no reason why both children and adults should not achieve a reasonable competence in a language other than their own. Naturally the standards that different pupils and students will reach will vary, even if the same good conditions can be provided for all, but this is true of all subjects and it is certain that an increasing proportion of our pupils and of our people as a whole will in future need to know a modern language.

Primary Education

6. Teaching a modern language (normally French) to children of the age of seven and eight is no new departure in this country although until the present decade it was on a comparatively small scale outside the independent preparatory schools. During the last six or seven years many maintained primary schools have introduced a language, usually French, into their curriculum, the children beginning the course most frequently at the age of eight. In one county, for example, 111 out of 176 primary schools now have such courses, whereas about six years ago only six of these schools taught a foreign language. The development in this county is probably greater than the average, but it gives an indication of what is happening.

7. It was with a view to discovering whether, with carefully planned arrangements, a modern language could advantageously become a normal subject of the curriculum of primary schools that the Ministry of Education announced, in 1963, its intention to sponsor a pilot scheme on a fairly substantial scale. The Nuffield Foundation set aside a sum of £100,000 (a sum now largely exceeded) for the preparation of materials and the Department and local education authorities have co-operated in measures for training the necessary numbers of teachers.

8. Accounts of the national experiment jointly sponsored by the Schools Council and the Nuffield Foundation have been given in Schools Council publications Field Report Number 2 (obtainable free of charge from the Schools Council) and Working Paper Number 8 (H.M.S.O. Code No. 27-390-8, price 7s. 6d.). Although the scheme is still in the early stages, the Council says "it seems omens are good and the profit is likely to outweigh the loss."

9. In Scotland the teaching of a modern language in the primary schools has spread rapidly in the last five years. In 1962, French had been introduced in 25 education authority schools. In 1967, the number had risen to 850. In some areas the work is co-ordinated and supervised by the Director of Education or by an organiser appointed for this task; in others the schools have tended to work on an individual basis with the result that methods and courses used vary widely in form and content. The most distinctive development in Scotland was the decision of Glasgow Education Authority in 1965 to experiment with the use of closed-circuit television for the teaching of a foreign language to primary school pupils. At present 200 out of the 212 primary schools in the city teach French with the help of television. Results so far show that this medium is at least as effective an aid in teaching French to young children as any of the others in general use.

10. The teaching of a modern language to young pupils raises many, and often complicated, issues on which we are at present only imperfectly informed. What, for instance, is the best starting age, having regard to all the circumstances of primary schools? How much time is needed for worth-while progress? What is the effect on the pupils' performance in other subjects and on the general life of primary schools? Should all boys and girls in an age-group take a foreign language—if not, how should selection be made? Should the teaching be given by class-teachers or by semi-specialist teachers? How can one best ensure that the secondary schools, which commonly receive pupils from a number of contributory schools, build on the foundations already laid? These are some of the points on which guidance will doubtless be forthcoming in the final report of the National Foundation for Educational Research, who, with the collaboration of H.M. Inspectors, are evaluating the national pilot project. If the questions can be answered satisfactorily, there will still remain the big problem of ensuring an adequate supply of teachers qualified in the language to be taught. Here, in spite of the recent expansion of language courses in universities and colleges of education, the solution will probably have to be found in a national plan of training extending over a number of years.

11. Manifestly, what is happening in the primary schools is of crucial importance. If it proves wise and practicable to include the teaching of a foreign language in the curriculum of all primary schools, a new foundation will exist for the learning of foreign languages in this country, with great consequential effects on the superstructure of training facilities and the opportunities for desirable advances.

Secondary Education

12. A modern language (usually French) is a normal subject in grammar schools (senior secondary schools in Scotland) and public schools and at any rate for the abler pupils in other types of secondary schools. In some comprehensive schools a modern language is started by all entrants. At present perhaps rather more than 50 per cent of all secondary school entrants study a modern language. This percentage is lower than that for certain continental countries (e.g. Sweden, Norway, the Netherlands, Austria) but compares favourably with that in some other West European countries.

13. A review of the candidates for 'Ordinary' level in the General Certificate of Education (see Appendix 2) shows that the numbers in the principal modern languages have risen considerably in the last 20 years. The number offering French has more than doubled; the number offering German has more than trebled, those offering Spanish have increased about sixfold, and the number offering Italian over 10 times and Russian nearly 600 times. Even so the actual number offering German is less than one fifth of those offering French and the number offering Spanish, Italian and Russian is still quite small. The study of a second modern language in Britain has hitherto been confined to a proportion of pupils of higher academic ability; but there is reason to hope that the number of pupils taking a second modern language will increase, if the first modern language can be started in primary schools.

14. The Scottish statistics (Appendix 2) show that the numbers in the principal modern languages have risen considerably there also since 1938. There was a

sharp increase in 1962 when the Lower grade of the Senior Leaving Certificate (normally taken in the fifth year of a senior secondary course) was replaced by the Ordinary grade of the Scottish Certificate of Education to be taken in the fourth year. The number of candidates presented for the Ordinary and Lower grades in French has increased more than seven times since 1938; the number offering German is more than five times greater and those offering Spanish have increased 18 times. Although those offering Italian have risen from 1 in 1938 to 335 in 1967, and the number offering Russian has gone up more than four times since 1961, the actual numbers are still comparatively small. By far the greatest number offered French at both Higher and Ordinary grades, about five times more than those offering German and three and a half times the combined total of those offering German, Spanish, Italian, Russian and Portuguese.

15. Many schools now use audio-visual courses for the early years of their language classes. In England and Wales the percentage is now, probably, well over 60. Growth has been rapid, since the first audio-visual course was not introduced into an English school until 1958; in Scotland the use of audio-visual courses is less widespread than in England although the number of schools in which they have been introduced has risen markedly in the last few years. Another development is the installation on an increasing scale in secondary schools of language laboratories.

16. This increased emphasis on teaching spoken language has implications on the forms of examinations. The Modern Language Association, for example, has completed, with the help of a grant from the Nuffield Foundation, a project designed to ascertain the feasibility of a large scale examination at 'O' level, from which translation will be excluded and in which oral skill will have much greater importance and will be assessed by more refined techniques than at present. Consideration is also being given to changes in sixth form syllabuses and examinations.

17. In 1963 the Scottish Education Department set up a working party to study the possibility of introducing in modern languages an alternative form of examination for the Scottish Certificate of Education which would test primarily ability to communicate orally and to read rapidly and with understanding modern texts in the foreign language. In order to ensure as much uniformity of standard as possible it was decided that the alternative examination would be set and assessed centrally and would be administered wholly by means of tape recorders and language laboratories. A trial examination held in 1965 yielded satisfactory results and the Scottish Certificate of Education Examination Board offered to a limited number of candidates in May 1967 an alternative examination in French in the Ordinary grade. A similar alternative will be offered also in German in May 1969.

18. The Scottish Certificate of Education Examination Board will introduce in 1968 a Certificate of Sixth Year Studies. In the first year of the new examination the only language examined will be French. An examination in German will be offered in 1969 and all the languages commonly taught in the schools will be added in subsequent years. The examination in the modern languages will be designed to cater both for the able pupils who intend to specialise in modern languages and for the pupils whose main interests lie elsewhere but for whom a modern language may have a practical value in their chosen careers.

Colleges of Education

19. Until the introduction in 1960 of the three-year courses of general training, French was included in the curriculum of only a restricted number of colleges of education, and even in these colleges it was regarded mainly as a subject for the students' own education. But in the last few years the growth of French teaching in primary schools has led to a major growth of courses in the Colleges of Education. The handbook, "Modern Language Courses in Colleges of Education 1966", prepared by the A.T.C.D.E. Modern Languages Section, shows that French could be studied at that time in 81 colleges. There has also been a growing recognition of the desirability of providing courses in other foreign languages, notably German and Russian, though the number of such courses is still small.

20. Although some of the courses follow the traditional university pattern and place considerable emphasis on the study of literature, most colleges are concerned to develop the oral skill of their students and to extend their knowledge of the contemporary scene in the country concerned. New approaches to the teaching of languages are studied, with special reference to audio-visual and other techniques increasingly used in schools. Some colleges act as centres in their area for the supply of information about such techniques.

21. In Scotland the position regarding the training of teachers of modern languages is broadly similar to that obtaining south of the Border. The majority of trainee teachers come to the colleges having graduated in French. Trainee teachers of other foreign languages have up to now formed a minority but there is a possibility that the numbers will grow.

22. Modern language teachers in Scotland, who are all graduates prior to undergoing teacher training, must be orally proficient in their particular language. To ensure the highest standards, teachers under previous Teachers' Training Regulations had to satisfy certain requirements concerning residence abroad before obtaining provisional recognition as modern language teachers. Although the current Teachers' Training Regulations are not quite so demanding it is still necessary for modern language teachers to have satisfied the requirements about residence abroad before obtaining final recognition.

23. A note on the training and supply of teachers is given in Appendix 3.

Further Education

24. In recent years, the provision of language courses has become an important concern of establishments of further education. Courses in colleges of further education range in level from those leading to honours degrees awarded by the C.N.A.A. to evening classes for beginners but the most striking growth has been in the number and variety of language courses, often intensive, to meet the demands of industry and commerce. There have been interesting developments in courses in overseas marketing and in secretarial courses in which languages play a prominent part. Many students spend periods of varying length abroad and are often placed with firms there.

25. The interest now taken by industry and commerce in language teaching is illustrated in the reports issued by the Federation of British Industries (now the Confederation of British Industry) although, as will be indicated later, there

would seem to be need for continuing dialogue on a regional or local basis between industry and the colleges if the national provision is to be adequate and effectively used. Some of the most successful courses have been those which have been provided by colleges in direct response to an approach from a firm or firms in their area and which have been the product of active co-operation between the teachers and the managements of these firms. It was in the teaching of adults during the war that the first experience of the new methods of teaching languages was gained and it is in colleges of further education that the provision of modern equipment (such as language laboratories) has proportionately made the greatest headway.

Universities

26. The purpose of language studies in universities, it has been said,* is “to provide through linguistic and literary studies a humane education which may, or may not, be vocationally useful.” It is, nevertheless, in the universities that hitherto the majority of our teachers of modern languages have received their final training in languages before embarking on professional courses to equip them for teaching. About 40 per cent of those who take language courses at universities enter the teaching profession, though the proportion is smaller for the languages less studied in schools.

27. The universities have 157 departments of major European languages: French 40, German 37, Russian 31, Spanish 26 and Italian 23**. The output in 1966 was 2,398 language graduates. About half the students of languages take French. The courses in the older universities are concerned mainly with language and literature. Most of the departments have, for their honours and joint honours students, a requirement that a period of a year or more should have been spent in countries where the language being studied is the mother tongue; sometimes the students have to be registered at universities in the foreign country, sometimes they spend their year abroad as *assistants* in colleges and schools. Residential qualifications, however, are not insisted on for pass degree students and such students, who may well become teachers of languages in secondary schools later on, may have had little experience of speaking the foreign language.

28. There has been an encouraging review on the part of universities themselves of the traditional courses. Much of the self-criticism has related to the level of competency acquired by students in the use, in speech and writing (and particularly the former), of the language they have studied. The work in literary criticism commands the respect of universities abroad, but some people in this country (including university teachers themselves) have doubted whether all students of modern languages should be required to spend as large a proportion of their time in literary studies.

29. Several universities, particularly among those recently founded, now provide for the study and teaching of languages in new ways. In these universities, four major trends are apparent:

- (a) where certain foreign languages (e.g. Russian, Italian) have to be learned from scratch at the university, it is essential that the university

*Guide of the Modern Language Association

**Commonwealth Universities Yearbook 1967.

should use the most effective techniques to bring students rapidly to a high standard of practical attainment;

(b) increasing numbers of students need to acquire ability in a foreign language for use in the study of other disciplines, rather than for its own sake;

(c) instead of separate departments of French, German, Russian, etc., all foreign language work may be concentrated in a single department, sometimes called a Language Centre, which may or may not offer degree and postgraduate courses of its own, in addition to "service teaching" in foreign languages;

(d) in some, but by no means all, of these universities, the study and teaching of languages is linked with the study of linguistics, either within a unified Centre or in a separate department.

30. The academic discipline of linguistics (which should be taken here to include phonetics) is represented in several forms in a great many universities today. That linguistics is closely related to the work of the Committee is beyond doubt, but some of its aspects are naturally more relevant than others. The Committee is clearly closely concerned with the attitudes to language and language study more or less agreed upon by linguists, with the descriptive statements made by linguists about particular languages, and with the statement of correlations between linguistic form and social or personal conditions of use. Certain kinds of socio- and psycho-linguistic research also concern the Committee closely. Of less immediate concern is the highly abstract, theoretical side of linguistics, but the Committee recognizes that the present lively engagement of linguists in theoretical problems and the considerable changes in scope and emphasis now taking place within the subject may well affect profoundly those aspects of linguistic research and development in which the Committee has a direct interest.

Research in Modern Languages

31. Research may claim to have no other aim than the advancement of human knowledge; it may consciously seek working answers to immediate problems. It may have as its aim the elaboration of techniques necessary for further research, or the checking of previous findings, or the search for theoretical justification for a 'hunch' or empirical knowledge. It may be conducted by selected teams of experts or be the part-time occupation of a single individual with other major responsibilities.

32. The field of research that may serve language teaching is enormous, spreading over many disciplines. Work in anthropology, education, language studies, linguistics and psychology is directly relevant but communications engineering, information retrieval, sociology and many specialized sciences can also contribute to the development of language teaching.

33. Prior to the setting up of the Committee and the Centre for Information on Language Teaching (see Section IV), no reliable information existed about the research being undertaken in this country. But investigation confirmed the initial view that the amount was small (certainly compared with work in the U.S.A.), that there was little or no co-ordination and that considerable unevenness in the resources of manpower and finance applied to different projects.

II. THE WORK OF THE COMMITTEE

34. The general picture of language studies in Britain is a typical one of the early stages of major changes. It was in such a situation that we began and have carried on our work during the last three years. Many bodies of all kinds are actively interested in modern languages and it was clearly incumbent upon us in pursuance of our terms of reference to establish cordial understanding with them. This has been our aim from the start and we have envisaged as an important part of our work the encouragement and assistance of work by other organisations.

35. There was no complete and reliable record of the research work in progress in Britain and one of our essential first tasks was to obtain such information and, mainly through the Committee's Research Adviser, to develop contacts with universities and other centres of research. The groundwork has been done.

36. We have paid most attention during the first phase of our work to studies which, by increasing knowledge of languages and the learning of them, may improve understanding of how best to teach them. At the same time we have begun to examine matters which may be regarded as coming within the description of fundamental research. Of necessity, we have had so far to respond to approaches made to us. Until we were more fully informed about research in progress in Britain, we were not able to stimulate research in neglected fields. A full list of grants made on the recommendation of the Committee is given in Section III.

37. We were enjoined by our terms of reference "to keep in touch with what is being done in these fields [research, development and teaching of modern languages] in educational institutions and elsewhere and to make information readily available to interested parties." Our consideration of this question led us to recommend the two Education Departments to establish the Centre for Information on Language Teaching.

38. The demand for teaching materials in line with modern aims and methods is still unsatisfied. The need was, perhaps, most apparent in those sectors outside the schools, because the Schools Council, continuing the work initiated by the Nuffield Foundation in its Foreign Language Teaching Materials Project, is sponsoring the preparation of materials for primary and secondary schools. We have therefore decided that at the present stage we should devote our attention principally to the needs of further education and post 'A' level studies.

39. The suitability of teaching material is a major issue and suitability can be related only to the aims of the course concerned. It seemed to us likely to help teachers if they could have readily available an accurate description of new course material and if possible evaluations which, while they would necessarily be subjective, nevertheless would assist teachers to reach their own conclusions about the suitability or otherwise of material for their own particular purpose.

40. Particular attention has been paid to courses of training in languages needed by industry and commerce. We considered it right to do so not only because of the importance of languages as tools in the export drive, but because

firms which want to secure language training for some of their staff are often ignorant of the standards of achievement required for different purposes and of the length and intensity of courses needed to reach those standards.

41. Our terms of reference include English as a second language and we have studied the need for research in this field with particular reference to the needs of immigrants.

42. We considered the progress made in the teaching of Russian following the Report of the Annan Committee and decided to send a statement to the two Education Departments.

43. Finally (and this reflected to a certain extent the fact that the Hayter Report was one of the documents which led to the establishment of our Committee) we were conscious of the problems posed in making provision for the teaching of the less usual languages which are not taught in schools and are unlikely to be taught in them to any great extent for some years to come. For a number of reasons, we decided to deal first with the problem of Chinese and the outcome of our deliberations and of consultations with the Professors of Chinese and with representatives of the public services is a proposal for the establishment of an Inter-Universities Chinese Language School.

44. These then were the matters to which the Committee decided to attach priority and we now proceed to deal in more detail with each of these questions.

III. RESEARCH

Information

45. We decided early in 1965 to issue a questionnaire to universities and other institutions to obtain information about descriptive and contrastive linguistic analysis, and applied research including psychology and the language learning process; applied linguistics; teaching methods and problems; development and assessment of language teaching material and aids; tests and examinations.
46. As a result we were able to draw up a useful preliminary survey of current research in Britain. Since the end of 1966, the Centre for Information on Language Teaching (see Section IV) has been developing a permanent register of current research.
47. This register so far includes returns made by relevant university departments, establishments of further education and colleges of education in Britain. A number of academic studies not consciously directed towards the improvement of language teaching, some industrial projects and numerous individual programmes of course construction (many not involving research) are not included. However, the following analysis of entries in July 1967 gives a general picture of the topics which are at present attracting research, particularly in relation to the most commonly taught modern languages:—
- (a) *Linguistic analyses of particular languages*: 33 projects; including 10 of Russian, 9 of English, 6 of French, 4 of Spanish, 3 of German.
 - (b) *Linguistic studies related to language teaching*: 25 projects; including 7 dictionaries, 7 on restricted languages or particular registers and 5 contrastive analyses.
 - (c) *Psychology and sociology of language*: 21 projects; including 2 only specifically on testing foreign language ability.
 - (d) *Teaching methodology*: 19 projects; 4 of which are concerned with the application of new technology.
 - (e) *Course design and construction*: 40 projects; 13 in French, 13 in German, 5 in Italian, 5 in Spanish, 4 in Russian, 2 in Portuguese, 2 in English as a foreign language. 30 courses are for language laboratory use while 3 (one Italian, 2 German) are fully 'programmed' courses.
48. About half these projects are being conducted by teams of two or more workers. While work of great importance can be done by individuals working alone (even part-time), we believe that team or co-operative work by several individuals or institutions working within a co-ordinating research design is likely to be more effective. A concentration of intellectual and financial resources results in speedier and more reliable results—especially important in a period of rapid development in language teaching.

Sub-Committee on Fundamental Research

49. We decided to set up a Sub-Committee on Fundamental Research because of the need for a body which would concern itself with more fundamental questions of language communication and learning processes and, besides examining applications for support to work of this fundamental nature, would itself seek to discover what the authorities in each field considered to be the principal gaps in present research. To make this possible, the Sub-Committee decided as a first task, to classify and examine four categories of study, namely the psychology of learning languages; language as communication (including problems of information retrieval and machine translation); general linguistics (under various headings); and socio-linguistics.

50. In this work the Sub-Committee, which first met in September 1966, have had the opportunity so far to consider only the psychology of language learning and socio-linguistics, on which it was greatly helped by papers prepared at its request by Dr D. E. Broadbent, Director of the Applied Psychology Research Unit of the Medical Research Council, and Mr J. B. Pride of the University of Leeds. Dr Broadbent's review pointed to the apparent paucity in this area of language learning of work using the methods and criteria of academic psychology. There was none the less a great deal of expertise and opinion-based activity amongst language teachers, which whilst not coming up to the scientific standards of a purist psychologist, seemed to work successfully in many instances. Dr Broadbent's third conclusion was that the full implications of a large number of relevant areas of general psychology had not been worked out in the special context of language learning.

51. The paper by Dr Broadbent was subsequently channelled through the Centre for Information on Language Teaching to Departments of Psychology at Universities in Great Britain, who have been invited to provide information on relevant research work at present being undertaken or contemplated in the future. The paper by Mr Pride on Socio-Linguistics will be circulated by the Centre for Information on Language Teaching to colleges and institutes of education and appropriate university departments and colleges of further education.

Projects

52. We have no funds of our own with which to finance research and development. But the Department of Education and Science, the Scottish Education Department and the Nuffield Foundation all agreed to consider sympathetically recommendations for grants made by the Committee in respect of modern language projects and we are glad to say that in all cases our recommendations have been accepted. A complete list of projects recommended by the Committee is given below.

53. *Survey of English Usage*: The Department of Education and Science, which was one of several bodies giving grants towards the work done in the first six years, recently agreed to give a further grant of £15,700 over three years to University College, London to enable work to continue on the survey of English usage. The project was originally started in 1960 and is likely to last for another seven years. The project involves building up a body of carefully chosen running

texts of contemporary English for subsequent specification and analysis of their structures. The Committee, in recommending this project to the Department, took the view that such an analysis was of the greatest importance not only to the teaching of English to foreign students, but also to the teaching of foreign languages to speakers of English.

54. *Contemporary Russian*: The Nuffield Foundation are financing the collection and analysis, in the Language Centre of the University of Essex, of spoken and written texts in contemporary standard Russian; they are also making a contribution towards the collection of a large body of recordings in foreign languages within disciplines (e.g. literature, sociology, economics, etc.) commonly studied by university students. The grant of £40,700 was approved in 1965 and extends over a period of four years. The object of the research is to secure a reliable and up-to-date description of the Russian language and thus to provide a valuable basis for improving courses and materials. The collection of the material has been partly carried out in the Soviet Union.

55. *Aptitude and Proficiency Measurement*: The Scottish Education Department are financing research by the Department of Applied Linguistics at the University of Edinburgh into the assessment of aptitude for, and the measurement of proficiency in, language learning. The project, which was approved at the end of 1965, will extend over four years at a cost of £21,000. The project is closely related to similar aspects of the work at Birkbeck College and the two teams are in close touch with each other.

56. *Applied Linguistics and the Psychology of Learning*: Four related projects in applied linguistics and the psychology of learning are being conducted jointly by the Language Research Centre and the Department of Psychology of Birkbeck College, University of London, with the object of devising carefully tested courses, which would combine audio-visual and language laboratory techniques for language tuition to adult learners. Work began on the projects, for which the Nuffield Foundation agreed to make a grant of £20,000 extending over three years, in 1965, but has been delayed by difficulties in obtaining accommodation and equipment and is now unlikely to be completed on schedule.

57. *Language Laboratory Techniques*: The Department of Education and Science is making a grant of £12,000 over two years to the Department of Experimental Phonetics, University College, London, for research into methods of increasing the effectiveness of language laboratory techniques. The work, which has begun recently, aims at a scientific study of human perception and appreciation of speech features with a view to discovering criteria for efficiency in language laboratory teaching. This will include examination of such matters as the significance of normal binaural hearing (as against the unnatural properties of head-phones) and the use of synthesised (machine generated) speech for developing perception in language teaching.

58. *The Teaching of Arabic*: The Department of Education and Science is making a grant of £15,820 over three years to the University of Durham for the production of course materials in standard Arabic. The work, which began in the latter part of 1966, will fulfil a need for suitable teaching materials in standard Arabic. The course will consist of tapes for use at home or in the language laboratory and will be accompanied by a suitable manual. The materials will

provide a one-year intensive course for students from H.M. Forces and Government Departments as well as for research students from other Departments of the University of Durham. It is also intended to use the course, with slight modifications and spread over two years, with undergraduates.

59. *Export Marketing Courses*: The Nuffield Foundation have recently agreed to finance a research and development project at Thurrock Technical College for the production of export marketing courses in foreign languages. The grant for the project, which will extend over two years, is £10,000. The object is to produce materials in French, German, Spanish and Arabic designed specifically to meet the requirements of export sales executives.

60. *Hindi/Urdu Course*: The Department of Education and Science is making a grant of £2,178 for the production of a Hindi/Urdu language laboratory course at elementary level. As there is a lack of suitable teaching materials in these languages the course, which is essentially oral, should be useful to immigration officers, social workers and teachers who frequently have difficulty in communicating with immigrants, who have little or no knowledge of the English language. The course is being prepared by the Exporters Club in collaboration with the Diplomatic Service Language Centre.

61. *French for Engineering*: A grant of around £5,500 is being made to Bath University of Technology over two years for the production of a course in French for engineering students at the University studying French as part of their liberal studies. The object is to integrate the study of the language with the students' technical studies and to this end the students, during their third and fourth years, will have a considerable part of their engineering instruction, report-writing and tutorial discussion conducted in French. Preparation of the course, which will subsequently be published by the Bath University Press, involves the recording of conversations in French industrial establishments and research institutions (a first visit to France was made for this purpose in April and May 1967), the analysis of the material collected and the preparation of teaching materials, including tapes.

62. *Advanced French Teaching*: The Department of Education and Science is making a grant of £14,700 over three years to the University of Reading for the design and evaluation of new course material for teaching French to undergraduates who already have the qualification of a pass at the Advanced level of the General Certificate of Education. The object is to produce materials of a specifically post-secondary character, suitable for use in university studies. The project got under way in the latter part of 1966.

63. *Visual French Grammar*: A grant of £5,000 has been made by the Department of Education and Science to a teacher seconded to the University of Surrey for a period of two years commencing in September, 1965, for the production of a Visual French Grammar. The materials produced include 250 film slides in colour, accompanying texts, guidance notes and a teacher's manual. The work, which is designed for use with pupils in the first five years in secondary schools, is likely to be published during 1968.

64. *'O' Level Language Syllabus*: The Department of Education and Science made a grant of £800 in 1966 to the Modern Language Association for the final stages of a project which had initially been sponsored by the Nuffield Foundation

at a cost of £12,000. The project was concerned with the formulation of an alternative G.C.E. 'O' level language syllabus in which increased importance was attached to oral communication. The purpose of the Department's grant was to facilitate the completion and presentation of the final report of the project.

65. *Language Laboratory Course in Italian*: The Nuffield Foundation are financing the production, under the auspices of the Society for Italian Studies, of a language laboratory course in Italian. The cost of the project, which began in 1966, is £19,000 extending over five years. The course is intended primarily for use in universities, where many undergraduates with little or no knowledge of the language wish to achieve a high level of proficiency in the shortest possible time. It is hoped however that the course will also be of value to students in schools and colleges. Work on the project is being carried out at the University of Cambridge, but the Universities of Birmingham, Aberdeen, Oxford, Reading and the University College of Swansea are associated with it.

66. *Secondary School Materials*: The Department of Education and Science made a grant of over £800 to the Schools Council in 1966 for a feasibility study on the preparation of teaching materials for pupils in the age-range 13-16 in secondary schools, bearing in mind that some boys and girls in a particular intake would have had three years experience of French, whereas others might have had none.

67. *Russian by Radio*: The Department of Education and Science made a grant of £500 to the Centre for Academic Services of the University of Sussex in 1966 to carry out validation tests on B.B.C. Russian language programmes. Throughout the period of the project the Centre collaborated closely with the B.B.C. The Report, which includes an evaluation of chosen courses, has recently been published.

IV. CENTRE FOR INFORMATION ON LANGUAGE TEACHING

68. The Committee recommended in 1965 to the two Education Departments that a Centre should be established in London to collect and co-ordinate information about all aspects of modern languages and their teaching and to make this information available to individuals and organisations professionally concerned in Great Britain. In recommending the establishment of the Centre, the Committee had the full support of the Schools Council.

69. This recommendation was accepted and the new Centre for Information on Language Teaching began work in the autumn of 1966 in State House, High Holborn, London, W.C.1. The Centre is registered as an independent charitable educational foundation, maintained by annual grants from the Department of Education and Science, the Scottish Education Department and the Ministry of Education, Northern Ireland, and is controlled by its own Board of Governors appointed by the Secretary of State for Education and Science and the Secretary of State for Scotland. The present staff at the Centre consists of a Director, who is also a member of the Committee, and twelve other staff including specialists in the teaching of particular languages.

70. Within the broad terms of reference of the Centre, two aspects will receive special attention: the maintenance of the fullest information about relevant research and new developments in teaching techniques, and the provision of reliable information about available teaching materials. It is hoped that C.I.L.T. will act to some extent as a bridge between research and teaching. The Centre will co-operate with existing professional organisations and serve any regional or local centres in Britain concerned with the improvement of language teaching. It will aim at keeping in the closest touch with the practical needs of teachers at all levels.

71. Thanks to the cordial co-operation of the British Council, the Centre has the advantage of sharing certain common resources with the British Council's English Teaching Information Centre which occupies adjoining accommodation. Notably, these include a Language Teaching Library jointly maintained by C.I.L.T. and E.T.I.C. At present this contains over 17,000 volumes, receives and files over 300 periodicals, including many published abroad, and houses a collection of documents and theses. Its contents cover wide aspects of education, linguistics, psychology and methodology relevant to language teaching, as well as representative text-books and teaching materials for particular languages.

72. A separate section of the library houses a collection of audio-visual and recorded language teaching materials and provides facilities for listening to and viewing tapes, records, film strips and slides.

73. The Centre will produce specialised bibliographies including lists of currently available teaching materials, courses and equipment. It will publish a quarterly journal of abstracts of papers and articles concerned with research and

language teaching which have appeared in a large selection of periodicals. From time to time C.I.L.T. may also publish surveys or reviews of special problems concerning language teaching.

74. The Centre (in co-ordination with E.T.I.C.) maintains a register of current research covering all disciplines which may contribute to the improvement of language teaching. The first task of the register is adequately to record details of work in progress within Great Britain but it is hoped later to exchange information with centres abroad so that a record of significant projects in other countries may be available to users in Britain.

75. In the first place the Centre is concentrating on aiding the teaching of French, German, Spanish, Russian, Italian and English as a second language within Great Britain.

V. TEACHING METHODS, MATERIALS AND AIDS

76. We decided to set up a Sub-Committee concerned with teaching methods, materials and aids. This Sub-Committee decided to give priority to the preparation of a standard form of description and evaluation of language teaching materials. Such a description would be useful to teachers in showing exactly what the materials contained, what they aimed to provide and how thoroughly and successfully they seemed to provide it. The document that has been produced as a result of the Sub-Committee's work is reproduced at Appendix 4. It is not intended that these descriptions should be a substitute for looking at or listening to the materials themselves by prospective users, but that they should assist this process by reducing the quantity of material needing to be examined for a particular purpose and by drawing attention to features and facts, to find which would otherwise involve much labour.

77. The original draft description and evaluation was used as a basis for a number of evaluations of different audio/visual and audio/lingual courses carried out by a number of teachers in universities, colleges of education and schools. This pilot exercise proved to be valuable and the final document takes account of certain criticisms made by these teachers in using the criteria.

78. The preparation of a draft description and evaluation was only the first stage. The next step was to decide upon a procedure for the continuing evaluation of language teaching materials and their publication in a form which would be of value to teachers. This is not a task for which the Committee itself is equipped. We have therefore asked the Centre for Information on Language Teaching to consider making arrangements for evaluations to be carried out by a panel of teachers and for the subsequent publication in suitable form of these evaluations.

79. Both the Committee and the Centre recognise that while the descriptions are valuable in themselves, the evaluations will necessarily be subjective. Nevertheless, we are satisfied that the descriptions and evaluations will be of help to teachers in assessing the suitability of material for their own purpose.

80. We have already indicated the importance that we have attached to the preparation of new teaching materials. The very first project for which we recommended a grant was in respect of a visual French grammar which has now been completed and will be published in 1968. Bearing in mind the shortage of material in the less common languages, we have recommended grants for the production of course materials in standard Arabic and of a Hindi/Urdu language laboratory course.

81. Grants have also been recommended for the preparation of language laboratory courses in both Italian and French designed primarily for the teaching of undergraduates. Recognising the increasing importance of language as a subsidiary subject for students reading for technical or scientific degrees, we

have recommended a grant for the production of a course in French for engineering students. The aim is to integrate the language training fully with the student's technical studies. Fuller details of these projects are given in Section III.

82. We considered that advice on the establishment and use of language laboratories was needed by local education authorities and other users. We decided however not to pursue the matter ourselves because of the setting up of a Working Party by the Department of Education and Science to prepare a booklet of guidance on language laboratories. The Committee's Research Adviser was a member of this Working Party at its early discussions.

VI. LANGUAGES FOR ADULTS

83. We have given a high priority in our discussions to the training of adults in modern languages, and set up a Sub-Committee to give particular attention to the needs of industry and the public services. This Sub-Committee is also concerned with the possible demand from the general body of university students (and not only those specialising in modern languages) to improve their practical competence in languages learned at school or to learn other languages not previously studied and to do so in relation to their specialist degree studies.

84. First priority has been given to the whole problem of language training for industry. Considerable emphasis has been given by successive governments to the development of language skills in the context of the export drive. Competition for world markets is increasingly severe and our customers are no longer content for us to talk to them in our language instead of theirs. Nevertheless there is evidence that, despite the encouragement and advice given in reports prepared by the former Federation of British Industries, many firms have still to be convinced of the importance of foreign languages within industry and are reluctant to release their employees for training.

85. It was not our task to persuade firms to develop an adequate supply of personnel trained in languages. But, as it is likely that more and more firms will be seriously considering the need for training staff in modern languages, the Sub-Committee decided that it would be helpful both to industry and to teachers to examine the definition of standards of language skill needed by adults for various purposes and the training procedures by means of which these standards might be most effectively and economically achieved. The scheme of foreign language examinations devised and sponsored in 1963 by the Birmingham Chamber of Commerce and now administered by the Associated British Chambers of Commerce is being increasingly used by industry and the Sub-Committee therefore decided in defining standards of proficiency to take into account the standards drawn up for the examinations of the Associated British Chambers of Commerce. A more difficult question is the intensity of teaching required to achieve the relevant standards because inevitably there is a large number of variable factors and furthermore the ability and willingness of industry to release their employees for full-time courses is open to doubt.

86. The conclusions of the Sub-Committee are set out in Appendix 5. It is not suggested that these conclusions are based on other than subjective criteria; at present there are no other. Nevertheless the conclusions have been discussed with representatives of industry and representatives of leading colleges of further education and may therefore reasonably be said to represent the most accurate conclusions that could be reached on the basis of expert experience.

87. The statement prepared by the Sub-Committee has been published in the Confederation of British Industry Education and Training Bulletin of April 1967 and copies of the statement have also been sent to all the ten Regional Advisory Councils for Further Education in England and Wales.

88. The Committee, in sending the statement to the Regional Advisory Councils, said that there was evidence that the specific tailor-made courses had met with most response from industry. To meet the needs of particular companies, private language firms can provide courses on the premises of the company at times convenient to the company (several of the biggest companies, of course, run their own language courses). There are necessarily limits to the extent to which colleges of further education can provide a similar service but, given effective arrangements for collaboration between the colleges and industrial firms, colleges can offer tailor-made courses which are welcomed and supported by industry. Such courses are already provided by certain colleges in London and elsewhere which have built up a close working relationship with local firms.

89. The Committee suggested to the Regional Advisory Councils that the most effective way in which this process of collaboration could be encouraged and developed would be by the setting up within the Regional Advisory Councils of modern languages sub-committees on which representatives of both industry and the colleges could discuss problems of mutual interest and ensure the most effective and practical collaboration. We are glad to say that three Regional Advisory Councils have now decided to adopt this suggestion, while the others still have the matter under consideration.

VII. ENGLISH AS A SECOND LANGUAGE

90. English as a second language is specifically included in the Committee's terms of reference. There are other organisations actively concerned—notably the British Council with the teaching of English overseas, and the Schools Council with the teaching of English to the children of immigrants.

91. A Sub-Committee on English for speakers of other languages was set up in 1966 to study the range of existing research and development in this field, and to make recommendations for any further work considered desirable. Its first preoccupation was the teaching of English to adult immigrants and to their children in schools in Britain. In 1965/66 a survey of existing relevant work was made with the help of the British Council's English Teaching Information Centre. The amount directly related to the needs of immigrants was then found to be small. However, in 1966, the Schools Council Project on English for the Children of Immigrants was established at Leeds University to produce effective teaching materials. More recently, the Schools Council has also undertaken to support work at the University of Birmingham on the teaching of English to West Indian immigrants. In the light of the previous survey and the needs clarified by the Leeds programme, the Sub-Committee decided to recommend a major project in general terms, subsequently to be remitted to experts for detailed research design and co-ordination with existing work.

92. This project would comprise an examination and description of the language used by teachers and pupils in the classroom during the teaching of general subjects in British schools, probably at the upper primary/lower secondary stage. It is believed that such a description could be of great value not only in determining the range and skills of English which must be taught to immigrant children, but also in helping the production of course material for teaching English overseas in countries where it must later be used as a teaching medium. It might also have considerable value for the teaching of English as a mother-tongue.

93. The Sub-Committee is now preparing a definition of aims and criteria for such a project. Experts will be asked to examine its feasibility and to make proposals for its design. It is hoped to involve a number of institutions and to arrange for the results of work progressively to be fed into existing development projects, such as that at Leeds.

VIII. THE TEACHING OF RUSSIAN

94. While there has been a welcome increase in the number of boys and girls taking Russian at 'O' and 'A' level since 1962 when the Annan Committee produced their report, it remains true that the numbers are very small compared with those for French and German. The most disconcerting factor in the present situation is the fall in recruitment to the special one-year courses for teachers wishing to add Russian to their teaching subjects. These courses were established at Holborn College of Law, Languages and Commerce, the Birmingham College of Commerce, the Liverpool College of Commerce and the Scottish College of Commerce (now Strathclyde University) and were well supported in the years 1963/64 to 1965/66, but recruitment fell off badly in 1966/67, so much so that the course at the Birmingham College of Commerce has been discontinued.

95. The main reason put forward for this fall by the Association of Teachers of Russian, with whom we have had discussions, is that, when they return to schools, teachers have not been given sufficient opportunity to teach Russian. This is disquieting, especially as conditions could not, in theory, be more favourable to an expansion of Russian-teaching for, in addition to special measures for training teachers, there will shortly be available audio-visual materials for the teaching of Russian and plans are in hand for the production of further teaching materials for older pupils.

96. Whilst it is easier to diagnose the reasons for the present unsatisfactory situation than to provide solutions, we decided to bring to the attention of the two Education Departments the danger that the impetus given to Russian studies by the Annan Report would be lost if the measures taken to increase the number of teachers of Russian failed because of lack of support. The two Departments are considering our views in the context of a review of developments since the Annan Report was published.

IX. INTER-UNIVERSITIES CHINESE LANGUAGE SCHOOL

97. We have already indicated that the special attention which we have paid to the provision for the teaching of Chinese reflected the fact that the Hayter Report was one of the documents which led to the establishment of our Committee. The Hayter Report reiterated the view of the Scarborough Commission that an understanding of Asia, Africa and Russia was of growing importance in the post-war world. The re-emergence of China as a major world power, her future role in international affairs, the importance to Britain of the Chinese (and Chinese speaking) markets—all these factors support existing evidence that there will be a growing need for people trained in modern Chinese studies.

98. To produce such people, it is essential to provide:—

- (a) a solid grasp of the modern language, both spoken and written, so that after graduation they can rapidly acquire fluency in Chinese after a comparatively short experience in the field;
- (b) a thorough and accurate reading knowledge both of the modern and of the classical literary language;
- (c) a thorough acquaintance with the current state of academic knowledge in the various fields of Chinese studies.

99. The Chinese language is taught only in a handful of schools and there is little prospect of any change for some time to come. The Oriental Languages Sub-Committee of the Schools Council have concluded that, in view of the lack of properly qualified teachers and of teaching materials of all kinds, it would be unwise to encourage an expansion of the teaching of Chinese in schools at the present time.

100. The Chinese Departments of Universities are therefore faced with the problem of teaching students who have no prior knowledge of the spoken or written language and of providing basic language training as well as the studies of a normal degree course. The difficulties inherent in providing within a degree course a thorough training in the modern language are two-fold. First, some universities still require undergraduates to spend only three years on an honours degree. This period allows insufficient time for students to acquire linguistic competence of the required standard. Secondly, most of the universities involved do not have the kind of staff and facilities which are required to teach the modern spoken language by the most up-to-date and economical methods. The type of teacher required for elementary language teaching also differs markedly from the normal university staff.

101. This special problem was concealed for several years by the fact that intensive training in elementary Chinese was given to selected individuals as part of their National Service training. The universities are agreed that this training was of great value to those students subsequently undertaking a degree course. But this concealed subsidy from the defence effort to the educational world has now come to an end.

102. The overall scale of teaching is not very large (the total annual student intake of all British universities to read Chinese as a subject is running at somewhat less than 60), and it would be uneconomical for each and every one of the University Departments engaged in this field to set up the sort of teaching structures required. Therefore, we felt that the most sensible and economical solution would be the establishment of an Inter-Universities Chinese Language School as a single centre, adequately financed, equipped and staffed, to undertake all the preliminary language training in modern Chinese.

103. Such a school could not only undertake the training of undergraduates in the first year of their university course but could also provide basic linguistic competence for the rapidly growing number of scholars from other fields, particularly in the social sciences, who wish to specialise on China. It could also cater for the growing demands of the public service and others outside the academic world. There would be no fundamental clash of interest between the academic and the non-academic student. At this stage their linguistic needs are virtually identical.

104. This proposal has been discussed, first with the Professors of Chinese in the universities concerned, secondly with the University Grants Committee and thirdly with representatives of the six universities with Chinese Departments. Considerable interest and sympathy have been shown by everyone but there are problems, both academic and financial, still to be resolved. The six universities are now examining the proposal in detail to see if they can adopt a viable and acceptable scheme for an Inter-Universities Chinese Language School.

X. THE FUTURE ORGANISATION OF THE COMMITTEE

105. To the present time the Committee has had the full-time services of a Research Adviser and his personal secretary and the part-time services of two officers of the Department of Education and Science. When the Committee first recommended the setting up of the Centre for Information on Language Teaching, it was envisaged that the Committee and the Centre would work in the closest possible collaboration. Now that the Centre has come into being and has been developing its activities over the past year, it has been decided that the Centre shall undertake the servicing of the Committee and its staff has been increased to enable it to do so.

106. It is the expectation of the Committee that these new arrangements will assist materially in the next stage of development of the work of the Committee. Hitherto the Committee has considered applications which, in the main, have originated from universities and other centres of research. The building up of an authoritative research register, which has been one of the tasks of the Centre for Information on Language Teaching, will enable the Committee more readily to identify possible new fields in which research and development might be encouraged. The Committee will aim at striking a balance between the needs of fundamental research and shorter term projects which have a direct bearing on current needs of the educational system.

APPENDIX 1

Membership of Sub-Committees

1. Sub-Committee on Languages for Adults

*Dr L. Farrer-Brown	Chairman
Mr E. I. Baker H.M.I.	
Mr A. C. W. Crane	Director E.L.B. Languages Group Ltd
*Mr W. P. Evans (to December 1966)	
*Mr T. Gore	
Mr K. C. Humphrey	Department of Education and Science
Mr P. H. Laurence	Diplomatic Service

2. Sub-Committee on English for Speakers of Other Languages

*Mr G. E. Perren	Chairman
Miss June Derrick	Project Organiser, Schools Council project in the teaching of English to Immigrant Children, Institute of Education, Leeds
Mr E. G. Lewis H.M.I.	
Dr B. M. Lott	British Council
*Professor T. F. Mitchell	
Professor R. Quirk	Professor of English Language, University College, London

3. Sub-Committee on Methods, Materials and Aids

*Dr J. A. Corbett	Chairman
Mr W. Cunningham H.M.I.	
*Miss P. I. Edwin (until March 1967)	
Mr J. S. Jones H.M.I.	
Mr B. G. Palmer	Head of Languages Department, Bulmershe College of Education, Reading
*Mr G. E. Perren	
Dr D. C. Riddy H.M.I.	
Miss M. L. Sculthorp	Director, Language Centre, University of Kent
Mr A. Spicer	Project Organiser, Nuffield Foundation Foreign Language Teaching Materials Project, University of Leeds
Dr H. H. Stern	Reader in Modern Languages, University of Essex

*Denotes membership of Main Committee

4. Sub-Committee on Fundamental Research

*Professor D. B. Fry	Chairman
Mr R. A. Becher	Nuffield Foundation
Dr D. E. Broadbent	Director, Applied Psychology Research Unit, Medical Research Council, Cambridge
Dr A. J. Fourcin	Reader in Experimental Phonetics, University College, London
Mr G. W. Hart	Office for Scientific and Technical Information
*Professor T. F. Mitchell	
Mr J. B. Pride	Lecturer in School of English, University of Leeds.
Mr J. L. Trim	Head of Department of Linguistics, University of Cambridge

(Note: The Chairman of the Committee is ex-officio a member of all the Sub-Committees)

*Denotes membership of Main Committee

APPENDIX 2

England and Wales

1. A rough guide to the proportions of pupils who study the various languages is provided by the figures for candidates for the General Certificate of Education examinations at the ordinary level and the Certificate of Secondary Education. The figures for 1965 are given in the following table, which includes for purposes of comparison those for 1938 in the School Certificate and those for certain other subjects for both years.

<i>Subject</i>	<i>G.C.E. Candidates 1965</i>	<i>C.S.E. Candidates 1965</i>	<i>S.C. 1938</i>
English Language	348,688	41,487	77,358
French	163,651	8,345	72,466
German	32,737	986	9,935
Spanish	9,776	235	1,338
Italian	2,895	—	245
Russian	2,374	19	4
Welsh as a foreign language ..	2,133	152	2,886
Other modern languages ..	2,539	6	15
Latin	52,420	20	28,735
Greek (classical)	2,647	—	2,049
Total subject entries	2,170,019	230,977	531,445

2. It can be seen that the number of candidates in the principal modern languages has risen considerably since before the war and that the proportions offering German, Spanish, Italian and Russian in the external examinations are now greater as compared with French.

3. The figures relating to the G.C.E. examinations at the advanced level in 1965 and those for the Higher School Certificate in 1938 are as follows:

<i>Subject</i>	<i>1965</i>	<i>1938</i>
French	25,599	4,572
German	7,107	899
Spanish	2,213	138
Russian	602	—
Italian	585	2
Welsh	300	103
Other modern languages ..	422	1
Latin	7,901	2,589
Greek (classical)	1,322	881
Total subject entries	370,435	36,951

Scotland

Subject	1938 Leaving Certificate		1961 Scottish Leaving Certificate	
	Lower Grade	Higher Grade	Lower Grade	Higher Grade
English	—	5,737	4,124	10,089
French	2,675	3,016	6,315	4,813
German	727	375	1,259	830
Spanish	51	34	127	117
Italian	1	—	25	37
Russian	—	—	80	31
Portuguese	—	—	—	—
Latin	1,843	1,313	2,471	2,187
Greek	184	194	186	233
Hebrew	—	—	—	—
Gaelic (Native Speakers)	—	—	—	—
Gaelic (Learners)	—	—	—	—
Gaelic	12	50	20	52
Total presentations in all subjects..	9,693	18,411	50,153	38,500

Subject	1962 Scottish Cert. of Education		1967* Scottish Cert. of Education	
	Ordinary Grade	Higher Grade	Ordinary Grade	Higher Grade
English	22,060	11,237	34,584	23,100
French	18,311	5,611	19,149	10,778
German	3,272	1,059	3,871	2,663
Spanish	369	154	919	557
Italian	120	43	335	195
Russian	153	57	345	160
Portuguese	—	—	11	5
Latin	6,516	2,454	6,123	2,938
Greek	271	243	285	281
Hebrew	8	4	6	9
Gaelic (Native Speakers)	100	—	87	—
Gaelic (Learners)	42	—	64	—
Gaelic	—	52	—	104
Total presentations in all subjects..	176,724	41,471	—	—

* The 1967 figures have been supplied by the Scottish Certificate of Education Examination Board from the preliminary statistics of the examination.

APPENDIX 3

The Training and Supply of Teachers

England and Wales

1. In March 1964 there were 9,485 teachers with degrees in modern languages in maintained primary and secondary schools. Of these 5,502 were in grammar schools, 1,590 in secondary modern schools, 1,533 in comprehensive and other secondary schools and 860 in primary schools.

2. The total number of teachers with degrees in modern languages in all grant-aided and maintained establishments on 31st March 1964 was 11,223. This figure included 737 teachers in direct grant grammar schools, 588 teachers in all establishments of further education, 177 teachers in colleges of education and 236 teachers in other establishments.

3. The general expansion in recent years in the number of students in colleges of education has been more than matched by an increase in the number of students taking modern languages as a main subject. The following figures relate to students taking French as a main subject:—

<i>Year</i>	<i>Number of Students</i>
1961-62	797
1962-63	1,219
1963-64	1,449
1964-65	2,025
1965-66	2,947
1966-67	3,892

4. German, Spanish and Russian studies are also taken by a few students as main subjects in colleges of education. The emphasis has been on French because the colleges of education are concentrating on producing teachers for the primary schools. While the main subject study is aimed chiefly at increasing the students' own knowledge, French is obviously the language at present of most relevance in primary school teaching.

5. Courses of further training for serving teachers are offered by the Department, Local Education Authorities, Institutes of Education and other bodies.

Scotland

6. In October, 1963, there were 1,453 teachers with degrees in modern languages in Education Authority Primary and Secondary Schools and 150 teachers with similar qualifications in Grant-Aided Nursery, Primary and Secondary Schools. Of the gross figure of 1,583, 320 were in Primary Schools, 208 in Junior Secondary Schools, 1,020 in Senior Secondary Schools, 9 in Special Schools and 26 were unallocated to specific posts (e.g. organisers).

7. The general expansion in recent years in the number of students in Colleges of Education has been generally reflected in the number of students commencing modern language courses. The following table gives a comparison between entrants generally and those specifically taking modern languages over a five-year period commencing in 1961:—

<i>Session</i>	<i>Modern Language Course</i>	<i>All Courses</i>
1961-2	74	2,778
1962-3	83	3,147
1963-4	63	3,657
1964-5	143	3,832
1965-6	131	4,416

8. French is without doubt the main language taken by graduate students at Colleges of Education. This emphasis is a natural follow-on from the position in Secondary Schools where a large majority of pupils opt for French rather than any other modern language. With the introduction of French into the Primary School curriculum, there has been a marked expansion of the study of French as a main subject for trainee primary teachers. There has always been a bias towards French; perhaps understandably, having regard to the long association between Scotland and France. German, Spanish, Italian and Russian are, however, taken as main subjects by a small minority of students in the Colleges of Education. Following the recommendations of the Annan Committee in 1962, regarding the need to expand the teaching of Russian, fair progress has been made in the numbers of pupils taking Russian in the Secondary Schools. An intensive one-year course in Russian for serving teachers has been run annually in each of the last five years at Strathclyde University.

APPENDIX 4

Description and Evaluation of Language Teaching Materials

Note: Materials will normally be analysed under four main headings:

- (1) General description and bibliographical information.
- (2) Method of use.
- (3) Organisation of materials.
- (4) Content and presentation.

Each of these four sections will consist of:

- (a) a factual description together with any data given or claims made by author or publisher;
- (b) under the heading *Comment*, a careful consideration of the validity of those data and claims and also of the effectiveness of the material for teaching in Great Britain.

General comment on the course as a whole may be given at the end.

1. General description and bibliographical information

- (a) Full title, name(s) of author(s) and publisher.
Date and place of first and any subsequent publication.
Where applicable, the name and address of British agents or main distributors of all parts of the course.
- (b) Dates of revisions or additions and any information about the nature of revisions.
- (c) Concise general description (one or two lines) of the nature of the materials and the level for which they are suitable (e.g. audio-lingual, adult beginners).
- (d) Detailed inventory of all components. (N.B. An annexe gives a check list of the type of data which should be listed).

Comment

on texts: quality of paper and binding, accuracy of printing, typography (i.e. whether Roman, Cyrillic, Fraktur, ideograms etc. are used).

on visuals: size, authenticity, pupil appeal, clarity; some indication of whether symbols are used to convey meaning and how systematically, and whether text illustrations are related to other visuals.

on tapes: quality and consistency of reproduction on the sample listened to, speed of delivery, pronunciation, authenticity and variety of voices and intonation.

2. Method of use

- (a) *Suitability:* level and type of learner for which the material was explicitly and implicitly designed.
- (b) *Guidance for teacher:* how advice and instructions are provided for the teacher; whether English or the target language is used in explanations for teacher and pupils.

- (c) *Objectives of course*: declared aims or implicit objectives in terms of expected achievement in different skills by pupils; the particular methods to be employed; the teaching time required; an account of the comprehensiveness of the materials.
- (d) *Further materials in series*: a brief description of any other published material, designed to precede, follow or supplement the course, stating briefly if they differ in method of presentation from the materials immediately under discussion.

Comment

on suitability: for pupils of different ages and types, for particular teachers, for classes of various sizes, and for use in relation to normal British curriculum and particular examination requirements.

on suitability: for self-instruction.

on aims of teaching: implicit or explicit and time required for teaching.

on what special 'hardware' may be needed to use the course materials, where necessary.

3. Organisation of materials

- (a) Relationship between the various parts, including staging by years.
- (b) Description of activities and skills developed in the course and also of their relative balance. Information should be included on the use of the visuals, teacher's manual, reference sections on grammar, vocabularies, keys to exercises, revision exercises and tests.
- (c) Arrangement of materials into units, chapters or lessons and a brief description of the internal structure and composition of a typical unit, showing the principles underlying this arrangement.

Comment

as required, noting in particular such points as ease of reference by pupils and teachers, cross-referencing (where appropriate), consistency of layout, uniformity of style, etc.

4. Content and presentation

- (a) *Phonology*: describe the ground covered by the course, the principles governing the introduction of sounds (i.e. whether as isolated sounds, or in single words or in meaningful speech groups), the teaching of pronunciation and intonation, speed and order of presentation. State whether phonetic script is employed (and if so, what system) and whether there are any specific exercises on phonology, showing for speakers of which mother-tongue any corrective advice or exercises have been designed.
- (b) *Writing and Spelling*: how and at what stage the writing system is introduced and how it is practised. Describe the cursive script and spelling employed (e.g. Russian, German, Turkish), and any special methods used to teach spelling.
- (c) *Morphology and Syntax*: Summarise the ground covered, mentioning the underlying principles, the criteria for selection and method of presentation of grammar. Briefly describe what use is made of grammatical explanations and in which language they are given, noting whether there are exercises for practice, re-use and revision of grammatical structures. Are the examples in the exercises purely structural or are they in any way contextualised?
- (d) *Lexis*: State the principles for selection, the rate and manner of introduction of new items, the range and extent of vocabulary taught.

Describe methods used to teach meaning (i.e. whether mono- or bilingual; by translation, definition, illustration, analogy, etc.) See whether there is provision of vocabulary lists throughout the course, whether there is reference to the use of words in particular contexts and also to wider meanings, and whether there is adequate opportunity for the re-use and practice of vocabulary.

- (e) *Subject matter and background:* Mention themes, topics and situations covered. State how the presentation of life, society, culture and customs are related to the foreign language. Say whether the foreign language or English is used to convey cultural information.
- (f) *Exercises:* Describe the main types of practice material not already described or which co-ordinate hitherto separated skills. State whether teaching or practice drills and exercises are clearly differentiated from those intended for testing.

Comment

as required, noting especially the authenticity and modernity of language, its quality, style and appropriateness to various situations.

Comment on any distinctions made (or necessary) between 'literary' and 'colloquial' forms, giving illustrations where possible.

Comment on whether the different types of exercises are provided in sufficient number and grading.

5. General comments (if required)

These should refer to:

- (a) The general teaching and learning methods required, and their consistency and clarity to teacher and pupil.
- (b) The flexibility and adaptability of the materials for teachers and pupils of varying ability, both for class-teaching and self-instruction.
- (c) Whether, in general, the materials appear to measure up to the declared objectives of the course, and whether the overall impression is of an attractively produced course which will appeal to learner and teacher.
- (d) Any well-attested experience of using the materials by teachers in Britain, and in case of overseas materials whether their overseas origin gives rise to features likely to worry British users.
- (e) Whether the overall cost of the course represents good value for money.

ANNEXE TO

Description and Evaluation of Language Teaching Materials

Notes for evaluator:

- (1) The following check-list lists the different types of components from which language courses may be made up. It is meant to be used when drawing up subsection (d) of Section 1. (GENERAL DESCRIPTION AND BIBLIOGRAPHICAL INFORMATION).
- (2) While all courses will to a greater or lesser degree be composed of a selection of the items given, *no* course is likely to include examples of *all* the types of components listed. Some of the forms of projected visuals listed are not common in 1967 but are likely to become so in the future.

A: Printed materials

Pupil's book

Teacher's manual

Supplementary readers, workbooks, dictation passages, instructional games, teacher's handbooks

Testing materials, keys and grading charts thereto.

Wherever applicable, state number of volumes, number of pages (introduction and main text and appendices), binding, whether illustrated (colour, black and white, line drawings, photos) and whether supplementaries are expendable or for permanent use.

B: Audio-visual materials

(i) RECORDINGS:

Tapes: state number in set, diameter of reels, playing speed in i.p.s., whether single or double-track recording, how packaged, and cost (where relevant, give separate details for sale copies and loan copies hired for re-recording).

Discs: state whether they are teaching materials or students' practice discs, number in set, diameter of disc, playing speed in r.p.m., whether LP etc., whether recorded on one or both sides of disc, how packaged, cost.

(ii) PROJECTED VISUALS:

Filmstrips: state format (usually 35 mm.) and whether single or double frame, number in set, whether in colour or black and white, whether available singly or only in a set, cost.

Slides: as for filmstrips, but state how packaged.

Cinefilms: format (8 mm. or 16 mm.), number in set, running time and reel size for each, whether sound or silent, colour or black and white, projection speed and whether standard-8 or super-8 (for 8 mm. only).

8 mm. Cineloops: number in set, whether standard-8 or super-8, type of cassette (e.g. standard Technicolor), silent or sound (stating nature of sound track), cost.

Overhead Projector Transparencies: number in set, format, whether colour or black and white, whether available singly, whether with or without overlays, cost.

(iii) NON-PROJECTED VISUALS:

- | | | |
|------------------------|---|--|
| <i>Flashcards:</i> | } | number in set, type of material on which printed, dimensions, whether in colour or black and white, how packaged, cost. |
| <i>Wallcharts:</i> | | |
| <i>Reading Cards:</i> | } | number of backcloths and figurines in set, dimensions, whether colour or black and white, how packaged, whether special frame is needed for backcloth, cost. |
| <i>Flannelgraph:</i> | | |
| <i>Plastigraph:</i> | | |
| <i>Teazlegraph:</i> | | |
| <i>Magnetic Board:</i> | | |

APPENDIX 5

Statement on length and intensity of courses for industry and commerce

The following statement has been published in the Confederation of British Industry Education and Training Journal of April 1967.

The Committee on Research and Development in Modern Languages have recognised from the first the importance of foreign languages to the world of commerce and industry in connection with the export drive and to the public services. The needs will clearly range across the whole spectrum of skills from the ability to exchange a few words of greeting to a "mother tongue" knowledge of the language. The Committee has concentrated on those degrees of oral proficiency most likely to be required by industry in the normal conduct of overseas business. Their starting point has been that it would be of value both to industry and to teachers first, to define clearly standards of achievement and secondly, to indicate the minimum length of courses needed to reach those standards.

A Sub-Committee of the Committee on Research and Development in Modern Languages has undertaken to make this investigation. Recognising the valuable initiative taken by the Birmingham and London Chambers of Commerce, the Sub-Committee reviewed the standards prescribed by the London and Birmingham Chambers of Commerce for their Foreign Language examinations viz. elementary, intermediate and advanced. The Sub-Committee have agreed that these three standards, as defined by the Chambers of Commerce, represent useful milestones for the guidance of industry. They considered however that a slight rephrasing of the definitions for the elementary and intermediate grades and a short introduction would be of advantage as follows:

Introduction

The *Elementary* grade is designed to enable the student to use some 500 words and to feel not too strange in a foreign country, being able to communicate on everyday needs. This grade is not intended for transaction of business although it would not be difficult to graft on to the basic vocabulary some industrial or commercial terms that he would be bound to meet. The *Intermediate* grade will enable the student to use around 1500 words. He will be able to mix socially and to conduct straightforward negotiations with a patient and co-operative opposite number, especially if, by the relatively small extra effort, he has familiarised himself with some relevant specialist terms.

Definitions of the Elementary, Intermediate and Advanced Grades

Elementary grade

Candidates must be capable of two-way communications in the foreign language on a simple question and answer basis within the range of everyday needs.

They should respond correctly to spoken instructions related to everyday objects and actions.

They should be able to read common notices and directions.

They should be able to use the language effectively and acceptably within a limited range of subjects including:

The customary forms of address and introduction.

The usual politeness associated with greeting, eating and drinking, asking one's way, etc.

Numbers, times, dates, currencies, weights and measures.

Colours, size, shape etc.

Simple shop purchases; enquiries at travel agencies; checking-in at hotels.

Intermediate grade

Candidates should have the conversational ability to get about in a foreign country without difficulty and sufficient confidence in the language to take their place socially.

Candidates must be capable of holding a conversation on everyday topics.

They must be able to follow non-specialised conversation between foreign nationals of the country concerned sufficiently well to inject comment and to indicate objection, contradiction or approval.

They must be able to read aloud with assurance and in a manner immediately understandable to the examiner.

They must be able to translate orally with reasonable speed and accuracy from written texts of the foreign language into English. This assumes non-specialised material and the use of a dictionary.

Advanced grade

For the Advanced Grade it must be possible to conduct usual kinds of business conversation acceptably through the medium of the foreign language, without demanding special efforts on the part of the foreigner, either for him to understand or to make himself understood; even though a "native" degree of mastery may not be demanded. This implies not only good knowledge of the language itself and of the country, the people and its manners, but also of the subject of discussion and of the terms in which it is usually expressed. There must be an ability to translate written material from the foreign language into English reasonably quickly, consulting written works of reference if necessary, and in a way that will express precisely the intention of the original idiomatically. Written translation from English into the foreign language, except of correspondence of a very elementary and stereotyped nature, should not however be regarded as a requirement. (More complex material is best composed by a native.)

Optimum Intensity and Length of Course

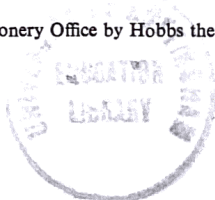
The Sub-Committee recognised that there were necessarily several variables which had to be taken into account when considering the length of courses necessary to achieve a certain standard. Nevertheless they thought it was possible and useful to postulate "an average student" for this type of course and to make recommendations (or draw conclusions) accordingly. On this basis and that of the use of modern teaching methods and techniques, useful guidance might be given. From a wide range of expert evidence, the consensus of opinion favoured courses of 20 to 25 hours per week of tuition time spread evenly over five days and supported by a further 50 per cent time for homework. At the other end of the scale, the minimum effective intensity was six hours a week tuition time. Four hours was only just acceptable but was not a desirable limit. With less, the experts had agreed that no real progress could be expected. A student starting from scratch should be able to achieve proficiency at the Elementary Grade after about 60 hours* of tuition in the case of Western European Languages including Russian. For the more exotic languages, varying additions of time would be needed. To reach the Intermediate Grade from scratch 250/300 hours* of tuition would be required for Western European languages including Russian. It would be possible to add the Intermediate course straight on to the Elementary provided the gap between the two

*If tuition time is as low as 4 hours per week, total hours needed may be longer.

courses was not more than four weeks. Some members of the Sub-Committee maintained that planned gaps of up to four weeks between periods of say, two weeks at optimum intensity might do no harm and might even be of some advantage.

For the Advanced Grade, because the requirement is not purely linguistic and because individual achievement will differ even more markedly than for the other grades, it is not possible to specify with any worthwhile accuracy a length of time. 'Situational training'—giving the best possible opportunities of applying the language knowledge to real-life or realistically simulated situations relevant to the ultimate range of use—will always be of great importance. Some time spent in the country itself will at least be highly desirable for reaching this grade.

It was stressed that immediate practice was required after all intensive courses. Students should go straight to the country or at least into work in which they have to make considerable use of the language. Unless they use the language, they will not retain it.



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