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DEPARTMENT OF EDUCATION AND SCIENCE  
SCOTTISH EDUCATION DEPARTMENT

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

Second Report

*LONDON*  
HER MAJESTY'S STATIONERY OFFICE  
Price 27½p [5s 6d] net

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1971

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LONDON  
HER MAJESTY'S STATIONERY OFFICE



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October 1970

Dear Secretaries of State,

I have pleasure in sending you the second and final report of the Committee for the period 1967-70.

Yours faithfully,

L. FARRER-BROWN  
(Chairman)

The Rt. Hon. Mrs. Margaret  
Thatcher, M.P.,  
Secretary of State for Education  
and Science.

The Rt. Hon. Gordon Campbell,  
M.P.,  
Secretary of State for Scotland.



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# I

## (a) Terms of reference

1. The Committee 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. Its first term of office expired in October 1967 but was renewed for a further three years. Its First Report was published in 1968.
3. The Committee's terms of reference have remained the same throughout the six years:  
"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."

## (b) Membership

4. The membership of the Committee from October 1967 has been as follows:

Dr L. Farrer-Brown ( <i>Chairman</i> )	Former Director of the Nuffield Foundation
Professor D. B. Fry ( <i>until November 1969</i> )	Professor of Experimental Phonetics, University College London
Professor M. A. K. Halliday ( <i>from March 1969</i> )	Professor of Linguistics, University College London
Mr Russell Hanson ( <i>from Jan. to Sept. 1969</i> )	Confederation of British Industry
Professor E. J. A. Henderson	Head of Department of Phonetics and Linguistics, School of Oriental and African Studies, University of London
Mr A. C. Keeble ( <i>from September 1969</i> )	Confederation of British Industry
Professor R. E. Keller	Professor of German, University of Manchester

Professor I. D. McFarlane	Professor of French, University of St. Andrews
Major-General S. Moore-Coulson ( <i>until January 1969</i> )	Assistant Director, Education and Training, Confederation of British Industry
Mr G. E. Perren	Director, Centre for Information on Language Teaching
Mr G. R. Potter	Deputy County Education Officer, Hampshire
Sir Alan Richmond	Director, Lanchester Polytechnic, Coventry
Mr L. J. Russon	Formerly Head of Department of Modern Languages, Winchester College
Professor P. D. Strevens	Professor of Applied Linguistics, University of Essex

*Assessors*

The following assessors have represented the sponsors of the Committee:

Mr R. A. Becher	Nuffield Foundation
Mr W. Cunningham, H.M.I.	Scottish Education Department
Mr J. L. Gayler, H.M.I.	Department of Education and Science
Mr P. H. Hoy, H.M.I. ( <i>from July 1968</i> )	Department of Education and Science
Dr B. M. Lott	British Council
Mr D. McLaughlin ( <i>from June 1970</i> )	Department of Education and Science
Dr G. A. V. Morgan, H.M.I.	Department of Education and Science
Mr J. W. Nisbet ( <i>until November 1969</i> )	Department of Education and Science
Dr D. C. Ridley, H.M.I. ( <i>until July 1968</i> )	Department of Education and Science
Miss M. L. Senior	University Grants Committee
Miss M. C. Taylor ( <i>from Nov. 1969 to June 1970</i> )	Department of Education and Science



*Research Adviser*

Mr J. F. Galleymore

*Secretariat*

Miss R. White  
(from Sept. 1967 to Aug. 1969)

Miss H. N. Lunt  
(from Aug. to Dec. 1969)

Dr J. A. Corbett  
(from January 1970)

**(c) Generalia**

5. Its terms of reference required the Committee to consider and stimulate research and development in foreign languages and in English for speakers of other languages, to provide information, and to advise on proposals and suggestions for projects. The term 'modern languages' in the terms of reference was wisely chosen to include English as a second language. In this report the term 'foreign language(s)' will be used to designate all languages other than English, artificial languages and the classics.

6. During its first term of office, the Committee was concerned to establish its field of activity, the main lines of operation and means of communication with teachers and research workers. In its early days, therefore, it frequently confined itself to scrutinising projects submitted as occasion arose; more recently it has tried to encourage research in accordance with the principles and priorities laid down. During its second term of office, three times as many projects were submitted as in the first term. Appendix 2 gives the list of projects supported and financed 1967-70.

## II THE MAIN TASKS

### (a) Research : general comments

7. A list of recommended projects which have been supported and financed is given in Appendix 2. Since 1964, 51 projects have been recommended, but only 38 so far have been financed. From 1964 to 1967 only 5 projects came under 'research', and development projects predominated, as there was need for work immediately applicable to class or lecture-room problems. Nevertheless, the Committee was aware that development, unless properly orientated, could be very wasteful, and during its second term of office, 19 projects came into the category of research.

#### i) PROJECTS INVOLVING RESEARCH

8. This increase in research projects derives in great measure from the Committee's encouragement of work undertaken in certain centres and also from its policy of circulating papers prepared by specialists and of organising conferences. Examples are the papers by Mr J. B. Pride (Current developments in the study of language as part of culture and society) and by Dr D. E. Broadbent (Current knowledge concerning the psychology of learning modern languages). Two conferences which it arranged to clarify existing knowledge and to stimulate new research were:

Languages for special purposes (December 1968)

Aims and techniques: language-teaching methods and their comparative assessment (March 1969).

It is hoped that the conference on the interdisciplinary needs of research in modern languages which the Centre for Information on Language Teaching (CILT) is arranging for April 1971 will provide a more direct stimulus and extend the field of work. There is much need for projects combining work in various disciplines such as linguistics, psychology, sociology, language and literature, education, and communication.

9. The Committee's general aims and the scope of its interests may be seen from the following brief reference to some of the research projects it has supported. In its First Report reference was made to:

*Language aptitude and proficiency measurement*  
(University of Edinburgh) p.12

*An analysis of contemporary Russian*  
(University of Essex) p.12



10. Research projects supported more recently show the Committee's concern with the problems of teaching. The *Survey of the initial training of teachers of modern foreign languages* (Universities of York and Essex, financed by DES at £13,766 over fifteen months from 1970, no.19). The Committee was convinced that more information about the preparation of teachers and the success or failure of the courses of training now provided was urgently needed, bearing in mind the need for language teachers to be well informed about new advances in general and applied linguistics, methodology and technological aids. A project which involved linguistic research of a kind rather more fundamental than its title suggests is that now beginning at the University of Birmingham: *A study of the English used by teachers and pupils*. This aims to establish valid methods of discourse analysis which later, in a further stage it is hoped, may be widely used by other centres, so that large representative samples of classroom language can be collected and analysed. Needless to say the information derived could be of great importance to the teaching of all subjects.

11. A research project involving the use of a computer, like that at the University of Essex referred to above in para 9, is the *Computer analysis of modern Arabic* (Middle East Centre, University of Cambridge, financed by DES at £5,728 over two years from 1968, no.4). This was supported not only because of the growing importance of Arabic but also in an attempt to solve the difficulty of agreeing on a common core of a language spoken over such a wide area by peoples in varying stages of development.

#### ii) PROJECTS INVOLVING BOTH RESEARCH AND DEVELOPMENT

12. Eleven projects have been recommended in which the research and development elements could not be clearly separated. Of these only seven have so far been financed.

13. An interesting example of projects of this kind is the *Socio-linguistic portrait of a town in France (Orléans)* (financed by DES at £27,449, and the Bureau pour l'Etude de la Langue et de la Civilisation Françaises (BELC) at £4,000, over 4 years from 1968). Collaborating in this project are workers from Birkbeck College, Lanchester Polytechnic and the University of Essex. Recordings of spoken French in different situations made with the co-operation of the French authorities will have two uses, first for linguistic research, and secondly, as a basis for teaching materials. This study was supported not to rival, but rather to complement, the work at the Centre de Recherches et d'Etudes pour la Diffusion du Français (CREDIF). While it seems entirely appropriate that the linguistic analysis of a particular language used as a mother-tongue should be made by natives working in the country where it is spoken, the selection of identification of the segments of that language which are to be taught to foreigners can perhaps best be made by those who will be responsible for teaching it. Thus, the design of materials for teaching French in Britain is the responsibility of British teachers or teachers employed in Britain.



14. Another project with similar aims is the *Advanced Spanish teaching materials project*, (financed by DES, £18,971, the Parry Committee, £700, and the Rio-Tinto Zinc Corporation, £100, over three years from 1969, at Queen Mary College and the University of Essex). It has published the results of its first testing operation (Univ. of Essex Occasional Papers); the second testing operation is under way, both being based on a wide range of written and oral materials in a graded form; it will also provide a bank of materials, including recordings which allow of development from the basic course and could also be of value as source material to other workers, researchers and teachers. The Committee's support for this project was given because little or no work had been done in Spanish at this level and because the materials were to be drawn from Peninsular and American Spanish. Also welcomed was the opportunity for co-operation with institutions abroad — co-operation which has intensified as the project has proceeded.

### iii) PROJECTS INVOLVING DEVELOPMENT

15. Of the 15 development projects we have recommended, 13 have been financed (14 if one project which had two clearly defined stages, one of research, the second and later one, of development, is included).

16. An example of the necessary support given to development of teaching materials is the *Language laboratory course in Italian* (Society for Italian Studies, based on the University of Cambridge, financed by the Nuffield Foundation at £19,000 over 5 years from 1966). There is a lack of adequate course material in Italian and it is believed the results from this study will be of immediate value to teachers.

17. Although more research has been supported in the Committee's second period of office, about the same number of development projects in both periods have received support. Of particular interest is: *Stage 2 of the tests of English for immigrant children of primary school age* (NFER, financed by DES at £20,700 over two years from 1970). This is the developmental stage of a research project begun at the University of Birmingham. Based on a close examination of the English skills which appear necessary for general education and on the selection of aspects of them susceptible to testing, the project aims to produce a published battery which will assist teachers to decide whether immigrant children require special language tuition, help to diagnose the children's special needs, and clarify the relation of English skills to the learning of general subjects. The testing techniques developed may well be of wider application — not only to those learning languages other than English, but also to linguistically deprived or handicapped native speakers of English.

## (b) Special problems

### i) ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

18. English as a second language was included in the Committee's terms of reference. English is at once the most widely taught foreign language in

the world and the language upon which most general linguistic research has been based. Clearly it was far beyond the Committee's scope to attend to the specialised needs of teaching English in different countries throughout the world: these must properly be the concern of those countries where it is taught as a foreign language (just as the teaching of French, German or Russian in Britain were the concern of the Committee rather than of any parallel bodies in France, Germany or Russia).

19. Nevertheless, because Britain has for historical reasons been responsible for establishing English in many areas outside Europe as the language of education, administration and development and still (notably through the British Council) plays a very responsible role in teaching English abroad, the Committee has been concerned to support basic research in the modern English language which could provide a basis for developing teaching materials. The *Survey of modern English usage* (at University College London) and the *English child language survey* (at the Universities of Leeds and York) are examples, while a proposal (from University College London) for investigating the syntax and vocabulary of technical English, to aid in the construction of teaching materials for foreign students has also been approved. The financing of this latter scheme has been beyond the Committee's resources and the Ministry of Overseas Development has been approached for support.

20. In relation to teaching English as a second language in Britain, however, the Committee has concentrated on the needs of immigrants. Even when the Committee began its work the problem of teaching English to immigrants was a serious one in some areas. Indeed the country owes a big debt to those teachers who, with initially little or no guidance, struggled with this problem, many of them with marked success.

21. For the adult male immigrant with little or no skill in the use of English there is a strong motivation to learn because he needs to obtain a job and live in an English-speaking community; there may be less motivation for his wife to learn. His children will learn some English in school however unplanned the teaching may be, but whether they will learn what they should as quickly as they might, whether they will be able to develop their full potential — for society as well as for themselves — whether they will become accepted as citizens on equal terms with native speakers — these are questions which teachers have been facing since immigrants began to enter our schools in large numbers. The gaps in our knowledge about the relevance of particular language skills to the total pattern of communication are obvious in this field and not solely applicable to immigrant children nor indeed to the teaching of English.

22. The Schools Council has financed two major programmes for the production of teaching materials: *English for the children of immigrants* (University of Leeds) which provides for non-English speaking children, and *Teaching English to West Indian children* (University of Birmingham) which will provide for those whose native dialect of English is inadequate for schools here. As a complement to these programmes the Committee has recommended a project to produce tests of English for immigrant children (see para 17).



23. Similarly it has sought to provide for basic research into the nature of those English skills required by immigrant children and, after much discussion, recommended a study of the English used by teachers and pupils in teaching and learning general subjects. Such a field is very wide indeed and ideally work should be spread over a number of institutions to ensure the best coverage of regional variations in language or in teaching styles. However, the first need was to develop suitable techniques of discourse analysis which would yield the most useful description of classroom verbal behaviour. A proposal closely reflecting these requirements was finally made by the University of Birmingham and has been referred to the Social Science Research Council which, happily, has agreed to finance it.

24. English is a second language to a considerable number of the inhabitants of Britain today. Interest in its social implications led the Committee to propose an enquiry into the use of *English in the medical services* where there is a high proportion of non-native speakers of English at different occupational levels, and where good communication is vitally necessary. The views of interested bodies were obtained, including the Home Office Advisory Committee on Race Relations Research, the Department of Health, the Medical Research Council and the Social Science Research Council. It is believed that research in this field is most desirable and should initially be concentrated on problems of communication between overseas doctors and native British patients, although it might well then expand into related fields including the auxiliary and nursing services. Several disciplines and many professional interests would be closely involved and financing such research has been far beyond the resources normally available for work in this field. However, a description of the kind of research recommended was sent to a number of universities in 1970. Interest has been aroused in at least four, and it is hoped that further consideration of the problem will lead to active research in this field.

25. The wider implications of English for immigrants have also led the Committee to recommend a *Sociolinguistic survey of immigrant groups in Britain*, to show accurately their precise linguistic composition and the stability of their languages. Such a survey should provide information of importance for future educational planning in relation to language teaching, and would be relevant to all the social services. However, whether or whence funds can be made available for such work remains an open question.

26. Projects of this kind should not be regarded as contributing solely to the education of immigrants in this country. Linguistic handicaps causing educational disadvantage are often closely allied to social deprivation, as the work of Professor Bernstein and others has shown. The language and educational problems of West Indian children, for example, are not unlike those of some native English children, and work initiated because of immigrant needs may well have a much wider value for the generality of primary school children. The special needs of immigrants (who in any case now form a permanent part of the school population) have drawn attention to the importance of attacking communication difficulties in the primary and middle school classes in new and radical ways.

27. Experience in teaching foreign languages (as well as the teaching of English as a second language) in primary schools may have considerable relevance to the teaching of English as a mother tongue; it draws attention to children's problems in controlling the mechanics of communication and illuminates some aspects of the development of their cognitive powers.

#### ii) MINORITY LANGUAGES

28. A consideration of the problem of resources has led the Committee to question the position of minority language teaching in this country. A brief reference is therefore made to research and development in those languages. The purpose is first to give some indication of the wide range of the Committee's work, secondly, and more important, to show that it has borne in mind the need not to confine its interest to those languages which are regularly taught in schools and studied by considerable numbers of adults in universities and colleges of education.

29. In the First Report reference was made (pp. 12, 13) to support for a *Hindu/Urdu language laboratory course* and for the *Production of a course in Arabic* at the University of Durham. This university now has a project, recommended by the Committee, for the *Production of linguistic material for university students of Turkish* (no. 8). Since the First Report other projects in minority languages have been supported: *Research into computer analysis of modern Arabic* (no. 4), work on *Intensive methods of teaching modern Chinese* (no. 17) (both at Cambridge).

30. Nor have the Scandinavian languages been overlooked: Cambridge and University College London are together preparing a *Course for the use of intermediate and advanced students in Norwegian* (no. 7); Cambridge has also under way *An audio-lingual course in Danish for university beginners and other adults* (no. 10), while at the University of Newcastle upon Tyne work is in progress on the production of an *Intermediate course in Swedish* (no. 9).

31. *A contrastive analysis of Polish and Russian* is being carried out at the University of Salford (no. 11); this project will produce materials to enable students with some knowledge of Russian quickly to acquire a knowledge of Polish. The Committee has also supported a project at the University of Sheffield for *An intensive course in scientific and technical Japanese*; the finance is being provided by the Office for Scientific and Technical Information (OSTI).

#### iii) RATIONALISATION OF RESOURCES

32. In its First Report the Committee stressed the need, on the grounds of efficiency and economy, for the establishment of an inter-universities Chinese language school. Although its recommendations have not been implemented, the argument is worth repeating for itself and for its relevance to other matters the Committee wishes to raise.



"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".

33. The Committee wishes to reaffirm its recommendations on this matter and to record with pleasure that there have been some developments although they are not yet conclusive. The same arguments would apply to other languages which are taught rarely if ever in secondary schools and which are studied by comparatively small numbers of students at a few universities. Arabic is one such language and the Committee has noted with pleasure the recent establishment of a working party to investigate the possibility of closer co-operation between universities and other organisations in meeting the need for more effective teaching of Arabic. This initiative is especially welcome since the working party arose from a conference in June 1969 which brought together to consider resources for the teaching of Arabic in the UK, not only teachers from various fields of higher education, but also representatives of government departments, industry and other organisations with an interest in the teaching of Arabic in this country.

34. One of the difficulties of a university is to decide which subjects are to be taught and to what level. Cost of salaries, accommodation and equipment has made it increasingly difficult for establishments of further education to cater for all the subjects they consider desirable or to develop all the inter-disciplinary contacts they seek. The Committee thinks there is a strong case for concentrating the teaching of the less widely studied languages in one or two universities and establishments of further education.

35. Facts assembled in 1969 in respect of 22 minority languages (including some of the less widely studied European languages) for which teaching provision was made in British universities, caused the Committee some disquiet. Even allowing for the fact that the numbers of students did not include postgraduate students, how can it be justified that a language studied over the whole country by 19 students as a major course and 21 as a minor, is offered at 6 different universities, and employs 12 full-time staff? And when a language is taught in 35 university institutions by about 140 full-time and part-time staff producing annually only about 150 graduates, not all of whom read that language in a single-honours school, there is surely a case for review.

36. The matter does not rest there. A high staff-student ratio in a number of 'minority' subjects will force an even lower ratio on to more popular subjects, the quality of whose teaching may thereby be seriously threatened.

37. The Committee does not wish to be misunderstood; it is aware that minority languages may be studied as whole or joint honours subjects and that they may also form a 'service element' of some other discipline. There are moreover students who require an essentially linguistic course with less stress on the cultural aspects of the country whose language they are learning. It is not suggested that there should be no university provision for minority or less popular languages. On the other hand, the basic teaching of such languages may best be done by specially trained teams, whereas at present the teaching is often done by colleagues trained to undertake research in the meta-linguistic fields of their speciality and for whom elementary linguistic teaching is time-consuming and not particularly rewarding. The corollary of this view is, of course, that the concept of 'one degree in one place' should be less rigidly adhered to than hitherto and that the principle of student-transferability should be accepted. The Committee believes it a matter of urgency that the present situation which provides for the teaching of 'minority' and less popular languages in multiple and fragmented fashion should be critically reviewed. This can and should be done, to effect economies in manpower, accommodation and equipment, to encourage effective, interested and interesting teaching, and finally to concentrate facilities for better research.

#### iv) NATIONAL NEEDS AND DEMANDS

38. In the course of its work, the Committee became increasingly aware of the need to tackle issues of much broader scope. The role of languages in the educational structures of the country, the claims of a vocational or political character and the rapid development of language teaching in primary schools at one end of the spectrum and in further and higher education at the other end, raise problems that must affect the work of the Committee and of its successors. 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 appeared before the Committee began work. The Parry Report on Latin America Studies was issued in 1965.

39. These reports dealt with the needs of particular languages and did not consider the claims of *all* foreign languages in relation to the educational and vocational needs of the country as a whole. More time in schools is taken up in teaching French or German than in teaching Russian or Italian. Clearly, all languages cannot have equal treatment: time and teaching resources must be devoted to some rather than others, but the reasons for choices are not always clear and may be conflicting. At the vocational level, long-term requirements are far from agreed, and the demands for teachers of particular languages or for course materials cannot be adequately forecast. A question which the Committee has had to face is the priority to be given to a project relating to one language rather than to another.



40. In addition it has become increasingly aware of the complexity and interrelation of the problems it has tried to tackle. It has become aware of the danger of the glib answer isolated from the broader context. Among recent educational developments affecting its views are:

the Schools Council's work on all aspects of schools' curricula and a general questioning of the place and nature of foreign language teaching in schools, its extension to primary schools and to wider ranges of ability in secondary schools;

the increase of higher education—the expansion in the number of universities and changes in their organisation of language teaching, the establishment of polytechnics, the growth of CNAAs degree courses and others involving foreign languages in technical colleges.

41. A factor which had to be reckoned with in 1964 and which has increased in the past six years is the obscurity, lack of co-ordination and confusion of aims in foreign language teaching in further education. This is less a criticism of those responsible for directing colleges of technology and further education than a recognition of the almost impossible tasks they have to face in trying to meet the varying and non-specific needs and demands of the general public, of industry and commerce, and of an increasingly critical student body, within the restrictions in the number and variety of courses made by LEAs in response to central government exhortation.

42. A reasoned survey of the objectives and resources of foreign language teaching in this country is long overdue. Without such a survey, the harnessing of resources to needs will remain an *ad hoc* and random exercise. Decisions to develop, co-ordinate and rationalise resources must be based on known facts and agreed premises, and among these there looms the cardinal problem of language choice, especially at school level. Schools, universities, polytechnics—all could have their efficiency and economy in teaching foreign languages improved and perhaps re-directed, if there were an agreed and authoritative forecast of national needs and demands for teaching particular languages to defined levels and skill.

43. It is one thing to argue the need for such a forecast. It is quite another to make it. At any one time the variables are numerous, elusive and changing. Society has its own views about the future development of educational policy and planning must provide for them; but it is difficult to assess manpower needs on the basis of generalised expectations; least of all in a complex democratic society. More reliable opinions could be formed, however, by analysing the *existing* provision of language teaching, by *seeking* informed views about its deficiencies and by projecting existing demands. A survey of present needs and demands is an essential preliminary to sound and economical planning. There still remain large gaps in our knowledge of ascertainable facts on such matters as: which foreign languages are being taught to how many, by how many, for how long, for what purpose and to what level of competence?

44. The framework of the first enquiry should be designed, at any rate in respect of ascertainable facts, so that it can be kept up-to-date. Much would depend on establishing regular channels of information, providing criteria for recording data, and finding acceptable methods of describing language achievement in relation to its social or economic usefulness.

45. Some needs which the survey would help to meet have already been indicated. For whichever body or bodies may succeed the Committee, the survey would be a basis for deciding priorities for research. The Committee thinks it proper also to set out briefly what it has tried to do to launch the survey. In March 1969 it agreed that a long-term forecast was urgently needed. It has been in consultation with the Department of Education and Science, the Scottish Education Department, the Foreign and Commonwealth Office and the Schools Council.

46. Before commissioning or subsidising any detailed surveys of specialist manpower needs, the Department of Education and Science would prefer to see a clarification of the general concepts and methodology involved in forecasting national manpower needs and a national manpower framework established; nevertheless, it agrees that a factual analysis of the present position and the evidence available would be useful, initially to be based on a limited departmental enquiry. The two Education Departments would be prepared to make available, between them, up to £8,700 for this work.

47. A special sub-committee under the chairmanship of Dr N. Denison of the London School of Economics and Political Science has met several times and, with the Committee's support, put forward a project costing £10,000 over 12 months. The Committee feels that beginning with anything less than an independent preliminary survey (which would cost at least £8,700) would be of no value; such work should then be extended within a framework which allowed of statistics being kept up-to-date for ready reference. At present the proposal is still under consideration.



### III MACHINERY

#### (a) Mode of operation

48. A brief description of the organisation and procedure of some of the Committee's work will illustrate the problems of identifying priorities, integrating work which might be cross-disciplinary, processing applications for support, and ensuring the continuity of projects once begun. A similar pattern may not necessarily be adopted by the Committee's successors but the experience of the past years may be useful to them.

49. The limited funds available have required the Committee to make a delicate scrutiny of needs and priorities. To facilitate a fair assessment and to concentrate the energies of members with special interests and experience, four sub-committees were set up with powers to co-opt outside members and in 1968 they were given the following terms of reference, and were requested to establish orders of priority within their own fields:

#### *Methods, materials and aids*

- (a) the promotion of techniques for comparative assessment of different materials, methods and aids;
- (b) research into the development of new techniques, methods and materials;
- (c) studies of the cost-effectiveness of different kinds of equipment and materials.

#### *Fundamental research*

Projects of a really fundamental nature and those involving interdisciplinary work.

#### *Adults*

The needs of industry, the public services, university and other adult students, the training of interpreters and translators.

#### *English for speakers of other languages*

Any work concerned with the teaching of English as a second language, with special interests in the needs of immigrant children and adults (which of course could cut across all the fields of the other sub-committees).

50. As these sub-committees developed their work, they became responsible for receiving and examining in detail proposals within their field of interest and recommending them according to their own views of priorities within these fields. Projects were then submitted to the main Committee for final

support. This procedure resulted in more careful planning and costing of projects and at the same time led to some stimulus for new work in the declared priority areas.

51. It was also found to be beneficial to require each project to establish a steering or advisory committee, the function of which was not only to ensure that the work progressed according to plan, but also to allow changes in emphasis or even in aim, if the on-going work appeared to justify them. To give continuity of contact and interest the Committee or one of its sub-committees has been represented on each steering committee. This common membership has proved to be of help to the Committee and to the projects. One or two of the projects supported in the Committee's earlier days would, the Committee is convinced, have been more successful if they had had the unobtrusive but firm guidance of a steering committee.

#### **(b) Dissemination of information**

##### **i) THE ROLE OF THE CENTRE FOR INFORMATION ON LANGUAGE TEACHING (CILT)**

52. The Committee was required "to make information readily available to interested parties". Its principal agent for this work has been the Centre for Information on Language Teaching (CILT), established on its recommendation in 1966. CILT now has a full-time staff of sixteen, extensive reference libraries, maintains a comprehensive research register, produces numerous publications, and from 1967-70 has provided administrative and technical services for the Committee's work, including the organisation of four conferences.

53. Although CILT must concentrate on providing information for use in Britain, it has developed useful links with foreign centres for the mutually beneficial exchange of information. Contacts in western Europe have been greatly aided by the Council of Europe, while there is valuable liaison with the USA and the USSR.

54. Any information service with aims beyond mere propaganda or simple evangelism has to face problems of comprehensive data storage and selective information retrieval. Language itself, and foreign languages in particular, complicate these problems; language teaching, by its relationship with many older disciplines and some newer technologies, multiplies them. To some extent CILT has had not only to develop complex resources, but also to create a consciousness of need for their use. No small part of its work lies in stimulating requests for information and in encouraging questions in a form which will yield the most useful and valid answers. Many questions can of course be anticipated by providing an adequate range of information leaflets and ensuring their circulation. CILT has so far published about 35 pamphlets, lists and information documents, many of which are distributed free. *Language-Teaching Abstracts* (appearing quarterly and summarising those reports of completed research which appear in journals) and *A Language-Teaching Bibliography* are published by the Cambridge University Press, with the collaboration of CILT and the British Council's English-Teaching Information Centre.



55. For teachers, a comprehensive information and advisory service on teaching materials and methods has been developed, particularly for those languages which are widely taught in Britain—French, German, Italian, Russian and Spanish—although, when required, other languages are also catered for. Like any other national centre, however, CILT must try to ensure that its services are as widely available as possible to those who do not live nearby. Direct personal contact with every language teacher in Britain is not practicable, although CILT now receives well over a thousand visitors a year as well as numerous enquiries by letter and telephone. The Centre seeks to spread its services through local authorities, teachers' centres, departments and colleges of education, and professional associations of language teachers, by offering a wide range of publications and visits by its staff, whenever invited.

56. In a world where competitive claims for new approaches, revolutionary technologies and methodological panaceas (embodied in teaching materials) are increasingly made, CILT has accepted the need to analyse and assess as objectively as possible the content and construction of courses and teaching materials to assist teachers to choose what will suit them best. The language teachers' associations and the Publishers' Association are co-operating in this task.

57. For researchers, CILT undertakes to provide information about past and current work in appropriate disciplines. Its register of current research, up-dated regularly through questionnaires sent out to all British universities and other institutions likely to be active in the field, now includes details of 437 projects in Britain, which include 45 in linguistics, 166 studies of particular languages, 47 in teaching methodology, 99 in experimental teaching materials, 17 in sociolinguistics, 33 in psycholinguistics, 10 in educational technology and its applications, and 20 on general educational topics (curriculum studies, surveys of administrative arrangements etc.). Copies of individual entries in the research register are supplied on request, and it is planned to publish the whole register shortly. Information from the register is of course supplied as required to research councils and foundations so that new projects will avoid unnecessary overlap with previous or other current work. Liaison with overseas centres is also maintained, so that information is not restricted to British research.

58. Acting as the Committee's agent, CILT has convened conferences on:

- i) Languages for special purposes.
- ii) Aims and techniques: language-teaching methods and their comparative assessment.
- iii) Aspects of the preparation of language teachers.
- iv) Examining modern languages.

Their reports are published and obtainable from CILT.\*

59. The Centre has also undertaken two research surveys, one sponsored by the Committee (on *Courses provided for immigrant teachers*, no. 15), the other commissioned by the Council of Europe (on *Research into spoken language* in western Europe). Reports on both will be published.

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\*i), ii) and iii) at 25p; iv) at 40p

## ii) DEVELOPMENTS IN SCOTLAND

60. An interesting development in Scotland has been the establishment in 1968 of the National Steering Committee for Modern Languages. This Committee arose from the need to examine the problems raised by extending modern language teaching to a much larger number of pupils and to offset the problems of remoteness from London. It consists of practising teachers, LEA advisers, lecturers from colleges of education, a university representative and HMIs, and its functions are: i) to collect, evaluate and disseminate information about work of special interest being carried out in schools (for this it issues a regular bulletin); ii) to act as a clearing house for data on all aspects of modern language teaching from outside sources; and iii) to draw up a list of problems urgently requiring investigation and to examine those problems with the help of local associations (which have increased steadily in number in the last two years).

61. Acting in co-operation with the local associations, the Scottish National Steering Committee has produced reports on various topics such as the teaching of a modern language to mixed-ability classes, the value of audio-visual methods in the early stages of language learning and the equipping of regional centres. In addition, it has set on foot experiments into the use of group methods in classes of a wide range of ability and into new forms of assessing language aptitude and attainment. The Committee has good reason to suppose that the co-operation it has enjoyed with the Scottish Education Department will be applied also in the relationship between CILT and the Scottish National Steering Committee.

### iii) CO-OPERATION WITH OTHER BODIES AND ORGANISATIONS

62. Much of the Committee's work has been aided and indeed publicised by its collaboration with other bodies. Reference has already been made to the help received from the various associations of language teachers. The Committee wishes gratefully to acknowledge the help of assessors and co-opted members of sub-committees: as well as giving the benefit of their advice and experience, they have facilitated contact with other bodies such as the British Council, the Confederation of British Industry, the Schools Council, the Social Science Research Council, the Office for Scientific and Technical Information. The officers have benefited from a day-to-day informal contact with these bodies and in return the Committee has been able to help some of them by considered professional opinion on proposals which have been submitted to them and which have contained a foreign language interest.

63. Contact has been developed with the Publishers' Association. A meeting with some thirty representatives of the Association's Educational Group was held in September 1968 to consider:

- i) the identification of areas in which suitable teaching materials are lacking and the reasons for this;
- ii) proposals for meeting these shortages;
- iii) arrangements for continuing discussions and liaison.



Following the report of this meeting a consultative group consisting of four members from the Committee and four from the Association was established.

64. The group has already considered: new tendencies by examining boards and the potential demand for new teaching materials; visual materials; tests; the issuing of detailed descriptions and specifications of published course materials; the availability of plain texts for 'A' level candidates; and the various problems, including copyright, arising from publication of the findings of, and development material from, projects which the Committee has supported.

## IV THE FUTURE

### (a) Short-term

65. From September 1969 the Committee was aware that it would terminate in September 1970 but it did not think it right to announce a year or even 6 months beforehand that no more proposals for projects could be entertained. Nor was it instructed to do so. It has subsequently emerged that for certain projects which the Committee has recommended in good faith, there were no financial resources available.

66. Reference has already been made to the increasing momentum of the Committee's work; it was therefore not surprising that within the last year of its life there were many projects under consideration and that, as indicated above, some of them were still not financed or were 'in the pipeline' when the Committee ceased its work.

67. Thirteen projects have been recommended but are not financed. They are:

- Attainment tests in French at VIth form level (National Foundation for Educational Research)
- Attainment and progress of university students in written French at 'A' level and beyond (University of Hull)
- National needs and demands (see paras 38-47)
- Portrait d'une industrie (Bath University of Technology)
- Post 'A' level German project (Universities of Sheffield and Hull)
- Study of the English of teachers and pupils, Stage II (University of Birmingham)
- Survey of immigrant groups in Britain (see para 25)
- English in the medical services (see para 24)
- A project on materials for teaching Italian (Association of Teachers of Italian)
- Evaluation of a multi-media language teaching project (BBC)
- A supplementary grant for the project to produce a language laboratory course in Russian for social scientists (University of Birmingham)
- Speech synthesis research in Chinese (University of Cambridge)
- A supplementary grant for the audio-lingual course in Danish (University of Cambridge)
- Research films on language teaching techniques (University of York)
- Technical English for special purpose language teaching (University College London).

The Committee strongly supports the York project on films for language teaching techniques and is convinced that it would be of direct help to



teachers and lecturers; the project on technical English for special purpose language teaching would benefit not only foreign students on courses in Britain but also the many students abroad for whom English textbooks are in some subjects their only sources, and the writers of such books. It is to be hoped that financial support for these projects may be forthcoming.

68. There remain the following projects which the Committee has considered and which are being further developed on its advice:

- Self-instructional branched course in German (University of Cambridge)
- Branching course in German (Thurrock Technical College)
- German for scientists (University of Salford)
- Russian for scientists (New University of Ulster).

69. In addition to all the projects mentioned above or listed in Appendix 2, the Committee had under consideration at its last meeting several new applications, including:

- Audio-lingual course in Portuguese
- An investigation of the registers of politics, economics and marketing in French
- A computer-aided programme of Chinese texts
- The psycholinguistics of second language learning.

These will be an immediate legacy to the Committee's successors.

70. The Schools Council and the Nuffield Foundation have directly financed developmental work related to the needs of schools; but just as research may stimulate developmental work, so the development of new teaching techniques or materials may often call for operational research to ensure that they are widely applicable to the educational system. Such operational research may take the form of pilot schemes or the elaboration of tests which must be tried out on a large enough scale to justify firm conclusions. The cost of such applied research may be high.

71. Of the projects the Committee has so far supported, those classifiable as fundamental research have been regarded as of potential value to language teaching in general, while those falling in the category of development have been related mostly to the teaching of particular languages in further or higher education, it having been assumed that development projects for schools would generally be handled by the Schools Council. However, a *Survey of national needs and demands* may well call for a new definition of the aims and needs of language teaching to adults, e.g. in relation to commerce, export marketing and the public services; the survey and any changes in the pattern of language teaching in schools may also call for the less common languages to be taught at post-school level. In these circumstances, developmental projects for adult courses may contain a considerable linguistic research element.

72. The range and number of existing research projects in Britain concerned with languages and linguistics is indicated by the entries on the CILT research register, although their quality is not easy to assess. It might be argued that the comparatively small resources available should be used first to back individuals or teams of proved ability in established fields, rather than to initiate new departures involving hitherto untried workers; but the Committee thinks this could lead to repressive conservatism. Backing outsiders may be risky but significant new ideas usually originate from individuals. There is, however, much to be said for the selection of agreed points of growth where support for research would enlarge knowledge, aid development and provide training for new researchers. Interpreted liberally, this would permit genuine advances in new fields.

73. The disciplines which contribute to language learning and teaching can be conveniently, albeit arbitrarily, divided into three broad fields:

Linguistics, including the study or description of particular languages.

Psychology, including studies of learning processes.

Education, including operational development of method, techniques and teaching materials.

Research in linguistics and psychology is likely to be significant in the long term but the three main disciplines listed above are, in the field of languages, complementary and interwoven and only by the close co-ordination of work in all three fields can applicable progress be made, for example, in the development of method techniques and teaching materials. The Committee feels bound to add that 'proving' new ideas means trying them out on a testbed of adequate dimensions, which, at some stage, may involve considerable expense.

74. There is a danger in trying to force research; the necessary stimulus may often come by bringing together workers from different disciplines whose varying interests may generate new questions and evolve new projects. Nevertheless, despite the danger of trying to force research, there is a place for initiative and active encouragement; and the Committee believes that it has been able to give such encouragement on a number of occasions.

75. The Committee has served as a collecting and radiating point for people and ideas. Thus one of the results of its existence and work has been a greater sense of common purpose and co-ordination in the professional field of language teachers and allied research workers. It has very much welcomed the various conferences on languages which have been organised by some universities. The conferences have been:

Post 'A' level French, University of Reading, 1966

Post 'A' level German, University of Cambridge, 1967

Post 'A' level Spanish, Westfield College, University of London, 1969

Second post 'A' level French, University of Hull, 1970.

Such conferences have had a cross-fertilising and stimulating effect; an effect which, it is thought, will be enhanced by the 1971 conference on interdisciplinary needs.



**(b) Long-term—the Committee's successors**

76. On the basis of this report the Committee feels bound to urge that whatever the arrangements for the future may be, they should be in the hands of a body able to perform the function the Committee has developed, capable of seeing the language scene as a whole and recognised by teachers and research workers as the channel for receiving, servicing, approving and stimulating proposals. It would be a sad and unnecessary loss if the goodwill and expertise accumulated over six years were dissipated for lack of a focal point.

77. If the research councils as at present constituted are to have the responsibility for financing research and possibly some aspects of development in modern languages and linguistics, the Committee believes:

- a) that the terms of reference of the research councils may need some amplification;
- b) that there should be on each of these councils at least one person of recognised scholarship in modern languages and linguistics.

78. Believing these proposals to be reasonable, the Committee has strongly recommended that CILT should become the focal point, clearing house and processing agency for projects in modern languages and linguistics. The Committee's reasons for this recommendation are:

- a) a single central office will avoid confusion and duplication of requests for support;
- b) it will provide continuity and reassurance for research in linguistics and modern languages at a time when there is considerable professional concern at the demise of the Committee and fears about future support;
- c) it will ensure co-ordination between theoretical and applied research in linguistics, of benefit not only for language teaching but for the development of interdisciplinary studies;
- d) it will provide a body with the designated active role of stimulating research and development in addition to the more receptive one of accumulating and disseminating information;
- e) it will almost certainly be more speedy, more effective and cheaper than any other method of liaison, since the work envisaged could be undertaken without any immediate increase in CILT's staff establishment;
- f) CILT's competence to do this work is strengthened by the fact that it is closely in touch with developments abroad.

79. The Committee did not expect to have its term of office prolonged indefinitely but undoubtedly its work has given impetus in Britain to research and development in modern languages and it is important that the momentum created should not be lost. The Committee thinks there is a danger of this if its functions are diffused among organisations which necessarily are preoccupied with established disciplines in which the linguistic sciences play only a subsidiary role.

80. In 1964 modern languages were singled out for exceptional treatment—an exception which was called for because gaps in the provision had been revealed by national committees and other bodies. The gaps are now fewer and there is greater awareness of needs but the Committee would be less uneasy about the future if it could see that one organisation with experience and knowledge was to receive, stimulate, process and made recommendations on new ideas for developments in this field.



## APPENDIX 1

### Membership of Sub-Committees at July 1970

#### 1. Sub-Committee on Languages for Adults

*Mr G. R. Potter	Chairman
Mr A. C. W. Crane	Director, ELB Languages Group Ltd
Mr J. L. Gayler HMI	
Mr E. B. Granshaw	Department of Education and Science
*Mr A. C. Keeble	
*Professor R. E. Keller	
Mr T. Peters	Diplomatic Services Language Centre
Mr F. M. Willis	University of Bradford

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

*Mr G. E. Perren	Chairman
Miss J. Derrick	Institute of Education, University of Leeds
Professor A. C. Gimson	University College London
Mr P. Healey	Educational Research Board, Social Science Research Council
Dr B. M. Lott	British Council
Dr G. A. V. Morgan HMI	
Mr J. H. Mundy HMI	
Professor R. Quirk	University College London
Professor J. M. Sinclair	University of Birmingham

#### 3. Sub-Committee on Methods, Materials and Aids

*Professor P. D. Stevens	Chairman
Mr W. Cunningham HMI	
Mr P. H. Hoy HMI	
Mr J. S. Jones HMI	
Mr B. G. Palmer	Berkshire College of Education
*Mr G. E. Perren	
*Mr L. J. Russon	
Miss M. A. L. Sculthorp	University of Kent at Canterbury
Professor A. Spicer	University of Essex

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\*Denotes membership of the Main Committee

#### 4. Sub-Committee on Fundamental Research

*Sir Alan Richmond	Chairman
Mr R. A. Becher	Nuffield Foundation
Dr D. Broadbent	Applied Psychology Research Unit, Medical Research Council
Miss S. J. Browne HMI	
Dr N. Denison	London School of Economics and Political Science
Dr A. Fourcin	University College London
*Professor M. A. K. Halliday	
Miss S. V. King	Office for Scientific and Technical Information
Mr J. L. M. Trim	University of Cambridge

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

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\*Denotes membership of the Main Committee

## APPENDIX II Projects supported and financed during the second term of office

Project	Location	Period	Cost	Funded by
1. <i>Socio-linguistic portrait of a town in France</i> Collection of recordings of speech (up to 4,000,000 words in units of varying lengths), selected according to thematic, sociological and linguistic criteria; the recordings to serve (a) as teaching materials (b) as documents for linguistic research, after being organised into usable form. The town is Orléans. There is good collaboration with French authorities who are also giving some financial assistance.	Lanchester Polytechnic, University of London Birkbeck College, University of Essex	1968-71	£27,449	DES
2. <i>Advanced German teaching</i> To make an extensive corpus of materials for all levels of an Honours Degree course in German studies, providing work in oral discourse and written composition. Two complete stages of language laboratory exercises will be developed. Stage I will be the programming of oral practice from direct imitation leading to free oral discourse. Stage II will include varied types of aural Comprehension and oral discourse and exercises in oral translation.	University of Birmingham	1968-71	£15,000	DES
3. <i>Effect of socio-linguistic background on second language learning</i> An investigation to determine the correlations between the linguistic deficiencies due to social factors, (e.g. home background), and the ability to learn a second language between the ages of 8 and 12.	University of London Birkbeck College	1968-71	£3,823	DES
4. <i>Research into computer analysis of modern Arabic</i> To devise and prepare, in a common programming language, a system of alphabetisa-	Middle East Centre University of Cambridge	1968-70	£5,728	DES



## APPENDIX II Projects supported and financed during the second term of office *continued*

Project	Location	Period	Cost	Funded by
<p>tion of Arabic words by computer, and to test this programme thoroughly by a word frequency count of a large sample of modern Arabic.</p>	University of York	1967-70	£2,000	DES
<p>5. <i>The educational evaluation of language laboratory learning at the school level</i> A study of effectiveness in a boys' grammar school of the language laboratory: a three-year comparative study of three matched classes of pupils learning German by different methods, with and without language laboratory.</p>	University of York	1967-70	£2,000	DES
<p>6. <i>Russian language laboratory course for social scientists</i> To prepare a language laboratory course which starts with texts suitable for teaching all students of social sciences, branching into three variants for i) sociologists and political scientists ii) students of applied economics iii) mathematical economists and computer specialists.</p>	University of Birmingham National Centre for Programmed Learning and Centre for Russian and European Studies	1968-70	£11,900	DES
<p>7. <i>Norwegian: A course (anthology of recordings from the archives of the Norwegian Broadcasting Corporation), for use in the teaching of intermediate and advanced students</i> The anthology is to be selected to give as full a representation as possible of spoken Norwegian, in all main varieties, with a range of styles and with some selection of materials in dialect. Printed and annotated texts will be published.</p>	University of Cambridge and University College London	1968-71	£4,000  £5,800	DES  Norwegian Cultural Council

## APPENDIX II Projects supported and financed during the second term of office *continued*

Project	Location	Period	Cost	Funded by
8. <i>Turkish: linguistic materials for university students of Turkish</i> Preparation of: i) handbook of Turkish usage; ii) reading material; iii) Tape recordings of reading material; iv) grammatical monographs; v) material for language laboratory courses.	University of Durham	1968-71	£4,730	DES
9. <i>Intermediate course in Swedish language</i> Selection and testing in practice of reading passages and tapes in Swedish. Production and selection of illustrations. Establishment of the most common mistakes made in spoken Swedish at this stage by intelligent learners with English as native tongue and devising of remedial exercises. Practical and financial support is being given by Sweden.	University of Newcastle upon Tyne	1968-70	£2,000	DES
10. <i>Audio-lingual course in Danish</i> The project comprises the design of an audio-lingual course for university beginners and other adults with dialogues and a variety of drills and accompanied by tapes, visual aids and a teacher's manual. The course will be divided into units each covering relevant socio-linguistic material and grammatical and phonetical explanations. Parts of the course will be presented in programmed form.	University of Cambridge	1969-73	£13,000	Danish Government
11. <i>Polish language research project</i> The aim is to carry out a detailed contrastive analysis of Polish and Russian and on the basis of the information obtained to provide teaching and reference materials so that students with a prior knowledge of Russian may speedily acquire a good knowledge of Polish.	University of Salford	1969-72	£12,688	DES



## APPENDIX II Projects supported and financed during the second term of office *continued*

Project	Location	Period	Cost	Funded by
<p>12. <i>Tests of English for immigrant children of primary school age</i>  <i>Stage 1</i>—the development of a structure and criteria for the tests;  <i>Stage 2</i>—to devise, produce and validate a publishable battery of proficiency tests and to explore the possibility of extending the testing techniques developed in the course of the project to a wider field of application.</p>	University of Birmingham National Foundation for Educational Research	1969-70 1970-72	£4,095 £20,700	DES DES
<p>13. <i>Child language survey</i>                      Schools Council/Nuffield Modern Languages Project. To continue the work of the Nuffield Child Language Survey started in 1963 on the centres of interest and language of children by undertaking the collection and analysis of the speech and writing of 13 to 16 year old children in England, France, Spain, the Soviet Union and Germany.</p>	Universities of Leeds and York	1969-73	£31,680	Nuffield Foundation
<p>14. <i>Advanced Spanish teaching materials project</i>                      The elaboration of a multi-skill diagnosis test in Spanish for students entering higher education. The collection of a bank of graded oral and written materials in modern American and Peninsular Spanish for the teaching and testing of a wide range of skills in such students throughout their higher education.</p>	University of London Queen Mary College; University of Essex	1969-72	£18,971 £100 £700	DES Rio-Tinto Zinc Corporation Parry Committee
<p>15. <i>Survey of the content of courses in English for immigrant teachers</i>                      The aim is to study methods and techniques appropriate to teaching English to immigrants already having a high standard of education.</p>	CILT	1970	£1,650	DES

## APPENDIX II Projects supported and financed during the second term of office *continued*

Project	Location	Period	Cost	Funded by
16. <i>Survey of the supply, utilisation and demand for teachers of Russian in British secondary schools</i> A preliminary survey and a second survey; the preliminary survey will also establish which schools teach French, German and Spanish and at what level the teaching of these languages is begun. The Schools Council is contributing £200 towards the preliminary survey.	Association of Teachers of Russian	1969-70	£290	DES
17. <i>Intensive methods for the teaching of modern Chinese</i> Developing techniques and materials for intensive self-instruction in the language laboratory using audio-lingual and audio-visual aids.	University of Cambridge	1969-73	£30,000 £10,000 £13,300	Nuffield Foundation Universities China Association DES
18. <i>Achievement in German language: a sample survey of universities and colleges</i> A cross-sectional survey of the incremental learning patterns over 3 and/or 4 years of a sample of students reading for an Honours Degree in German. An attempt will be made to discover those factors which are associated with variations in linguistic performance in order to make inferences about what makes for high level of attainment in reading, writing, speaking and understanding contemporary German.	Portsmouth Polytechnic and Society for Research into Higher Education	1969-72	£6,000	DES



## APPENDIX II Projects supported and financed during the second term of office *continued*

Project	Location	Period	Cost	Funded by
<p>19. <i>Survey of the initial training of teachers of modern foreign languages in colleges and departments of education</i>                      The survey will describe existing resources and practice, will include opinions obtained from teacher trainers and recently trained teachers, and will make proposals for future action.</p>	University of York	1970-71	£13,766	DES
<p>20. <i>Laryngographic analysis and teaching of intonation</i>                      An examination of some of the processes basic to the perception and learning of intonation and the teaching application of a new method of instantaneous visual feed-back of speech fundamental frequency formation.</p>	University College London	1970	£1,794	DES
<p>21. <i>A study of the English used by teachers and pupils</i>                      Stage 1. An analytical method for the description of discourse in terms of short term aims and objectives of participants, both to exploit and complement the detailed linguistic work done on the structure of sentences. If successful, will forge vital links between language structure and general social behaviour.</p>	University of Birmingham	1970-72	£11,526	Social Science Research Council
<p>22. <i>Computer archive of modern English texts</i>                      A compilation on computer tape of approximately 2,250,000 words of modern English texts.</p>	University of Lancaster	1970-72	£3,263	Longman Group Ltd

## SUMMARY

### A. Analysis of projects

	<i>Research</i>	<i>Development</i>	<i>Research/ Development</i>	<i>Total</i>
i) Supported and financed:				
First Report	5	8	2	15
Second Report	12½*	5½*	5	23
	17½	13½	7	38
ii) Supported but not yet financed:				
	<i>Research:</i>	<i>Development</i>	<i>Research/ Development</i>	<i>Total</i>
	7	2	4	13
Grand total of projects supported:	24½	15½	11	51

### B. Financing of projects

	£
Research	176,764
Development	138,400
Research/Development	161,937
	477,101

### C. Sources of financial support

		£
i)	DES	251,362
	Nuffield Foundation	151,380
	SED	21,000
	SSRC	15,431
	Others	37,928
		477,101

ii) The Survey of English Usage, referred to in the First Report, has been able to continue its work by grants from the Leverhulme Trust Fund and the Gulbenkian Foundation.

iii) A project on German for chemistry students which the Committee supported is being financed by OSTI. This project is not included in the statistics given above.

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\*38 projects have been supported and financed; one has two distinct stages, one of which is research, the second is development.



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