AILA Research Network on History of Language Learning and Teaching (HoLLT.net) Conference

Sabine Doff (University of Bremen)
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How did language teachers actually teach in the past – in *practice*, in different contexts? What were the decisions and beliefs underlying their work and what were the contexts that influenced them? What ideas did learners acquire in language classrooms and how did these connect with other language learning experiences? In what ways have contexts and practices influenced formal theories of language learning and teaching, as well as textbook design, assessment procedures, and so on? And to what extent, in what ways and why have different promoted 'methods' been adopted, resisted or adapted in the diverse practices of teachers and learners around the world?

These are just some of the questions we would like to pursue in the context of this HoLLT.net conference, which aims at highlighting and valorizing the importance of 'practice' and 'context' in the history of language learning and teaching. G*rounded* histories, as we might call them – involving historical research into language learning and teaching at a 'grassroots' level, or 'history from below' – are of scholarly interest in themselves but they might also serve a *useful* role in counterbalancing the dominance of potted histories of method in the overall fields of applied linguistics and language education.

Indeed, many historical studies to date have primarily been concerned with theoretical foundations of language learning and teaching ('approach' in Richards & Rodgers' (2014) tripartite model), along with textbooks, curricula and other official historical sources (the top layer, or 'intended curriculum' according to Cuban 2012). Innovative studies are needed, however, which provide insights into how approaches, or the 'top layer', emerged from particular contexts, and, in the other direction, how language learning and teaching curricula, textbooks and so on have been received in practice (Smith 2016). In this latter area, it would be useful to trace processes of 'recontextualization' (Fend 2008) of the rather well researched 'top layer' into the following (cf. Cuban *ibid*.):

- the **'taught'** layer (teaching procedures): e.g., teacher knowledge, beliefs, decisions and reasons for them with regard to language classrooms (what?, how?, why?); contexts of teacher decisions and language teaching;
- the **'learned'** layer (learning procedures): e.g., ideas learners have acquired in language classrooms and what they did with them; learner interactions with teachers and other learners; contexts of learner decisions and language learning;
- the **'tested'** layer (test formats, test procedures): e.g., formats, results and consequences; information, ideas and skills contained in language tests; contexts of language testing.

New questions are likely to arise in the process of uncovering these additional layers, such as, for example:

➢➢ How does valorizing practice influence the ways we conceptualize the **practice–theory relationship** in the field of language learning and teaching?
➢➢ In order to valorize the practices of language learning and teaching, do we need to turn our attention to different types of **sources** and apply additional **research methods**?
➢➢ Where/when do the various layers of language learning and teaching overlap, and where do they fall apart (and why) (cf. the idea of **'loose coupling'** in educational organization (Weick 1976))?

- Cuban, Larry (2012) The Multi-Layered Curriculum: Why Change Is often Confused with Reform. *Larry Cuban on School Reform and Classroom Practice* (https://larrycuban.wordpress.com, 9/10/2018).

- Fend, Helmut (²2008) *Neue Theorie der Schule. Einführung in das Verstehen von Bildungssystemen.* Wiesbaden: VS-Verlag.

- Richards, Jack C. & Rodgers, Theodore S. (³2014) *Approaches and Methods in Language Teaching.* Cambridge: University Press.

- Smith, Richard (2016) Building 'Applied Linguistic Historiography': Rationale, Scope and Methods. *Applied Linguistics* 37/1: 71–87.

- Weick, Karl E. (1976) Educational Organizations as Loosely Coupled Systems. *Administrative Science Quarterly* 21/1: 1–19.

Abstracts

Wednesday, November 13, 2019

11:15 – 11:45   Jiaya (Jenny) Wu
                  University of Nottingham

Teaching Mandarin pronunciation to Mongolian learners in the early Republican period: the case of the Mongolian–Han bilingual *Original Sounds of Five Regions*

The Original Sounds of Five Regions (*Wufang Yuanyin,* 五方元音) is a Mandarin Chinese rhyme dictionary, compiled between 1654 and 1664 (during the Qing dynasty) by Fan Tengfeng 樊腾凤 (Kaske, 2008: 50). Although it did not enjoy the prestige and authority of the imperially commissioned rhyme books, such as the Kangxi dictionary *(Kangxi Zidian,* 康熙字典) (1716) or *The Subtleties of Phonology (Yinyun Chanwei,* 音韵阐微) (1726), it enjoyed considerable popularity even long after Fan's death, with at least eight revised and expanded versions produced by the following generations (Li 2008). Since Chinese characters are not phonetic, the approach adopted in Fan's dictionary to indicate pronunciation of each monosyllabic character was so-called *cut-and-splice quasi spelling* (*fanqie,* 反切), based on Mair's (1992) translation, using two other characters, one with the same initial and one with the same final.

In this paper, I will analyse how a Mongolian named Khaisan (1862/63–1917) modified Fan's dictionary to suit the needs of Mongolian learners of Mandarin Chinese in his edition of the dictionary, the *Mongoliah Han Original Sounds of the Five Regions* (*Menghan Hebi Wufang Yuanyin,* 蒙汉合璧五方元音) published in 1917, adapting the *cut-and-splice quasi spelling* (*fanqie,* 反切) approach to a second-language learning context. The Mongolian transliterations of the Chinese characters will be explored, addressing two questions: (1) What was the Mandarin pronunciation presented to Mongolian learners as correct? (2) How is Chinese pronunciation transcribed using the Mongolian transliteration alphabet?

- Kaske, Elisabeth (2008) *The Politics of Language in Chinese Education, 1895–1919*. Leiden: Brill.
- Li Qinghuan 李清桓 (2008) *Wufang Yuanyin Yinxi Yanjiu* 五方元音音系研究 (*An Investigation of the Phonology System in* The Original Sounds of Five Regions). Wu Han: Wu Han University Press
- Mair, Victor.(1992) A Hypothesis Concerning the Origin of the Term *fanqie* ('Countertomy'). *Sino-Platonic Papers* 34: 1-13.

11:45 – 12:15   Michele Piscitelli
                 University of Birmingham

Tabula Cebetis. A multimodal text for Renaissance linguistic and moral education

The Tabula Cebetis, improperly attributed to Thebes of Cebes (ca 430 – 350 BCE), uses a rhetorical device to praise virtues and reveal the meaning of life. It is a philosophical dialogue describing the images on a votive tablet in the temple of Saturn. From the Renaissance until the 19th century it was adapted for classical Greek language learning and teaching and recently rediscovered for this purpose.

Was the Tabula used to teach vernacular languages during the early-modern period considering the presence of editions in many languages including English, German, French, Spanish, and Italian?

Since 1507, editions with images depicted what the Tabula narrated: did teaching practices influence this modification of the texts' design?

Language learning and teaching practices are not exclusive to a specific geographical area or language. Also, language education was strictly intertwined with moral pedagogy and other disciplines with blurred boundaries. Comparing pedagogical practices commonly used during the early-modern period helps to understand the uses of the Tabula.

By analysing grammar books, vocabularies, rhetoric and pedagogy treatises, Art of Memory manuals, and Books of Fortune, this paper suggests ways in which ideas and practices acquired in the language learning process were circulating in other contexts.

12:15 – 12:45   Xander Feys
                  KU Leuven

Consolidating language learning through literature: Teaching Latin and Greek at the Louvain Collegium Trilingue

Thanks to the recent exhibition (18/10/2017–18/01/2018) on the Louvain Collegium Trilingue organised by the KU Leuven, a new impetus has been given to research related to the teaching of Latin, Greek and Hebrew in the Early Modern Southern Low Countries. With regard to Rutger Rescius (ca. 1495–1545), first professor of Greek, and Petrus Nannius (1496–1557), third professor of Latin, many primary sources have recently resurfaced, urging us to re-examine some key aspects of the actual language teaching practice within the College's walls.

    In this paper, I will concentrate on two annotated Early Modern prints: on the one hand, a 1535 edition of Homer's *Odyssey* (Louvain, Gravius-Rescius; Gent, Bib.Cl., 00451), on the other hand a 1549 edition of the twelfth book of Virgil's *Aeneid* (Louvain, Sassenus; Basel, UBH, Ba.Va 28.1). Both books in fact contain lesson transcripts by students of, respectively, Rescius and Nannius. I will primarily focus on the different types of grammatical notes found throughout the books, and on the role of Latin parallels in the Greek course and vice versa, thus demonstrating how Renaissance language learning was consolidated through the reading of literature.

12:45 – 13:15   Maxime Maleux
                   KU Leuven

Training the trilingual man: a case study of the Hebrew lessons in the 16th-century Louvain Collegium Trilingue

In 1517, an institution was founded in the city of Leuven where one could learn the sacred tongues Latin, Greek and Hebrew. Although Latin and (to a smaller extent) Greek already had a tradition of learning in the West, the introduction of Hebrew in a university curriculum was unseen before, and therefore the Collegium Trilingue marks a milestone in the early teaching of Hebrew in Western Europe. The intended curriculum was very ambitious from its beginnings: Erasmus wanted the students to go *ad fontes* by reading the original texts so as to arrive at more accurate Latin translations, especially of the Bible. But what was really covered in the lectures? Did students have to master the language actively? Unfortunately, there are not too many witnesses left to give us a look into the Hebrew classroom. Recently, however, a manuscript containing a college dictate of one of the Hebrew professors, Andrew Gennepius Balenus (who taught from 1532 to 1568), was recovered and examined for an exhibition on the Collegium (Van Hecke 2018). By close analysis of this unique eyewitness account, my goal is to illustrate the teaching practices of Hebrew and check whether the didactic approaches were the same as stated in the official curriculum.

- Van Hecke P. (2018). Omnium Linguarum Purissima. The Study of Hebrew at the Collegium Trilingue. In Papy J. (Ed.), *The Leuven Collegium Trilingue 1517–1797. Erasmus, Humanist Educational Practice and the New Language Institute Latin-Greek-Hebrew*. Louvain: Peeters, 155–182

14:15 – 14:45   Anna Pytlowany &
                  Rebeca Fernandéz Rodriguez
                  University of Amsterdam

Teaching the teacher: language learning for missionary purposes in 17th–18th century Asia

With the establishment of regular commercial routes between Europe and Asia in the 17th–18th centuries, new horizons opened up for missionary work. Catholic missionaries set off to proclaim the Gospel and win souls for Christ, while the Protestant clergy financed by the Dutch East India Company were to play a supporting role in setting up Dutch administration and schools.

This opportunity also brought a new challenge: how to teach the 'exotic' languages to the potential preachers and teachers in the first place? Oftentimes, a description of the language had to be made first, after which, various glottodidactic methods were developed. Spanish and Portuguese Catholic missionaries had the advantage of a longer lexicographical and grammar writing tradition: their works and practices were already transmitted and tested in many countries. In contrast, the Dutch Calvinist ministers often had to start from scratch, and after trying many different approaches, they occasionally resorted to quietly adopting their 'papist enemy's' textbooks and routines.

In our presentation, we will outline the main training methods for the clergy in Asia, and compare and contrast the Catholic missionaries with the ministers of the Dutch Reformed Church, highlighting how know-how transfer occured on a local and personal level.

14:45 – 15:15   Giovanni Iamartino &
                 Lucia Berti
                 University of Milan

'M. Santagnello teaches the Italian language grammatically': a master of languages at work in early 19th-century London

The large number of Italian grammars, dictionaries, anthologies and exercise books published between the 18th and 19th centuries in Britain, shows how the study of the Italian language became increasingly popular in Late Modern Britain (Mormile and Matteucci 1997, O'Connor 1990, Pizzoli 2004). The Grand Tour, the Opera, and classic Italian literature inspired wealthy boys and girls, men and women, to seek knowledge in the language of the Bel Paese (Brand 1957, Thorne 1958). There was no lack of native Italian teachers willing to satisfy this demand either: newspapers were filled with advertisements for books and language lessons promoting the best and clearest methods to ease the learner in the acquisition of Italian.

At the beginning of the 19th century, the Italian teacher Moses Santagnello was regularly teaching and publishing books based on his own personal and comprehensive method. Although Santagnello's method was rooted in the deep understanding of grammatical structures, his works – largely the result of his day-to-day teaching practice – abound in details and practical suggestions on how British students of Italian can improve their competence in the language.

Building on our previous research into Santagnello's works (Iamartino & Berti 2018a, Iamartino & Berti 2018b, Iamartino & Berti 2019), our purpose is to review these works and highlight his various comments on practice in the teaching and learning of Italian as a foreign language.

16:00 – 16:30   Friederike Klippel
                  LMU Munich
Teachers as observers in the Reform Movement

The Reform Movement in the last decades of the 19th century constitutes a period of intense and heated debate regarding goals, contents and methods of language teaching. Theory and practice were closely entwined in the reformers themselves, since the majority of them were or had been language teachers. They were not only keenly aware of the new discipline of phonetics and the parameters of the new goals and procedures but also of the very practical requirements of the classroom. The reformers were also very interested in modern language teaching in other countries, as they were keen to learn. They communicated with language teachers elsewhere, directly and through publications, and they travelled to other countries to observe language teaching there. The focus of my paper will be on Klinghardt's (1887) and Hartmann's (1897) accounts of the practice of language teaching in Switzerland, France and Sweden in the context of the reform discussion.

- Hartmann, K.A. Martin (1897). *Reiseeindrücke und Beobachtungen eines deutschen Neuphilologen in der Schweiz und in Frankreich.* Leipzig: Stoltes Verlagsbuchhandlung.
- Klinghardt, Hermann (1887). *Das höhere Schulwesen Schwedens und dessen Reform in modernem Sinne.* Leipzig: Klinkhardt.

Thursday, November 14, 2019

09:15 – 09:45   Luis G. Martínez del Campo
                         Complutense University of Madrid

Belief and practice. Classroom teaching strategies and the advocacy for Spanish language education

This paper explores the introduction of Spanish as a foreign language in British education in the early twentieth century, focusing on the impact the widespread belief in Spanish as a commercial language had on teachers' classroom practices in England. In those days, the growing importance of the Latin American market fostered Spanish language education in Britain. Many British businessmen and politicians advocated the learning of Spanish in the UK, supporting its teaching at British universities and schools. They believed that British trade with Latin America would benefit from the spread of Spanish language learning in Britain. This belief determined how the language was taught in England. Teachers of Spanish were encouraged to teach their students commercial vocabulary and South-American varieties of the language. Although Spanish was often taught for professional purposes, many teachers were opposed to this commercialisation of their work, teaching Spanish literature and standard language usage. In my paper, based on both recent research work and archival material, I argue that the teaching of Spanish in early twentieth-century England was determined by the contrast between the advocacy of its learning as a commercial language, and the teachers' views on the way classroom practices had to take.

09:45 – 10:15   Alessandro Cifariello
University of Chieti-Pescara
'G. D'Annunzio'

Prisco Giovanni Sperandeo's approaches to teaching Russian and Italian as a second language

Having graduated from the Umberto I Grammar School in Naples, Prisco Giovanni Sperandeo (1872–1933) moved to Odessa (Russian Empire) in the 1890s with the initial aim of reversing the decline of Italian language and culture there. He worked as an Italian language (and sometimes also English) lecturer at the university of Novorossiya and as a teacher of French language at Nicolas I Commercial School and A.P. Rovnyakov Grammar School for Boys. After World War I broke out, he returned to Italy and settled in Rome. Sperandeo championed his ideas on language teaching and learning in his books for learning Russian – *Manualetto della lingua russa* (Odessa 1904[1], and Milan 1906[2], 1911[3], 1917[4]) – and Italian – *Rukovodstvo ital'yanskogo yazȳka* (Odessa 1896), as well as his Italian–Russian Dictionary (*Dizionario Italiano-Russo*, Lispia 1905[1], 1921[2]).

The purpose of this presentation is to examine Sperandeo's life and works, which represent one of the first recorded attempts to promote Russian language learning in Italy and Italian language learning in Russia. It will also discuss the extent to which the ideas Sperandeo acquired in language classrooms influenced the strategies he employed (such as the simplification of the grammar rules and exercises in his Russian textbook) to facilitate the practical learning of the Russian language.

10:15 – 10:45   Kohei Uchimaru
                 Toyo University

Yoshisaburô Okakura and the practical value of English learning and teaching

This paper discusses 'valorizing practice' in the case of Yoshisaburô Okakura (1868–1936), head of the English department at Tokyo Higher Normal School and the doyen of English language pedagogy in early-twentieth century Japan. In his celebrated 1911 manifesto, *Eigo Kyôiku* (*English Language Education*), Okakura emphasised the educational and practical values of English learning and teaching. Surprisingly, the practical value of English studies was defined as 'reading' rather than the 'spoken language', although the spoken language, particularly accurate pronunciation, should come first. Several historians of English language learning and teaching have documented Okakura's 'taught' layer, but little recognition has been given to his practice of English teaching, the local context that promoted the practice, and the 'learned' layer. This paper, therefore, first examines the local context that influenced Okakura's decision to adopt reading-focused approaches to teaching English primarily by exploring *Eigo Kyôiku* and his lectures on reading strategies. Thereafter, it demonstrates how the Japanese context contributed significantly to the formation of his theory, then providing instances of his actual teaching practice, including textbook design and his preparatory lecture notes. In so doing, the paper shows that Okakura 'valorized' practice by gearing it towards what he perceived as the local needs of Japanese learners of English.

11:00 – 11:30   Silvia Pireddu
                  University of Turin

'Too much workload in technical schools!'. Luigi Pavia and the teaching of English in Italian schools in the first decade of the 20th century

The paper illustrates the work of Luigi Pavia by examining the pamphlet *Le Lingue straniere negli istituti tecnici e l'eccessivo lavoro scolastico* (1906). Pavia discussed the role and mission of the state school teacher, and in particular the difficult task of matching the official requirements of the curricula and everyday classroom practice.

In 1859 the so-called 'Casati Law' (Legge Casati) organised the school system after the unification of the Italian State. The law established two consecutive biennial grades for primary education, of which the first was free of charge and obligatory. At the end of the fourth year, several options were available: the Technical Schools were divided into four curricula (common, agricultural, industrial and commercial) lasting three years, which could be followed by more specialised training in the Technical Institutes (Istituti Tecnici) divided into five curricula (industry, land surveying, agronomy, commerce, physics-mathematics). Students would here learn English and German, these being the languages of science and business.

Luigi Pavia questioned the organisation of these curricula and the methodology used to teach foreign languages, advocating a more flexible approach, and discussed the difficulty of educating prior to teaching the technicalities of grammar. Excessive hours spent at school and the eclecticism of the curriculum did not allow for in-depth learning but could only provide a general, broad understanding of the mechanisms of English grammar – which was anything but useful. Pavia had a holistic view of education and testified for the difficulties faced by a teacher facing teenagers at the beginning of the new century.

11:30 – 12:00   Jennifer Meier
                          University of Würzburg

Learning about culture in theory and practice: an excursion into the EFL classroom of 1920s Germany

How do we learn about culture? Why is it important for learners of foreign languages, and what must be part of cultural learning? In the 1920s, the predominant method of teaching culture was called *Kulturkunde*; it fostered understanding of foreign cultures, unity of Europe, and above all, greater understanding of one's own culture. But how did language teachers actually implement this method in class? Eberhard Moosmann demonstrated in his book *Englischer Kulturunterricht* how he applied cultural learning with the direct method in a senior class in Halle (Germany). Based on lectures on Great Britain by Seeley and Dibelius, and also further literature including Shakespeare, he divided the last two years of Realgymnasium into lecture and literature. In the last chapter, he includes some student's work, demonstrating how students implemented what they had learned. Based on Moosmann's teaching examples, this lecture will attempt to link educational theory and the reality of the 1920s. Therefore, I would like to contrast the implementation of *Kulturkunde* and the direct method by Eberhard Moosmann with the demands from the curricula and treatises of other philologists at that time.

12:00 – 12:30   Irmina Kotlarska
                 University of Zielona Góra

Sociocultural, political and educational aspects of teaching English in Polish schools in the interwar period (1918–1939)

This paper contributes to research on local histories of ELT. It aims to uncover the history of learning and teaching of English as a foreign language in Poland from 1918, when the country regained its independence, to World War II (1939). This was when English first came into the curriculum in the developing school system (Cieśla 1974). The approach adopted is inspired by the interdisciplinary HoLLT field of research promoted by McLelland and Smith (2018).

The main phenomena to be investigated are links between teaching and learning procedures of ELT at state schools and the social, cultural, intellectual, and political context of foreign language teaching in interwar Poland. These links will be examined in a range of sources, i.e. documents prepared by the Ministry of Education, articles published in the first specialized journal, *Neofilolog*, and school textbooks. They show that English acquisition was subordinated to the overall perception of the language: it was found a useful tool for gaining knowledge and making business. Moreover, values typical of English-speaking culture were perceived as helpful to a resurgent country (e.g. diligence, duty, respect for time, prudence).

14:00 – 14:30   Laura Pinnavaia
                  University of Milan &
                  Annalisa Zanola
                  University of Brescia

The teaching of English writing to native and non-native speakers: an analysis of English handbooks published between 1900 and 1980

It is a known fact that for three quarters of the twentieth century there was a chasm between the interest in the academic study of grammar in Britain and abroad: while 'English failed to attract the interest of the few academics who could have engaged in it, work on the description of English proceeded apace on the mainland of Europe (Hudson & Walmsley 2005: 597, 599). This was because throughout more than half the nineteenth century no necessary connection between a knowledge of systematic grammar and a practical control of good English had been propagated (Fries 1940: 19). Unlike for foreign learners, it was deemed that native speakers did not need to be taught grammar to have a solid command of English: being exposed to its literature was sufficient. Consequently, up until the end of the twentieth century, English taught at school meant simply reading and writing. This may explain why there is an unexpected number of handbooks on writing for English speakers published from 1900 to 1980. The aim of this paper is to focus on a selection of such handbooks and compare them with a selection destined for the non-native speaker of English in which the treatment of grammar was obviously fundamental. By analyzing their methodologies and contents from a diachronic and contrastive perspective, we will make explicit their differences and similarities.

- Fries, Charles (1940), *American English Grammar: the Grammatical Structure of Present-day American English with Especial Reference to Social Differences or Class Dialects*. New York: Appleton-Century-Crofts.
- Hudson, Richard and John Walmsley (2005) The English Patient: English Grammar and Teaching in the Twentieth Century. *Journal of Linguistics*, 41/3: 593–622.

14:30 – 15:00   Irene Yi
                  University of California, Berkeley

Language teaching of feminization and gender neutralization of French and Spanish gendered grammar

Younger generations are critically affected by language teaching, and this can have great sociolinguistic impacts on the world when said generations grow older. This paper examines the patterns of language teaching in the past, namely Spanish and French gendered grammar teaching. Drawing from Anne-Marie Houdebine of the French language feminization movement and the widespread Latinx movement, the paper analyzes the social effects of using gender neutral language (in the case of Spanish) and feminizing traditionally masculine profession nouns (in French). In the past, French language teaching enforced sexist and misogynistic views. The increasingly progressive way languages are taught to children includes the following: challenging the rigid grammatical structures which have historically reflected rigid gender roles, allowing students of non-gender binary identification to find words within the language to describe themselves, and empowering students to engage in movements combatting political and social inequality in their communities. This paper uses publications by activists, French and Spanish language teachers, and numerous studies to comment on language teaching today and prospects for the future.

15:00 – 15:30   Claudio García-Ehrenfeld

National Autonomous University of Mexico

Language teaching and radical education in post-revolutionary Mexico

In 1980, following a long and complex battle between various political forces inside Mexico, and after suspicions were raised as to its possible collaboration with the CIA, the Summer Institute of Linguistics (SIL) was expelled from the country. Nevertheless, the conflict related to the activities of the SIL in Mexico forms part of a longer history of the relationship between the modern Mexican state and indigenous groups whose linguistic diversity has, since the end of the Mexican revolution, been seen as an obstacle to the creation of a homogeneous nation-state. Some educational institutions, which were originally created post-revolution by the state to 'mexicanize' and to control the indigenous population, became radicalized spaces of leftist thought and agitation. Influenced by Marxism, Leninism, Magonism, and Maoism, amongst other ideologies, they insisted on the fulfillment of the social demands as laid out by the Mexican Revolution.

Although there exist many studies of the history of bilingualism and indigenous education in Mexico, these almost inevitably look at the syllabus and practices promoted by the state. By contrast, this paper seeks to valorize the role of indigenous language teaching within Mexican radical educational institutions from the end of the Mexican Revolution up until 1980. It takes as its example the teaching of hñähñu in Normal Rural Teacher Training Schools, as well as in other radical educational centers where hñähñu was taught. Specifically, it will consider learning interactions between teachers and learners and the decisions made by teachers when choosing particular language teaching methodologies.

16:00 – 16:30   Sabine Reh
                  Humboldt University Berlin

Writing about literature. Examination and text forms in L1 in the French zone of occupation, 1945–49

In the French zone of occupation after 1945, the military administration tried to introduce established aspects of the French school and examination system. In centralist France, examinations in the tradition of the Jesuit school system were often designated as 'concours', as competitions. They followed a different logic than in many German countries with regard to their organisation, e.g., the practice of grading. This applies in particular to the 'Abitur' in comparison to the 'Baccalauréat'. Since the native-language essay had prevailed in the final exams both in France and in the German Empire against the Latin essay towards the end of the 19th century, different forms of writing about literature, i.e. about authors and texts of a national canon, had developed in both countries. These differences were discussed between 1946 and 1949 with the introduction of a central school-leaving examination in the French occupation zone. On the one hand this seemed to be a valorisation of teaching literature, but on the other hand a threatening formalisation of the handling of fiction. On the basis of different sources (administrative files from the *Kultusverwaltung*, examination documents, e.g. Abitur essays, publications in pedagogical journals, e.g. the journal *Schola* published in the French occupation zone), this paper investigates how we can try to reconstruct school knowledge practices, practices of teaching literature and a national canon in a historical perspective on the basis of examination documents and discussions about examination procedures, in an 'intercultural comparison'.

16:30 – 17:00   Stefan Kipf
                                 Humboldt University Berlin

'Ovid's *Metamorphoses* are read everywhere.' – Or: How to make a school classic?

Ovid's *Metamorphoses* and modern Latin education belong closely together: There is hardly any other Latin text that has provoked such a large amount of secondary literature (on using it for language education), along with numerous school text editions. How did this text become a lasting classic of school practice? To answer this question, this paper concentrates on the period from the 16th century to the beginning of the 20th century.

   The paper provides insights into an important part of the historical school practice of Latin teaching which has been in effect up to the present day.

17:00 – 17:30   Norman Ächtler

Justus Liebig University Gießen

Schiller vermitteln: Philologischer Diskurs und schulische Praxis an Höheren Lehranstalten des Kaiserreichs am Beispiel der Walleinstein-Trilogie

Der Vortrag befasst sich mit einigen wesentlichen Aspekten des philologisch-pädagogischen Diskurses im Kontext der Herausbildung des Faches Deutsch an den Höheren Lehranstalten des Kaiserreichs ab der zweiten Hälfte des 19. Jahrhunderts. Am Beispiel von Friedrich Schillers Wallenstein-Trilogie, das auf der Schnittstelle zwischen Schul- und Hochschulphilologie stark rezipiert wurde, rückt dabei insbesondere das Spannungsverhältnis zwischen a) den weltanschaulichen Rahmensetzungen der Bildungspläne, b) dem wissenschaftlich-philologischen Anspruch der Lehrkräfte und c) der Entwicklung eines genuinen Methodenrepertoires für den Literaturunterricht der Oberstufe ins Zentrum der Betrachtung. Auf Grundlage einer qualitativen wie quantitativen Auswertung von Schulprogrammen sowie der Analyse von Lehrbüchern und Zeitschriften-Beiträgen zur Behandlung des Wallenstein-Stoffs im Literaturunterricht wird gezeigt, dass gerade Schillers Drama dazu diente, Grundsatzfragen eines Fachunterrichts als wissenschaftliches Propädeutikum zu diskutieren.

Friday, November 15, 2019

09:15 – 09:45   Ekaterina Shaverdashvili
                   Ilia State University

Englisch als Fremdsprache in Geschichte und Gegenwart in Georgien

Die englische Sprache übernahm in den letzten Jahrzenten in Georgien die Position der russischen Sprache und, wie in vielen anderen Ländern, gilt heutzutage als Lingua Franka. Englisch als Pflichtfremdsprache wird seit 2011 ab der 1. Klasse in alle Schulen eingesetzt.

Im Beitrag wird die geschichtliche Entwicklung, sowie der gegenwärtige Stand des Englischen als Fremdsprache in Georgien behandelt.

Es werden nämlich

- Faktoren analysiert, die die Einstellung der englischen Sprache in verschiedenen Zeiten in Georgien beeinflussten (bis, während und nach der Sowjetzeit) und
- Lehrpläne sowie Lehrmaterialien für Englisch dieser Zeiten anhand von einigen Beispielen präsentiert.

Außerdem werden die Ergebnisse einer kleinen empirischen Studie zur gegenwärtigen Stellung des Englischen als 1. Fremdsprache vorgestellt, wofür im Winter 2018 Fokusgruppen-Interviews in ganz Georgien durchgeführt wurden.

09:45 – 10:15   Robert J. Fouser
                  Independent Scholar

Social attitudes toward 'school English' in classroom practice in South Korea from 1970 to the present

In this paper, I will investigate social attitudes regarding the accuracy and authenticity of 'school English' in South Korea from the 1970s to the present. As the South Korean economy developed rapidly in the 1970s, the importance of English grew as trade expanded. The trend accelerated in the 1980s with hosting of the 1988 Summer Olympics and the transition to democracy. In the 1990s, pressure to reform grammar-based 'school English' resulted in the inclusion of English in primary school curriculum and the adoption of listening comprehension on the university entrance examination.

Throughout this period, however, doubts about the accuracy and authenticity of 'school English' in classroom practice continued to grow. The thrust of the criticism has been that policy goals of teaching 'practical' communicative English are hampered by errors in textbooks, flawed examinations, and weakness in teacher competence.

To investigate this perceived gap between policy goals and classroom practice, I will analyze a corpus of Korean-language newspaper articles and opinion columns in a Web database of four major South Korean newspapers from the 1970 to the present.

10:15 – 10:45   Sharon Harvery *(via Skype)*
                  Auckland University of Technology

A recent history of the reception and practice of intercultural competency theory in Aotearoa/New Zealand: the taught layer

This presentation critically examines the history of the introduction, reception and practice of intercultural language teaching in New Zealand over a twelve-year period from 2006 to 2018. Intercultural communicative competence (ICC) theory, originally developed through the work of the Council of Europe, was made explicit in the revised 2007 New Zealand national curriculum through a new learning area, 'Learning Languages'. The aim of the new curriculum area was to ensure subject languages were available to all learners in Years 7–10 (equivalent to ages 11–14) by 2010. This new emphasis on languages also brought with it a requirement for all New Zealand language teachers to integrate (inter)cultural teaching with language teaching. As in other jurisdictions the rationale was that language teaching is an ideal vehicle for developing students' ICC in preparation for citizenship in increasingly diverse local contexts, as well as to enhance their ability to confidently interact in globalised international contexts. In order to unravel the New Zealand history of ICC, a theory woven into language education policy in many countries, the paper examines the findings of evaluative studies which have researched (among other things) the integration of ICC into language teaching by language teachers in the intervening period.

11:00 – 11:30   John Daniels
                        University of Durham

The ending of communicative competence as a goal for foreign language learning in English schools

This paper looks at how the objective for language learning in English schools changed from the promotion of communicative competence (Savignon, 1972) to a more inward-looking approach associated with the demands of the National Curriculum.

An examination will be made of the different methodologies in place in schools in England from the 1960s until 2000s assessing the place of the target language and culture in each period. The paper will begin with the 'revolutionary' (Stern 1963) audio-visual methodology represented by *En Avant*, with its immersive style and exclusion of English, followed by a more pragmatic consolidation phase (Daniels, 2018) before the focus for school language learning was placed on attainment: assessing the four skills of listening, speaking, reading and writing. The paper draws on the literature from the period (Stern, 1963; Rapaport & Westgate 1974, Hares, 1979) together with the author's own experience as a teacher and researcher in order to provide a narrative of a particularly interesting period in school language learning in England.

- Hares, R.J. (1969 *Teaching French*. London: Hodder and Stoughton).
- Rapaport B. & Westgate, D. (1974) *Children Learning French*. London: Metheun.
- Savignon, S. *Communicative Competence: Theory and Classroom Practice*. New York: McGraw Hill.
- Stern, H.H. (1963) *Foreign Languages in Primary Education*. Oxford: Oxford University Press.

11:30 – 12:00   Joanna Pfingsthorn
                    University of Bremen
The (notorious) CLT paradigm shift vs. the learned/tested curriculum

Academic discussions of the last couple of decades have likened the term *CLT paradigm shift* to describe a tradition-shattering 'revolution' (Long 1997) that supposedly functioned as a 'corrective to perceived shortcomings with other approaches and methods' (Bax 2003: 278) and established the central and dominant teaching framework for the field (Bax 2003). The proclaimed paradigm shift has been perceived as an abrupt yet overarching departure from the limited tenets of behaviorist psychology and structural linguistics towards socio-cognitive, constructivist and meaning-oriented views of language use (Jacobs & Farrell 2003).

If such abrupt and overarching paradigm shifts – conceptualized as tradition shattering revolutions – truly take place within education systems, it should be possible to trace their impact not only in academic discussions of the theoretical foundations of teaching, but also in actual teaching practice, in learner uptake as well as in the testing culture, or what Larry Cuban (2012) calls the multilayered curriculum.

This paper verifies the claim that the notorious CLT paradigm shift managed to exert a visible impact on all levels of foreign language education in German schools by focusing on the interplay of the tested and learned curricula in the period between the 1980s and 2010s.

- Bax, S. (2003) The End of CLT: a Context Approach to Language Teaching. *ELT Journal* 57: 278–287.
- Cuban, L. (2012) The Multilayered Curriculum. Why Change is Often Confused with Reform. National Educational Policy Center. Retrieved March 1, 2018, from http://nepc.colorado.edu/blog/multi-layered-curriculum
- Jacobs, G. M., & Farrell, T. S. C. (2003) Understanding and Implementing the CLT (Communicative Language Teaching) Paradigm. *RELC Journal*, 34/1: 5.
- Long, M. H. (1997) Authenticity and Learning Potential in L2 Classroom Discourse. In G. M. Jacobs (Ed.), *Language Classrooms of Tomorrow: Issues and Responses* Singapore: SEAMEO Regional Language Centre, 148–169.

12:00 – 12:30   Shona Whyte
                   University of Côte d'Azur

ESP and why it's not: learner motivation, teacher competence, and indigenous assessment criteria

English language education is traditionally seen in many contemporary contexts from three main perspectives: as a gateway to cultural enrichment (English studies), for access to international science or commerce (English for specific purposes), or as a basic skill (general English certification). Members of the English language teaching community are generally involved in the second and third domains: either English for Specific Purposes (ESP) or what Abbott (1980) 'half-jokingly' called TENOR (Teaching English for No Obvious Reason, see also Medgyes 1986). The present paper examines the debate between general- and specific-purpose English language teaching from the early days of the British ESP 'juggernaut', already contested by practitioners forty years ago (Abbott, 1978, 1980; Kennedy, 1980). Issues regarding learner needs and motivation, as well as language teacher competence, highlight contradictions between theoretical principles and practical concerns regarding course design and implementation (Whyte in press, 2016). This investigation of the 'taught layer' is then compared with recent advances on the 'tested layer' in ESP contexts. Indeed, work on indigenous criteria for ESP testing (Jacoby & McNamara 1999; Elder, McNamara, Kim, Pill, & Sato 2017) suggests that language evaluation often fails to respect discipline-specific priorities. The paper concludes by considering the historical limitations of ESP teaching and testing and future perspectives.

- Abbott, G. (1980) ESP and TENOR. *ELT Documents* 107: 122–4.
- Abbott, G. (1978) Motivation, Materials, Manpower and Methods: Some Fundamental Problems in ESP. *ELT Documents* 103: 98–104.
- Elder, C., McNamara, T., Kim, H., Pill, J., & Sato, T. (2017) Interrogating the Construct of Communicative Competence in Language Assessment Contexts: What the Non-language Specialist Can Tell Us. *Language & Communication* 57: 14–21
- Jacoby, S. & McNamara, T. (1999) Locating competence. *English for Specific Purposes* 18/3: 213–241.
- Kennedy, C. (1980) Fundamental Problems in ESP. *ELT Documents* 106: 118–26.
- Medgyes, P. (1986) Queries from a Communicative Teacher. *ELT Journal* 40/2: 107–112.
- Whyte, S. (in press) Revisiting Communicative Competence in the Teaching and Assessment of Language for Specific Purposes. *Language Education and Assessment*.
- Whyte, S. (2016) Who are the Specialists? Teaching and Learning Specialised Language in French Educational Contexts. *Recherches et pratiques pédagogiques en langue de spécialité*, 35/3 https://journals.openedition.org/apliut/5487