

COUNCIL OF EUROPE CONSEIL DE L'EUROPE

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- I. Resolutions adopted by the 2nd and 3rd
Conferences of European Ministers of Education
on
Modern Language Teaching
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- II. Summary of action taken on national and
international level as a follow-up of the Resolutions
(Extract from the Document Min.Ed/London (64) 1)
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Third Conference of Ministers of Education

Rome, October 1962

RESOLUTION NO. 2

THE TEACHING OF MODERN LANGUAGES

The Ministers of Education

WELCOME the progress achieved since the Hamburg meeting and desire that the action undertaken be continued;

CONSIDER in particular that ways and means should be devised of extending the teaching of modern languages to the greatest extent possible to children and adults to whom it is not yet given; and

DECIDE, in view of the vital part to be played in this extension of modern language teaching by good oral methods, to ensure that the necessary conditions exist for the effective carrying out of such teaching. One of the most important of these conditions is the limitation of the size of the classes;

DECIDE further to take all possible steps to ensure that in universities and teachers' colleges future teachers at any school level will receive adequate training in the methodology of modern language teaching and to facilitate arrangements by which language specialists may spend reasonable periods abroad;

AGREE to promote the in-service training of qualified teachers, especially through courses run in conjunction with teachers' associations, at which courses the teachers would be introduced:

- (a) to the results of the work of universities and research institutes on the spoken forms of language and the language used in specialised subjects;
- (b) to new methods of teaching modern languages, for example audio-visual methods;

AGREE further to endeavour to promote research and experiments designed to enable teachers not yet qualified for language teaching to obtain the necessary training, so that the extension of modern language teaching can be carried out as soon as possible;

ARE IN FAVOUR of international co-operation designed to establish, on a comparable basis, and through national research teams basic vocabularies and fundamental grammatical structures in the European languages.

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Second Conference of Ministers of Education

Hamburg, April 1961

RESOLUTION

ON THE EXPANSION AND IMPROVEMENT OF MODERN LANGUAGE TEACHING

The Ministers of Education express the conviction that greater importance than ever before must be attributed to increasing the knowledge of modern languages. The Ministers are well aware how indispensable this knowledge is, both for the individual and for Europe as a whole, and how much international co-operation and the safeguarding and development of our common heritage depend on it.

The Ministers agree upon the need to provide, or to improve, facilities for teaching modern languages at school. Consideration should be given to the possibility of this instruction being made compulsory.

Experience in certain European countries has shown that a great extension of the teaching of modern languages is practicable. This seems to hold good also for relatively young pupils.

The Ministers recommend that periodical surveys be made in each country in order to ascertain the proportion of children following modern language courses. The results should be published in order to show the progress made.

The Ministers consider it highly desirable that members of the teaching profession should have studied at least one foreign language.

The Ministers recognise the success of numerous official and private organisations in the promotion of language teaching, of exchanges of teachers and pupils, of correspondence between school-children, and in related forms international co-operation; they will endeavour to increase their support for these activities.

The Ministers confirm their intention to assist each other in the task of improving and expanding the teaching of languages. This will, of necessity, affect teaching methods as well as school curricula and the training of teachers.

The Ministers further suggest that oral self-expression in foreign languages should be encouraged and that examinations should be adapted accordingly.

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The Ministers recommend that careful attention be given to the adjustment of teaching methods to modern conditions and to the needs of different categories of pupils and types of school.

To this end they deem it desirable that the following measures be put into effect:

- each country should stimulate linguistic and psychological research, the object of which would be the improvement and expansion of modern language teaching;
- arrangements should be made to exchange information, equipment (for instance, films and tape-recordings) and services; the use of tape-recordings in correspondence between the very young is particularly to be encouraged because it eliminates the difficulties of written expression and preserves the spoken language of the young;
- further meetings of experts should be held under the auspices of the Council of Europe for the purpose of studying methodological and other problems of modern language teaching;
- courses should be organised for students and in-service teachers;
- more intensive use should be made of audio-visual methods of teaching modern languages in accessory school activities.

Lastly, the work of promoting international co-operation in the field of modern language teaching should also include a concentrated effort with regard to the study of the specialised language needed in scientific and technical branches. The Ministers accordingly hope that the Council of Europe will convene meetings of research workers and technical and linguistic specialists to consider these problems.

V. EXPANSION AND IMPROVEMENT OF MODERN LANGUAGE TEACHING

1. There should be a more intensive use of modern techniques and teaching methods should be adjusted to modern conditions and to the needs of different categories of pupils and types of school (films, laboratories, television tapes, the use of tape-recording in correspondence between the very young, "accelerated" courses for adults, etc.); investment in new equipment and techniques should be increased.

COUNCIL OF EUROPE

Course on a new method for the teaching of modern languages to adult beginners (CREDIF system) Paris (1960) General.

Course on new methods for the teaching of modern languages at primary and secondary level. London (1962) EGT,

Course on the teaching of modern languages, to children of less than average ability in the age group 10-13, Stockholm, August, (1963) EGT,

Course on the role of modern languages in technical, commercial and vocational education, Austria (1964) EGT,

Course on the ways to familiarise students with the culture of a country whose language they are being taught. Madrid (1965) EGT,

Expert meeting on audio-visual aids in modern language teaching at university level, Stockholm, October (1963) ESR,

Joint meeting of film and modern language experts to evaluate 11 films for use in modern language teaching, Strasbourg, (1963) ESR/EGT/FT, Production of further films.

Expert meeting on teacher training films illustrating new techniques and methods of modern language teaching, Strasbourg, December (1963) ESR/EGT/FT,

Possible expert meeting or seminar on modern language teaching by radio and television (1964) FT,

Possible survey on investment in new equipment and techniques for modern language teaching, FT,

Course on modern languages in technical secondary education. Baden; (Vienna) (October 1964) EGT.

DENMARK

Television teaching of modern languages has not yet begun. Tapes are extensively used.

AUSTRIA

The Austrian School Broadcasting Service supplies all types of schools with genuine linguistic material spoken by English, French, Italian and Russian nationals. These broadcasts are recorded by the schools on tape recorders and thus made available whenever needed.

BELGIUM

The use of audio-visual aids is spreading and language laboratories are being installed in some teachers' training colleges, athénées and lycées. Courses are arranged regularly by the appropriate inspectorates. The training of modern language teachers is very thorough.

FEDERAL REPUBLIC OF GERMANY

The new language teaching methods are employed in primary and secondary schools, and in teacher training colleges; higher education and research in the universities are still often based on traditional methods.

FRANCE

Last year, in the country as a whole, 4,000 classes were taking English and 1,000 German. Two types of radio programme already exist; supplementary programmes, illustrating a specific part of the syllabus, and substitute programmes, designed for direct teaching; the latter have hitherto been somewhat rare. Thirty modern language films have been distributed by the Public Education Film Library. Finally, regional educational reference centres and a few lycées are beginning to install modern language laboratories. In this case the methods are not new, but audio-visual techniques are used in conjunction with syllabuses conceived in terms of traditional methods. Where teachers are no longer tied to long-established syllabuses, new methods have made an appearance (Cappelle and Girard, Guenot, Donvez methods). The best known of the new methods is the audio-visual method for teaching French devised by the Centre de Recherche et d'Etudes pour la Diffusion du Français (CREDIF).

ICELAND

Students in grammar schools are taught the following languages in addition to Icelandic: Danish, English, French, German and Latin. In teachers' training schools they are taught: Danish, English and German. The Budget annually provides funds for holding seminars and refresher courses for elementary and secondary school teachers. These courses are held and organised under the direction of the Office of Education, and cover various subjects. They are generally well attended, even though teachers are not required to participate.

There is widespread interest in new methods of teaching foreign languages, and the use of various aids that appear from time to time for the teaching of foreign languages.

IRELAND

Grants will be provided towards the setting up of a language centre including a fully linguistic laboratory in which teachers of modern languages, Irish and others, will be given special courses which will train them in the most modern teaching methods.

ITALY

The central authorities, through the National Centre for Audio-Visual Aids, are seeking in co-operation with headmasters to provide material designed to facilitate the teaching of foreign languages. Recent legislation provides for substantial appropriations over the period 1963-65 to equip schools with audio-visual aids.

LUXEMBOURG

Some teachers use the so-called language laboratories. These are regarded with some mistrust in secondary schools, where it is considered that languages are studied not simply to be spoken but as real instruments of culture.

NETHERLANDS

A language laboratory has been established in the Institute of Roman Languages at the State University at Groningen. The first language laboratory in a secondary school was established in April 1962. The funds for the establishment of this laboratory were made available by the Government. The improvement of teaching methods and teaching materials in the field of modern languages is studied and encouraged by the pedagogical study centres. These centres, in the work of which the teachers' organisations take an active part, receive government subsidies in order to modernise teaching equipment in both primary and secondary schools.

SPAIN

A project is under discussion concerning the modification of the modern language diplomas granted by the arts faculties with a view to modernising the teaching of such languages. In science faculties, too, there is a definite tendency to attach greater importance to the teaching of modern languages. Apart from the many private centres engaged in language tuition which use records, language courses are also broadcast by the radio, some of them under the auspices of the Ministry of Education. Spanish television broadcast language courses and, in this connexion closed circuit broadcasts have been given to pupils in higher education establishments.

SWEDEN

In addition to the usual technical aids in language teaching, such as school radio, school television and tape recorders, two language laboratories have been established, experimental teaching and research being carried on in collaboration with the National Board of Education.

SWITZERLAND

In some cantons the study of modern languages has been introduced on an optional basis in the top forms of primary schools. ("Abschlussklassen").

In upper primary schools ("Sekundarschule", "Realschule") facilities for learning a second modern language have been increased. A language laboratory has been installed in the University of Neuchâtel.

UNITED KINGDOM

In recent years there has been a great increase in the use of modern methods and techniques in the teaching of modern languages in schools and colleges. A grant has been made recently to the Educational Foundation for visual aids for development work on the use of audio-visual aids, language laboratories and other types of equipment.

2. Modern language teachers should be adequately trained in these new techniques, e.g. in universities and teacher training colleges, by in-service training and refresher courses (possibly run in conjunction with teachers' associations), at which teachers would be introduced,

- (a) to the results of the work of universities and research institutes on the spoken forms of language and the language used in specialised subjects;
- (b) to new methods of teaching modern languages, in particular audio-visual methods.

COUNCIL OF EUROPE

Refresher course for modern language teachers organised in collaboration with the Strasbourg branch of the Association of Modern Language Teachers. Strasbourg, March (1963) ESR/EGT.

AUSTRIA

The Ministry of Education, in collaboration with the cultural missions of England, France, Italy, and Russia respectively, periodically organises in-service training courses for modern language teachers. These courses usually last one week and are run as residential courses normally held in the country. Topics of linguistic and methodological interest (including audio-visual methods) as well as results of pertinent research are discussed. The broad application of the methods discussed is prepared by appropriate school experiments.

DENMARK

Hjørring Teacher Training College is equipped with an up-to-date language laboratory. Similar institutions will, as soon as parliamentary grants are forthcoming, be set up in other Teacher Colleges and Universities.

Teachers are kept abreast of achievements in linguistics research through professional papers, and through refresher courses. The Secondary School Directorate of the Ministry of Education has a grant for covering travel and in certain cases subsistence expenses for participants of such courses.

In 1964, a refresher course for Teachers of French will be held at Sévres, and for Teachers of English at Oxford.

FEDERAL REPUBLIC OF GERMANY

Courses are held in all "Länder", sometimes in conjunction with the associations of modern language teachers in secondary schools, in order to introduce teachers to the new research findings and new methods of language teaching.

FRANCE

Two national "days" on the utilisation of audio-visual aids were arranged for modern language teachers at the "Centre International d'Etudes Pédagogiques" of Sévres on 10th and 11th January 1963. On the regional level, courses have been held this year at Strasbourg, Nancy, Caen and Grenoble to introduce teachers to advanced educational research and new methods.

IRELAND

The Minister has decided to make a grant towards the provision of a language laboratory in the Franciscan College. By courtesy of the French Government, two French experts on the most modern methods of language teaching will initiate the courses at Germanstown. The Department provided two summer courses in 1963 one in German and the other in French. The courses dealt with the treatment of phonetics and grammar, the class approach to teaching conversation, the use of textbooks, teaching methods in general and with special reference to audio-visual aids and their importance in language teaching, modern developments in the teaching of French, "le français fondamental": vocabulary in general, model sentence formation, tapes and their production by the teacher himself, audio-visual courses, synthesising new traditional teaching methods, oral instruction and examination, aural tests, dictation, comprehension tests, the use of prescribed texts, the teaching of poetry and finally the language classroom and the language laboratory. Similar courses are being organised for secondary (Vocational) school teachers. The language laboratory referred to the above will be available in 1964.

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ITALY

In-service training and refresher courses are provided for secondary school teachers.

NETHERLANDS

Courses on modern language teaching methods have been started at the Municipal University at Amsterdam.

NORWAY

A new language laboratory has recently been set up at the University of Oslo.

SWEDEN

In 1963 the National Board of Education held during holiday periods some ten continuation courses in language-teaching methods. Consultants who are specialists in these methods and native language assistants travel around the country during termtime to visit the schools.

SWITZERLAND

Two excellent reports on the subject, one written in German by Miss Hauri, the other in French by Mr. Mouchet, were distributed following the Council of Europe seminars.

UNITED KINGDOM

Students being trained as teachers of modern languages in university departments of Education and Teacher Training Colleges are introduced to modern methods and techniques and as far as possible are kept informed of research projects. The Ministry is organising this year more short courses of in-service training for modern language teachers than ever before. At these courses special consideration is given to the results of the latest research into the vocabulary and structures of spoken language and to new methods of teaching (including the audio-visual method). Many local education authorities are organising courses of a similar character.

3. The exchange of modern language teachers and pupils should be promoted; arrangements whereby language specialists may spend reasonable periods abroad should be facilitated; the possibility of all members of the teaching profession having studied at least one foreign language should be examined.

COUNCIL OF EUROPE

Possible expert meeting on the role of modern language assistants who teach their mother tongue abroad, Strasbourg (1965) ESR, EGT.

Meeting of experts to study the improvement and formation of modern language teachers, Strasbourg, March (1964) ESR. EGT.

AUSTRIA

For some time Austria has been taking part in an exchange of language teachers with France, Great Britain and the USA.

DENMARK

The English, German and French Governments exchange scholarships with Denmark according to special arrangements. Native lecturers of English, German and French assist secondary school teachers and Danish teachers attend courses in English, French and German organised by the British Council, the French Government and the Deutsche Auslandsgesellschaft and the German Government respectively. All secondary school teachers have generally in their "gymnasial" (higher secondary school) years been taught English, German and French.

FEDERAL REPUBLIC OF GERMANY

There are plenty of grants for studying abroad and adequate possibilities of international exchanges between future modern language teachers.

FRANCE

Teacher exchanges for a school year or a term are already in operation with secondary schools in Germany, Austria and Great Britain. Moreover, grants are made to teachers to help them spend holidays abroad. Language specialists at training colleges for secondary teachers are required to spend two years, at the public expense, in the country whose language they are studying. The first measures of a reform designed, among other things, to enable all teachers to master at least one foreign language are being applied experimentally in nine training colleges for primary teachers during the academic year 1963/64. With regard to the school children, funds are assigned to school-linking arrangements, with exchanges of classes accompanied by teachers or language instructors.

ICELAND

The Minister of Education is authorised to grant teachers a year's leave of absence, with full salary, after they have served for 10 years, for the purpose of gaining new knowledge and renewing their training through study abroad, and a number of teachers receive such grants every year. This extends to language teachers, as well as others.

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IRELAND

In 1962 and again in 1963 two "bourses d'etudes " were offered to Irish teachers by l'Alliance Francaise. Two of the Department's Inspectors of French and one of German participated in courses which were held in France and Germany respectively. The question of such exchange is under active consideration but certain difficulties arising from the Irish System of school government have yet to be overcome. In the meantime, incremental credit is given to teachers in respect of teaching service given in countries where the modern language which they teach is the vernacular language.

ITALY

Under bilateral agreements with France, refresher courses are organised for French and Italian secondary school teachers. Foreign languages are obligatory in secondary schools, and all future teachers consequently study at least one foreign language.

LUXEMBURG

Modern language specialists are all required to do one or two years' study in the country with whose language they are concerned.

NORWAY

By means of grants from the Ministry, students and teachers are encouraged to travel and spend some time abroad to improve their knowledge of foreign languages.

SPAIN

This year there was substantial increase in the number of fellowships granted for language and literature courses in foreign countries and also in the fellowships granted to those wishing to perfect their knowledge of a foreign language in the countries concerned.

SWEDEN

Every year about 150 language teachers are offered government fellowships to enable them to visit the countries whose languages they teach. Of the continuation courses mentioned above under point 2, five are held abroad.

The aim that every teacher should have studied at least one foreign language during some part of his education has for a long time been largely achieved as a result of a knowledge of English having been made a requirement for entering the training College for elementary school teachers.

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SWITZERLAND

A stay in the area where the language in question is spoken is often a necessary qualification for the language teacher's diploma. (Fachdiplom).

UNITED KINGDOM

The exchange of assistants between the United Kingdom and various European countries has been greatly expanded in recent years. Exchanges of pupils, correspondence and tape recordings, school-linking, etc. have been encouraged and are increasing.

4. Ways and means should be devised of extending the teaching of modern languages to the greatest extent possible to children and adults to whom it is not yet given (the possibility of this instruction being made compulsory should be considered):

- (a) at primary school, experimental or otherwise;
- (b) in first year of secondary school;
- (c) for adults;
- (d) in accessory school activities.

EUROPEAN ECONOMIC COMMUNITY

In the European schools special attention is devoted to the teaching of modern languages. Starting with the third year of the secondary school, all pupils begin English which is studied for three hours per week up to the baccalauréat. Pupils in the "modern" section of the upper secondary school learn a third Community language, i.e. a language other than their mother tongue or the "vehicular" language.

UNESCO (and the IBE)

Expert meeting on foreign languages in primary education, Hamburg (1962).

Publication of a report (1963).

AUSTRIA

In the modern language secondary schools introduced for the first time in the 1962 School Organisation Act, a foreign language is taught throughout the nine years, and from the fifth year onwards, i.e. for five years, a second modern language is taught. A modern language is also taught for nine years in the other types of general secondary schools.

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BELGIUM

Primary education

The Act of 30th July 1963 on the language system in education regulates, among other matters, the study of a second language in primary schools.

In actual fact the new provisions on the subject are similar to the legislation formerly in force: the study of the second national language is optional in the unilingual areas of the country; it is compulsory from the third school year onwards in primary schools of the "Brussels-Capital" area and of certain municipalities bordering on the linguistic frontier.

Generally speaking it cannot be said that the study of a second language is spreading in the Walloon areas; in the Flemish areas on the other hand, most school boards have made maximum use of the possibilities offered them by the language laws.

Secondary education

Arrangements for learning foreign languages have not undergone any change in the intermediate curriculum. Pupils start with either English or German, according to the part of the country and the branch of studies, in the three junior forms (12, 13, 14 years). All branches of the upper school include the study of at least one foreign language: English, German, Italian or Spanish. On the economic side, the study of a second modern language is compulsory; on the other sides it is optional.

DENMARK

Experiments are being carried out on proper methods for the introducing of foreign languages at very early stages of instruction. All university extension courses and municipal evening schools give teaching in all principal foreign languages at symbolic fees or free of charge. Introducing language training as a more or less compulsory accessory school activity has not been thought advisable.

FEDERAL REPUBLIC OF GERMANY

All children in secondary and intermediate schools learn at least one modern language, and pupils in secondary modern schools must learn two foreign languages. In some regions, moreover, there are facilities for learning a third language. About half the secondary pupils attend secondary modern schools. In Berlin it has been made compulsory to teach a modern language in the top forms of primary schools, and the extension of modern language teaching to primary schools is making steady progress in the other "Länder" of the Federal Republic.

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FRANCE

The preparation and practice of new methods of teaching foreign languages are being carried out in certain universities (Besancon, Nancy). The CRE IF method, in its adult version, is used in France with foreign students and visiting technicians. 161 centres employ it in 58 foreign countries, not counting the United States. The educational reform introduced in January 1959 has had the effect of considerably increasing the proportion of children who learn a foreign language during their period of compulsory attendance.

IRELAND

Two languages, Irish and English, are taught in all Irish schools. In view of the great demand for modern continental languages a third language is now taught in most secondary (grammar) schools.

Special evening classes in modern languages have been organised recently for civil servants and other groups of industrial workers. Special courses have been initiated for selected civil servants.

ITALY

In the new intermediate school, the study of a foreign language begins in the first year.

NETHERLANDS

The government subsidised "Algemeen Pedagogisch Centrum" (General Pedagogical Centre) will shortly start experiments in modern language teaching at primary schools.

NORWAY

The teaching of foreign languages is carried on well in conformity with the recommendations made by the Ministers' Conferences. English has been made a compulsory subject (from the fifth grade onwards; pupil age 11) in the new 9-year comprehensive school which is now being implemented.

SWEDEN

(a) In the comprehensive school that is now being introduced, compulsory school education will involve a minimum of four years of English and for the average pupil, six years of English. The second foreign language, a choice between German and French, will be introduced in the seventh year.

(b) Both the first and the second modern language will be studied in the gymnasium and in addition a third language will be begun in the first form of the 5-year gymnasium.

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(c) In the State-assisted voluntary adult educational movement language circles occupy a prominent place. Of the total of 84,000 study circles held in the 1960/61 season, 16,400 were devoted to languages.

SWITZERLAND

Almost all our adult education establishments provide modern language courses.

TURKEY

Modern languages are compulsory in all secondary schools and teacher training colleges. There are some colleges where certain general subjects are taught in a foreign language.

UNITED KINGDOM

The Curriculum Study Group of the Ministry of Education is now planning a large scale experiment on the teaching of modern languages in primary schools. So far, arrangements have been made to train the teachers and ensure that suitable materials are available. The teaching in the schools will start in September 1964.

5. The use of good oral methods of teaching should be promoted by ensuring that the necessary conditions exist for the effective carrying out of such teachings, e.g. by limitation of the size of classes, by stressing oral work in examinations.

COUNCIL OF EUROPE

Expert meeting to study modern language examinations, Strasbourg (1964) ESR, EGT.

AUSTRIA

The knowledge of everyday English, French, etc. is fostered by the special stress being laid on conversation and by the importance given to oral examinations.

DENMARK

Efforts are being made to limit class sizes thus also facilitating oral language instructions. Examinations at all stages have through many years stressed oral abilities as much as or more than ability to read and write the language.

FEDERAL REPUBLIC OF GERMANY

The Education Ministers are taking steps to limit the size of classes in all schools. The average number of pupils per class in all the comprehensive schools of the Federal Republic (except the Saar and Berlin) was reduced to 34 between 1952 and 1962 (against 42 in 1950).

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IRELAND

Further stress will be laid on developing oral proficiency in modern continental languages as well as in Irish.

SWEDEN

The influence of modern linguistic science is being felt, particularly at university level, although the trend has hitherto been rather undecided. Modern linguistics is as yet confined to university studies, and its effects on school teaching will not be noticeable until considerably later, when a new generation of teachers are in active service. There is, however, much less stress on theoretical grammatical knowledge than formerly and instead there is more stress on active knowledge of the functional system of the language as displayed in the pupil's oral proficiency.

UNITED KINGDOM

Oral work in modern language teaching is strongly encouraged and a project is now being started designed to test the practicability of organising reliable large scale examinations of the General Certificate O level standard which would give more prominence to performance in oral work.

6. Reform of school curricula (possibly by legislation).

AUSTRIA

The setting up of new curricula for the recently created grammar school types, especially for the languages gymnasium, mentioned in IV/5 - 8, is under way. Special attention will be paid to colloquial usage of the foreign languages as well as to the linguistic requirements of a united Europe.

DENMARK

1. English and German are given more room in the Mathematical branches of the secondary schools.
2. American linguistic and literary texts are being studied.
3. Memory material at examinations have been abolished, and test involving the condensing of longer texts, employing the pupil's own phrases and words, introduced instead.
4. As for French, grammar examination has been reduced and oral ability emphasised.

IRELAND

Up-to-date courses in Physics, Chemistry and Mathematics have just been introduced for senior secondary school pupils and other modernised courses are under active consideration. As soon

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as the linguistic study already referred to has been completed new courses in the Irish language will be introduced. Other subjects are kept constantly under review and the curricula are amended whenever necessary.

ITALY

The curriculum of the new intermediate schools makes express provision for the use of Visual and audio-visual aids for learning foreign languages. Technical institutes, moreover, have been given new curricula and time-tables which likewise affect the teaching of foreign languages.

SWEDEN

Curricula for both the comprehensive school and the gymnasium are laid down by the Government, which thus has a means of seeing that education follows the desired paths.

The aim established for the comprehensive school with regard to teaching English, German and French is to make the pupils familiar with a limited basic vocabulary of words, expressions and grammatical patterns as well as to lay the basis for a good pronunciation so that the pupils can grasp and understand clear speech, read and understand easy texts, express themselves in speech in simple everyday situations and, to some extent, express themselves in writing. The pupils are also to be introduced to the culture and life of the people whose language they are studying.

UNITED KINGDOM

The Ministry of Education's Curriculum Study Group is considering the place of modern languages in the school curriculum as one of its priority assignments.

7. Each country should stimulate linguistic and psychological research and experiments at university level as follows.

- national research teams on the spoken language, grammatical structures, specialised vocabulary in scientific and technical branches;
- research and experiments designed to enable teachers not yet qualified for language teaching to obtain the necessary training;
- exchange of information, equipment (e.g. films and tape recordings), and services.

UNESCO (and the IBE)

Expert meeting on experiments in the teaching of foreign languages to younger children (1962),

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Publication of a book teaching the psychological aspects of the use of audio-visual aids from the scientific point of view (1963).

COUNCIL OF EUROPE

Publication on the ways to establish the basic vocabulary and the basic grammatical structures of a given language (beginning of 1964) ESR,

Conference on applied linguistics, Nancy (1964) ESR.

AUSTRIA

Within the framework of vocational and technical education studies concerning the English and French specialised vocabulary in scientific and technical branches (e.g. the special schools for the manufacture of sports firearms, for watchmaking, for the weaving industry etc.) have been carried out.

DENMARK

No "linguistic research teams" exist so far. However, the pedagogical consultants of the Ministry, and the teachers' journals keep the teachers informed of linguistic research.

The Government disseminates films and tapes for use in language education.

On the "Laererhøjskole", see above point V, sec. 2.

FEDERAL REPUBLIC OF GERMANY

Linguistic research is carried out in the philological institutes of the universities. Problems of modern language teaching methods have been dealt with in relation to educational and psychological research mainly at the "Landesinstitut für neue Sprachen," founded at Münster in 1950.

FRANCE

Teams which carry out linguistic or psychological research and experiments in universities or other higher education establishments have secured increased aid from the State in the form of larger grants and the loan of more research workers who continue to be paid by the Ministry of Education.

IRELAND

A linguistic statistical survey is being carried out of spoken Irish supplemented with a study of the contrasts between the learner's source language (Hiberno-English) and the ancestral target-language. When this linguistic survey is completed a planned graded course according to audio-lingual principles will be recommended to all types of schools.

SWEDEN

Research is carried on, above all at the University of Stockholm, in language teaching methods. The experimentation of new methods takes place in close contact with corresponding institutions abroad, among others the Institute of St. Cloud, Paris. Special supplementary courses are arranged in order to enable elementary school teachers to acquire the qualification needed for teaching English.

SWITZERLAND

A phonetics laboratory has recently been set up in Geneva University.

UNITED KINGDOM

(See V. 1).

8. Language institutes and special certificates, and new university posts, should be created.

9. Periodical surveys should be made in each country in order to ascertain the proportion of children following modern language courses. The results should be published in order to show the progress made.

COUNCIL OF EUROPE

Questionnaire on the proportion of children following modern language courses (1962); Publication of the results (1963/64) EGT; and study group to examine replies (1963/64) EGT.

DENMARK

Language institutes exist in the universities. The Pedagogical Institute, which carries out basic educational research, also has language teaching research on its programme.

Periodical surveys are not considered necessary, considering that the curricula are fixed by the Ministry and all children have to go through the required curricula unless removed to specialised schools for handicapped children.

FRANCE

New research institutes have been founded for applied linguistics (Nancy) and quantitative linguistics (Paris). A certificate in applied linguistics was created by a decree of 17 January 1963. The certificate forms part of the modern language degree as a fourth option. A diploma in modern language laboratory techniques had already been created by a decree of 12th March 1962. It is intended for students who, without holding a modern language degree, wish to help in the teaching of spoken languages by operating language laboratories.

IRELAND

Particulars of the number of students who present themselves for modern languages in the certificate examinations are published annually.

ITALY

The Law of 24th July 1962, No. 1073, provides, in each of the academic years 1963-1964 and 1964-65, for the foundation in the universities of 120 new professorial chairs and 600 new posts of assistant; these posts will be fairly distributed among the various faculties.

SWEDEN

At the universities there has recently been provided a possibility of choosing a special curriculum with a more marked emphasis on the practical use of languages and on modern literature than on linguistic history and early literary history.

UNITED KINGDOM

Statistics are collected on the number of pupils taking national examinations in modern languages and these statistics are published annually.

10. Support of official and private organisations for the promotion of language teaching, exchanges of teachers, and pupils, of correspondence between school children, etc., should be increased.

COUNCIL OF EUROPE

Close co-operation has been established with the International Union of Family Organisations (1963).

AUSTRIA

Correspondence between Austrian school children (and students) and those of English and French speaking countries, and exchanges of pupils and students between Austria and these countries are secured by appropriate institutions e.g. the Austrian Committee for International Educational Exchange in Vienna, Graz and Linz, the Foreign Language Teachers' Association (Verband der Österreichischen Neuphilologen) subsidised by the Austrian Ministry of Education.

DENMARK

The Government supports through travel and study grants, teachers going to courses in foreign countries. No official organisation caring for correspondence between school children has been set up, nor thought advisable.

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FRANCE

Close co-operation has been established between the Ministry of Education and the Association of Modern Language Teachers.

ITALY

In the Directorate-General for Cultural Exchanges of the Ministry of Education, there has for some time been a department responsible for international school correspondence.

NETHERLANDS

In the field of adult education the "Volksuniversiteiten" (people's universities) try to make the maximum use of modern teaching methods in their language courses for adults. The "University of the Air" (radio volksuniversiteit) is currently trying to organise language courses on radio and television. The Government supports the work of the Netherlands People's Universities Federation, and various municipalities subsidise the courses.

SWEDEN

A Government Committee has been set up to arrange for exchange visits of pupils. This committee also arranged courses abroad. The statistics for 1962 are as follows:

Swedish participants	2,550
Foreign participants	547

In 1960 a "pen-friend" organisation was created by this committee in co-operation with the Swedish post office. Recent figures show that there are approximate 9,800 participants in this scheme.

For further details of the current situation in the language teaching field, see the publication "Modern Languages in Swedish Schools" (Kungl. Skolöverstyrelsen, Stockholm 1963).

UNITED KINGDOM

The Central Bureau for Education Visits and Exchanges, which is concerned with the promotion of exchanges of school children and students, school linking, etc. is supported by funds from the Ministry of Education and the Scottish Education Department; the grant has been increased over recent years.

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