

RESOLUTION (69) 2

(Adopted by the Ministers' Deputies on 25 January 1969)

**ON AN INTENSIFIED MODERN LANGUAGE TEACHING
PROGRAMME FOR EUROPE**

The Committee of Ministers,

Considering the Recommendation No. 40 (1968) of the Council for Cultural Co-operation concerning the teaching of modern languages;

Considering Recommendation 535 of the Consultative Assembly;

Having regard to the place given to modern languages in the European Cultural Convention;

Having regard to the importance of modern language teaching, as stressed by the European Ministers of Education at their 2nd and 3rd Conferences (Hamburg, April 1961 and Rome, October 1962);

Having regard to the Resolution No. 35 (1968) of the Council for Cultural Co-operation, calling for further efforts in this field, taking account of the recommendation of its Group of Co-ordinators and the suggestions made in the publication "Modern Languages and the World Today";

Believing :

- that if full understanding is to be achieved among the countries of Europe, the language barriers between them must be removed;

- that linguistic diversity is part of the European cultural heritage and that it should, through the study of modern languages, provide a source of intellectual enrichment rather than be an obstacle to unity;

- that only if the study of modern European languages becomes general will full mutual understanding and co-operation be possible in Europe;

- that a better knowledge of modern European languages will lead to the strengthening of links and the increase in international exchanges on which economic and social progress in Europe increasingly depends;

- that a knowledge of a modern language should no longer be regarded as a luxury reserved for an élite, but an instrument of information and culture which should be available to all,

Expresses its satisfaction at the progress made since the "Major Project Modern Languages" was initiated;

Recommends to the Governments of member states that an intensified programme be undertaken as follows :

1. In primary and secondary schools :

- Introduction, to the maximum extent possible in existing national circumstances, of the teaching of at least one widely spoken European language to pupils from the age of about 10, with a view to extending such teaching as soon as possible to all boys and girls from about this age;

- Preparation of modern teaching materials for use in language courses making full and systematic use of audio-visual means;

- Development of language courses, making systematic use of television, radio and other audio-visual media in combination with modern study materials;

- Installation of special facilities for modern languages teaching, including well-stocked libraries and equipment enabling schools to take advantage of suitable radio and television programmes etc.;

- Revision of methods of assessment (tests, examinations. . .) to give due prominence to auditory and oral skills;

- Systematic experimentation into the feasibility of introducing at least one widely spoken foreign language into the curriculum of *all* European school children at the earliest possible stage before the age of 10.

2. In institutions of higher and other forms of post-secondary education :

- Modernisation of courses of study for students who specialise in modern languages to ensure their proficiency in the present-day use of these languages and their acquisition of a sound knowledge of the civilisation of the country concerned;

- Installation of equipment to enable these students to practise their languages in the best possible conditions;

- Introduction, or expansion, of arrangements for study visits (by means, where appropriate, of exchange or interchange) to foreign countries whose mother tongue is being studied:

- Provision of facilities (for instance, language centres) to cater for the general and professional needs of students who are not language specialists but who wish to learn, or to improve their command of, modern languages.

3. In adult education :

- The creation of proper facilities for "permanent education" in modern languages enabling *all* European adults to learn a language or languages of their choice in the most efficient way.

4. In initial and in-service training of modern language teachers :

- Organisation, for *all* future and serving modern language teachers, of courses on recent developments in teaching methods, on such findings of linguistic science as are relevant to language teaching and on ways of using modern teaching apparatus efficiently;

- Promotion of arrangements for interchange or study visits abroad at regular intervals (for example, programmes allowing serving teachers to teach or study in the countries whose languages they teach);

- Provision of special training courses for modern language teachers entrusted with classes of adult learners.

5. In research :

(cf. 1. sub-sections 5 and 2 above)

- Research into the factors affecting language acquisition, learning and teaching at all ages and with all categories of learner;

- Research into the development of the most suitable syllabuses, materials and methods of teaching for all categories of pupils and students;

- Definition of criteria of language proficiency leading to the production of tests for evaluating the results of language learning;

- Preparation of basic lists of words and structures of the European languages (spoken and written), to facilitate the construction of study materials

appropriate to modern aims and methods of language teaching, and examination of the possibility of furthering the study of less widely known European languages;

- Analysis of the specialised language of science and technology, economics etc.

Invites each government of member states as soon as possible,

- To nominate or create national centres specialising in such fields as :

(i) Systematic collection and distribution, to language teachers and others, of information on the findings of research having a bearing on modern language teaching;

(ii) Documentation on the specialised use of languages particularly in science and technology;

(iii) Techniques of testing proficiency in modern languages;

(iv) Use of modern technical equipment for teaching languages.

- To examine whether any existing institutes or centres for modern languages could, with advantage, take over certain tasks of common European benefit;

- To appoint a "modern language correspondent" (a person or an institution or the existing governmental services dealing with the CCC) to be entrusted with the task of promoting the aims of the CCC and the realisation of its intensified European programme in modern languages;

- To promote co-operation with existing non-governmental organisations, in particular teachers' associations concerned with modern language teaching, and to further the establishment of such organisations wherever necessary;

Invites other international governmental and non-governmental organisations, publishers and producers of equipment concerned with modern language teaching to assist in carrying out the intensified European programme in modern languages.