

ELIZABETH ULBALL

GEN/600/39

23rd January, 1961

Dear Mrs. Ulball

Nutford House Conference

I have pleasure in sending you the following papers on the Conference on University Training and Research in the Use of English as a Second/Foreign Language which was organised by the British Council at Nutford House from 15th to 17th December 1960 at the suggestion of the Committee of Vice-Chancellors and Principals and the Association of Professors of English:-

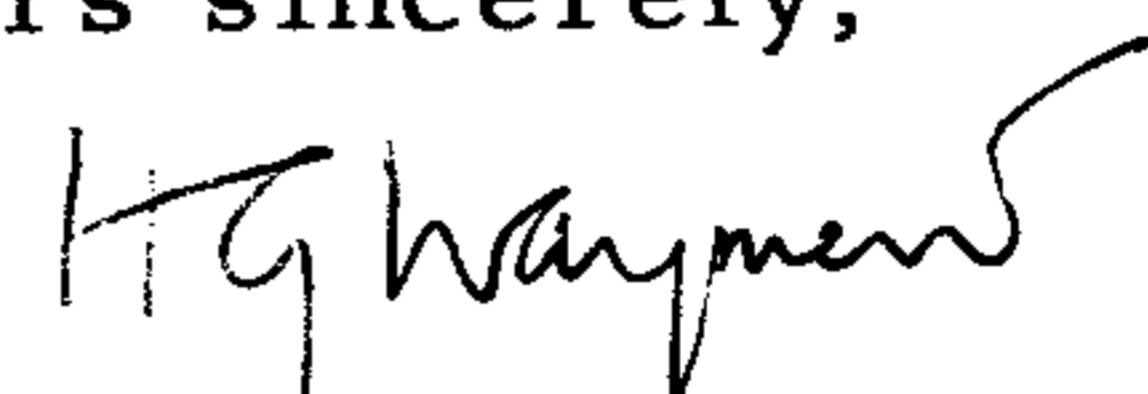
1. Recommendations, together with list of Conference members (Appendix I) and Summary of topics discussed (Appendix II).
2. Summary of discussions at the five sessions of the Conference.

These papers are being sent to all those who attended the Conference, and to those who were invited but were unable to attend, as well as to others who have at different times expressed interest in the Conference. Copies will also, of course, be available to members of the Committee of Vice-Chancellors and Principals. Copies will be sent to the Ministry of Education and to the three Overseas Departments of State.

It is hoped that the proceedings of the Conference will be published in due course in a more detailed and permanent form.

If you know of anyone else to whom you think these papers might usefully be sent, I should be very glad if you would give me his name and address.

Yours sincerely,


H. G. WAYMENT,
Deputy Controller,
Education Division.

CONFERENCE ON UNIVERSITY TRAINING AND RESEARCH IN THE
USE OF ENGLISH AS A SECOND/FOREIGN LANGUAGE

Nutford House, 15th to 17th December 1960

RECOMMENDATIONS

After considering the Memorandum on University Training and Research in English prepared by the Linguistics Panel of the British Council, the Committee of Vice-Chancellors and Principals suggested that the British Council should summon a Conference on the subject. This Conference took place at Nutford House, London from 15th to 17th December 1960, and was attended by Heads of Departments or representatives of Departments of English, Education and General Linguistics of United Kingdom Universities.

It was hoped that the Conference would assemble those directly interested in the academic disciplines concerned with English teaching, and would make recommendations which could go forward through the Committee of Vice-Chancellors and Principals to the University Grants Committee. The following recommendations are accordingly put forward:

1. There exists an increasingly urgent demand for more English teaching overseas. It is believed that this overt demand is but the visible aspect of a still greater and as yet incompletely assessed need for wider and more specialised English teaching, and indeed for teaching in English, not only within the Commonwealth but throughout the world.
2. In the long run the requirements for English teaching can only, and perhaps should only, be satisfied by development in the countries where the need exists. At present much of the world looks to the English-speaking countries not only for interim aid, but for informed and responsible guidance in the increasingly complex problems of language in education. This Conference believes that Britain and British teachers have special responsibilities for securing both more and better English teaching abroad. It is not only the sheer magnitude of the need for English teaching overseas which is sometimes not appreciated in Britain, but the fact that teaching English as a second or foreign language requires able men and women with specific training in highly specialised skills and disciplines. Being a native speaker of the language is not enough, nor is teaching English to English pupils necessarily the best preparation.
3. The Conference believes that the immediate demands and estimated needs can be met in three ways:

First

- a) By providing financial support to overseas institutions such as universities and training colleges:
- b) By subsidising the appointment of British staff either to work in them or to assist in special in-service training schemes overseas.

While it is not for this Conference to make recommendations about subsidising overseas institutions or the staff appointed to them (that is for Her Majesty's Government to investigate and decide upon), it is believed that heavy subsidisation of this

kind is a pre-condition for the further development in the United Kingdom of properly planned and effective training in the teaching of English as a foreign or second language.

Second

A world-wide career service for key British experts in English teaching must be created not only to encourage a flow of able recruits, but to ensure that British universities can establish and correlate training within a proper academic framework of the necessary disciplines.

Third

United Kingdom universities must train British teachers and teacher-trainers for work overseas, as well as overseas staff coming to Britain. There is a serious disparity between the known and estimated demand and existing training facilities. At the University of London Institute of Education only 18, and at the School of Applied Linguistics, Edinburgh, only 3 British graduates are receiving specialised training.

The combined average annual output of fully trained British graduates from these institutions is not more than 20. Other places in the departments existing at London and Edinburgh are occupied by overseas teachers. Hundreds of British graduates who are not specially trained go overseas to teach every year, but they are by no means qualified for the responsibilities which may fall to their lot, nor does their undirected experience necessarily generate the expertise required.

Training of British Staff at Universities

4. Existing demands for British teachers overseas come from schools, training colleges and university departments. Fully trained and experienced British staff are so few that they should preferably be placed only in key positions overseas, that is in universities and training colleges rather than in schools. The Conference recognises however that there will be a continuing demand for teachers in schools and that such posts can provide essential experience for graduates who have had initial training but are not yet fitted to train others.

5. The Conference believes that graduates, after receiving a year's initial training as teachers, together with special training for teaching English overseas, should spend two or three years abroad in posts in schools or institutes, or as Lektors or Assistants. Some of these may then wish to return to teach in schools in Britain, but others should be selected to receive further training to fit them to train teachers of English as a second language at home or overseas. A flexible system to permit interchange between home and overseas posts is required.

Teacher-Trainers

6. Teacher-trainers need to be trained in university centres. For only in such environments can the relevant disciplines be provided and focused. Pre-eminent among these is the contemporary English language, which must be studied in conjunction with General Linguistics, Phonetics, English Literature and Educational Theory and Practice.

7. At present, departments sufficiently highly developed to undertake this training exist only in the universities of London and Edinburgh. Once a sufficient supply of specialists in General Linguistics, Applied

Linguistics, and Contemporary English is available, it is desirable that other universities should initiate or develop activity in this field. This Conference recommends that in such other universities any existing activities should be maintained during the next three years and that provision should be made for their expansion during the quinquennium 1962/67 as more qualified staff become available. It should be possible for new departments to develop courses with special regional or functional interests, such as training teachers for work in specific areas of Africa, or training them to teach through the medium of English as a second language. Departments of Psychology, Sociology, Regional Language Studies, etc., should be used to aid these courses.

8. In the meantime existing departments already equipped and fully engaged in English as a second language should be strengthened to provide the maximum output of teacher-trainers.

Staffing Relevant University Departments

9. To produce teachers either for schools or for teacher-training posts British universities must themselves acquire suitably qualified staff. But there is an acute shortage of specialists in Contemporary English who have a thorough training in Linguistics and Phonetics, and until more are available it is clearly not possible to make real progress with other stages of teacher-training. Only combined studies in English and General Linguistics can produce these specialists.

10. The Conference therefore recommends as a matter of urgency that in universities where there is already provision for English Language and Linguistics, the staff of these departments should be strengthened so that students of modern languages, classics or English may obtain the necessary training in General Linguistics and Contemporary English.

11. Other university disciplines will benefit greatly from this increased activity - for example it has a bearing on the problem of communication with which our Scientific colleagues are concerned. The growth of a body of original thought in the field of Linguistics will also be valuable for university departments of Modern Languages and Philosophy.

Training Overseas Personnel

12. Economic reasons must limit the supply of able native teachers and especially of teacher-trainers and university staff in the developing countries. For this reason British staff will be needed in these countries for some decades. However, it is desirable that the large numbers of overseas teachers coming here (e.g. as Commonwealth Bursars or British Council scholars) should receive not merely general training as teachers but also specialised and appropriate training in the teaching or use of English, without which their value on return to their own countries may be limited. Suitable facilities should also be provided for qualified overseas students to undertake advanced studies in English and Linguistics.

Research

13. There is urgent need for research in all aspects of problems of teaching English. This will require travel at home and abroad and periods of study leave by those engaged. Special equipment, the appointment of assistants, research fellows, and of extra staff to replace permanent staff during periods of release from departmental duties, will be necessary.

14. This Conference recommends that special funds should be provided for:

- i) Research fellowships (including some for experienced teachers from overseas, to reinforce their practical experience by appropriate linguistic studies), and related expenses;
- (ii) Travel and study leave by staff;
- (iii) Payment of staff replacing those on study leave;
- (iv) Special equipment.

FURTHER RECOMMENDATIONS

15. An information Centre or Service should be established both to co-ordinate what is known, and to facilitate co-operation between individuals and centres of research and training. Research data and materials collected from many sources could then freely be made available among specialists. An important function of such a Centre or Service would be to foster contacts between British specialists and their colleagues in other countries, notably in the Commonwealth and U.S.A. The collection of information and material from areas overseas where English teaching is required should also be one of its activities.

16. A campaign is required to attract suitable British students to a career in this field at an early stage in their studies. But for this to be effective there must be an assurance that a worthwhile career is open to them (see above paragraph 3). Adequate financial provision for training grants must also be made. Ministry of Education training grants are at present restricted to those training to teach at home; they should be extended to those training to teach English overseas.

17. As already mentioned (paragraph 5) it is likely that some British graduates who go overseas may return after a limited period and wish to take up employment in British schools. Their professional service abroad should be given full recognition, especially since their linguistic experience overseas will be of benefit to English teaching in this country. The Conference believes that English language teaching in schools in Britain should be extended in the upper forms beyond the customary 'C' level, and that it could well be related more closely to the study of Contemporary English; the kind of training in General Linguistics and Contemporary English envisaged by this Conference could make a valuable contribution to the teaching of English as a mother tongue, both in universities and in schools.

Conference members

<u>University</u>	<u>Name and Department</u>	
Belfast, Queens University	Professor P.H. Butter	English Language and Literature.
	Professor H.M. Knox	Education
Birmingham	Professor E.A. Peel	Education
	Professor A.S.C. Ross	Linguistics
	Professor T.J.B.Spencer	English
Bristol	Mr. C.W. Robert	Institute of Education
	Miss S.I. Tucker	English
Cambridge	Mr. H.Sykes Davies	English
	Dr. J. Holloway	English
Durham	Dr. J.J. Grant	Institute of Education
	Professor C. Leech	English Language and Literature
	Mr. W.H. Mittins	Education
	Professor P. Ure	English Language and Literature
Edinburgh	Mr. J.C. Catford	School of Applied Linguistics
	Dr. M.A.K. Halliday	English Language and General Linguistics
	Professor A. McIntosh	Ditto
	Professor J.G.Pilley	Education
Glasgow	Dr. N. Denison	General Linguistics
	Professor M.L.Samuels	English Language and Literature
Hull	Professor R.L. Brett	English Language and Literature
Leeds	Professor A.N. Jeffares	English Literature
Leicester	Professor A.R. Humphreys	English
	Professor J.W. Tibble	Education
London Bedford College	Professor Phyllis Hodgson	English
	Institute of Education	
King's College	Professor L.J. Lewis	Education
	Professor B. Pattison	Education
	Professor G. Bullough (Conference Chairman)	English Language and Literature
	Professor G.N.Garmonsway	English Language and Literature
	Professor A.V. Judges	Education

<u>University</u>	<u>Name and Department</u>	
Royal Holloway College	Professor G.J. Kane	English
School of Oriental and African Studies	Professor N.C. Scott	Phonetics
University College	Professor D.B. Fry	Phonetics
	Mr. A.C. Gimson	
	Professor R. Quirk	English
Manchester, Victoria University	Mr. W. Haas	General Linguistics
North Staffordshire	Professor J.J. Lawlor	English Language and Literature
Nottingham	Professor M.M. Lewis	Institute of Education
Oxford	Dr. W.D. Halls	Education
Reading	Mr. P.A.M. Clemons	English
Sheffield	Mrs. Dilys Gill	Education
Southampton	Professor F.T. Prince	English Language and Literature
	Professor F.W. Wagner	Education
Wales		
Bangor	Professor J.F. Danby	English Language and Literature
	Mr. I.J. Leng	Education
	Professor F.R. Palmer	General Linguistics
Cardiff	Miss N.E. Davies	Education
	Mr. R.G. Thomas	English Language and Literature
Swansea	Professor J. Kinsley	English
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University of New Zealand	Professor I.A. Gordon	English
English Studies Advisory Committee, British Council	Mr. A.S. Hornby	
	Professor C.J. Sisson	
	Dr. M. West	
B.B.C. Colonial Office Commonwealth Relations Office	Mr. R.J. Quinault	
	Mr. B.A. Astley	
	Mr. P.F. Brandt	
Commonwealth Office of Education, Sydney, Australia	Mr. N. Osman	
Ministry of Education	Mr. G.C. Allen	H. I.
	Mr. E. Glyn Lewis	H.M. I.

Summary of Topics discussed

15th December

- 1st Session: The Nature of the demand for English in the world today.
- 2nd Session: Contemporary English and General Linguistics.

16th December

- 3rd Session: Training in the Teaching of English.
- 4th Session: English Language and English Literature.
- 5th Session: Research problems.

17th December

- 6th Session: Recommendations and report.
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British Council

Sir Paul Sinker
Mr. E.E.R. Church
Dr. A.H. King
Mr. J.H. Hampden
Mr. M. Dodderidge
Mr. H.G. Wayment
Mr. S.W. White
Mr. G.E. Perren
Mr. F.L. Billows
Mr. J.D. Edmondston
Mr. S.P. Corder
Mr. S.C. Alexander
Miss M.M. Claxton

CONFERENCE ON UNIVERSITY TRAINING AND RESEARCH
IN THE USE OF ENGLISH AS A SECOND/FOREIGN LANGUAGE

In his opening address, the Director-General of the British Council (Sir Paul Sinker) expressed the deep regret of the Conference at the sudden death of Professor J. R. Firth, and his confidence that Professor Firth's paper would inform the deliberations and conclusions of the meetings.

Session I

THE NATURE OF THE DEMAND FOR ENGLISH IN THE
WORLD TODAY AS IT AFFECTS BRITISH UNIVERSITIES

Introduced by Dr. A. H. King, Controller of Education Division, the British Council and Professor A. N. Jeffares, head of the Department of English Literature, University of Leeds.

Dr. King: Papers before the Conference emphasised the size of the demand for teachers of English overseas. There was an urgent need for a mass action on the part of English-speaking countries, directed by people of experience and qualifications; for example the USA was now planning work on a scale entirely different from anything attempted before, and we should think in terms of 700,000 "teacher-years" within the next decade as a global - if impracticable - requirement.

Training in the teaching of English had always been deficient. The use of English could be enforced in a community (e. g. in 19th century India) without effective teaching methods being provided, the needs of the community's life serving to conceal their deficiencies. The standard of English teaching in India and Pakistan was not necessarily lower than before independence, but no way had been found of teaching English properly in an environment which itself no longer provided an effective means of learning it. In estimating training requirements it should be remembered that the uses of English (which might include its employment as a vehicle of humanism and to that extent a substitute for the mother-tongue) should lead to an analysis of the needs of the community in terms of English, the realisation of the needs itself governing the form of the demand. In this context it was important to distinguish between the need for English felt by the inhabitants of a country, our own judgement of their needs, and their actual needs.

It would be difficult to carry through any training programme while teachers were universally underpaid. The amount of aid given, however, was bound to increase, perhaps tenfold, during the next twenty or thirty years.

Professor Jeffares: The pre-war situation still existed in which European and other students came to Great Britain to follow normal undergraduate courses in English and other subjects, already possessing a knowledge of English as a medium, and in which UK teachers went

abroad without any special training. This was accompanied by unrealistic syllabuses overseas in which students requiring English for science and technology were given lectures on literature.

Departments of English were now being asked by government departments, the British Council and overseas governments to increase their capacities by 40 per cent, and to provide special courses such as Remedial English for science students. There were at the same time demands for a tremendous increase in the export of teachers and (more particularly) teacher-trainers, and a need for scientists and technologists who could teach through the medium of English.

The standards of English students of English were not always high enough, and action must be taken to raise them.

These increasing demands, both from abroad and from home sources, had to be met from very slender resources of teaching staff who were already overworked. Other necessary demands were for research into grammar, into medium specialisation, into teaching the use of language rather than literature, and into the different linguistic needs of different groups of pupils (including particularly scientists). The research field therefore covered the whole range of English teaching from phonetics to stylistics.

These demands might be met in two ways. The first was in terms of staff; by restricting work initially to a few large centres, thereby making possible a student staff ratio of some 7.5 to 1, and by co-operation with similar institutions outside the UK. Four or five centres operating initially at post-graduate level might prime the pump for work in other universities.

The second way was in terms of students; adequate five-year Fellowships might be necessary, two years on research for an M. A., followed by two years practice abroad and a final fifth year of research leading to a Ph. D. This might be difficult to finance without an organised overseas education service, but the British Council should be able to guarantee the two years of overseas employment. Such students could then either remain with the British Council, be seconded to the service of overseas governments, return to the Universities, or go into the UK training colleges and schools.

The slogan of the Conference might be "Allow us to design the machine tools, and we will begin to do the job".

Professor Humphreys: Staff shortages would mean that the initial centres should be in the larger universities, but a smaller university might take up such training when staff trained in the larger centres were available for deployment.

Professor Brett: The responsibility was not only that of Departments of English but co-operation with departments of, for example, Education would be necessary. Even a small university could train adequate teachers for overseas and might have the advantage of being able to establish a relationship with one particular overseas territory.

Professor Danby: English was now an international language, some varieties of which might be incomprehensible to many Englishmen. Teachers were needed with a feeling for language as well as particular

medium qualifications. There was a case for separating training in the teaching of English abroad from normal university training in English, but the former should be the responsibility of a separate department; mere co-operation between departments of English and Education could not replace a frontal attack on the Linguistic problems involved.

Professor Sisson: Students for such training could be recruited from a wider field than the Departments of English. We needed to export not amateurs but trained teachers or teacher-trainers who could create others; in order to give weight to its recommendations to the UGC the Conference should work out a thoroughly convincing case for the extra funds which would be required.

Professor Quirk: There was need for co-operation not only between different departments but between different universities.

Professor Dennison: Large-scale development should be concentrated in a few centres, but even the smaller universities could make a useful research contribution on an intro-disciplinary basis; they could employ foreign as well as British post-graduates.

Mr. Catford: Research was necessary into such regional varieties as Indian and African English. The School of Applied Linguistics evidenced the value of inter-departmental co-operation, and had shown the need to train educational psychologists in linguistics as well as linguists in psychology.

Mr. Leng: It was impossible to train teachers of English as a second/foreign language without also training them as teachers. Bangor was already training teachers of English as a second language, but for more than one type of English teaching environment; specialisation of teacher-training programmes by linguistic areas or according to the type of teaching to be done might permit advances on a broader front.

Mr. Sykes Davies: In re-thinking their teaching of English the Universities would now be motivated also, and perhaps most powerfully, by the consequences of abandoning Latin in favour of a paper in the use of English; at present examining boards had no effective plans for training teachers or examiners in this subject, and there was little agreement on the content of the papers.

Professor Jeffares: Overseas students might be given an intensive long-vacation training in English before beginning their university studies proper.

Session 2

CONTEMPORARY ENGLISH LANGUAGE AND GENERAL LINGUISTICS

Introduced by Professor A. McIntosh, head of Department of English Language and General Linguistics, University of Edinburgh, and Professor F. R. Palmer, Professor of General Linguistics, University College of North Wales, Bangor.

Professor McIntosh: The study of modern English was a proving ground for general linguistics but also general linguistic theory itself facilitated

the presentation of facts about modern English in a way that could be used for teaching the language. We still suffered from grammar based on an unrealistic analysis in which the terms of description did not account for the facts. We were unlikely to make any useful progress without an adequate theory of linguistic description.

We were now at last in a position to offer the necessary framework for providing the detailed statements which could be exploited for teaching purposes. Much routine research work and delicate analysis and the use of such aids as electronic computers would be needed for this purpose, but also extensive training was required in general linguistics. Both activities must proceed together.

If insufficient attention were given to the underlying discipline of general linguistics we should find ourselves in the dangerous position of having an inadequate theoretical basis on which the practical application could be built.

Those branches of the subject which served applied linguistics were extremely diverse and the departments responsible for them would also have to be responsible for both research and training programmes. There was a need for both phoneticians and general linguists in considerable numbers and no department should be expected to operate satisfactorily without adequate staff and the technical equipment and personnel to run it. It would be a mistake to found new departments with inadequate staff and equipment in view of the vast tasks which confronted us.

Three specific pleas to the Conference were, first, that the fundamental importance of general linguistic research and teaching should be recognised, for the purposes of this Conference, this research having a bias towards the study of contemporary English.

Secondly, we should recognise that such work can only be undertaken by a considerable body of scholars and technicians co-operating with one another. In view of the shortage of available staff atomisation of effort and the bleeding of existing departments should be avoided at all costs. We could at present at the most afford only four or five centres in this field.

And thirdly, if more than the present four or five universities were interested, a plan should be drawn up to divide responsibility in the various fields which required attention.

This was a suggestion for immediate action in the weeks to come. Only if it were effective could a further phase of development be envisaged within four or five years.

Heads of Departments could immediately offer the fruits of their experience as to what required to be done and, given adequate facilities, see that what needed to be done was carried out. It was the task of those whose business it was to assess and meet such crises to see that the financial resources for action were available.

Professor Palmer: What was the job of linguistics in the present context? Unlike the Americans, we did largely base our studies on contemporary English. We should consider the terms general, structural and descriptive linguistics; our most important work was to describe. That was where the language teacher most needed help since few existing grammars did this satisfactorily.

There were three features of the present problem. First, what was it we were describing? Difficulties arose not only in the description of English but also of the learner's mother tongue. In comparative statements the first and second languages were not truly comparable. We needed rather a description of the various varieties of English - Indian, West African, etc.

Secondly, the linguist must provide the "tools" for making a description. Students should learn a technique for this purpose. Many existing works of general linguistics were of little help in this connection. It was true to say that if these books did not help the teacher of English they were probably defective as a description of English in any case.

Thirdly, we were concerned with language at all levels from the context of the situation to individual sounds. The astounding ignorance (of phonetics for example) of professing teachers was probably due to the lack of adequate books on specific aspects of contemporary English, such as the relation between phonology and grammar and various restricted forms of language. We should attempt to concentrate our research on those restricted languages which were particularly needed.

The need was for research in the first place and for the dissemination of the findings of research in the second. A short cut must be found since we could not any longer afford a hit and miss policy.

Professor Leech proposed a body to act as a central clearing house for exchange of information and distribution of specific research projects.

Professor Ross questioned the whole relevance of linguistics to the problems of second language teaching. He doubted whether any useful advance had been made in the subject in the last fifty years.

Dr. Halliday testified to the efficacy of second language teaching based on linguistic description and emphasised the importance of description in its role in language teaching. As in any science, linguistics must provide a theory which would account for all the facts; in this way we should be forging a tool for describing English in all situations and at all levels, including its use in literary studies. This approach did not conflict with that of the literary historian, psychologist or social anthropologist; all had their proper part to play.

Linguistics had become fashionable in recent years because it could now be seen to be applicable to a number of practical purposes. It might thus now usefully become a subject for undergraduate study. Although the area of agreement between the various schools of linguistics in Britain and the USA was greater than the disagreements, the British approach had proved more valid and useful in application than the American.

Mr. Osman: It was essential to have a descriptive knowledge of the students' mother-tongue; bi-lingual comparison was invaluable. The place of linguistics in language teaching was (a) telling us what to teach, (b) an aid to the selection and grading of material and (c) relevant to methodology. A teacher must know his own language thoroughly, i. e., by linguistic analysis.

Professor Pattison: The teaching of contemporary English must have a theoretical basis, but the provision of this was the duty of the linguist and not the teacher. On the other hand the linguist must depend upon the teacher to brief him on what the teacher needed.

Mr. Sykes Davies described the value of descriptive linguistics to the native teacher of English as bringing to conscious knowledge what was previously only intuitive. The Conference should expect little co-operation from the traditional English Departments but must look elsewhere for their potential linguists.

Mr. Hornby pleaded for practical overseas classroom experience for intending teachers. Too much and too early training in linguistics was dangerous.

Professor Gordon drew attention to the accessibility of knowledge of American linguistics in comparison with the British and the urgent need of collecting British theoretical linguistics into textbook form for teachers and students.

Professor McIntosh pressed for time to be made available and funds for publication and suggested an organisation for circulating that material which was at present produced.

Professor Danby pointed out how well non-natives could teach English. We required some incentive to encourage suitable people to enter the English teaching field. Only English departments could give the necessary inspiration since it was after all English with which we were dealing.

Professor Kane wondered whether in fact four or five centres could really hope to meet the estimated demands of the next few years.

Mr. Haas spoke of the difficulty of entering the field of linguistics unaided. All classic American work was indeed of value here whilst the British was often inaccessible and difficult for the beginner.

We should do all we could to encourage graduates to enter the field by showing them there was now a good academic career open to them in it.

Session 3

TRAINING IN THE TEACHING OF ENGLISH

Introduced by Professor B. Pattison, Professor of Education, University of London, and Mr. J. C. Catford, Director, School of Applied Linguistics, University of Edinburgh.

Professor Pattison: Overseas countries requiring teachers of English looked to the English-speaking countries for assistance on the assumption that native English teachers would be the best, or that their own teachers sent to England would learn how to teach English. His own Department in the University of London, established in 1948, had found a demand for English from countries such as India and Pakistan, which had been teaching English for a long time, but were no longer satisfied with their standards. The

problem was increased by the rapid expansion of education in these countries. It was no longer sufficient to send teachers who happened to speak English abroad, nor was it sufficient merely to send overseas nationals to live in England.

Britain could not supply teachers of English for work abroad in appreciable numbers: teachers must be trained in their own countries. But Britain (and the USA) could train overseas teacher-trainers and provide a limited number of experts to work abroad.

Experts for work abroad required both a training in language and a training in education - within the context of education of this country so that they could return to work here if necessary. Overseas teacher-trainers must concentrate on contemporary English and the teaching of English. Linguistics might not be of much use to them, but the staff teaching them required a knowledge of linguistics. Centres concerned with their training must have a sufficiently large staff to provide variety in teaching: one-man tutorials were no good.

Mr. Catford: There were needs in four categories:

1. Specialists in linguistics, literature, psychology and anthropology.
2. Specialists in language teaching or 'applied linguists'.
3. Teacher trainers.
4. Teachers.

There was a special need for more of the second categories - from which writers of textbooks and syllabuses might be drawn, as well as advisers. The applied linguist needed both practical training and theoretical studies to equip him. Problems of bilingualism, language contact, the political and linguistic background; of educational psychology; of language and of methodics all required his study. There was an unbroken chain of relationship between theory and practice.

Mr. Glyn Lewis wished to know first what should be the ratio between UK students being trained for work overseas and overseas students in British centres of training; second, whether placing overseas bursars, destined to become teacher-trainers, in British non-specialised training colleges in groups of 15-20 was desirable.

Mr. Robert: Both the tutor at St. Paul's Training College, Cheltenham, and himself at Bristol felt the disadvantages of the one-man tutorial course.

Mr. Davies: It would be foolish and a waste of time to send any students in modern English to the 24 or so training colleges which he knew.

Dr. West: Teachers were needed in small rural schools overseas while most training colleges were in towns. In-service training in schools might be effective, where it would be closely related to practical needs.

Professor Quirk: Smaller university centres in Britain could provide useful opportunities for specialised research.

Professor Humphreys: Could existing centres for training provide sufficient places; could grants be given to UK students undertaking specialised training; could careers be offered to those who did? What should the smaller University, like Leicester, do? With no department of General Linguistics should it keep out of the field of training or acquire specialist staff?

Professor Jeffares: Could UK students from special courses be guaranteed a career at a proper salary?

Mr. Church: The British Council realised the need for a career service for experts.

Professor L. J. Lewis: Co-operation with Commonwealth Universities was desirable.

Mr. Haas: One or two large centres for training in Britain were too few. Six or seven would permit regional or other specialisation.

Session 4

ENGLISH LANGUAGE AND LITERATURE

Introduced by Mr. H. Sykes Davies, Lecturer in English and Fellow of St. John's College, Cambridge, and Dr. John Holloway, Lecturer in English and Fellow of Queen's College, Cambridge.

Mr. Davies noted that although Oxford and Cambridge were now unique in setting a compulsory paper in Contemporary English at A level for all undergraduates entering the university neither were officially represented at the Conference. The problem of examiners and a syllabus for these papers had also not yet been resolved.

Dr. Holloway had recommended texts from "the masters of plain prose", supplemented by poetry, rather than the choice of bad models from journalism, general knowledge and civics for papers in the Use of English. There would be objections from Scientists on the grounds of literary proselytisation and from foreign users on the grounds of irrelevant literary bias. But Mr. Davies did not support this insistence on literature. Most prose was part of life and should not be divided into "literary" and "practical" use. The use of language could be labelled "offensive" - the rapid, if sketchy, transmission of ideas - and "defensive" - where there was no possibility of being misunderstood. For offensive use literary models sufficed, for defensive use others were needed from all walks of life, each representative of its kind. The student could study them as critically and rewardingly as did classical students the minor classical texts. We should teach the language of literature, journalism and technology, or others would do so without our "tincture of letters".

Dr. Holloway reversed the roles of the offensive and defensive use of language. Scrupulous definition was the role of literature not journalism. Nor would average 17-year-olds spot faults in English journalism as effortlessly as did young classical scholars in their Latin or Greek equivalents.

He contrasted para. 4 on page 5 of paper NHC (1) attached to the Conference agenda with the plain expository style of Newman. This, not the prose of linguists, was our only effective model for scrupulousness and exactitude.

Professor Pilley reminded members of their responsibility for their students' transmission to adult ideas. Newman expected more than mere communication of knowledge. Perhaps the success of Russian Teaching of English depended even more on personal relationship with students than formal linguistic teaching. The educational dimension was all-important.

Professor Bullough quoted Professor Firth's view that literature and language required separate teaching methods and textbooks.

Mr. Osman thought there could be a diversity of opinion in the study of literature but not in language; a linguistic basis must precede the study of literature.

Professor Butter contrasted the healthy Indian reaction against "over-literary" language lessons with parents' complaints that unrelieved linguistics dulled the pupils' interest in English. Language and literature should go together from the beginning and teachers be primarily "civilised men".

Dr. A. H. King stressed the importance of appreciating first literature in the mother-tongue. To appreciate Newman, a student must appreciate his own literature, which might (as in Persia) have declined in content and study.

Dr. Denison instanced the gap between ideals and practice in Lahore. An Urdu-medium education did not permit of higher education without a linguistic course - a "shock" or "booster" course - first. There was a 90% lack in the vocabulary needed for understanding university textbooks.

Mr. Glyn Lewis considered a literary education as a "finisher" essential for teachers going overseas even if only as language-teachers.

Professor Leech said that spoken is always influenced by written language and whether the language taught was primarily "practical" or "live" (i. e. including literature) the relationship must be close between all departments of language and literature in UK and abroad.

Dr. Halliday believed linguistic study to be a pre-requisite for both practical and "literary" English teaching. Newman's proportions of noun and verb were the same as those in "New Scientists" articles.

Professor Gordon coined the phrase "Pre-English" for the limited English which was the first stage of learning. After that the Holloway scheme was relevant. Teachers needed some point of contact with what we call "English".

Professor Palmer urged the importance of thorough study of various "restricted" languages. Literary texts could be an introduction to the use of language, but this was not the same thing as the study of literature.

Mr. Thomas hoped teachers would know the context of literature although the point always came when trained linguists "stopped literature", and he remarked on the decreasing literary content of British Council Summer courses. Literature was still welcomed by overseas students here to supplement remedial English.

Dr. King said the contents of summer courses depended entirely on the Director of Studies, who was influenced by student demand.

Mr. Allen deplored the domination of examinations in UK schools and hoped language studies would continue after O level. At A level, where language should develop, literature (hitherto neglected) was overwhelming.

Mr. Davies thought members must recognise the fact that the brighter students are now attracted by the Sciences.

Dr. Holloway stressed the role of English literature overseas as a product of a great civilisation. Many indigenous literatures are not so wide. Also English literature could start with "plain prose" at a low level, where some literatures (e. g. devotional literature in India) could not. Linguists could also supply more data, e. g. on semantic change, much needed by literary students.

Professor Bullough summed up the main requirements voiced:-

1. Some literary training for teachers at all levels.
2. The continuity in UK schools of language teaching beyond O level.
3. The linking of language-teaching to good, plain prose at an early stage.
4. The restriction of English for special purposes and situations and recognition of stages - such as "Pre-English" - in language teaching.
5. Equating Teachers' knowledge of Scientific English with Scientists' knowledge of T. E. O.
6. The teacher's responsibility as an Educationalist as well as a linguist.
7. At suitable levels plain prose of accurate description and argument to play a genuine part in the study of English as a language - and to enable teachers to become competent to choose material texts for their own students.
8. The desideratum of literature and the study of literature in T. E. O. for pupils who attain competence to absorb it and for teachers of all levels.

RESEARCH PROBLEMS

Introduced by Mr. W. Haas, Senior Lecturer in General Linguistics in the University of Manchester and Professor R. Quirk, Professor of English Language, University College, London.

Mr. Haas: Two lines of research appeared relevant in second language teaching: to decide first what to teach - primarily a linguistic problem - and secondly how to teach; this was primarily an educational problem in which abstractions made by linguists had to be reincarnated in the context of a teaching situation.

The teacher had had the impossible burden of deciding what to teach as well as how to teach it. Questions which arose in the linguistic problem were: Could descriptions of contemporary English be improved? and could such descriptions be adapted to teaching English as a second language? Teaching needed to be based on a comparison of the learner's own language with English and must take into account the learner's established language habits. Such comparisons would indicate sources of interference, and would enable a precise diagnosis of learner's difficulties.

An improved description of English would provide a gradation of material for teaching on a scale of relative importance, and permit various types of interference to be placed on this scale and thus graded in order of their relative seriousness.

Therefore specialised descriptive and comparative studies were needed, overcoming the handicap of dispensing a uniform "English for foreigners". Even at present, before the comparative work is completed, awareness of the task and of the relevant linguistic techniques could improve our methods of teaching. Piecemeal application of the techniques to language teaching problems was possible immediately; but systematic techniques on the basis of detailed comparative studies would be far more useful. Research fellowships for experienced teachers from overseas should be particularly provided so that their practical experience could be exploited for useful linguistic studies.

Professor Quirk: Research was needed to cover all the subjects of the Conference: the use of English throughout the world, and the nature of the English used; teaching English, and the kind of English to be taught; the part played by literature in teaching and how it should be taught. His personal concerns were the research problems in the field of Contemporary English and General Linguistics. Much more research was needed to provide necessary materials for teaching and fuller understanding of the operation of language.

The analysis of English was so laborious a task that some linguists might be tempted to take the short cut of introspective elicitation without the fullest reference to the textual material. This might lead merely to the construction of grammars showing only an inadequate and hypothetical structure of English.

The Survey of English now beginning at University College was an attempt to supply the information needed to produce more complete and more objective grammars of English, by examining the English used in the widest range of situations spoken and written by native English speakers. There was need both for the structuralist approach, in order to provide the descriptionist with experimental categories, and for the descriptionist, to provide the raw material for the structuralist.

The research problem was how to accomplish all the necessary research covering so many interdependent fields of effort. Co-ordination could best be furthered by establishing an active information centre, as well as by increasing practical collaboration, so that research materials could be put at the disposal of other scholars who needed it. Although useful work could be done by research students, the bulk of the work had to be done by full-time trained workers; more funds were urgently needed to ensure sufficient permanent staff.

Professor Ross: Grammars of English for use by speakers of particular languages (e. g. Yoruba) might best be prepared by those who knew those languages as well as English. "General Linguistic" grammars might not be adequate.

Mr. Osman: Not only linguistic research but research into how students learned languages was necessary. There was a need for research by educational psychologists into language-learning.

Mr. Thomas: Opportunities for the collection of useful data existed at many places which might themselves have only a temporary use for it, but which could supply it to a central organisation.

Professor Jeffares: There was the special problem of teaching English to scientists who, equipped with a "literary" form of English by school education, then needed a more strictly "scientific" form for their practical work, but finally might later need to combine both the "literary" and "scientific" elements for use in clear exposition. Scientists should be trained by reference to models of the best scientific writing.

Mr. Sykes Davies: Good scientists were effective writers; difficulties of vocabulary were not great to foreign scientists.

Professor Lawlor (in a written communication) reported the establishment of a Chair of Communication at Keele. A working party should be set up to collect information on existing work in universities and carry the work of the Conference.

Professor Palmer: The major problem was one of description and not the comparison of languages.

Professor Peel: There was little objective data on language-learning as a function of the age at which the learner starts. Language learning was also a function of the original language and culture of the learner. Motivation had only been touched on by psychology so far. A study of the learning of larger units of language linked with thought was needed.

Mr. Catford: Linguistic theory could contribute to a solution of the problem.

Professor Spencer: Detailed knowledge was needed about the teaching of science; recordings being made at Birmingham of first-year lectures in science might provide useful data for analysis of the language used.

Mr. Hornby: Practising teachers often came to conclusions similar to those provided by comparative analysis. The experts should approach them with tact.

Dr. King: We should help existing teachers as well as produce new ones. The means of stating materials for immediate use was wanted. Practising teachers overseas could collect mistaken material for this work.

Mr. Haas: We must describe first English, secondly the native tongue and thirdly the faulty English compromise between the two. Genius could not be taught; we wanted good results with average teachers - thousands of them.

Professor Quirk: Phonetics were not being neglected but his main points now were exchange of information, collaboration with conference members and financial support.
