The Teaching

of

Modern Foreign Languages

and the

Training of Teachers
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By
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PREFACE

THE paper ‘on the teaching of modern foreign languages’ was first read, in the Lent Term of 1895, to the students of the ‘Cambridge Training College for Women Teachers’ and was twice repeated, with but a few alterations, in subsequent years. It was also read, by the request of the Syndicate, to the students attending the Cambridge University Extension Courses in August 1896.

The lectures were originally intended to form an Introduction to some criticism lessons of modern language lessons given by the students of the Training College, and the principles set forth in the lectures were at once practically applied in the detailed criticism of the lessons heard. The lectures were intended to be above all suggestive and stimulating, but no attempt could be made to discuss in full the views either of the old school of language teachers and examiners who are hostile to any reform or of some modern extremists.

A few slight alterations were introduced and some references to recent literature on the subject added when the lectures were revised for the Press, but, apart from these exceptions, they are substantially printed as they were first written in the Christmas Vacation of 1894.

A paper ‘on the training of teachers of modern foreign languages,’ read in April 1894 to the College of Preceptors (printed in the Educational Times, May 1894, and reprinted by Professor Viétor’s special request in Die Neueren Sprachen
Preface

II. 424 sqq., 585 sqq.), supplements in several respects the views set forth in these lectures and may be read in connection with them.

The essay describing the contents of a well-equipped ‘reference library of a school teacher of German’ is a revised and enlarged reprint from the Modern Language Quarterly II. It was thought that many teachers would like to have it as a useful appendix to the first paper.

The author is anxious to tender his heartiest thanks to Dr Henry Jackson of Trinity College, Professor G. C. Moore Smith, M.A., of the Firth College, Sheffield, and the Rev. W. A. Cox, M.A., of St John’s College, who kindly read through the lectures and contributed some valuable suggestions.

The author is convinced that many important changes are needed in our present system of Modern Language teaching and examining; he believes that many teachers share this conviction and are ready to consider new problems in connection with their teaching and to take part in the necessary re-modelling of the system. It is hoped that to such teachers the present pamphlet will be acceptable. The outlook seems promising. Modern Languages are at last beginning to receive in this country the attention to which the subject is entitled not only by its practical usefulness but still more by its intrinsic value as an important element in a truly liberal education.

K. B.

Englemere,
Cambridge,
October, 1898.
PREFACE TO THE SECOND EDITION

The fact that the first edition of the present little book was sold out in the course of a few months is a most encouraging sign of the rapidly growing interest of teachers and students in the problems connected with modern language teaching. There was neither time nor need to introduce any important changes into the new edition, but the whole book has been very carefully revised and the lists of books and pamphlets on modern language teaching have been considerably enlarged. This was chiefly due to the fact that several excellent contributions to important questions of method had quite recently been published. Among those who kindly contributed a number of valuable suggestions for the revision of the book the author wishes to mention, with due gratitude, the names of W. G. Lipscomb and of Walter Rippmann.

K. B.

Englemere,
Cambridge,
Easter, 1899.
PREFACE TO THE THIRD EDITION

In this third edition I have not only carefully revised and largely added to the lectures printed in the previous editions, with a view to bringing them up to date and of making them as useful and suggestive as lies in my power—but I have added to them an enlarged reprint of my lecture ‘on the training of teachers of modern languages’ which was originally given twelve years ago to members of the College of Preceptors. The lectures ‘on the teaching of modern languages,’ and those ‘on the training of modern language teachers,’ supplement each other and may well be read together. The last chapter is an improved reprint of my sketch of an ideal ‘reference library for a school teacher of German’ which I hope will be found as widely useful by young teachers in the future as it has been helpful to others in the past. A few slight cases of overlapping in the various chapters of the book could not, from the nature of the subject, be altogether avoided, and will, I hope, not be felt to be very troublesome. A full index at the end of the book will enable the reader readily to obtain information on any question discussed in any of the lectures.

A kind reviewer of the original edition expressed the hope that in a revised edition I might unite the various lectures into one comprehensive treatise, and map out in it a complete course of modern language, or German, study from its beginnings up to and including the University curriculum.
Preface to the Third Edition

For more than one reason I have not been able to comply with this wish. One is that, even if I had wished to do so, the very limited time which has been at my disposal during recent years has prevented me from embarking on so laborious an undertaking. I also believe that part of the stimulus given by my lectures has been due to the somewhat easy and unceremonious form in which the subject was treated. But above all I feel very strongly that a detailed scheme of teaching foreign languages in schools ought to be elaborated only by a practical school teacher. I have for many years followed the teaching of modern languages, more especially of German, in this country and abroad with much interest; I have had, as an examiner, exceptional opportunities of studying the results obtained by all kinds of teachers in our various secondary schools for boys and girls; I have thus been able to make many interesting observations and comparisons, and feel quite confident as to the general principles according to which the teaching in our schools ought to be conducted—but it would be presumptuous on my part to advise practical school teachers about points of detail. I sincerely hope that before long a comprehensive book on the subject may be produced by one of our leading teachers. Till then I wish to call attention to the excellent American book of E. W. Bagster-Collins (see p. 118) in which the teaching of German has been very ably and fully treated. I am myself at the present moment preparing a book on the higher study of German at universities¹, which I hope may prove a useful continuation to a book on the school teaching of German and meet a real want in our educational literature.

Many important steps in advance have been made in this country during the last seven years with regard to the teaching

¹ It will be considerably fuller than Heinz Hungerland's recent pamphlet "Das wissenschaftliche Studium der deutschen Sprache und Literatur. Ein Wegweiser für Studierende." Lund and Heidelberg, 1906.
Preface to the Third Edition

of modern languages and the facilities given for the training of teachers. At the University of Oxford the much needed Honour School of modern languages has at last been established and some provision at least been made for a higher scientific teaching. At the University of London two professors and three readers have been appointed with a view to creating in London a school of German, and it is hoped that French will soon find the same encouragement. At Cambridge, where the Medieval and Modern Languages Tripos has now for over twenty years been an instrument of training many excellent teachers and professors for our schools and colleges, two fellowships have of late been given to modern language men. At some of the newer universities lectureships have been raised to the dignity of professorships, assistants have been appointed, and at Bangor a lectureship in French and German has been fitly split up and changed into a professorship of French and (for the present) a lectureship in German. At Edinburgh it is hoped to change before long the existing lectureships in French and German into professorships. Several headmasterships have of late been given to modern language men. The numbers of the members of the Modern Language Association have been steadily increasing, and the Association is now bringing out two periodicals, one concerned with the higher study, and one with the teaching of modern languages, apart from the interest shown in the subject, not only by the ‘Journal of Education’ (which has always been friendly and encouraging), but also by its younger contemporary the ‘School World.’ The number of travelling scholarships for teachers and students has been increased. The scheme of international correspondence of pupils and of teachers, and the quite recent important scheme of an official exchange of teachers between England on the one hand and France and Prussia on the other, are sure to bear good fruit. Oral examinations and improved methods of teaching are now found in many universities and schools. Scholars’ and teachers’ libraries,
Preface to the Third Edition

Wall-maps, phonographs, and other apparatus are to some extent beginning to be provided at several of the best schools. Many important questions as to the methods of teaching and examining have been discussed at the General Meetings of the Modern Language Association, where many opportunities for a useful interchange of views and experiences were given to individual members. Successful interchanges of visits between English and French teachers of modern languages have taken place in recent years.

If thus it is clear that much has been done during the last seven years, I still know very well that much more remains to be achieved. I have no doubt that now, when so many able and enthusiastic teachers, men and women, are at work under improved conditions and with many opportunities of comparing notes with English and foreign colleagues, the methods of modern language teaching will soon be further improved, the results obtained be still more satisfactory, the status of duly qualified teachers be raised, and the great importance of the new humanities for a liberal education of the rising generation be more fully and effectively recognised.

My best thanks are due to some friends and former pupils of mine for helping me, by sending suggestions and otherwise, in the preparation of this new edition and in bringing it in every respect up to date. They are Professors A. W. Schüddekopf, Ph.D., H. G. Atkins, M.A., Walter Rippmann, M.A., and Miss Josephine Burne, late scholar of Newnham College.

K. B.

10 Cranmer Road, Cambridge, August, 1906.
PREFACE TO THE FOURTH EDITION

The short space of time that has elapsed between the publication of the third and the preparation of the fourth edition is a most satisfactory proof of the increasing interest that is now taken in everything pertaining to the furtherance of the thorough study and efficient teaching of German and French in Great Britain. This gratifying fact has encouraged me to revise my little book again very carefully, to increase it not inconsiderably, and to bring it up to date in every respect as far as lay in my power. I hope that it may once more prove useful to many students and teachers, and, in some parts, also to educationists and members of local Education Committees who have officially to deal with modern languages.

Since August 1906, when my last preface was written, the University of Oxford has established the Taylorian Professorship of German and will probably before long found a chair of Romance by the side of existing Lectureships in German and French. The Chancellor of the University of Cambridge has included a fuller provision for Modern Languages among the most pressing needs of this University, whose Medieval and Modern Languages Tripos will within a few months be able to claim the honour of having trained modern language teachers and scholars for a quarter of a century. In Scotland earnest endeavours are being made, at one at least of the four Universities, to raise the lectureships of German and French to the
Preface to the Fourth Edition

The number of members of the ‘Modern Language Association’ is steadily increasing, and its influence is beginning to make itself widely felt.

There remains to me the pleasant duty of thanking a number of friends and former pupils for kindly helping me, by sending suggestions and otherwise, in the preparation of this new edition. They are Professors H. G. Fiedler, M.A., Ph.D., Arwid Johannson, M.A., Ph.D., Walter Rippmann, M.A., Mr Francis E. Sandbach, M.A., Ph.D., Mr G. Morier Hinde, M.A., Miss Hinde, and Mr W. S. Montgomerie, B.A., formerly scholar of St John’s College and now Englischer Lektor in the University of Greifswald. I feel especially obliged to Miss Bessie H. A. Robson, M.A., Lecturer on Phonetics in the Provincial Training College, Edinburgh, who, in addition to several useful suggestions, kindly contributed, at my request, the paragraphs on ‘books for young German readers, picture books and decorative wall pictures’ (pages 154—6), of which subjects she has made a special study.

K. B.

10 Cranmer Road,
Cambridge,
Easter, 1909.
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