

**THE TEACHING OF
MODERN FOREIGN
LANGUAGES AND THE
TRAINING OF TEACHERS**

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The Teaching of Modern Foreign Languages and the Training of Teachers by Karl Breul

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The Teaching
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Modern Foreign Languages
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Training of Teachers

By

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Litt.D. (Cambridge), Ph.D. (Berlin)
Cambridge University Reader in Germanic

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1906

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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 Viëtor's special request in *Die Neueren Sprachen* 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.

ENGLMERE,
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.