The History of Language Learning and Teaching brings together current research in Europe and beyond. Providing the first overview of research in the field, it will be an indispensable reference for teachers, teacher educators and all those interested in the history of language learning and teaching and the history of applied linguistics avant la lettre.

The History will be published by Legenda in three volumes in September 2018:

I. 16th–18th Century Europe (220pp  •  978-1-78188-698-4  •  £75 HB)
II. 19th–20th Century Europe (330pp  •  978-1-78188-699-1  •  £75 HB)
III. Across Cultures (300pp  •  978-1-78188-700-4  •  £75 HB)

Editors
Nicola McLelland (University of Nottingham)
Richard Smith (University of Warwick)

LEGENDA
An imprint of the Modern Humanities Research Association
1. 16th-18th Century Europe

Volume I presents the history of how languages were learnt and taught across Europe, from Russia and Scandinavia to the Iberian peninsula, up to about 1800. Case studies deal with the teaching and learning of French, Italian, German and Portuguese, as well as Latin, still the first 'foreign language' for many learners in this period.

Establishing HoLLT (Nicola McLelland and Richard Smith) • The Historiography of Modern Language Teaching (Marcus Reinfrid) • French Didactics in Late Medieval and Early Modern England (Rory Critton) • Teaching Agreement (Anneli Luhtala) • The Use of Dialogues in Teaching Foreign Languages (Sixteenth Century) (Javier Villoria-Prieto and Javier Suso López) • Histoire de quelques règles de prononciation pour savoir lire le français (Marc Viémon) • Latin Schoolbooks in Late Seventeenth-Century Finland (Suvi Ranđén) • Teaching Czech in a Plurilingual Community in the Age of Enlightenment (Alena A. Fidlerová) • Native Tongues and Foreign Languages in the Education of the Russian Nobility (1730s–1760s) (Vladislav Rjéoutski) • Veneroni en Espagne (Manuel Brúña Cuevas) • Giuseppe Baretti’s Multifarious Approach to Learning Italian in Eighteenth-Century Britain (Vilma De Gasperin) • Londres et les Britanniques dans l’ancienne grammaticographie du Portugais Langue Étrangère siècles (Maria do Céu Fonseca)

II. 19th-20th Century Europe

Volume II presents case studies from the period when modern languages became established in school curricula and modern language teaching became professionalized. The chapters consider 19th-century innovations in Europe, including the Reform Movement and its precursors, as well as developments in policy and practice in the 20th century.

From ’glittering gibberish’ to the ’mere jabbering’ of a Bonne (Michèle Cohen) • Grammar-Translation (Sonya Kirk) • Ioannis Carassoutsas (Despina Provata) • Manuels scolaires de français écrits par des Grecs pour des Grecs (Konstantinos Mytaloulis) • La Langue française en Moldavie (Olga Turcan) • To Kill Two Birds with One Stone (Tim Giesler) • ’Let Girls Chat about the Weather and Walks’ (Sabine Doff) • L’Allemand scolaire en Suisse romande (Blaise Extermann) • An Overview of the History of German Language Learning in the Iberian Peninsula (Bernd Marizzi) • The Biographical Sources of Thomas Prendergast’s (1807–1886) Innovation in Language Learning (Marjorie Perlman Lorch) • Modern Foreign Languages Get a Voice (Andrew R. Linn) • Technology and Pronunciation Teaching, 1890–1940 (Michael Ashby and Joanna Przedlacka) • A Utilitarian Subject (Luis Martínez) • Teaching Second Languages at pre-School Age (Ekaterina Protassova) • La Place de l’écrit dans la méthode structuro-globale audiovisuelle (Marie-Odile Hidden) • The Spread of Communicative Language Teaching (Luciana Pedrazzini) • A Return to Grammar amid the Communicative ‘Revolution’ (1980–2000) (Andrea Nava) • A Diachronic-Comparative Analysis of Three Foreign-Language Teaching Manuals (Raquel Criado) • The Impact of Governance in Scottish Schools, 1962–2014 (James Scott) • Pioneering, Consolidating and Monitoring (John Daniels)

11. Across Cultures

Part I of Volume III (The Place of Culture in Language Teaching) examines the history of how ‘foreign cultures’ have been presented to learners in language classrooms and language materials. Part II (Beyond Europe) presents studies of the history of language learning and teaching beyond Europe, including the Middle East, China, Japan, India and New Zealand.

Comparing Cultural Content in English-Language Textbooks for Germans in the Eighteenth and Nineteenth Centuries (Friederike Klippel) • Internationalism and Education in the 1920s and Foreign-Language Teaching Policy in Britain (Michael Byram) • Creating an International Penfriend Network at the End of the Nineteenth Century (Marlis Schleich) • The Other in the History of German-Language Teaching (Anke Wegner) • Getting to Know the Other (Felicitas Sharp) • Connecting Nations after the Third Reich (Dorottya Ruisz) • Teaching Literature in the French-Language Classroom at German Grammar Schools (Meike Hethey) • ’A Dragoman for Travellers’ (Rachel Mairs) • The History of Teaching and Learning German in Africa (Vera E. Bouley) • Westerners Learning Chinese (Mariarasarua Gianninoto) • Isawa Shuji and Visible Speech in Japan (Chang Zou) • Chinese Language Educators in Meiji-Era Japan (Yang Tiezheng) • Der Schüler ist fleißig. Wir sind Freunde (Nicola McLelland) • Spanish als Ersatz (Jeff Bale) • Regards sur l’histoire de l’enseignement/apprentissage du français langue étrangère au Proche-Orient (Carine Zanchi and Akram Odeh) • Intentions for Teaching and Failures of Learning (Krishna Dixit and Amol Padwad) • The ‘Wave’ of Japanese Language Education in Secondary Schools (Sharon Harvey)