

HoLLTnet international meeting:
'Bi-/Multilingualism and the History of Language Learning and
Teaching'
University of Reading, United Kingdom, 5-7 July 2018

Thursday 5 July

- 1.30pm Welcome (Rachel Mairs, University of Reading)
1.45pm Introduction to the HoLLT network (Richard Smith and Giovanni Iamartino)
- 2pm Session 1: Colonial and Postcolonial Contexts I
- 'Blessed with Talent': Competing Pedagogical Missions in Early Colonial Brazil:*
Astrid Khoo, King's College London.
- Decolonizing Classical Studies: On Latin language, Hñähñu language and
language diversity in Mexico City:* Claudio García-Ehrenfeld, Universidad
Nacional Autónoma de México.
- 'Latin is simply one more language': learning classical languages in the British
colonies of West Africa:* Barbara Goff, University of Reading.
- 3.30pm Coffee
- 4pm Session 2: Colonial and Postcolonial Contexts II
- Exploring the role of own-language use in English language learning and
teaching in colonial India, with a focus on Madras Presidency (c. 1860 – c.
1920):* Vennela Rayavarapu, University of Hyderabad, and Richard Smith,
University of Warwick.
- International Second Language Teacher Professional Development in
Multilingual Communities: A Decolonial Historical Approach:* Douglas Fleming,
University of Ottawa.
- Non-native Speaker Teacher Morale and English Language Teaching in Nigeria:*
Shehu Garba Maradun and Umar Ahmed, Abdu Gusau Polytechnic / Usmanu
Danfodiyo University
- 6pm Evening reception at the Museum of English Rural Life, with exhibition of
language teaching books from University of Reading Special Collections.

Friday 6 July

- 9.30am Session 3: School Exercises and Textbooks
- Teaching and learning ancient Greek and Latin in a Roman quarrel in Egypt:*

The testimony of the Ostraka Claudiana: Ronald Forero Álvarez, Universidad de La Sabana.

A Study of Okakura Yoshisaburô's Radio English Textbooks: Junior Course, with a Particular Focus on 'Jack the Giant-Killer': Kohei Uchimaru, Toyo University.

Bilingual Coptic-Greek Word Lists and Texts and Their Role in Late Antique Education in Egypt: Jennifer Cromwell, University of Reading.

11am Coffee

11.30am Session 4: Teachers and their Methods

Pre-Reform Professionals: Northern German language teacher biographies (ca. 1850-1875): Tim Giesler, Universität Bremen.

Teaching 'correct Latin' in late antique Rome: Frances Foster, University of Cambridge.

Understanding the Practical Wisdom of a Non-native EFL Teacher in the Chinese Social Context: Liu Yunqiu, East China Normal University.

Non-native Speaker Teachers of Modern Languages in 19th Century Germany: Sabine Doff, Universität Bremen.

1.30pm Lunch

2.30pm Session 5: Language Manuals and their Authors I

'Literal translation and multi-lingual notes in Giuseppe Baretti's An Introduction to the Italian Language (1755), Vilma de Gasperin, University of Oxford.

Marginalia and the History of Europeans Learning Colloquial Arabic in Egypt: Rachel Mairs, University of Reading.

Teaching English in nineteenth-century Italy: The case of letter-writing manuals: Polina Shvanyukova, Università degli Studi di Bergamo.

Using pedagogical dialogues as pragmatic data: vulgar language in the Manières de langage (1399-1415): Emily Reed, University of Sheffield.

4.30pm Coffee

4.45pm Session 6: Standards and Vernaculars

A history of teaching Mandarin Chinese as a second language to Mongols in China 1900-2000: Jiaye (Jenny) Wu, University of Nottingham.

Didactics of Latin and vernacular languages in humanistic Europe: from Niccolò Perotti to Aldo Manuzio: Ugo Vignuzzi and Patrizia Bertini Malgarini, Rome Sapienza and LUMSA Roma.

« *An introduction to the Italian tongue for the use of those who do not understand Latin* » : Giovanni Veneroni's « *Maître Italien* » reception in some eighteenth century Italian grammar books for the use of English and French learners: Norma Romanelli, Université Paris Diderot.

Saturday 7 July

9.30am Session 7: Language Variation, Shift and Change

Norms and normativity in Early Modern language teaching: Julia Hübner, Freie Universität Berlin.

Chronotopic Images of Multilingual Self: Madina Djuraeva, University of Wisconsin-Madison.

'Where a lapse into English is invariably accepted,' the use of L1 in language classrooms in England during the 1970s, viewed from the perspective of a Northumberland Middle School: John Daniels, formerly University of Durham.

11am Coffee

11.30am Session 8: Language Learning in Multilingual Societies

Psammetichus the Linguist: Language Learning Theory and Practice in Multilingual Ancient Egypt: Nicola Reggiani, Università di Parma.

Historical perspectives on teaching and learning in the trilingual higher education of a Chinese ethnic minority: Jie Liu, University of Reading.

Learning to read the New Testament as a multilingual experience: Cressida Ryan, University of Oxford.

Merchants as Lexicographers: Michelle Li, Caritas

1.30pm Lunch

2.30pm Session 9: Language Manuals and their Authors II

Teaching English in mid-nineteenth century Italy: Millhouse's Corso: Stefania Nuccorini, Rome III.

Domenico De Vivo's Approaches on teaching Russian and Italian as a Second Language in the Second Half of 19th Century: Alessandro Cifariello, Chieti-Pescara.

Competing methodologies in 19th-c. foreign language teaching: M. Santagnello vs James Hamilton: Giovanni Iamartino and Lucia Berti, University of Milan

Translation and bilingual texts in the history of Portuguese grammar "for the instruction of the English": Maria do Céu Fonseca and Ana Alexandra Sila, Évora.

4.30pm Coffee

4.45pm Session 10: Language Manuals and their Authors III

"To dye natural Englishman into artificial Italian": John Florio's linguistic pedagogy: Donatella Montini, Sapienza Università di Roma.

The origins of Western language teaching: Eleanor Dickey, University of Reading.

Learning English grammar in Italian universities in the 20th century. The role of the L1: Andrea Nava, Milan.