

**EUROPEAN LANGUAGE LEARNING
MATERIALS SURVEY**

CONSOLIDATED REPORT

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Executive Summary

This "Study of requirements relating to material for language learning and teaching" was put out to tender in the Official Journal of the European Commission in spring, 1999.

The aim of the study is to provide the European Commission with facts and figures on requirements in the field of the development of materials for language teaching and learning. It should highlight the areas where Community action could be effective in contributing to meet the needs identified in the countries of the European Union.

The analysis aims in particular to:

- provide a reference framework for an appropriate provision of materials,
- establish the needs of language learners,
- establish what teaching aids need to be developed, and
- identify trends in provision and any shortcomings.

It has to cover the languages eligible in the Socrates / Lingua programme.

A database of materials containing 8,245 records was created from information sources in 12 different European countries to enable classification according to a predetermined *Resource Matrix*. The data thus obtained was compared with the results of a needs analysis conducted with 92 publishers and over 600 practitioners in adult education (AE), further education (FE) and in higher education (HE). Additional information was obtained from experts in the field.

The overall results divide the 14 languages covered in two groups: the *More Widely Used and Taught Languages* (MWUTL) - English, French, German and Spanish, and the *Less Widely Used and Taught Languages* (LWUTL) - Danish, Dutch, Finnish, Greek, Irish, Letzeburgisch, Norwegian, Portuguese and Swedish, with Italian rapidly gaining the status of a MWUTL.

With the exception of English as a Foreign Language, there is a general shortage of materials for the adult market. Publishers clearly concentrate on the more viable school sector, where languages are compulsory and a market is guaranteed.

There is an acute shortage of modern materials for the LWUTL in the following areas:

- materials for specific vocational purposes (e.g. "business", economics, legal, fiscal contexts)
- materials encouraging autonomous / independent learning ("self study")
- video and TV material
- games
- multimedia CD ROM (CALL)
- on-line delivery /web-based courses
- internet activities/web-based resources

In addition, the following needs were reported:

- Common to almost all practitioners was the wish for more (and "better") dictionaries, particularly for the LWUTL.
- materials for (inter-)cultural learning (with an emphasis on video documentary sources).
- needs analysis and accreditation
- more communicative lower level course materials for LWUTL
- "learning to learn" approach for LWUTL

Needs differed according to the different sectors of education addressed. Little need was expressed for advanced materials in the LWUTL in AE and FE, but practitioners in HE felt a marked need for higher level materials.

The steering group, a consultative group of experts, has drawn up a list of conclusions and recommendations for the European Commission, based upon the findings of the report, and can be read below in Chapter F.

Introduction

The Study

This study, entitled "European Language Learning Materials Study" (ELLMS), is a survey of language learning materials currently available in the countries on the European Union for the teaching and learning of the official languages of the EU, focussing on the non-mainstream educational sectors. Thus the survey covered primarily materials for students aged 16+ in Further and Adult Education, Vocational Education & Training as well as in sectors of Higher Education where the main focus of studies is not language learning. In addition, provision of materials for Young Learners (5-10) was explored. It was commissioned by DG Education and Culture of the European Commission in December 1999 and was conducted by a consortium co-ordinated by the International Certificate Conference, Frankfurt, Germany.

The Purpose of the Study

The purpose of the survey was to establish current provision of materials for language learning and teaching in this field and compare the list of publications available with the perceived needs as expressed by publishers and practitioners in the field. The information thus gathered is to provide the European Commission with background information and guidelines for its programmes designed to support and encourage all EU citizens to learn the official languages of the Union, and with particular reference to the less widely used and taught languages.

When and Where

The Main Study was conducted in 11 member countries of the European Union (Austria, France, Germany, Greece, Ireland, Italy, the Netherlands, Portugal, Spain, Sweden and the UK) and in Norway (one of the EEA/EFTA countries participating in the Community programmes) from May to December 2000 and was preceded by a preliminary study¹ conducted from January – May 2000 which focussed on the provision of and need for materials for French. The main study, covered 13 languages (Danish, Dutch, English, Finnish, German, Greek, Irish, Italian, Letzeburgisch, Norwegian, Portuguese, Spanish and Swedish). The overall provision of teaching materials for this sector for Polish was also examined, as one example of the situation for the official languages of the pre-accession countries which are also participating in the programmes. The findings of the preliminary study, which was conducted in the UK, Germany, Spain and Portugal, are incorporated into the consolidated report.

Approach

The *first part* of the study is concerned primarily with statistical information based upon catalogues describing the relevant products of modern languages publishing houses throughout Europe. The information gathered was classified according to a "Resource Matrix" and entered into a database by the language experts chosen in the respective countries. The database is now available on-line and contains a number of sophisticated search criteria which enable interested parties to examine the information gathered from different aspects.

In the *second phase*, a needs analysis was conducted addressing, on the one hand, the educational publishers and, on the other, practitioners in the field (teachers, representatives of teaching associations, specialist bookshops, etc). Publishers were asked what materials they intended to publish in the given area within the next two years and to identify materials which they felt were necessary, but which they would not produce themselves. The practitioners were asked to provide a rank ordering of the languages in question and to identify gaps in provision of materials for those languages.

A special report on the provision of web based materials for language learning was also commissioned to provide a state-of-the-art overview of the interface between information and communication technologies and language learning.

Samples of good practice

After an analysis of the major gaps and shortages in present provision and based upon the analyses of the practitioners and the steering group, the authors of the "Quality Guide" for language learning materials put

¹ European Language Learning Materials Study, Preliminary Study Report, conducted from January – May 2000; CILT – ICC, May 2000

together a collection of samples of good practice, using the quality indicators developed in their guide. These samples are meant as possible models for materials which still need to be developed for some of the languages covered in the survey.

Consultations with publishers

On three separate occasions, representatives of publishing houses concerned with producing modern language teaching materials were consulted in the course of presentations/workshops which had been convened specifically for this purpose. The first workshop was arranged in conjunction with The European Educational Publishers' Group, where representatives of publishers from 18 different European countries attended. The second was on the occasion of the Frankfurt Book Fair in October 2000, and the third was a general presentation of the findings of the survey at a meeting in Brussels on December 13th, 2000.

Conclusions and recommendations

The steering group of international experts, which acted in an advisory capacity throughout, has drawn up a list of conclusions and recommendations for the European Commission based upon the findings of the colleagues who collected the survey information in their national context.

A Survey of Published Materials

1 The methodology, the resource matrix and descriptors

1.1 Sources of Information

The preliminary study enabled the partner organisations to identify relevant sources of information in their countries. These included all those originally suggested in the *Methodology paper*² with some national variations in emphasis. A range of information sources was used – printed publishers’ catalogues, on-line resources, specialist language centres, specialist language bookshop resource lists, Lingua and Leonardo compendia and expert opinion. The study relied on publishers’ catalogues or resource list descriptions rather than an analysis of each individual item as an analysis of the many thousands of items would have been impossible in the time available. The brevity of catalogue/resource list description meant it was not always possible to map all the resources against the detailed descriptors in the resource matrix comprehensively.

1.2 The resource matrix

A standardised resource matrix was developed for the categorisation of materials based upon descriptors elaborated by the steering group in consultation with a number of foreign language teaching experts (see Appendix I in the UK report).

1.3 The resource matrix software

Software for the resource matrix was developed which enabled the researchers working in the different countries to enter the relevant data independently, but which allowed a variety of search mechanisms and summaries of specified categories. The software proved to be a generally efficient tool which enabled easy access to all data input according to a wide range of search criteria. The resource matrix and the accompanying data can be viewed on the following website: <http://language-research.org/ellms/>

1.4 Languages covered

For the Main Study, all materials currently available in the partner countries in Danish, Dutch, Finnish, Greek, Letzeburgish, Norwegian, Portuguese and Swedish were entered into the on-line database, along with approximately 60% of materials for Spanish, Italian and German. In addition, about two thirds of published French language materials available in the four Preliminary Study partner countries (UK, Germany, Spain and Portugal) were surveyed and entered into the database for the Preliminary Study.

1.4.1 English materials

These were the subject of a special study carried out by the ICC in Germany. Germany was taken as the largest market for English materials in Europe and thus representative of all other countries. Because of the size of the English language market, and the fact that British publishers supply materials throughout the European Union, this approach was adopted to avoid unnecessary repetition. Where gaps were identified in the provision of English materials, expert opinion was consulted to establish if the perceived gaps actually represented a lack of materials, or whether the gaps discovered had been covered elsewhere.

1.4.2 Irish and Polish

Details of materials for the learning of Irish and Polish available in the different partner countries were passed to the experts in Ireland (see national report for Ireland) and Poland, who conducted a special study on these languages.

1.5 Web-based resources

Web-based resources were the subject of a separate special study (see *D Web-based resources* below). The only web-based, on-line resources recorded in this part of the study are those linked to another recorded resource e.g. course book.

1.6 Early Language Learning

Materials for Early Language Learning were reviewed, but not included in the resources

² European Language Learning Materials Survey, Methodology and Approach, CILT-ICC, February 2000

matrix. Special attention was paid to this sector of education by reviewing current work of the Council of Europe in this field and by expert consultation. A separate part of the report is devoted to this area. (see *E Provision of Materials for Early Language Learning* below).

2 Findings

- 2.1 With the exception of English as a Foreign language, there is a general shortage of materials for the adult market. Publishers clearly concentrate on the more viable school sector, where languages are compulsory and a market is guaranteed.
- 2.2 The shortage of materials for adult language learners is particularly acute for vocational language learners. Publishers concentrate on General Language which can be sold to a broad range of post-16 sectors.
- 2.3 The target countries largely rely on foreign publishers for the provision of LWUTL materials.

3 Descriptors by language across all countries

3.1 Overall totals

The overall data totals for language learning materials currently available in and thus entered by all partner countries across Europe produce the following rank order by language

1.	English	1449*
2.	French	1126**
3.	German	1810
4.	Spanish	1567
5.	Italian	1027
6.	Portuguese	300
7.	Dutch	185
8.	Greek	179
9.	Swedish	142
10.	Danish	139
11.	Norwegian	96
12.	Finnish	71
	Polish	46
	Irish	8
	Letzeburgisch	4

* *English* language materials were only recorded for Germany, but they would clearly rank above all other languages, if data for English in all countries researched had been entered.

** The data total for *French* is predominantly made up of the Preliminary Study data entered by four partners only, (together with a very small number of entries from the Main Study where multilingual software packages have been entered) produced a data total of 1126. If all partners had surveyed French materials in detail for the Main Study it can be deduced that French language materials would rank in second place, after English, but above German and Spanish.

These totals are the totals of data entered per language by different partners. They show the total of materials currently available in the different countries. It should be noted that the same materials may have been recorded more than once, because the same materials may be available in different partner countries.

3.2 English

Those gaps which were recorded in the survey effected in Germany were examined by a group of EFL experts, who compared the gaps with their knowledge of the EFL market in Europe. They noted that the gaps identified in the survey had, in fact, been filled by other EFL materials, principally originating from British publishers. However, there are still some gaps related to the needs of specific vocational and professional groups.

3.3 "More widely used and taught languages" (MWUTL) - French, German and Spanish

French, German and Spanish are clearly the more widely taught and used languages, alongside English. The overview summaries for French³, German and Spanish reveal the following patterns in provision across Europe as a whole:

- 3.3.1 a general shortage⁴ of materials for languages for specific purposes
- 3.3.2 a very severe shortage of materials for language for mobility
- 3.3.3 most materials are for Beginners, with fewer for Intermediate level and even fewer for Advanced level
- 3.3.4 very few materials for:
 - Project-based
 - Open & Distance Learning
 - Web-based*
 - One to One
 - Intensive, accelerated
 - Exchange, educational visit, tandem
 - Needs analysis & assessment
 - Exam/accreditation-focussed (though not for German intermediate)
 - Creativity enhancement
 - Language games (particularly for intermediate & advanced level)
 - Mediation
- 3.3.5 Skills Development is well provided for except that there are fewer materials for the
 - development of *writing skills*,
 - and even fewer for *integrated skills* and *language learning skills*.
- 3.3.6 For Teaching and Learning Tools there are severe shortages of
 - TV, radio, satellite and digital TV
 - Visuals, flashcards and maps
 - CALL authoring tools, on-line*
 - Student support reference resources
 - a general shortage of video material

3.3. Italian

Italian can be distinguished from German and Spanish as a MWUTL, in that there are substantially fewer materials currently available.

The overview summary for Italian reveals a similar pattern in provision as for German and Spanish, but with some more extreme shortages:

- 3.3.1 a severe shortage of materials for languages for specific purposes
- 3.3.2 a very severe shortage of materials for language for mobility
- 3.3.3 most materials are for Beginners, with fewer for Intermediate level and even fewer for Advanced level
- 3.3.4 very few materials for:
 - Project-based (none)
 - Open & Distance Learning
 - Web-based*
 - One to One
 - Workshop, semi-independent (especially for Intermediate and Advanced)
 - Intensive, accelerated
 - Exchange, educational visit, tandem (1)
 - Needs analysis & assessment
 - Exam/accreditation-focussed
 - Creativity enhancement
 - Language games (particularly for intermediate & advanced level)
 - Mediation
 - Intercultural and language awareness

³ Where the figures from the preliminary study are extrapolated for all countries represented in the main study

⁴ The expression "shortage" is used when the gaps identified in provision correlate with the needs perceived by practitioners.

- 3.3.5 Skills Development is well provided for except that there are fewer materials for the development of *writing skills* and very few for *integrated skills* and *language learning skills*.
- 3.3.6 For *Teaching and Learning Tools* there are severe shortages of
- Workbooks
 - Independent exercise/workbooks
 - Video
 - TV, radio, satellite and digital TV
 - Visuals, flashcards and map
 - CALL authoring tools, on-line*
 - Student support reference resources
 - and also a *general shortage* of:
 - Teacher resource packs/OHTs/masters
 - Grammar reference resources & glossaries

3.4 French

The findings of the Preliminary Study of French reveals a similar pattern in the provision of materials as for German, Italian and Spanish.

3.5 "Less widely used and taught languages" (LWUTL)

Apart from Irish and Letzeburgisch, for which only 11 and 4 items respectively are recorded in all, the overview summaries for the other seven LWULT languages: Danish, Dutch, Finnish, Greek, Irish, Letzeburgisch, Norwegian, Portuguese, and Swedish, reveal the following patterns in provision across Europe as a whole:

- 3.5.1 There are few teaching and learning materials available. As is clear from the 'gaps' listed in 3.5.5 below, the materials available generally consist of:
- textbooks and tapes of language for general purposes, for class or self-study, which include some grammar, vocabulary and pronunciation practice, but mainly for Beginners
 - dictionaries
 - some skills development, above all for Listening and Speaking, with fewer materials for Reading and still fewer for Writing.
- 3.5.2 The vast majority of the materials available are for Beginners' Level.
- 3.5.3 There are very few materials for Language for Specific Purposes (Vocational Language). Moreover, for the five LWUTL (Greek, Swedish, Danish, Norwegian, Finnish) most vocational materials do not specify which level they are targeting.
- 3.5.4 The number of Self Study/independent learning materials in relation to the number for class materials tends to be greater for the LWUTL.
- 3.5.5 There are almost no materials recorded under:
- project-based, open and distance learning, web-based*
 - one to one, intensive/accelerated, exchange/educational visit/tandem
 - language for mobility, needs analysis & assessment, accreditation focussed, creativity enhancement, language games, mediation, cultural studies and intercultural and language awareness
 - workbooks, independent exercise/workbooks, video, TV, radio, satellite TV, learner magazines/papers, teacher resource packs, visuals/flashcards/maps
 - language learning skills
 - CALL - local software, on-line*, authoring tools
 - grammar, student support, glossaries

B Survey of future planned provision and needs identified by publishers

1. Information sources

The partners consulted with a range of publishers, using the confidential questionnaire established by the Steering Group and piloted in the Preliminary Study.

The following table gives an overview of the number of publishers interviewed to review future planned revision:

	Germany	UK	Spain	NL	Greece	Ireland	Portugal	Sweden	Norway	France	Italy	Austria	Totals
Publishers	8	24	8	6	16	0 ⁵	11	1	6	0	6	6	92

2. Problems collecting data:

The amount of detailed information provided by publishers was limited because of its commercially sensitive nature, but provides some useful indicators as detailed in the national reports. An indication of publishers' reluctance to answer the questions posed in the survey can be illustrated by the reaction of Swedish publishers: of nine publishing houses contacted, only one was prepared to respond. This was a fairly typical situation encountered by all interviewers throughout Europe.

3. Information given regarding planned provision:

Particular national circumstances make it difficult to draw general conclusions regarding future planned provision. However, it is clear that the majority of publishers find publishing the LWUTL for the non-compulsory sector not commercially viable, and only a very limited number of publications are planned for this sector.

Planned provision of published materials according to publishers interviewed												
	Germany	UK	Spain	NL	Greece	Ireland	Portugal	Sweden	Norway	France	Italy	Austria ⁶
				N		S				N		S
Danish	A			O		E		A		O		E
Dutch	B					E						E
Finnish				N						I		
German	B/C	A/B/C	A/B/C	E	A/B	U	A/B	B		N		G
Greek	A	A		W		K				F		E
Irish										O		R
Italian	B	A/B/C	A/B/C	M	A		A/B/C	A/B/C	A	R		M
Letzeburgisch				A						M		A
Norwegian				T						A		N
Portuguese	A	A/B		S.						T	A	Y
Spanish	B	A/B/C	A/B/C		B		A/B		A	.	A/B/C	
Swedish	A											

A = Beginner level B = Intermediate C = Advanced

⁵ The Irish inputter was not asked to contact publishers, as it was felt the results would be almost identical to those collected in the UK.

⁶ The case of Austria was similar to that of Ireland in that the foreign language teaching materials market for this sector is dominated by German publishers, and little extra information could be gained by conducting an exhaustive study of Austrian publishers..

The above table is by no means exhaustive or comprehensive, but it may serve to give an overall view of publishers' intentions. Information for French can be taken from the Preliminary study report.

As can be seen, no materials are planned for any of the LWUTL at an advanced level. Where LWUTL materials are planned, they are chiefly planned to offer elementary listening and speaking skills for tourists and business people. A general tendency seems to be to try to include vocationally oriented material in general language course materials to cater for increased interest in this area.

4. Other identified needs for LWUTL materials

Publishers identified a number of needs for LWUTL materials as well as for vocational sectors which they were not intending to publish, because such materials would not be commercially viable. These are listed in the national reports. Most publishers mentioned needs for language materials for the following areas/contexts :

- specific vocational purposes (e.g. economics, legal, fiscal contexts)
- autonomous / independent learning ("self study")
- video and TV material
- games
- multimedia CD ROM (CALL)
- on-line delivery /web-based courses
- internet activities/web-based resources

5. Publishers and the Common European Framework (CEF):

Most publishers consulted are not aware of European policies which could impact on them and very few made reference to the Common European Framework in their publications. An explanation for the fact that no reference was made is, perhaps, to be seen in the fact that the catalogues consulted were prepared in late 1998 / early 1999, when little was known about the CEF. However, in interviews it became clear that the majority of those who knew about the CEF welcomed it as a useful point of reference and a number state clearly that their future publications would make reference to it in future.

6. Support expected/ desired from national / European instances:

Some publishers would welcome financial support from national bodies and/or the European Commission to meet the needs identified above. Particular reference was made to the high initial cost of developing multi-media/video/CALL materials, especially for the LWUTL. Other aspects mentioned were: help with enforcing copyright and support in marketing the LWUTL. The detail of their suggestions is found in the national reports

C Needs Analysis

1. The views of teachers and experts in the different sectors were sought and, where available, archived enquiries at specialist language centres analysed in the partner countries.

No. of persons interviewed for Needs Analysis													
	Germany	UK	Spain	NL	Greece	Ireland	Portugal	Sweden	Norway	France	Italy	Austria	Totals
Teachers	87	102	25	9	32	61	17	12	9	35	48	64	501
Publishers	8	24	8	6	16	0 ⁷	11	1	6	0	6	6 ⁸	92
Others	0		8		15		27					10	60

⁷ The Irish inputter was not asked to contact publishers, as it was felt the results would be almost identical to those collected in the UK.

⁸ Similar to the Irish situation with regard to the UK, the Austrian market for this sector is dominated by German publishers.

2. Rank ordering of needs for different languages:

The following table gives an overview of the needs expressed by practitioners consulted in the countries concerned in terms of the relative importance of the languages researched in their respective educational environments.

Rank ordering of needs for different languages in different countries

	Germany ⁹		UK			Spain	NL		Greece	Ireland		Austria	France		Italy			Norway
	Priv.	VHS	AE	FE	HE		VU	Priv.		FE	AE		AE.	FE	FE	AE	HE	
Danish	5	5				7		4							7	7	6	
Dutch	3	3	5	5		4						6	5	4	4	4	4	5
Finnish		6				8		8				6			8	8	8	
German			2	1	2	1	1	1	1	1	2		3	2	1	2	1	4
Greek		7	3	6		4		7				3			6	6	7	6
Irish		8				9												
Italian	2	2	2	3	3	2	3	3	2	3	3	1	2	1				2
Letzeburgisch																		
Norwegian								4										
Portuguese	4	5	4	4	4	3		3				5	4	5	3	3	3	3
Spanish	1	1	1	2	1	(2)	2	2	3	2	1	2	1	3	2	1	2	1
Swedish	3	4	6	5		4		4							5	5	5	

Number of entries and rank order of data input in current provision of materials

	Germany	UK	Spain	Netherlands	Greece	Austria	France	Italy	Norway	Sweden	Portugal
German	771	335 (2)	242 (2)	20 (2)	39 (2)		721 (1)	119 (1)	12 (1)	161 (1)	47 (1)
Spanish	448 (1)	332 (3)	460 (1)	33 (1)	32 (3)	7 (2)	527 (2)	78 (2)	9 (2)	90 (2)	16 (3)
Italian	398 (2)	349 (1)	102 (3)	18 (3)	43 (1)	14 (1)	263 (3)		5 (3)	39 (3)	17 (2)
Danish	23 (6)	85 (5)	5 (9)	1 (7)			19 (8)	7 (7)		2 (5)	
Dutch	33 (5)	56 (8)	28 (5)	2 (6)	1 (4)		48 (5)	11 (4)	1 (5)	1 (6)	2 (4)
Finnish	6 (9)	38 (10)	7 (8)	2 (6)			14 (10)		1 (5)	2 (5)	
Greek	36 (4)	59 (7)	22 (6)	6 (5)		3 (3)	30 (6)	10 (5)	2 (4)	4 (4)	2 (4)
Letzeburg.	2 (10)	2 (11)									
Norwegian	9 (8)	54 (9)	15 (7)	1 (7)			15 (9)				
Portuguese	50 (3)	91 (4)	42 (4)	7 (4)	1 (4)		82 (4)	17 (3)	1 (5)	2 (5)	
Swedish	20 (7)	77 (6)	5 (9)	7 (4)	1 (4)	1 (4)	20 (7)	8 (6)			1 (5)

⁹ German ranks in first place in Germany, but is ignored here as the majority of learners in Germany learn German as a second, not a foreign language.

3. Needs identified by practitioners:

The practitioners identified most of the same common needs as the publishers (see B above) although the level of the types of materials needed varies from country to country. The most frequent mentions were:

- materials for specific vocational purposes (e.g. "business", economics, legal, fiscal contexts)
- materials encouraging autonomous / independent learning ("self study")
- video and TV material
- games
- multimedia CD ROM (CALL)
- on-line delivery /web-based courses
- internet activities/web-based resources

In addition, the following needs were reported:

- Common to almost all was the wish for more (and "better") dictionaries, particularly for the LWUTL.
- materials for (inter-)cultural learning (with an emphasis on video documentary sources).
- Needs analysis and accreditation
- Many felt that lower level course materials for LWUTL were rarely communicative in nature (which they attributed to the fact that teachers of LWUTL have little pedagogical and methodological training), and emphasised the need for improvement in this area. In the same vein, the lack of a "learning to learn" approach in LWUTL materials was mentioned.
- Needs differed according to the different sectors of education addressed. Little need was expressed for advanced materials in the LWUTL in AE and FE, but practitioners in HE felt a need for higher level materials.

4. It is not surprising, given the comparatively limited number of publications for the non-compulsory 16+ sector for the LWUTL, that they stressed the overall need for materials of all types tailored to the adult experience.

5. The national reports describe the particular needs identified in more detail.

6. National Variables

The individual national reports outline in detail the impact of national variables on the provision of and needs for language learning materials in the languages examined in the individual partner countries.

D International Web-Based Language Learning on the Internet

The task of this part of the survey was to locate and evaluate commercial and non-commercial providers of online language learning courses on the Internet for the languages focussed upon in the study.

Finding such materials, using a variety of search words and search engines on the web, proved to be a challenge, and the first impression was confirmed even after in-depth investigation: truly web-based language courses are still rare. Materials for the learning of different languages - although quite different in quality - are numerous. For the main part free grammars, dictionaries as well as audio files for the improvement of listening comprehension, etc. are readily available. Also, interactive learning games are found frequently.

However, what is often advertised as online language learning classes - especially in the entries in search engines - often turns out to be merely a collection of language study materials and loosely linked grammar or vocabulary exercises rather than a complete course.

Web-based courses currently on offer differ greatly in quality. There are a few serious providers who supply easily accessible information regarding the content and structure of their courses. In addition, costs and services provided by the supplier are clearly listed and explained

As was to be expected, the number of online courses for English as a Second Language (ESL) exceeds those for other languages, such as French, German, Italian and Spanish.

It is chiefly in the field of EFL/ESL that high profile courses are offered, often with accompanying certificates of achievement, as is the case with *Berlitz Online* and *Englishtown*, to name but two.

The offers vary with regard to both the way in which they are presented and in content. They also vary with regard to the target group. Business-English courses are often available as corporate training, or offered exclusively for executive managers - courses that concentrate on one-to-one tutoring, for instance.

ESL-courses usually offer a learning environment online, such as chartrooms, net-meetings with the entire class, pen pal search engines and the like.

In conclusion, it can be said that only few web-based language courses with a controlled learning environment are at present available. One major problem encountered during the evaluation was the difficulty of finding these courses in the first place. As mentioned above, the number of interactive online language learning materials on the net is growing day by day and makes it more difficult to find sound and well-organised online classes.

Very few of the courses make full use of all potential features of a "virtual classroom." A clear definition of such features, e.g. chat rooms, online whiteboards, and bulletin boards, the use of synchronous and asynchronous modes of communication, as well as task-flow and modes of communication has not yet been proposed.

Two broad conclusions can be drawn from the survey:

- 1) **Web-based language learning materials** should offer more than simple online feedback on correct or incorrect input (similar to traditional computer assisted exercises on CD-ROM); they **should offer a platform for communication and interaction** within a virtual, telecooperative classroom.
- 2) **The features of such a learning environment need to be defined**, also in view of a possible link between learning in a self-study and telecooperative mode, net meetings, and contact lessons and meetings in a real classroom.

A full version of the report *International Web-Based Language Learning on the Internet* can be found below in art Two under the individual reports. Recommendations to improve the situation for this area are also offered in the chapter F *Conclusions and Recommendations*.

E Early Language Learning / Primary school education

E.1. The background

Although the main focus of this study was on language learning materials for the post-16 non-compulsory sector, it was hoped that some examples of innovative materials for Young Learners (5-10) would be found.

However, this was not the case. In some of the national reports it was pointed out that early language learning starts in the later phases of primary education, but there are clear indications that many national authorities now plan to start even earlier within the state educational system (e.g. In Austria a five-year transition period has just started that will eventually lead to the obligatory teaching of a foreign language from the age of six – the first year of primary school). The very clear tendency is for authorities to opt for the teaching of English in this sector with very few choosing other MWUTL. There were no reports of programmes for this sector in the LWUTL.

It was pointed out that an increasing number of language schools which normally provide foreign language teaching to adults are now offering language courses for young children. It is in this sector that courses for languages other than English are primarily offered. However, very few published materials seem to be available at present.

A number of interesting national or regional initiatives (e.g. in Catalonia) are mentioned in the national reports.

E.2. The work of the European Centre for Modern Languages in Early Language Learning

As the Council of Europe has been quite active in the field of early foreign language learning, the study paid particular attention to the results of its research in this area.

The publication by the European Centre for Modern Languages entitled "*An Early Start: Young Learners and Modern languages in Europe and Beyond*" by Helena Curtain and Marianne Nikolov (1997), as well as the draft version of Peter Doyé's résumé of the work of the ECML on Early Language Learning in the period 1995-2000 both provide useful information on this area of education.

The 1997 publication "*An Early start*" is very comprehensive and establishes that there is clearly a growing trend to institutionalise early language learning at primary level all over Europe and also overseas. Although in most countries there is, theoretically, a choice of several languages, parental pressures result in the teaching of English in most cases (outside the English speaking countries).

The intention behind the introduction of early language learning schemes is to lead to satisfactory language proficiency and to overcome attitudinal problems of older learners. However, these aims are very much impaired by a lack of continuity of foreign language learning between primary and secondary levels, different methodologies employed, and by changing children's attitudes.

There is a clear need for ongoing research into learners' progress to evaluate whether the assumptions about the advantages of starting early can be validated. The outcome is not easy to assess for various reasons because, first, realistic outcomes are difficult to define, second, acquisition is slow and basically oral and, third, attitudinal developments are not easily observed.

Nevertheless, in his résumé of the findings of five workshops organised by the ECML between 1995-2000, Peter Doyé concludes that experts no longer question the **why**¹⁰ of early foreign language learning but, basically, the **how**.

The discussion of the **how** identifies six controversial issues which can be summarised as follows:

- a) integration versus separate subject
- b) systematic course versus occasional teaching
- c) language learning versus linguistic and cultural awareness
- d) communicative competence versus sensitisation
- e) class teacher versus subject teacher

¹⁰ Reasons given were that, on the one hand, the learning of other languages broadens the mind and expands mental structures and, on the other hand, we live in an increasingly multi-cultural society, and educational systems should take this into account.

f) part of the core curriculum versus optional activity

Integration is largely preferred to "separate subject" teaching, i.e. embedding the teaching of the foreign language in traditional subjects (**issue a**).

With **issue b**) the sensible solution is seen in a co-ordination of topic-based and language-based principles of progress.

Issue c) concerns the purpose of Early Language Learning which - experts agree - cannot mean merely developing linguistic skills alone, but should try to aim at achieving some degree of intercultural communicative competence. Today, children live in a society where encounters with members of other cultures is possible and likely at any time. The task of the school is to help them understand and master such situations.

As regards **issue d**), most experts at the ECML workshops see communicative competence as the superordinate aim, basically because young learners seem to have a large potential and readiness to engage in a real learning process. It is considered absolutely essential to ensure continuity between Early Language Learning and the learning/teaching of languages at the secondary level.

Issue e) seems to be one of the unresolved issues. The concept of the class teacher teaching all the subjects of the curriculum to the pupils would also mean his/her teaching the foreign language. This presupposes that all primary school teachers should be qualified to teach foreign languages too.

Whether this is actually feasible and desirable is questioned by many.

However, all the ECML workshops strongly favoured the integration of early language learning into the core curriculum, **issue f**), even though this would mean making it compulsory.

What conclusions can be drawn from these findings?

Interestingly enough, the first choice of a foreign language for early language education is almost always English. This means that none of the foreign languages present in the individual countries due to the presence of large immigrant populations nor the language of neighbouring countries form part of the regular offer in this area of education.

Questions of prestige and economic factors seem to determine parents' choice, rather than a concern to promote intercultural awareness in society.

Unless the purpose of early language learning is more clearly defined, it will only lead to the integration of a prestigious language in the primary school curricula as a compulsory subject, disregarding most of the desired changes in attitudes towards people of a different cultural background from the mainstream. It may well be asked in this context whether it would not be more effective from a policy point of view to keep the first few years of formal learning free from the teaching of one particular foreign language, and to concentrate instead on making children aware of the cultural and linguistic diversity around them. This approach, and the rationale behind it, is reflected in a current project at the ECML on "language awareness" or "éveil aux langues" based on a SOCRATES Lingua D project co-ordinated by Michel Candelier.

E.3. The views of the ELLMS Steering group on Early Language Learning

During their review of the reports in December 2000, the group of experts which made up the steering group commented on the situation from their own background knowledge of this area of language learning.

They noted that the results of the survey of five workshops on primary school education run by the European Centre for Modern Languages in Graz show that there is a lack of continuity between primary and secondary education and that the role of the classroom teacher needs to be more clearly defined. Findings also showed that the question of methodology has not yet been resolved in a satisfactory way as there is no settled methodology to date for the learning of languages at primary level. It is therefore important to invest in ongoing research activities in this field.

It was pointed out during discussions that there is no clear view on materials available for the primary market (mainstream publishers tend to wait before venturing into uncertain territory) and the question of continuity needs to be resolved. There are basically two tendencies: either to adapt materials produced for the secondary market to suit primary school education or to think about what children can handle at an early age and put together materials accordingly.

The Catalan example (see the national report for Spain) shows that it is possible to produce good quality materials which, however, require high initial investments. In the Catalan project the Ministry of Education asked experienced teachers and practitioners to develop materials which were in turn piloted for a period of two years in different schools. A British publisher selling world-wide adopted and published the materials developed for English and these won an award for best material on the market in this area. Similar materials were developed four years later. The four schools piloting the materials were closely monitored and it became clear that successful language learning depends more on the students' social background than on the age at which they start.

Discussion in the ELLMS steering group also emphasised that it is important

- to raise awareness of cultural and linguistic issues (widening the children's horizon and stimulating their linguistic abilities/skills) in general as, unfortunately, most parents think it is not useful to learn foreign languages other than English and
- to solve the problem of how to approach language learning at an early age.

This raises the question of whether English is to be accepted as a Lingua Franca and to uncouple it from the learning of other languages, i.e. opt for the early learning of LWULT languages first and later English. A major danger of introducing English only into the core curriculum is that this policy would not contribute towards creating a multi-lingual Europe. Participants at the Barcelona ELLMS meeting agreed that, rather than concentrating on a high level of competence in one language only, a more general approach to language learning should be applied.

E.4. The conclusions which the groups of experts reached were the following:

E.4.1. A **settled methodology** for the learning of foreign languages at primary level **is badly needed**.

E.4.2. The **purpose** of primary foreign language learning should **be firmly established** whereby
– the question of learning English (social and political pressure) should be treated separately from the more general issue of language education and
–the curriculum should concentrate on introducing language awareness (delaying the learning of English till later in life) in order to be able to emphasise that the learning of languages entails communication and cultural awareness

E.4.3. There is a **need for teacher training** at a European level in both areas mentioned in 2. above, and links could usefully be provided between models of good practice being implemented in the countries of the European Union.

F. Conclusions & Recommendations

The following section brings together conclusions drawn from the different parts of the report and presents the recommendations made by the members of the steering group.

F.1. Project based materials

There were no entries under this heading for any languages, even English, . The advisers in the steering group felt that there was an inherent contradiction in this heading as project work, by definition, cannot be presented a priori in book form as the essence of project work demands that learners develop their own individual project, deciding on content and procedures as they go along. This probably explains why no entries as such were found in publishers' catalogues. Some textbooks are described as *task-based*, which indicates that they may well be suited to introducing a project-based approach to their respective learners.

However, an analysis of existing materials shows that there are materials which encourage and support a project-based approach.

- Sources of information and inspiration are to be found in resource books for teachers like "*Process and Experience in the Language Classroom*" by Legutke M. & Thomas, H. (1991), London: Longman, or "*Project Work*" by Diana L. Fried-Booth (1995), Oxford University Press
- There is also a range of materials available for specific groups as found in some of the Mary Glasgow publications (UK) on project work and material published in the United Kingdom to prepare pupils for A-level examinations which require project work as part of the competence profile.
- Suggestions for project work are sometimes found within the body of current textbooks (c.f. "*TAKE OFF 3*", Bramall, P. and Fitzpatrick, A., Cornelsen & Oxford University Press, Berlin 1994). Sometimes project work is offered as offered "add on" materials to textbooks or as a supplementary resource book to a textbook (c.f. "*Meanings in Use*", Adrian Doff, Christopher Jones, Keith Mitchell. Adapted by Juanita Kaiser, Andrew Skinner, Brigitte Weinhofer, Österreichischer Bundesverlag, Wien, 1999).
- An example of more recent work which is designed to introduce ICT into the classroom for the learning of English can be found in the publication "*Weaving your own adventure*" by the Departament d'Ensenyament, Generalitat de Catalunya, Barcelona, 1999. This project: also integrates working with the internet, with on-line resources, CD ROMs, etc.)
- Further examples can be found in the materials produced within Lingua JEP products, which should be made more widely available as examples of good practice.

F.1.1. Recommendations

- In this area it is not a question of producing ready-made materials, but rather of providing project management tools as "templates" for a project based approach. Such tools should be introduced to teachers on both initial training and on INSET courses. In addition, they should also be made available to learners for whom they are essential instruments, if they are to continue their language studies autonomously.
- Examples of how such tools may be implemented may be found on online websites like that created by R. Donath and described in the following articles:
Donath, R. (1997), *Internet und Englischunterricht*, Stuttgart. Donath, R./Volkmer, I., Hrsg. (1997), *Das Transatlantische Klassenzimmer: Tips und Ideen für Online-Projekte in der Schule*, Hamburg. Donath, R., Hrsg (1998), *Deutsch als Fremdsprache - Projekte im Internet*, Stuttgart. These articles outline principles for web-based project work. The Donath website would, of course, need adaptation for learners in adult and continuing education as it was originally conceived for secondary school learning / teaching and only for learners of English and German.

F.2. Open and Distance Learning

The report on multi-media, on-line and web-based learning applications by Professor Rüschoff indicates how these media may usefully be incorporated into language learning programmes.

Current examples of an ODL approach to language learning for the target groups of this study can be found under *netlanguages* (www.netlanguages.com), or obtained from Open University, Milton Keynes, UK.

In the auditing of language teaching practitioners, only few called for ODL materials as such. This is probably because the social aspect of language learning in adult language learning courses is considered more important than rapid progress based on supplementary materials. However, it should be pointed out that only teachers and providers of services and materials and not the general public were interviewed in the course of the study on this aspect of language learning. Those learners familiar with ICT learning materials in other contexts might well see benefits of the application of ICT to language learning. In fact, experiments at the language centre of Cambridge University in the UK in 1999-2000 have shown improved attendance at language classes where ODL is fully integrated into class work. A prohibitive factor here is cost, and publishers are unlikely to invest in ODL on a speculative basis, as investment costs are so high

The advantages of using ODL materials needs explaining and highlighting, especially for those learners who need flexibility in terms of time of delivery of teaching / learning units, i.e. those who cannot tie themselves down to a fixed, regular timetable, or for those who need flexibility in terms of location, because they cannot attend one particular course centre, or any centre, for that matter.

F.2.1. Recommendations

- Support for the development of a true virtual classroom, as described in Professor Rüschoff's contribution, or adaptation of existing platforms for these target groups would encourage the adoption and use of these supplementary channels.
- Here, again, the importance of "learning to learn" in the language learning field cannot be over-emphasised. ICT literacy is an essential, if learners are to understand and appreciate the contribution ICT can make to the learning process. Every effort must be made to make it clear that ICT use is governed by its own rules and should not merely mirror tasks, exercises and activities which are a regular part of classroom routines. To this end, project propositions should be favoured which take this fact fully into consideration.

F.3. Learning context – semi-independent/workshops

This aspect was not found in any of the publishers' catalogues. In general, we would refer to the comments above on "project-based" materials.

F.4. Educational exchanges, visits, tandem

It was difficult for the researchers to be able to distinguish clearly in the information given whether materials which seemed to fall under this category should be attributed to "Educational exchanges, visits, tandem" or to "Mobility". The chief difference aimed at in the survey was a distinction between language learning materials designed for occasional visits to the country of the target language for general educational purposes (e.g. town twinning) and those whose chief purpose is to prepare learners for a stay abroad where they will be gathering professional or vocational experience.

For the former group, there is a body of background material available referring to the "Pédagogie des échanges", but very few practical materials produced commercially. Materials like those produced by the Volkshochschule Saarbrücken for the learning of French for town twinning exchanges are the exception rather than the rule.

However, there are numerous networks, both real and virtual, which provide background guidance, information, tips and addresses. The "tandem server" located at the University of Bochum, Germany, furnishes addresses and lists of useful resources for exchanges of this nature.

F.4.1. Recommendations

- Strategies for the implementation of the tandem concept of learning for exchange students could be provided in the form of self-study instructions and materials for practical application, encouraging learners to take responsibility for their own development in this area.
- It would be useful if information could be provided on (informal) materials already produced by voluntary organisations and other institutions for this area.

F.5. Mobility

It was noted that there were several mentions of materials available for English for this purpose, but none recorded for other languages. As in the case of "*Educational exchanges, visits, tandem*", much of the material available is in the form of guidance provided by voluntary organisations or adult education associations / institutions. An example of materials developed for young German / French workers to prepare them for a stay in France / Germany within the context of their vocational training can be obtained from the Deutsch Französische Jugendwerk (DFJW) in Bad Honnef, Germany. In the case of intensive language preparation for (ERASMUS) exchange students, individual universities have produced corresponding materials, but these are, unfortunately, not generally available.

Preparing learners for the above kind of exchange is often linked to the use of materials designed for "*accelerated/intensive learning*". Again, there was little evidence of publications for this approach in languages other than English.

F.5.1. Recommendations:

See *Educational exchanges, visits, tandem* above.

F.6. TV, radio, satellite

Understandably, researchers did not find materials for the integration of these media into language learning materials in publishers' catalogues as it is the broadcasters, if anyone, who are likely to tap this resource in terms of providing pedagogical materials.

Different means of delivery were identified:

- "direct teaching" by radio or television, where the television teacher replaces or supplements the classroom teacher - a model which seems to be falling out of favour with both broadcasters and learners since the advent of the new media (video recordings, DVD and other electronic storage devices). Typical examples of this kind of television programme were found in Spain ("*That's English*" a course for learners in the Escuelas Oficial de Idiomas), in Germany in "*TeleKolleg*", the long-running series produced by Bayerischer Rundfunk for the German ARD network, and the general language courses offered by "*Sveriges Utbildningsradio*".
- The pattern set by the BBC department for language learning in the adult and continuing education sector seems to be one which is now favoured by a number of broadcasters. In this model, the broadcasting medium is used simply to distribute materials which can later be used in classroom settings or for self-study, using video recordings of the broadcast programmes. However, many teachers still need guidance in the use of these media to encourage their use.
- TV 5 and CNN may be cited as broadcasters who have taken a different approach, providing web-based materials which are supplementary to their normal (i.e. non-foreign language teaching) broadcasts.
- BBC English by Radio + Television is perhaps the best known provider of broadcast materials for the teaching of English, but addresses above all the self-study sector of the market.

F.6.1. Recommendations

- The present trend of linking authentic broadcasts to web-based learning should be encouraged and reinforced. To this end, support tools must be provided for exploiting authentic broadcasts as a resource, both for the teacher and for the learner.
- The possibilities and flexibility offered by digital, interactive television should be explored and exploited more fully than is at present the case.
- Collaborative projects for the teaching of the LWUTL (remembering that, with the expansion of the European Union, additional languages will have to be taken into account) where broadcasters, publishers and providers of adult and continuing education co-operate to develop and exploit multi-media programmes and applications should be initiated or encouraged. A possible model could be that developed by the *"Follow Me"* or *"Digui, digui"* consortia.
- One idea launched by a representative of the BBC was the development of video resources as an introduction to European cities and cultures for occasional visitors ("short breaks/weekend travellers"). Supporting a venture of this nature might well serve as "appetisers" for those who had not previously considered learning the language of the country visited. This could also be used as a resource for students/operators in the hospitality industries.

F.7. CALL/TELL/Authoring tools

The study indicates that there are few or no materials available for the application of these electronic tools. However, here is already a fairly wide range of materials available, but these are not advertised in publishers' catalogues (the sources of information for data entered into the database.)

Examples of "classical, non-language specific tools" in this area would be the (web-based) applications offered by *"Hot Potatoes"* at <http://web.uvic.ca/hrd/halfbaked/> and the commercially available programmes *WIDA-software*, and *TELOS* (the latter produced with European Commission funding). Some examples of classroom preparation tools already in use are: concordancers (e.g. *"Monoconc"*), text processing tools (e.g. *"Text aktiv"*), databases related to specific teaching materials (e.g. *"Toolbox"*), tools for generating different kinds of exercise from given texts (e.g. *Übungsblätter per Mausclick*), etc. Useful links to this kind of software can be found on the "GRAZVOLL" site of the European Centre for Modern Languages homepage which can be reached under <http://www.ecml.at/projects/voll>

The study has shown that, although these tools are available, in the needs analysis few teachers voiced a need for such instruments. Here, it would be useful to research whether teachers did not know that these tools exist or whether they are not aware of their potential, do not know how to use them, or simply do not wish to use them at all. It is interesting to observe that, in the report on enquiries made to CILT (Appendix 4 of the UK report) and to the CRLE (preliminary report), there is no mention of enquiries regarding such tools.

Existing teacher training projects and programmes designed to introduce language teachers to the use of ICT like the SOCRATES *ICT4LT* project and the UK *WELL* (= web-enhanced language learning) project are not well enough known to make an impact upon the teaching profession as a whole. In addition, few adult and continuing education centres have the resources to enable their teachers to make use of ICT tools in their centres.

F.7.1. Recommendations

- International versions of those tools which only exist in a specific language (e.g. *"Text aktiv"*) could be produced in other language versions.
- Information materials and training programmes for teachers should be designed to make them more aware of the existence, and, more important, the use of these tools. Such programmes should emphasise the place and role of new technologies in a new view of language learning and teaching which aims at increasing the learners autonomy and self-directed learning.

- Not only the use of technological instruments should be focussed upon, but also ways in which the "real world" can be introduced into the classroom (with all the implications this has with respect to current language usage). In addition, learners should be equipped with the means to come to terms with and master the flood of foreign language materials which are now available through Information and Communication Technologies.
- A database facility could be created linked, for example, to the *Common European Framework for Language Learning* or to specific professional/ vocational areas to facilitate the use of tools which help develop tailor-made materials for specific languages or vocational areas.

F.8. Materials for more advanced learners

For all languages except English, French, German and Spanish there were few materials recorded for advanced levels (i.e. above B2 of the Common European Framework for Language Learning).

For the LWUTL (including Italian) there was a more or less acute need felt by teachers for materials above beginners' level.

The study showed that the materials available for the LWUTL are restricted chiefly to dictionaries, and books/learning materials classified as "Get by in...".

F.8.1. Recommendations

- The advisers consulted felt that, to support small LWUTL classes which are not financially viable with two to three learners, a combination of contact classes and on-line support/materials could well enhance and provide sustainable courses.
- Again, the empowerment of teachers and learners in terms of showing them how to make use of available resources (satellite television, radio, and other authentic materials), is probably a more viable path than an attempt to support the development of specific materials for these "higher" areas. (See also Teacher Training and classroom preparation tools.)

F.9. LWUTL and language policy

During questioning of focus groups, several interviewers observed that respondents filling out the list of languages included in the questionnaire declared that there was "No perceived need" for a number of the LWUTL. In one instance, Irish, it was said that many people did not know that there is an Irish language. There seems to be a general lack of knowledge of the cultural richness and linguistic diversity in Europe.

F.9.1. Recommendations

- That the European Commission continue its efforts to make European citizens more aware of the cultural richness and linguistic diversity in Europe by encouraging initiatives to promote the teaching and learning of the LWUTL. The forthcoming *European Year of Languages* should provide an ideal platform for such support.

F.10. Publishers

Reasons given by publishers for not publishing material for which they had established a need were almost all linked to financial considerations. Above all, they emphasised that investment in the LWUTL would not pay off because initial costs are so high, particularly for any materials linked to audio visual resources.

Very few of the publishers contacted were familiar with the *Common European Framework of Reference for the Teaching and Learning of Modern Languages*. Once they had been informed

about it they found it a useful tool as a point of reference for the materials they intend to produce.

In fact, the survey shows that there is a low level of awareness amongst publishers of any European education/training policies which are relevant to their areas of activities. However, those publishers who attended the information sessions linked to the survey welcomed the exchanges and felt that the encounters had been most useful and rewarding.

On the whole, publishers are not very interested in either existing LINGUA materials or in participating in European Commission programmes for the production of language learning materials. The chief interest expressed was in receiving meaningful investments in areas which would supply a fairly certain market.

Those publishers that have had contact with or been involved in LINGUA funded publishing ventures complained about bureaucratic procedures and the fact that decisions to fund projects took far too long for the commercial world in which they have to operate.

There is a great contrast in Europe between those countries that have laws regulating adult education and those where there is no legislation whatsoever in this area. This means that it is very difficult to give a general answer to the question of to what extent national policies influence the choice of materials or investment in such.

F.10.1. Recommendations

- As Europe grows together politically, culturally and financially, it should become easier for publishers to pool resources and co-operate in the production of materials. Within its system of support for language programmes, the EC should favour those publishers who are willing from the outset to establish consortia for the better exploitation and marketing of foreign language learning materials throughout the Union, particularly for the LWUTL.
- Consortia or partnerships should be encouraged and supported that are able to present cohesive and realistic plans for the "versioning" of materials which already exist and would be suitable for other markets.
- The European Commission and the Council of Europe should increase their efforts to make known the existence and usefulness of the *Common European Framework of Reference for the Teaching and Learning of Modern Languages* and should require those applying for funding for foreign language learning materials to show how their materials relate to the *Framework*.
- The European Commission should set up a forum for debate for publishers of foreign language teaching materials and inform publishers proactively of recent developments in the Commission's work in this field. This could take the form of a dedicated website with feedback facilities, regular workshops and information sessions at a regional, national or European level.
- A consultative group of publishers could be set up to advise *DG Education and Culture* on ways of increasing the impact of its policies and actions on the publishing world as well as strategies to include publishers in European projects. A group of this nature could also advise on the marketing and sales of usable products emanating from LINGUA projects. The steering group felt that there might be a number of ways in which products might be distributed and that there need not be one single solution
- "Success stories" related to successful material production with EC support should be more widely publicised, whereby "success" needs to be defined in commercial terms.
- An overview of laws related to adult education with particular reference to foreign language learning might well encourage national governments to review their policies in this area and lead to a greater convergence with regard to support for this area of education.
- Although SOCRATES and LEONARDO guidelines emphasise this point, dissemination of materials produced is essential. Where it is clear from the outset that a project is not economically viable for a commercial publisher, there should be a clear dissemination policy, ensuring that, at least, the products reach some potential users beyond the immediate group of those who were involved in the project.
- The European Commission might like to consider being more pro-active in terms of publishing materials on its own initiative, i.e. not waiting for project proposals to initiate

developments for which a need can clearly be seen. One publisher, supported by others present at the consultative meeting in December 2000, proposed that the Commission should make those products which are not commercially viable available to all interested European citizens. This seems to be particularly relevant with regard to the extension of the European Union with the countries awaiting accession

F.11. International Web-Based Language Learning on the Internet

F.11.1. Recommendations

- It is strongly recommended to create a platform offering links to providers of online language classes and learning materials. An extension of the work of [Lingu@net](#) Europa could offer such a facility. In addition, potential learners could be provided with a quality guide, like the one provided on the ECML website under the ICT in VOLL pages, outlining salient points to look for before enrolling for a class of this nature.
- As none or very few materials were found with regard to the LWUTL, projects in this area would be very useful. Here, the development of a non-language specific platform with authoring options might be a promising venture, focussing on the development of a framework for such a learning environment. A sample of good practice seems to be the *Net Languages platform* (<http://www.netlanguages.com>) developed for EFL, and claimed to be the world's leading virtual language school by International House, its developer.
- As managing a virtual learning environment also requires special qualifications and skills on the part of the teacher, training measures are to be encouraged. With regard to this, the [WELL Project](#) - Web Enhanced Language Learning (<http://www.well.ac.uk/>) or the ICT4LT-Project (<http://www.ict4lt.org>), which aims to develop a new Web-based training course in Information and Communications Technology for Language Teachers, could serve as a sample of good practice. The WELL Project, in particular, aims to promote wider awareness and more effective use of Web resources for modern language teaching. Despite the enthusiasm of a growing number of "digerati", the majority of academics in language teaching have yet to discover what the Web and associated new technologies can offer. This project aims to provide a starting point for this discovery and also to act as a forum for the exchange of good practice amongst more advanced practitioners. The Project, supported by FDTL - the HEFCE Fund for the Development of Teaching and Learning - and runs from 1997-2000.

APPENDIX

EUROPEAN LANGUAGE LEARNING MATERIALS STUDY

List of experts and consultants

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Slattery, Mary	39 Goatstown Road, DUBLIN 14, Ireland		Marylas@indigo.ie	Consultant, University College, Dublin
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Stiehl, Julia	Verband Österreichischer Volkshochschulen Landstraßer Hauptstr. 146/148/18/15, A-1220 WIEN	+43 1 71 86 108	julia.stiehl@schule.at	<i>Julia Stiehl</i> , Language teacher and consultant at the Österreichischer and the Wiener Volkshochschul-Verbände.
Tsopanoglou, Antonis	University of Thessaloniki , Dept. of Italian Studies, GR-54006 University Campus, Thessaloniki	+30 99 75 93	+30 99 75 82 tsop@itl.auth.gr	<i>Antonis Tsopanoglou</i> , Head of Italian Department, University of Thessalonica, Greece. Sometime expert for the European Union in evaluation of language projects.
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PART TWO

INDIVIDUAL REPORTS

- 1 WEB-BASED, ON-LINE RESOURCES (FULL REPORT)
- 2 EXAMPLES OF GOOD PRACTICE
- 4 NATIONAL REPORTS
- 4 THE PROVISION OF POLISH MATERIALS

International Web-Based Language Learning on the Internet

Summary

The task of the present survey was to locate and evaluate commercial and non-commercial providers of online language learning courses on the Internet for the languages focussed upon in the study.

Finding such materials using a variety of search words and search engines on the web proved to be a challenge, and the first impression was confirmed even after in-depth investigation: truly web-based language courses are still rare. Materials for the learning of different languages - although quite different in quality - are numerous. For the main part free grammars, dictionaries as well as audio files for the improvement of listening comprehension, etc. are readily available. Also, interactive learning games are found frequently.

However, what is often advertised as online language learning classes - especially in the entries in search engines - often turns out to be merely a collection of language study materials and loosely linked grammar or vocabulary exercises rather than a complete course.

Web-based courses currently on offer differ greatly in quality. There are a few serious providers who have easily accessible information regarding the content and structure of their courses. In addition, costs and services provided by the supplier are clearly listed and explained

As was to be expected, the number of online courses for English as a Second Language (ESL) exceeds those for other languages, such as French, German, Italian and Spanish.

It is chiefly in the field of EFL/ESL that high profile courses are offered, often with accompanying certificates of achievement, as is the case with Berlitz Online and Englishtown, to name but two.

The offers vary with regard to both the way in which they are presented and in content. They also vary with regard to the target group. Business-English courses are often available as corporate training, or offered exclusively for executive managers - courses that concentrate on one-to-one tutoring for instance.

ESL-courses usually offer a learning environment online, such as chatrooms, net-meetings with the entire class, pen pal search engines and the like.

In conclusion, it can be said that only few web-based language courses with a controlled learning environment are at present available. One major problem encountered during the evaluation was the difficulty of finding these courses in the first place. As mentioned above, the number of interactive online language learning materials on the net is growing day by day and makes it more difficult to find sound and well-organised online classes.

Very few of the courses make full use of all potential features of a "virtual classroom." A clear definition of such features, e.g. chat rooms, online whiteboards, and bulletin boards, the use of synchronous and asynchronous modes of communication, as well as task-flow and modes of communication has not yet been proposed.

Two conclusion can be drawn from the survey:

- 1) **Web-based language learning materials** should offer more than simple online feedback on correct or incorrect input (similar to traditional computer assisted exercises on CD-ROM); they **should offer a platform for communication and interaction** within a virtual, telecooperative classroom.
- 2) **The features of such a learning environment needs to be defined**, also in view of a possible link between learning in a self-study and telecooperative mode, net meetings, and contact lessons and meetings in a real classroom.

Based upon the research into this area, the following recommendations are offered to improve the situation:

1. It is strongly recommended to create a platform offering links to providers of online language classes and learning materials, possibly using Lingu@net Europa as the platform. In addition, potential learners could be provided with a quality guide, like the one provided on the ECML website under the ICT in VOLL pages, outlining salient points to look for before enrolling for a class of this nature.
2. As none or very few materials were found with regard to the LWTUL, projects in this area would be very useful. Here, the development of a non-language specific platform with authoring options might be a promising venture, focussing on the development of a framework for such a learning environment. A sample of good practice seems to be the *Net Languages platform* (<http://www.netlanguages.com/>) developed for EFL, and claimed to be the world's leading virtual language school by International House, its developer

As managing a virtual learning environment also requires special qualifications and skills on the part of the teacher, training measures are to be encouraged. With regard to this, the [WELL Project](http://www.well.ac.uk/) - Web Enhanced Language Learning (<http://www.well.ac.uk/>) or the ICT4LT-Project (<http://www.ict4lt.org>), which aims to develop a new Web-based training course in Information and Communications Technology for Language Teachers, could serve as a sample of good practice. The WELL Project in particular aims to promote wider awareness and more effective use of Web resources for modern language teaching. Despite the enthusiasm of a growing number of "digerati", the majority of academics in language teaching have yet to discover what the Web and associated new technologies can offer. This project aims to provide a starting point for this discovery and also to act as a forum for the exchange of good practice amongst more advanced practitioners. The Project, supported by FDTL - the HEFCE Fund for the Development of Teaching and Learning - and runs from 1997-2001.

International Web-Based Language Learning on the Internet

ENGLISH

American English Language Foundation

<http://www.aelf.com/>

Focussing on American language and culture, a variety of online classes with different entry levels are offered. The registration fees include all class materials, an official certificate and free reference books. More classes on Business English are planned for the upcoming year.

Berlitz Online

<http://www.berlitz.com>

The Internet Language Center created by Berlitz School features mostly Business Language classes in English, German, French and Spanish. Individual and Corporate Training is available. The courses end with an official certificate. In combination with Audio Files and CD-Roms to improve listening and pronunciation skills, the classes consist of a monolingual program written in the respective language. A free placement test and a free sample lesson are also provided.

BizEnglish

<http://www.bizenglish.com>

At the "American Business English Internet School" emphasis is placed on three areas: Speaking and Writing Skills and Professional Presentations. Based on a workbook, the courses operate on a web-based learning environment and support mp3-files and interactive tutoring. An extensive course description is available online.

EFI - English School on the Net

<http://www.study.com>

Offers free English Language Classes in Grammar, Reading and Writing, Listening and Speaking, as well as specialized classes in TOEFL English for Special Purposes. Some of the courses use Internet Telephony and Voicemail to improve listening comprehension and pronunciation.

Eloquence

<http://www.elok.com>

This learning platform offers courses and study materials for English, German, Italian, Spanish and French. Free beginner courses in each language are offered. The main focus is on conversation practice and video tutoring is available.

English as a Second Language at About - The Human Internet

<http://www.esl.about.com/homework/esl/mbody.htm>

The language learning environment presented by "ABOUT - The Human Internet" features numerous tutorials at various entry levels. The courses are not monitored but chat rooms and forums for questions are available. The tutorials feature audio files for the improvement of listening comprehension and pronunciation. Interactive assessment tests are also available.

English Course Online

<http://www.english-course.com>

This English as a Second Language course is based on a virtual learning environment that features online exercises, assessment and a hyperactive (hyperlink-based) glossary. The entire course is also available on CD-Rom for offline studies.

English Page - Free Online Lessons

<http://www.englishpage.com>

This non-monitored learning environment features free course material that is corrected online. Weekly email lessons are also available. The courses are for all entry levels. Most of the exercises are available in a printable version, too.

English Space

<http://www.englishspace.ort.org>

English Space has been developed by [World ORT](#), a non-profit organisation focussed on delivering high-quality educational services and materials to under-privileged groups. EnglishSpace is a free language education tool for immigrant and refugee English language learners in the UK who need English to access the country's [National Curriculum](#).

English Student

<http://www.englishstudent.com>

Subtitled as the Internet English School, this platform provides general English courses for all entry levels. The lessons are not interactive, but can be delivered by email for correction.

Englishtown

<http://www.englishtown.com>

This commercial online learning environment offers a range of courses, including "Classic and Business English" as well as speaking lessons and preparation for TOEFL and TOEIC. Native English teachers tutor the classes and, in addition to the course work, free email lessons and a placement test are available. Online resources, a chat room, a magazine and a pen pal search engine are provided free. A university-certificate is available. The website itself is available in 14 different languages.

Executive English

<http://www.executiveenglish.com>

Interactive English for Business Professionals. This commercial online-trainer features a sample lesson and a tour about how Executive English works. Courses are available for individual and corporate training. The learning environment features an online dictionary and a personal notebook for the user. It also has a tracking system that allows the teachers or supervisors to monitor the progress of the class.

GlobalEnglish.com

<http://www.globalenglish.com>

Global English offers courses for all entry levels in General and Business English. A placement test and a trial session are free. A personal tutor is available, though the classes mostly consist of assignments that can be worked with either online or offline.

GoFluent.com

<http://www.gofluent.com>

This web-based interactive English language school concentrates on conversational English. The classes are held as video conferences or net meetings with ICQ or MSN. The classes consist of ten students and are held in 30 minute-cycles. A free trial lesson and a placement test are also offered.

Learn English - British Council

<http://www.learnenglish.org.uk>

The free site is provided by the British Council, the United Kingdom's international organisation for educational and cultural relations. This site has activities and advice for Kids (8-12 year olds), Teens (13-19 year olds) and adults. The learning environment features online courses as well as interactive learning components, such as grammar exercises, games, etc. This website is available in thirteen languages.

Net LANGUAGES International House <http://www.netlanguages.com/>

IH Net Languages is a Virtual Language School, providing English courses over the Internet with a personal tutor. The school provides a level (entry) test, and full virtual classroom feature, including chat, direct mail-contact with a tutor, downloadable materials for offline study etc. The courses finish with an exam and certificate.

PeakEnglish

<http://www.peakenglish.com>

The Online Interactive English School - Low-cost lessons in reading, listening and grammar for various entry levels. Chat rooms, message boards, games, and pen pal lists are also available. This platform also features an "Executive Business English Course". Reference material is available online for the users and the fees include teacher-monitored chats in real time, coaching exercises and various other online activities.

GERMAN

BBC Languages - German

<http://www.bbc.co.uk/education/languages/german/index.shtml>

Interactive learning opportunities based on the BBC's wide range of multimedia language materials for Italian, French, Spanish and German. This self-study environment features a variety of exercises and materials: basic language courses based on broadcasts from the BBC Learning Zone and available for download, accompanied by a work sheet. Listening comprehension and reading materials are also provided. This site is not monitored and does not feature interactive tutoring.

Berlitz Online

<http://www.berlitz.com>

The Internet Language Center created by Berlitz School features mostly Business Language classes in English, German, French and Spanish. Individual and Corporate Training is available. The courses end with an official certificate. In combination with Audio Files and CD-Roms to improve listening and pronunciation skills, the classes consist of a monolingual program written in the respective language. A free placement test and a free sample lesson are also provided.

Deutsche Welle - German, why not?

<http://www.dwelle.de/campus/sprachkurse/dwn/dwn-english.html>

This radio language course is a co-production by the [Goethe Institute](#) and [Inter Naciones](#). It's designed for beginners through intermediate students. *German, why not?* is aimed at young adults. The course consists of four series of 26 lessons. Each broadcast lesson lasts about 15 minutes. In the accompanying lesson book the student can find further explanations, exercises, grammar reviews, etc.

eLanguage

<http://www.elanguage.com>

This Language Learning Center provides conversational lessons, vocabulary builder and Virtual Talk for various languages, including German, Italian, Spanish and French. The main target groups are people who are looking for a crash course, travellers, etc.

Eloquence

<http://www.elok.com>

This learning platform offers courses and study materials for English, German, Italian, Spanish and French. Free beginner courses in each language are offered. The main focus is on conversational practice and video tutoring is available.

German at About - The Human Internet

<http://german.about.com/homework/german/>

The Language learning environment presented by "ABOUT - The Human Internet" features numerous tutorials at various entry levels. The courses are not monitored but chatrooms and forums for questions are available. The tutorials feature audio files for the improvement of listening comprehension and pronunciation. Interactive assessment tests are also available.

Interdeutsch

<http://www.virtuelles-kaufhaus.de/interdeutsch/index.htm>

This German virtual language learning environment features various courses - German for Foreigners, Business German and crash courses. The lessons mainly focus on the development of writing and reading skills. Conversational skills can be trained in monitored chatroom meetings. Members can use the virtual library that includes grammar, dictionary and additional exercises. All courses are conducted in German.

LearnPlus!

<http://www.learnplus.com/german/german1.html>

German Online Course for beginners and intermediate students. This fully interactive course has an estimated length of about 35 hours. A free lesson and placement test are available. This site also features a course for travellers. The tutorial fee also includes the assistance of a personal language tutor for three months.

Parlo

<http://www.parlo.com>

Parlo is a learning environment that concentrates on language, culture and life. The languages available for study here are English, German, Italian, Spanish and French. The diagnostic test and the sample lesson are free. The lessons consist of a number of different components. Each covers conversation, reading, grammar and vocabulary. Becoming a member of this virtual environment is free of charge, so anyone take advantage and benefit from the resources provided by this site.

Texthaus

<http://www.texthaus.com>

The interactive online learning service for German in cooperation with Goethe-Institut Milan features two German online courses, for beginners and for advanced students. The courses consist of study material available for download. The exercises can be sent to tutors for assessment.

ITALIAN

Adesso!

<http://adesso.heinle.com>

Free Italian Online course in 18 lessons. The entry level is intermediate and the whole course is based on a workbook. The whole course concentrates on modern Italian culture and life.

BBC Languages - Italian

<http://www.bbc.co.uk/education/languages/italian/index.shtml>

Interactive learning opportunities based on the BBC's wide range of multimedia language materials for Italian, French, Spanish and German. This self-study environment features a variety of exercises and materials: basic language courses based on broadcasts from the BBC Learning Zone and available for download, accompanied by a worksheet. Listening comprehension and reading materials are also provided. This site is not monitored and does not feature interactive tutoring.

Cyberitalian

<http://www.cyberitalian.com>

This Italian Online course is available for various entry levels. It features a free trial lesson for each entry level. In addition to this the environment also features an interactive area, where the students can meet in chat rooms.

eLanguage

<http://www.elanguage.com>

This Language Learning Center provides conversational lessons, vocabulary builder and Virtual Talk for various languages, including German, Italian, Spanish and French. The main target groups are people who are looking for a crash course, travellers, etc.

Eloquence

<http://www.elok.com>

This learning platform offers courses and study materials for English, German, Italian, Spanish and French. Free beginner courses in each language are offered. The main focus is on conversational practice and video tutoring is available.

Italia 2000

<http://www.italia-2000.org>

Italia 2000 is a European LINGUA project. The Internet Course is based around twelve thematic [units of study](#) which relate to the programmes broadcast in the Learning Zone in the late spring and summer of 1997. Each programme lasted half an hour and consisted of edited footage from a variety of programmes already broadcast on either [RAI](#) or [Teletna](#). The programmes explore various cultural themes, often through the eyes of young people. Students will be supplied with the respective video clips, transcripts and various other materials online.

Italian at About - The Human Internet

<http://italian.about.com/homework/italian/mbody.htm>

The Language learning environment presented by "ABOUT - The Human Internet" features numerous tutorials at various entry levels. The courses are not monitored but chatrooms and forums for questions are available. The tutorials feature audio files for the improvement of listening comprehension and pronunciation. Interactive assessment tests are also available.

Italice

<http://www.italica.rai.it/>

Virtual Campus for Italian language and culture. A language course is offered on this site, however the entry level is at least intermediate because it is entirely conducted in Italian.

Oggi E Domani

<http://academic.brooklyn.cuny.edu/modlang/carasi/site/pageone.html>

This free language course consists of 20 lessons for beginners or intermediate students. An online grammar, pronunciation reference and a dictionary are provided.

Parlo

<http://www.parlo.com>

Parlo is a learning environment that concentrates on language, culture and life. The languages available for study here are English, German, Italian, Spanish and French. The diagnostic test and the sample lesson are free. The lessons consist of a number of different components. Each covers conversation, reading, grammar and vocabulary. Becoming a member of this virtual environment is free of charge, so anyone take advantage and benefit from the resources provided by this site.

BBC Languages - Spanish

<http://www.bbc.co.uk/education/languages/spanish/index.shtml>

Interactive learning opportunities based on the BBC's wide range of multimedia language materials for Italian, French, Spanish and German. This self-study environment features a variety of exercises and materials: basic language courses based on broadcasts from the BBC Learning Zone and available for download, accompanied by a work sheet. Listening comprehension and reading materials are also provided. This site is not monitored and does not feature interactive tutoring.

Berlitz Online

<http://www.berlitz.com>

The Internet Language Center created by Berlitz School features mostly Business Language classes in English, German, French and Spanish. Individual and Corporate Training is available. The courses end with an official certificate. In combination with Audio Files and CD-Roms to improve listening and pronunciation skills, the classes consist of a monolingual program written in the respective language. A free placement test and a free sample lesson are also provided.

Business Spanish Online

<http://www.businessspanish.com/index.htm>

This non-commercial learning environment features lessons in conversational and writing in Business Spanish. All lessons contain vocabulary with recorded Audio files. The platform also features online-translators, verb conjugators and free downloads of tutorials.

eLanguage

<http://www.elanguage.com>

This Language Learning Center provides conversational lessons, vocabulary builder and Virtual Talk for various languages, including German, Italian, Spanish and French. The main target groups are people who are looking for a crash course, travellers, etc.

Eloquence

<http://www.elok.com>

This learning platform offers courses and study materials for English, German, Italian, Spanish and French. Free beginner courses in each language are offered. The main focus is on conversational practice and video tutoring is available.

Learn Spanish

<http://www.studyspanish.com>

This free online tutorial consists so far of 78 lessons on Spanish grammar. New lessons are added on a regular basis. This self-study guide to the Spanish language is not monitored.

LearnPlus! Spanish

<http://www.learnplus.com/spanish/index.html>

Spanish Online Course for beginners and intermediate students. The fully interactive course has an estimated length of about 35 hours. A free lesson and a placement test are available. This site also features a course for travellers. The tutorial fee also includes the assistance of a personal language tutor for three months.

Parlo

<http://www.parlo.com>

Parlo is a learning environment that concentrates on language, culture and life. The languages available for study here are English, German, Italian, Spanish and French. The diagnostic test and the sample lesson are free. The lessons consist of a number of different components. Each covers conversation, reading, grammar and vocabulary. Becoming a member of this virtual environment is free of charge, so anyone take advantage and benefit from the resources provided by this site.

[Spanish at About - The Human Internet](#)

<http://spanish.about.com/homework/spanish/mbody.htm>

The Language learning environment presented by "ABOUT - The Human Internet" features numerous tutorials at various entry levels. The courses are not monitored but chatrooms and forums for questions are available. The tutorials feature audio files for the improvement of listening comprehension and pronunciation. Interactive assessment tests are also available.

[Spanish Course for Beginners](#)

<http://www.docuweb.ca/SiSpain/english/course/calgary/index.html>

The Spanish Embassy in collaboration with the University of Calgary, Canada has provided this introductory course for Spanish. This self-study programme can be downloaded and installed on the PC at home. The course itself is not monitored and the platform does not feature any additional references such as dictionaries. etc.

[WeBspanol](#)

<http://www.handsonspanish.com>

Online Spanish Tutorial program of 7 lessons. Emphasis is on practical conversation. The tutorial is supplemented with Real Audio to improve listening comprehension and pronunciation skills. A Computer Tutor explains grammar and answers question sent in by email. The tutorial is mainly directed at beginners.

FRENCH

[BBC Languages - French](#)

<http://www.bbc.co.uk/education/languages/french/index.shtml>

Interactive learning opportunities based on the BBC's wide range of multimedia language materials for Italian, French, Spanish and German. This self-study environment features a variety of exercises and materials: basic language courses based on broadcasts from the BBC Learning Zone and available for download, accompanied by a work sheet. Listening comprehension and reading materials are also provided. This site is not monitored and does not feature interactive tutoring.

[Berlitz Online](#)

<http://www.berlitz.com>

The Internet Language Center created by Berlitz School features mostly Business Language classes in English, German, French and Spanish. Individual and Corporate Training is available. The courses end with an official certificate. In combination with Audio Files and CD-Roms to improve listening and pronunciation skills, the classes consist of a monolingual program written in the respective language. A free placement test and a free sample lesson are also provided.

[Eloquence](#)

<http://www.elok.com>

This learning platform offers courses and study materials for English, German, Italian, Spanish and French. Free beginner courses in each language are offered. The main focus lies on conversational practice though and video tutoring is available.

[Frenchlesson.org](http://frenchlesson.org)

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Tutorials with interactive Practice. As a registered user, you will have access to your personal test results which will be stored on the web site, enabling you to gauge your progress and weak points and practice with exercises geared specifically for your problem areas.

[French Tutorial](http://www.helio.org/education/french)

<http://www.helio.org/education/french>

This non-commercial site features a complete self-study tutorial for the French language. It covers all grammatical elements of the French language and features audiofiles for the development of speaking skills. It is neither monitored nor does it provide interactive support.

[French at About the Human Internet](http://french.about.com/homework/french/mbody.htm)

<http://french.about.com/homework/french/mbody.htm>

The Language learning environment presented by "ABOUT - The Human Internet" features numerous tutorials at various entry levels. The courses are not monitored but chatrooms and forums for questions are available. The tutorials feature audio files for the improvement of listening comprehension and pronunciation. Interactive assessment tests are also available.

[Parlo](http://www.parlo.com)

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Parlo is a learning environment that concentrates on language, culture and life. The languages available for study here are English, German, Italian, Spanish and French. The diagnostic test and the sample lesson are free. The lessons consist of a number of different components. Each covers conversation, reading, grammar and vocabulary. Becoming a member of this virtual environment is free of charge, so anyone take advantage and benefit from the resources provided by this site.