

# EUROPEAN LANGUAGE LEARNING MATERIALS SURVEY

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## NATIONAL REPORT FROM GREECE

by

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## 1. Summary of Actions Undertaken

The first part of the survey (the one having as objective the identification of published materials) started in Greece by searching information on publishers having an active presence in this country as well as on materials imported, available to Greek learners. It was thought that since (with the exception of Internet) the bookshop is the only “gateway” through which materials arrive to the users (teachers and learners of foreign languages), it is by visiting a number of bookshops that the survey should start. That is why 15 bookshops (12 in Thessaloniki and 3 in Athens: see appendix I) have been visited and 8 bookshop owners have been interviewed.

In order to identify every publisher of language learning materials (printed and electronic), two other sources of information were used: the Panhellenic Federation of Language School Owners (2, Lycabetus & Academia street, 106 71, Athens, Greece, tel. +1 3640792) and the Union of Greek Publishers of FL Materials (16, Plastira street, 154 51 N. Psychico, Greece, tel. +1 6776738).

Thanks to the above sources a list of 75 publishers active in Greece has been drawn up, which has been completed later on as the survey went on giving an almost exhaustive list (see Appendix II).

Since at the beginning of the school year (last decade of August) book fairs are organised every year, it was decided that the collection of catalogues and the questioning of publishers should take place there. Therefore the two most important FL materials fairs that had been scheduled for that period of time have been visited. The first one took place in a hotel in the centre of Athens (Caravel Hotel, 25-27 of August) and the other one in Thessaloniki (Macedonia Palace Hotel, 30-31 of August).

During those five days of contact with publishers, 56 catalogues and brochures were collected (see appendix III) and 16 publishers interviewed (appendix IV).

The sample of publishers must be considered casual (not random or representative).

Another source of information on existing materials has been the libraries of the university departments of German and of Italian Language and Literature of the University of Thessaloniki as well as the teaching staff of the above departments responsible for initial and in-service training of language teachers<sup>1</sup>.

Regarding the second and third part of the survey (those that aimed at gathering information on planned provision and needs identified by publishers as well as on needs filled by language teachers), we started by translating and slightly adapting the confidential questionnaire prepared for publishers (see Appendix V) and the one prepared for language teachers. Both questionnaires have been used as guides for interviewing informants and the interviewer has compiled them. Some changes of minor importance have been applied: e.g. the order of the questions of the first questionnaire has been inverted since it was noticed during the first interview that the two first questions were embarrassing.

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<sup>1</sup> Materials found there [if they were recently published and relevant to the present survey, but they were published by a publisher not having a head office or an official representative in Greece and, therefore not appearing in the initial list of publishers (see the first 75 entries of appendix II)] have been inputted using the PC number 000. If they were published by a publisher included in the first part of appendix II but not in appendix III, they have been inputted using the CC number 000.

Besides the 16 publishers, 41 teachers were used as informants, that is a number less important than what was designed. We limited the interviews because, during the collection, it was observed that nothing new or important was coming out after the first 25 questionnaires answered.

The collection of data from this source took place, approximately, from the 25<sup>th</sup> of August to the 25<sup>th</sup> of September.

The same questionnaire<sup>2</sup> prepared for teachers has been used with teaching staff of the four language University Departments of “Aristotle” University of Thessaloniki. The persons questioned were 7: 2 lecturers, 2 assistant professors, 2 associate professors and 1 professor. Information coming from them is presented below in the same tables as that from language teachers.

Communication and collaboration with head researchers and secretarial personnel (working for the ICC and the CILT) have been excellent.

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<sup>2</sup> The instruments used for the survey (questionnaires) proved to be useful, although they could be more “economic” (for instance the first two tables of the questionnaire for publishers should form just one, by marking the answer by digits right from the beginning) and more rational (see, e.g., comments on the “matrix” presented below).

## 2. Data presentation

### 2.1. Published materials

The total number of titles found exceeds 700. If one ignores those concerning English, French and Greek as a foreign language as well as those which are irrelevant to the present survey, one comes up with more or less 150 titles. 122 of those titles have been inputted.

The following single entry tables include data concerning the most important variables observed.

The 122 titles of learning materials have the following distribution regarding the target language (in descending order):

**Table 1**

<b>Target language</b>	<b>Observed Frequency</b>	<b>Cumulative Frequency</b>	<b>A. F. (%)</b>
Italian	43	43	35.2
German	41	84	33.6
Spanish	32	116	26.2
Polish	2	118	1.6
Dutch	1	119	0.8
Irish	1	120	0.8
Portuguese	1	121	0.8
Swedish	1	122	0.8

Distribution of published materials based on the educational sector (in descending order):

**Table 2**

<b>Educational sector</b>	<b>Observed Frequency</b>	<b>Cumulative Frequency</b>	<b>A. F. (%)</b>
All	86	86	70.5
Adult education	35	121	28.7
Higher education	1	122	0.8

If one takes in to account the level of performance required for the use of the materials, one obtains the following distribution (always in descending order):

**Table 3**

<b>Level</b>	<b>Observed Frequency</b>	<b>Cumulative Frequency</b>	<b>A. F. (%)</b>
Intermediate	36	36	29.5
Beginners	33	69	27.0
not specified	19	88	15.6
Any	18	106	14.8
Advanced	16	122	13.1

The variable “learning-teaching approach adopted” has been observed using a rather confusing nominal scale, including not homogeneous types. If one takes in to consideration only the first two values of the scale (which are coherent and relevant), one obtains the following distribution:

**Table 4**

<b>Approach adopted</b>	Observed Frequency	Cumulative Frequency	A. F. (%)
Communicative	54	54	58.7
Structural	38	92	41.3

As for the learning context, data are distributed as follows (the total number exceeds 122 because some packages of material claim to be appropriate for more than one learning context; this is also true for all other tables below):

**Table 5**

<b>Learning context</b>	Observed Frequency	Cumulative Frequency	A. F. (%)
Class	74	74	52.1
Independent learning	63	137	44.4
One to one	5	142	3.5

The learning objective of the materials gives the following distribution:

**Table 6**

<b>Learning objective</b>	Observed Frequency	Cumulative Frequency	A. F. (%)
General purpose	79	79	59.8
Specific purposes	22	101	16.7
Exam, accreditation	14	115	10.6
Grammar	5	120	3.8
Vocabulary	5	125	3.8
Pronunciation	4	129	3.0
Needs analysis	2	131	1.5
Mobility	1	132	0.8

The language skill to be developed distinguish materials from one another as follows<sup>3</sup>:

**Table 7**

<b>Skills development</b>	Observed Frequency	Cumulative Frequency	A. F. (%)
Integrated skills	72	72	54.1
Language learning	27	99	20.3
Speaking	18	117	13.5
Reading	7	124	5.3
Listening	5	129	3.8
Writing	4	133	3.0

The final data presented here concern the teaching and learning tools that packages of material comprise:

**Table 8**

<b>Tools</b>	Observed Frequency	Cumulative Frequency	A. F. (%)
Textbook	77	77	38.3
Audio	37	114	18.4

<sup>3</sup> The scale used for “measuring” this variable seems to me also misleading, because the value “language learning” is not of the same kind as the other five values: the ability of learning a language is not a linguistic (macro)skill. Nevertheless it has been included in the table.

Ind. ex. workbook	28	142	13.9
Local learning software	17	159	8.5
Magazines, newspapers	14	173	7.0
Refer. res. - glossary	13	186	6.5
Video	4	190	2.0
Teachers resources	4	194	2.0
Refer. res. - dictionary	4	198	2.0
Refer. res. – grammar	3	201	1.5

## **2.2. Planned provision and needs identified by publishers**

The following pages were removed as the information provided by publishers is highly confidential and only available for the European Commission.



### 2.3. Needs identified by language teachers

The questionnaire addressing teachers yielded more relevant information than the one addressing publishers. The following double entry tables do not include all data but certainly the most interesting ones.

**Table 10**

<b>Levels</b>	Level A	Level B	Level C
<b>Target sector</b>			
Further education	1	1	0
Adult education	24	22	20
Vocational education	19	17	16
Higher education	2	2	1
Missing (no answer & contradictory inf.)	2	6	11

**Table 11**

<b>Levels</b>	Level A	Level B	Level C
<b>Orientation</b>			
General	24	21	20
Vocational / Special purposes	23	24	23
Missing (no answer & contradictory inf.)	1	3	5

Looking at needs expressed separately for each level, the following data came out. The first table (table 12) refers to the first level, the second to intermediate and the third to advanced.

There should have been a column for Portuguese and another for Dutch in table 12, since, for beginners, one teacher said that materials for these languages are needed as well. One person gave more than three choices. For convenience of presentation and interpretation of data these pieces of information are not included below.

The symbol  $f_o$ , appearing in the tables, stands for “observed frequency”, that is number of answers obtained in each category, and  $f_e$  stands for “expected frequency”, that is number of answers that should have been obtained in each category, given the total of the row and of the column in which each cell is situated as well as the whole total. If the difference between the observed or empirical frequency and the expected or theoretical frequency is higher than, let’s say (in this case), 2.0 units, data need to be interpreted: they contain some important message. In this case introducing a number in the following form has highlighted the cell: ①, ② etc. Because of the fact that the number of informants is small (most of the cells have a  $f_e$  smaller than 5), in academic research one should not take into consideration the difference between  $f_o$  and  $f_e$ . But in this case of survey the statistical prerequisite will not be respected.

**Table 12 (Level A)**

Language		German		Italian		Spanish		TOTALS	
		Satisfied	Need	Satisfied	Need	Satisfied	Need	Sat.	N.
First (big demand)	fo	① 18	② 8	9	5	③ 5	④ 3	32	16
	fe	14.0	4.6	10.5	5.5	7.6	5.9		
Second	fo	⑤ 5	2	⑥ 8	5	4	6	17	13
	fe	7.4	3.8	5.6	4.4	4.0	4.8		
Third (small demand)	fo	1	1	1	3	4	5	6	9
	fe	2.6	2.6	2.0	3.1	1.4	3.3		
TOTALS		24	11	18	13	13	14	55	38

**Table 13 (Level B)**

Language		German		Italian		Spanish		TOTALS	
		Satisfied	Need	Satisfied	Need	Satisfied	Need	Sat.	N.
First (big demand)	fo	13	6	8	6	3	3	24	15
	fe	10.9	4.7	9.1	6.1	4.0	4.2		
Second	fo	5	3	5	4	2	5	12	12
	fe	5.4	3.8	4.6	4.9	2.0	3.4		
Third (small demand)	fo	1	1	3	3	2	1	6	5
	fe	2.7	1.6	2.3	2.0	1.0	1.4		
TOTALS		19	10	16	13	7	9	42	32

**Table 14 (Level C)**

Language		German		Italian		Spanish		TOTALS	
		Satisfied	Need	Satisfied	Need	Satisfied	Need	Sat.	N.
First (big demand)	fo	13	① 7	7	6	0	2	20	15
	fe	11.5	4.5	7.9	7.0	0.6	3.5		
Second	fo	5	2	4	5	1	4	10	11
	fe	5.8	3.3	3.9	5.1	0.3	2.6		
Third (small demand)	fo	1	0	2	3	0	1	3	4
	fe	1.7	1.2	1.2	1.9	0.1	0.9		
TOTALS		19	9	13	14	1	7	33	30

Information obtained by using the matrix, if presented in the above form, would be too complicated to interpret. Therefore only the relevant figures are mentioned here:

- Among the values of the variable “teaching/learning approach”, “open and distance learning” presented the higher frequency (48%) followed by “structural” (32%).
- As for the “learning context” most teachers think that materials needed are meant to be used in “intensive/accelerated courses” (29%), “independent learning” (22%) or in “class” (20%).
- The “learning objective” for which materials are needed is, according to teachers’ opinion, “pronunciation practice” (52%) and “vocabulary exercises” (25%).
- When they are asked to choose among the “language skills”, teachers answer massively that materials should help to develop speaking (45%) or “integrated skills” (36%).
- CALL does not seem to interest teachers. Most of them do not think that materials of this kind are needed. Among those that chose one of the three values of that variable, the majority chose “online activities” (88%).

- f) Among the four types of “reference resources” presented to them, teachers think that what is most needed is “dictionaries” (39%), followed by “glossaries/phrase books” (25%) and grammars” (25%).
- g) Only five out of the seven university teachers mentioned the CEF. None of the language teachers had heard of the Frame in its actual form.

### **3. Data interpretation and conclusions**

#### **3. 1. Published materials**

##### **3.1.1. Interpretation – comments**

The comments and analyses made in this section of the report are not presented in hierarchical order:

- ❖ The survey revealed an unexpectedly small number of materials (3.3%) taking into account the Common European Framework or the previous attempts of the Council of Europe for defining a theoretical framework (approach) and levels of proficiency.
- ❖ A lot of packages of material (58.7%) declare to be “communicative” or to promote “the ability to communicate” or they present one or more dimensions of the communicative approach. The hypothesis is though that, if systematic analysis was undertaken, very few would be found to be in line with the communicative approach, that is to adopt a learner-centred ideology and to aim at the development of the communicative competence of the learner as Dell Hymes defined it some decades ago.
- ❖ If the two points discussed above were rather unexpected, the data of table 1 contain nothing surprising for a person who knows the Greek “market” of languages.
- ❖ As far as the educational sector is concerned, the high score (70.5%) of materials addressing all sectors is certainly due to the fact that publishers avoid the specification of a sector in order not to limit the number of persons/clients that would buy the material.
- ❖ The number of packages of material designed for beginners is smaller (although not significantly) than that for intermediate level. One would expect that the pyramid of numbers of learners (beginners are always more numerous than learners of intermediate level and those of intermediate are more numerous than higher level learners) would show an equivalent pyramid of numbers of materials.
- ❖ As for the learning context, materials produced for work in the classroom are more frequent than all others (52.1%). The difference, though, with those for independent learning (44.4%) is not considerable. If one compares this data to that yielded some fifteen years ago in a similar survey in Greece restricted to the Italian language , one notices a clear increase in the number of materials for independent learning.
- ❖ Data presented in table 6 reveals that materials for learning a language for general purposes are to be observed far more often than those for specific purposes, although, during inputting, the first type of materials were more often omitted than the second type.
- ❖ Materials for the development of integrated skills represent the majority of inputted titles (54.1%). This is, in my view, a positive fact. Among the four “traditional” skills, the development of speaking abilities seems to attract the greatest interest of publishers.
- ❖ The textbook, that represents (as a channel of communication between the author of the material and the user) the “tradition”, is losing ground (only 38.3%).

To be able to identify specific aspects of the language materials market in Greece one needs to compare data presented in 2.1 with those yielded by the survey in the other European countries. This can be done by producing double entry tables in which one variable is always the country

and the other one is one of the variables present in the matrix. For each table the  $\chi^2$  (chi square) test has to be calculated. If, thanks to the test, the null hypothesis is rejected, one has to compare the observed and the expected frequency for each cell in order to “prove” the existence of some particularities. Not being in a position (because of the lack of time) to do such a statistical test, I submit some “impressionistic” remarks on differences between Greece and the other countries concerned.

- ❖ The number of materials produced locally that has been found is quite big for a country of only ten and a half million inhabitants. This is particularly true for the English and the Italian languages.
- ❖ The language certification or accreditation systems play a very important role in the Greek situation. As a consequence, almost every Greek publisher offers printed materials and/or software for “passing” the examinations. Besides, the levels of the accreditation systems constitute a point of reference of teachers, learners and authors. That is probably why the CEF is not currently referred to in Greece.
- ❖ The learning of languages for specific purposes and for mobility do not attract the attention of Greek publishers although, in my opinion, there is an important need for such materials, which is probably not even felt by learners, teachers and authors, because of existing methodological stereotypes.

### 3.1.2. Conclusions

By comparing what **it is** (that is the materials that have been found) with what **it should be** (that is the materials that I, more or less arbitrarily but reasonably, consider that should be at the disposal of Greek learners), we come out with the following needs<sup>4</sup>, presented in alphabetical order of the target language concerned:

Danish: There is nothing available at the Greek market. Although there little exchange of goods and population between Denmark and Greece, I think that there is a need for Danish for Greek people working in the hotel business (in particular in regions of the country –like Athens and Rhodes– that Scandinavians visit often.

Dutch: Only one title has been found. It was a book of translated dialogues that are meant to “teach” Greek people Dutch and Dutch people Greek. The target population is not specified. It is obviously an old style material that can not satisfy the need for this language.

English: The Greek market is full of materials for learning English, that most teachers and private school owners consider not as foreign language. In the Greek situation, in fact, languages other than Greek belong to one of the following three categories: i. English (compulsory for every one), ii. the widely taught foreign languages (French, German and Italian) and iii. the less taught languages (of which the most important ones are Spanish and, far bellow, Arabic and Japanese). Because of this situation English language is well served, at least as far as the quantity of materials is concerned. As for the quality, materials produced locally

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<sup>4</sup> For the conclusions that follow I have taken into consideration the whole number of materials found, not only those inputted.

seem to me not very good: they lack innovative ideas, but they have gained ground during the last 15 years because they are much cheaper than those imported. As a conclusion I would say that there is need of materials even for the English language, under the condition that they are innovative, not very expensive and directed to specific target population (see also parts II and III of the present report).

Finnish: Nothing has been found. What has been said above about Danish applies for Finnish as well. The need for Finnish is even more important since the number of Finnish tourists visiting Greece has grown considerably during the last few years. Of course Finnish people (and Dutch even more) speak English well enough to communicate in Greece, but if we are to promote or safeguard a certain degree of “glotto-diversity”, we certainly need materials for learning Finnish.

French: French is a language losing ground in Greece. The materials used for learning French are usually imported: only two Greek publishers seem to specialize somehow in the production of French learning materials. At first sight those imported materials look sufficient, but in fact there is a shortage for innovative materials for French for specific purposes.

German: German and Spanish are languages that occupied the ground that French lost during the last years. In the case of German also, materials are most of the time imported: only one publisher in Athens has been found that produce exclusively German language materials. The need for materials in this case exists not only when German is learnt for specific purposes, but even for general purpose (for adolescents and adults), under the condition that they are less grammar oriented and synthetic in approach (see the concepts synthetic versus analytic procedures of learning a language proposed by D. Wilkins in *Notional Syllabuses*).

Greek: Modern Greek seems to gain ground all over Europe as well as in Greece (as a second language for immigrants). Packages of material have been produced during the last decade (some of them with the aid of European programs for languages). I suppose that the organisation of the Olympic Games in Athens (2004) will give a new “impulse” to Greek. In spite of the fact that publishers have started to be interested in producing materials for learning Greek, there is still need for other, new, materials that the “laws” of the free market will never allow to produce: the number of learners abroad is small, while in Greece where the number is big (about a million people from Albania, Bulgaria, Serbia, the ex republics of the Soviet Union and Arabic countries), learners do not have the purchasing power.

Irish: Irish for Greeks seems not to be an important language. I think that many of them do not even know that Irish people speak a language other than English. The social bilingualism of Ireland and the fact that English is a world wide spoken language have worked against Irish. There has been found only one package, in electronic form (multimedia software in CD Rom). I think that the need is very weak: only some linguists or the few Greek tourists visiting Ireland would like to learn Irish.

Italian: Italian used to be a “prosperous” language in Greece, because of geographical and historical reasons. The last five years or so it is losing “prestige” because of the fact that (in institutionalising the teaching of two instead of one foreign languages) the Greek government excluded it from the secondary education. Young people study there one language as compulsory (English) and one as optional (pupils can choose only between French and German). Nevertheless four publishers have been found that produce

exclusively materials for learning Italian. Therefore, from a quantitative point of view there is no need for other materials, but quality is not always there! There is need for innovative materials and, incidentally, of innovation of the teaching staff! As you probably know, in Greece one can teach a language in the private sector by just proving to be able to speak it: the Greek Ministry of Education gives a license called “eparkia”, that is “sufficiency”, to those who obtain a language certificate like the Proficiency of Cambridge and of Michigan, the DALF, the CELI etc. So, about 60% of the teachers of Italian working in Greece have never had an initial training of language teacher, and probably not an in-service training either. That is, parallel to the satisfaction of the needs in materials, one should satisfy the needs in teacher training, at least in the Greek context.

Letzeburgisch: I am afraid that, more than Irish, Letzeburgisch is unknown in Greece. I don't think that there is need for materials for this language.

Norwegian: What is said about Danish applies for Norwegian as well.

Polish: Two books have been found (one produced here and one coming from England) and a package of software. I suppose that the relationships between Greece and Poland are going to be more intense in the future (Polish people come all more often as economic immigrants or as tourists in summertime) and therefore I think that there is need for new, specialised, materials.

Portuguese: Only one book of “dialogues” has been found, in the same series as that for Dutch. Portuguese, for Greeks, is the “poor relative” of the latin branch of languages. I think, though, that there some need for that language, especially for Greek sailors travelling in South America or some other specific target groups.

Spanish: The interest for Spanish is fast growing in Greece. Last year the University of Athens created the Department of Italian and Spanish Language and Literature, the only Spanish university department in Greece. Evening private language schools (called “frontistiria”) where one can learn Spanish appear each year. Nevertheless Spanish is still considered a less taught and learned language. The material that has been found comes mostly from Spain. Locally produced material is rare. There is need for aids like dictionaries, glossaries for Greeks, materials for specific target populations. The materials used until now are somehow imposed by the unique Spanish language certificate present in Greece and by the Cervantes Institute.

Swedish: A book of Swedish-Greek dialogues and a bilingual dictionary are the only materials found. There is clearly need for materials of any kind, because in the case of Sweden (unlike for other Scandinavian countries) contacts are more often: a lot of Greeks have emigrated in the Sixties and the Dodecanese Islands are a favourite destination of Swedish people in summertime.

## 3.2. Planned provision and needs identified by publishers and teachers

### 3.2.1. Interpretation – comments

As in 3.1.1, a number of comments and analyses are made here in a random order.

- ❖ The matrix presented to teachers did not help to obtain any additional information in respect to differences among languages. What came out from questions b of each level was confirmed by the matrix. The only relevant information (and probably the most clear message of the survey in Greece) is that dictionaries and grammars of Spanish are needed in this country: almost every need of grammar and dictionary expressed was related to the Spanish language.
- ❖ The balance observed (in teachers' opinions) between materials needed for general purposes and materials for specific purposes has been a surprise for me: all previous surveys showed that teachers thought that materials needed should be meant for the general use of foreign languages. In this respect there is now a gap between what teachers think is needed and what publishers think.
- ❖ The fact that teachers and publishers ignore the Common European Framework makes useful the undertaking of some kind of information campaign in printed and/or oral form.
- ❖ The lack of interest (on behalf of teachers) for materials in electronic form, should lead university departments or other institutions involved in in-service teacher training to undertake some kind of action.
- ❖ By comparing the answers of publishers to those of teachers in respect to the language for which material is needed, we find out no significant differences: both publishers and teachers establish the same ranking of needs: German comes first, followed by Italian and Spanish. I could sustain the thesis that need for materials for learning other European languages than these three (and the three excluded: English, French and Greek) is not clearly perceived. One should, though, ask directly Greek learners as well.
- ❖ By comparing the data obtained through the matrix given to publishers and those coming for teachers, one realises that the strong need for elementary and advanced level materials for German (see cell ② of table 3 and cell ① of table 5) and for dictionaries and grammars of Spanish (see point f above) expressed by teachers is not going to be satisfied by Greek publishers in the near future.

It is difficult to say which are the particularities of the Greek situation without comparing data collected in other European countries.

The remarks made in the first part of the report apply here as well. What could be added is:

- a) Greek publishers are numerous but most of them have very small companies. They seem not well organized: they do not have mechanisms for identification of needs, plans of expansion, awareness of the possibilities that European education programs can offer them, etc.

- b) Publishers as well teachers are very much influenced by certification systems: the levels of linguistic competence certified and the type of exam items and exam procedures adopted by the systems constitute the frame of reference.
- c) Spanish (until recently a rarely learned language in Greece) is gaining rapidly ground. Teachers have realised that better than publishers.

### 3.2.2. Conclusions

Although in interpreting and commenting data some inherent conclusions were somehow already highlighted, here are six final conclusions:

#### **I:** Needs in respect to specific **languages**.

In the Greek context, European languages belong in one of the following three types:

- a) the compulsory one (sometimes considered as something else than foreign language), that is English;
- b) the widely learned and used group of languages, that is French, German and Italian;
- c) the less widely learned and used languages, that is all the others, with Spanish tending to be a widely learned language in the future.

By trying to identify needs for FL learning materials, it came out that:

- a) for the first two groups of languages, there is need only for good quality materials for specific purposes;
- b) for the third type of languages there is an overall shortage of materials; this shortage turns to be sometimes felt as a need for new materials for all languages belonging to this group, except for Letzeburgisch and Irish.

#### **II:** Needs in respect to the **level** of competence.

Materials for beginners are needed more than materials for other levels of competence.

#### **III:** Needs in respect to the **age** of the target group.

In the Greek educational system English is compulsory for children in primary schools. In the private sector (language schools offering evening courses) a lot of children learn other languages, mostly French and German. Publishers prepare only a negligible number of materials for people of this age. Therefore there is need for materials for learning English, French and German by children.

#### **IV:** Needs in respect to the **medium** used by the materials.

Although printed materials are still very useful (since schools do not have the necessary infrastructure for using other media and because teachers prefer books to other aids), there is a growing interest for on line activities the disposal of learners.

#### **V:** Needs in respect to language **skills** developed by the materials.

There is need for materials that help improving productive abilities in the oral mode, that is materials for pronunciation practice and speaking.

**VI:** On dissemination of information regarding the **CEF** and European programs promoting the learning of foreign languages.

Since only very few Greek teachers and publishers know anything about the CEF and about actions undertaken by the EU and the Council of Europe, and since Greeks pay so much attention to certification when they learn foreign languages, I think that the most effective and “economic” way to disseminate information is to convince at least one European language certification system to adapt its degrees/levels and its approach to the CEF and make reference to it in brochures or other informative documentation.

## Appendix I: List of Bookshops

N.	Name	Address	Tel., Fax, E-mail, web site	Person contacted
1.	Erasmus	18, Ippodromiou street, 546 21 Thessaloniki	+31 272365, 417888	Mrs. Stella Tsiamita
2.	Efstathiadis Group	14, Ethnikis Aminis street, Thessaloniki	+31 278158 efgroup@otenet.gr	Mrs. Satka
3.	Bookshops Lili Zachariadou. Deutsche Buchhandlung, Librerie italiana	20, Prox. Koromila street, 546 22 Thessaloniki	+31 276334, 229936	Mrs. Lili Zachariadou
4.	Lexis	7, Gr. Palama street, 546 22 Thessaloniki	+31286491, 287539 Lexisthe@spark.net.gr	Mrs. Eleftheria Tsotsolidou
5.	Malliaris-Paedeia	9, Aristotelous street, Thessaloniki	+31 262485, 264856 <a href="mailto:info@maliaris.gr">info@maliaris.gr</a> , <a href="http://www.maliaris.gr">www.maliaris.gr</a>	No one
6.	6. Mitakos Bookshop	13, Ethnikis Aminis street, Thessaloniki	+31 286806, 231724	Mr. Nikolaos Mitakos
7.	Molho	10, Tsimiski street, Thessaloniki	+31 275271, 229738 molho@imagine.gr	Mr. Ioannis Nikolaou
8.	Paratiritis	25, P. Patr. Germanou street, 546 22 Thess.	+31 264958, 244969 par@paratiritis.the.forthnet.gr	No one
9.	George Papadopoulos Ltd.	6, Ioustinianou street, 546 31 Thessaloniki	+31 278047, 280129	Mrs. Papadopolou
10.	Papasotiriou	40, Ethnikis Aminis street, Thess.	+31 243660, 263153 <a href="http://www.papasotiriou.gr">www.papasotiriou.gr</a>	No one
11.	Prometheus	75, Ermou street, Thessaloniki	+31 263786, 268562	Mrs. Athina Kralli
12.	Socrates	4, Stratou avenue, Thessaloniki	+31 835722	No one
13.	Kosmos	55, Delogiorgi street, 104 37 Athens	+1 5232621, 5232650	No one
14.	Galliko Vivliopolio (French Bookshop)	60, Sina street 102 72 Athens		No one
15.	Germaniko Vivliopolio (German Bookshop)	4, Omirou street, 105 64 Athens	+1 3225294	No one

## Appendix II: List of Publishers

N.	Name	Address	Tel., Fax
1.	Synchrone. A. Chondrakis	153b, Ypsilandou street, 185 35 Pireus	+1 4135846
2.	ACME Publications Ltd.	2-4 Ipirou street, 412 22 Larissa	+41 612524, 236926
3.	AVM Publications	1 St George square, 141 22 N. Iraklio	+1 2846080, 2841017
4.	Binary Logic Ltd.	33, Thessalias street, 174 56 Alimos	+1 9953680, 9938393
5.	Cambridge University Pr.	P.B. 74246, 160 10 Kesariani	+1 6549708, 6549740
6.	CAN Publications	9-11, Mavrogenous str., 174 55 Alimos	+ 9826707, 9836767
7.	Diagoras. E. Antoniadis & Co	6, Tzavela street, ? Athens	
8.	Die Lupe. N. Vlachos	9, Messologiou str., 152 33 Chalandri	+1 6851109, 6832420
9.	E. T. Publications	11, Kerkyras str., 121 23 Peristeri	
10.	Economacos Publications	54, Deukalionos str., 111 44 Athens	+1 2287313, 2010310
11.	Editalia.	34, Solomou str., 106 82 Athens	
12.	Express Publishing	13, MacMillan str., 111 44 Athens	+1 2013477
13.	G. Z. Publications	62, Archimidous str., 163 43 Ilioupoli	+1 9922888, 9934772
14.	G. M. Publications	2, Kleomidous str., 104 43 Athens	+1 5141246, 5140596
15.	Golden Series Editions	69, G. Lambraki str., 185 34 Pireus	+1 4125303, 4176461
16.	Hellenic Publishing	47, Ioulianou str., 104 33 Athens	+1 8210681, 8237108
17.	Hillside Press	13, Doiranis str., 113 62 Kypseli	+1 8829041
18.	Klett International	6-8 Stasinou str., 116 35 Athens	+1 7294410
19.	Pearson Education Hellas	229, Sygrou avenue, 171 22 N. Smyrni	+1 9373170
20.	Philologos ELT	36, Andritsainis str., 111 46 Galatsi	+1 2136844, 2924090
21.	Poporis-Kriempardi Publ.	129, S. Venizelou str., 163 43 Ilioupoli	+1 9917172
22.	Prentice Hall International	32, 2 Maiou str., 171 21 N. Smyrni	+1 9312018
23.	Seagull Publications	11, Kiafas str., 106 78 Athens	+1 3639774
24.	Siountris Publications	21, Peloponnisou str., 173 43 A. Dimitrios	+1 9755013
25.	Grivas Publications	3, Herodotus str., 193 00 Aspropyrgos	+1 5573470
26.	Dante Publ. – P. Karali	57, E. Venizelou str., 177 78 Tavros	+1 9513376
27.	Diavlos Publications	10, Valtetsiou str., 106 80 Athens	+1 3636083
28.	Edilingua	65, Morogianni str., 121 33 Peristeri	+1 5733900
29.	Edizioni Perugia	116, Solonos str., 10681 Athens	+1 6450266, 3616559
30.	Ziti Publications	27, Armenopoulou str., 546 35 Thessaloniki	+31 203720, 211305
31.	Edizioni Kapatu	142, Solonos str., 106 77 Athens	+1 3603354
32.	Malkogianni-Moutsou Publ.	33, Thessalias str., 174 56 Alimos	
33.	Boukouvalas EFL Publ.	18, Str. Fragou str., 192 00 Elefsina	+1 5549736, 5542668
34.	Sideris Publications	28, A. Metaxa str., 106 81 Athens	+1 3601161, 3642551
35.	Chliaras Publications	34b1, Pelopos str., 175 64 P. Faliro	+1 9429375
36.	Patakis Publications	14, Valtetsiou str., 106 80 Athens	+1 3638362
37.	Tsouchtidi Publications	16-8, Ithakis str., 182 33 Rendis	+1 4903290, 4119770
38.	Fekas Publications	43, Avgi str., 141 21 N. Iraklio	+1 2828059
39.	Efstathiadis Group	84, Akadimias str., 106 78 Athens	+1 8140602, 8140702
40.	New Editions -Zaphiropoulos	2, Karaoli-Dimitriou str., 175 62 P. Faliro	+1 9883156
41.	Z. & G. Zacharopoulos	22-4, Atlandos str., 112 54 Athens	+1 2111895-7
42.	Diana Publications	52, Psychari str., 111 41 Athens	
43.	Karampatos German Publ.	31, Pentelis str., 153 43 A. Paraskevi	+1 6007803-4
44.	Centre of Spanish Studies	24a, Skoufa str., 106 71 Athens	+1 3648305, 3625513
45.	Kotaridis Publications	48, Kaukasou str., 181 21 Korydallos	+1 5618655, 5616951

46.	KYM Ltd.	32a, E. Aminis str., 546 21 Thessaloniki	+31 221248, 283672
47.	La Certosa S.A.	34, Solomou str., 106 82 Athens	+1 3813986, 3300060
48.	Lingua 2000	138, Solonos str., 106 77 Athens	+1 3807220
49.	Massimo Soncini & Co.	34, Solomou str., 106 82 Athens	+1 3613986
50.	Andrew Betsis ELT	48, E. Venizelou str., 185 32 Pireus	+1 4118894-5
51.	Papafaklis Ltd.	59, G. Theotoki str., 18539 Pireus	+1 4526350, 4526307
52.	Poutsis Publications	32, Aspasiou str., Iraklio	+1 2773920, 2794466
53.	Routledge / Collins		
54.	Skatzakis Publications	35, Messologiou str., 172 34 Dafni	
55.	Tsekouras - Zacharopoulou	1, Mavrokordatou str., 106 78 Athens	
56.	Zenith ELT Publishing SA	Moskohori, 35 100 Lamia	+231 82515-6, 82514
57.	Union of Greek Publishers	16, Plastira str., 154 51 Psychiko	+1 6776738, 6719622
58.	Verlag für Deutsch	13, E. Aminis str., 54621, Thessaloniki	+31 286806, 231724
59.	S. Kar Publications	15, Marathonos str., 153 43 A. Paraskevi	+1 6390030, 6081673
60.	Spyropoulos ELT Publ.	74, A. Georgiou str., 154 51 N. Psychiko	+1 6722647, 6712991
61.	SGEL S.A.		
62.	Richmond Publishing Int.	2, Kleomidous str., 104 43 Athens	+1 5140596, 5141246
63.	Oxford University Press	9, Amerikis str., 106 72 Athens	+1 3607593, 3613859
64.	Nouvel Esprit. Ksvoyannis	17-9, Eubias str., 152 31 Chalandri	+1 6715527, 6749199
65.	MM Publications	58, Deligiorgi str., 174 56 Alimos	+1 9953680, 9938393
66.	Macmillan Heinemann ELT	80, Kousidi str., 157 72 Zografou	+1 7482828
67.	LS Publishers Tsoukala-S.	6-8, Tropeon str., 121 32 Peristeri	+1 5779532, 5717891
68.	Longman	229, Sygrou str., 171 21N. Smyrni	+1 9373170, 9373199
69.	Kauffmann	28, Stadiou str., 105 65 Athens	+1 3302257, 3833967
70.	Max Hueber Verlag		
71.	The Iguana Project	Aristotelous & Isaia sq., 351 000 Lamia	+231 24564, 42524
72.	Hellenic American Union	22, Massalias str., 106 80 Athens	+1 3680043
73.	English Schoolbook Publ.	8, Alikarnassou str., 104 44 Athens	+1 5151200
74.	Epsilon Publications	1, Paleologou str., 351 00 Lamia	+231 44440
75.	Chancerel International		
76.	Bonacci Editore		
77.	Cornelsen		
78.	Didier FLE	28, Stadiou str., 10564 Athens	+1 3230482, 3230320
79.	Epafo	123, Mesogion str., 115 26 Athens	+6990401, 6990441
80.	ESBP	8, Alikarnassou str., 104 44 Athens	+1 5151200, 5133847
81.	Fekkas Publishing	18, Egeou str., 151 22 Marousi	+1 8060935, +944 894184
82.	Giannakopoulou Publ.	60-62 Zeas str., Pireus	
83.	Graphi ELT Publishing	96, Thoukididou str., 173 43 A. Demetrios	+1 9730497
84.	Hachette		
85.	Heinle & Heinle	48, E. Venizelou str., 185 32 Pireus	+1 4920871, 4908926
86.	Magenta	17, Antimachou str., 115 28 Athens	+1 7246947, 7293760
87.	M. Triandafilidis Foundation	University Campus, University of Thessaloniki	
88.	Nostos Publications		
89.	Papazisis Publications		
90.	Kentro Ellinikis Glossas		
91.	Malliaris-Paideia	9, Aristotelous str., Thessaloniki	+31 278707, 277113
92.	University Studio Press	32, Armenopoulou str., 54635 Thessaloniki	+31 208731, 209837

### Appendix III: List of Publishers' Catalogues Reviewed

N.	Name	Number in the list of publishers
1.....	Andrew Betsis ELT. Brochure.....	50
2.....	Binary logic Ltd. ....	4
3.....	Bonacci editore. Catalogo 2000.....	76
4.....	Boukouvalas EFL Publications. Catalogue 2000.....	33
5.....	Cambridge University Press. Catalogue 2000. ....	5
6.....	Chancerel International. Catalogue 2000.....	75
7.....	Cornelsen. International Catalogue 2000.....	77
8.....	Didier. Catalogue 2000. ....	78
9.....	Epafof - Tell me More. Brochure. ....	79
10.....	Epafof - Lingua for Windows. Brochure. ....	79
11.....	Epsilon Publications. Catalogue 2000. ....	74
12.....	Express Publishing. ELT Catalogue 2000. ....	12
13.....	ESBP (English School Book Publications). Catalogue 2000.....	80
14.....	Fekkas Publishing. Catalogue. ....	81
15.....	GM Publications. 2000-2001. Journals ELI.....	14
16.....	GM Publications 2000-2001. ELI Catalogue 2000 (français). ....	14
17.....	GM Publications 2000-2001. ELI Catalogue 2000 (English).....	14
18.....	GM Publications 2000-2001. Graded Readers and Literature.....	14
19.....	Giannakopoulou Publications. Brochure. ....	82
20.....	Graphi ELT Publishing – Siountris. Brochure.....	83
21.....	Grivas Publications. Catalogue 2000 (français langue étrangère). ....	25
22.....	Grivas Publications. Catalogue 2000.....	25
23.....	Hachette. Catalogue 2000. ....	84
24.....	Heinle & Heinle. ELT Catalog 2000.....	85
25.....	Hellenic American Union. Brochure.....	72
26.....	Hillside Press. ELT Catalogue 2000 (A brief look).....	17
27.....	The Inguana Project. Book catalogue. ....	71
28.....	Max Hueber Verlag. Programm 2000.....	70
29.....	Kauffmann. (Atout DELF).....	69
30.....	Kauffmann. Brochure (Grammaire Française). ....	69
31.....	KYM Ltd. Catalogue.....	46
32.....	Longman. Catalogue 2000. ....	68
33.....	LS Publishers Tsoukala-Smyrni. Catalogue 2000. ....	67
34.....	Macmillan Heinemann. Catalogue 2000 Hellas.....	66
35.....	Magenta. Brochure.....	86
36.....	MM Publications. ELT Catalogue 1999-2000.....	65
37.....	MM Publications. ELT Brochure ( <i>Say Yes!</i> Series). ....	65
38.....	MM Publications. ELT ( <i>Zoom</i> ).....	65
39.....	New Editions Sophia Zaphiropoulos. (Michigan books).....	40
40.....	New Editions Sophia Zaphiropoulos. (Cambridge books). ....	40
41.....	New Editions Sophia Zaphiropoulos. (Junior English). ....	40
42.....	Nouvel Esprit. Editions A. Kosvoyannis. Brochure. ....	64
43.....	Oxford University Press. Catalogue 2000 Greece. ....	63

44.....	Philologos ELT. Catalogue 1998-1999.....	20
45.....	Richmond Publishing International. ELT 1999.....	62
46.....	Prentice Hall. Brochure ( <i>WordBird's</i> serie).....	22
47.....	SGEL S.A. Catalogo 1999 (Español Para Extranjeros).....	61
48.....	Siountris Publications. Brochure.....	24
49.....	Spyropoulos. Alpha Sigma S.A. ELT Catalogue 2000.....	60
50.....	Sylvia Kar Publications. Catalogue (2000).....	59
51.....	Synchrono. A. G. Chondrakis. Brochure ( <i>Turner Learning</i> ).....	1
52.....	Synchrono. A. G. Chondrakis. Brochure ( <i>YOU &amp; ME</i> ).....	1
53.....	Verlang für Deutsch. Deutsch als Fremdsprache. Programm 2000.....	58
54.....	Z & G. Zacharopoulos. ELT Publications. Catalogue 1999.....	41
55.....	Zenith ELT Publishing SA. Brochure.....	56
56.....	Ziti Publications. Catalogue, August 2000.....	30

#### Appendix IV: List of Publishers Contacted for Publishers' Survey

<b>N.</b>	<b>Name</b>	<b>Comments</b> (see also full list of publishers)
1.	Binary Logic Ltd.	
2.	Boukouvalas EFL Publ.	New phone number: 5561920
3.	Die Lupe. N. Vlachos	
4.	Edilingua	
5.	Edizioni Primus	Until recently called Edizioni Kapatu. New phone: +1 3803354, 3814528
6.	Efstathiadis Group	
7.	Epsilon Publications	
8.	G. M. Publications	
9.	Hellenic American Union	
10.	Kauffmann	
11.	KYM Ltd.	
12.	Malliaris-Paideia	
13.	Siountris Publications	
14.	Synchono. A. Chondrakis	
15.	University Studio Press	
16.	Ziti Publications	

## Appendix V: Questionnaire for publishers

### Καταγραφή Υλικού για Εκμάθηση Ευρωπαϊκών Γλωσσών European Language Learning Material Survey (ELLMS)

#### ΕΜΠΙΣΤΕΥΤΙΚΟ ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ ΓΙΑ ΕΚΔΟΤΕΣ

Κωδικός: .....

Η παρούσα έρευνα εστιάζει το ενδιαφέρον της τόσο στην ανίχνευση αναγκών για υλικά εκμάθησης γλωσσών όσο και στην καταγραφή υπαρχόντων υλικών για τους παρακάτω εκπαιδευτικούς τομείς: Επαγγελματική Μετεκπαίδευση, Εκπαίδευση ενηλίκων, Επαγγελματική Κατάρτιση, Ανώτερη Εκπαίδευση (όχι ειδικά γλωσσικά προγράμματα).

#### 1. Για ποιον τομέα σχεδιάζετε να εκδώσετε υλικά γλωσσομάθειας μέσα στα επόμενα 3 χρόνια; (Δική σας έκδοση, όχι απλή προώθηση υλικών άλλων εκδοτών)

Παρακαλούμε βάλτε ένα σταυρό στο κατάλληλο κουτί, όπου:

A = Αρχάριοι (A1 με A2 σύμφωνα με το «Κοινό Ευρωπαϊκό Πλαίσιο»)

B = Μέσοι (B1 με B2 σύμφωνα με το «Κοινό Ευρωπαϊκό Πλαίσιο»)

C = Προχωρημένοι (C1 με C2 σύμφωνα με το «Κοινό Ευρωπαϊκό Πλαίσιο»)

	Επαγγελματική χρήση γλώσσας			Γενική χρήση της γλώσσας			Τομέας
	A	B	C	A	B	C	
Γερμανικά							
Δανέζικα							
Ελληνικά							
Ιρλανδικά							
Ισπανικά							
Ιταλικά							
Λουξεμβουργικά							
Ολλανδικά							
Πολωνικά							
Πορτογαλικά							
Σουηδικά							
Φιλανδικά							

#### 2. Παρακαλούμε να κάνετε μια κατά προσέγγιση εκτίμηση του αριθμού των προγραμματισμένων εγχειριδίων ανά επίπεδο:

	Επαγγελματική χρήση γλώσσας			Γενική χρήση της γλώσσας			Τομέας
	A	B	C	A	B	C	
Γερμανικά							
Δανέζικα							
Ελληνικά							
Ιρλανδικά							
Ισπανικά							
Ιταλικά							
Λουξεμβουργικά							
Ολλανδικά							
Πολωνικά							
Πορτογαλικά							
Σουηδικά							
Φιλανδικά							



## MATRIX

Γλώσσα:	Επίπεδο				
	Αρχαρίων A1 - A2	Μέσων B1 - B2	Προχωρημέ- νων C1 - C2	Οποιοδή- ποτε	Δεν διευ- κρινίζεται
<b>Διδακτική/ μαθησιακή προσέγγιση</b>					
Επικοινωνιακή					
Παραδοσιακή <sup>1</sup>					
Βάσει σχεδίου					
Ανοιχτή και εξ αποστάσεως εκμάθηση					
Αυτόνομη εκμάθηση					
Εκμάθηση μέσω Δικτύου <sup>2</sup>					
Κανένα από τα παραπάνω					
<b>Μαθησιακό περιβάλλον</b>					
Τάξη					
Ιδιαίτερα μαθήματα.					
Εργαστήριο/ ημι- αυτόνομη εκμάθηση					
Ανεξάρτητη μάθηση					
Εντατική εκμάθηση					
Ανταλλαγές / Εκπαιδευτική Επίσκεψη / Tandem					
<b>Μαθησιακός στόχος</b>					
Γλώσσα για γενική χρήση					
Γλώσσα για ειδική χρήση					
Γλώσσα για κινητικότητα <sup>3</sup>					
Ανάλυση αναγκών (+ αξιολόγηση)					
Πιστοποίηση γλωσσομάθειας					
Γραμματική					
Ασκήσεις λεξιλογίου					
Εξάσκηση της προφοράς					
Δημιουργικότητα <sup>4</sup>					
Γλωσσικά παιχνίδια					
Διαμεσολάβηση (κυρίως μετάφραση και διερμηνεία)					
Πολιτισμικές σπουδές					
Διαπολιτισμική και γλωσσική συνειδητοποίηση					

<sup>1</sup> Παραδοσιακά αναφέρεται ως «Γραμματική / μεταφραστική» προσέγγιση

<sup>2</sup> Τηλεδιδασκαλία

<sup>3</sup> Για προσωρινή εργασία στο εξωτερικό

<sup>4</sup> π.χ. δράμα, δημιουργικό γράψιμο, ψυχόδραμα.

<b>Ανάπτυξη γλωσσικών (μακρο)δεξιοτήτων</b>					
Κατανόηση προφορικού					
Παραγωγή προφορικού					
Κατανόηση γραπτού					
Παραγωγή γραπτού					
Συνδυαστική ανάπτυξη μακροδεξιοτήτων					
<b>Εκμάθηση με την βοήθεια Η/Υ</b>					
Λογισμικά εκμάθησης διαθέσιμα τοπικά, όχι στο Διαδίκτυο					
Δραστηριότητες στο Δίκτυο <sup>5</sup>					
Ανοιχτά λογισμικά (π.χ το λογισμικό WIDA)					
<b>Βοηθήματα</b>					
Λεξικό					
Γραμματική					
Υποστήριξη του μαθητή (π.χ. εκπαιδευτής στο Δίκτυο)					
Γλωσσάριο / εγχειρίδιο εκφράσεων					

Έγινε αναφορά στο Κοινό Ευρωπαϊκό Πλαίσιο;	Ναι:	Όχι:
--	------	------

<sup>5</sup> Δραστηριότητες αυτόνομης εκμάθησης.

## Appendix VI: Questionnaire for teachers

### Ερωτηματολόγιο για το Επίπεδο Γ

#### I. Τομέας – στόχος / κοινό – στόχος

- Επαγγελματική Μετεκπαίδευση  
 Εκπαίδευση Ενηλίκων

- Επαγγελματική Κατάρτιση  
 Ανώτερη εκπαίδευση (όχι εξειδικευμένη)

#### II. Προσανατολισμός γενικός επαγγελματικός/ ειδικοί σκοποί

#### III. Ζήτηση, προσφορές και ανάγκες

Επίπεδο Γ = Προχωρημένων (C1 με C2 σύμφωνα με το «Κοινό Ευρωπαϊκό Πλαίσιο»)

Στον πίνακα που ακολουθεί,

α) απαριθμήστε τις γλώσσες από το 1-10 σύμφωνα με τη ζήτηση της οποίας γίνεστε αποδέκτης, ξεκινώντας (1) από τη γλώσσα με την μεγαλύτερη ζήτηση (αγνοείστε τις γλώσσες για τις οποίες δεν υπάρχει συγκεκριμένη ζήτηση).

β) βάλτε ένα σταυρό \* στο αντίστοιχο ορθογώνιο του πίνακα (Ναι / Όχι) για να υποδείξετε εάν οι παρούσες προσφορές γλωσσικών υλικών ανταποκρίνονται στη ζήτηση.

α/α	Γλώσσα	Ναι	Όχι
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

γ) Χρησιμοποιώντας τις παρακάτω ενδείξεις του matrix, παρακαλούμε απαριθμείστε για κάθε γλώσσα, με την βοήθεια των αντίστοιχων συντομογραφιών που αναφέρθηκαν παραπάνω, τα υλικά που είναι περισσότερο απαραίτητα συμπληρώνοντας τα κενά.

Γλώσσα:	Επίπεδο				
	Αρχαρίων A1 - A2	Μέσων B1 - B2	Προχωρημέ- νων C1 - C2	Οποιοδή- ποτε	Δεν διευκρι- νίζεται
<b>Διδακτική/ μαθησιακή προσέγγιση</b>					
Επικοινωνιακή					
Παραδοσιακή <sup>1</sup>					
Βάσει σχεδίου					
Ανοιχτή και εξ αποστάσεως					
Αυτόνομη εκμάθηση					
Εκμάθηση μέσω Δικτύου <sup>2</sup>					
Κανένα από τα παραπάνω					
<b>Μαθησιακό περιβάλλον</b>					
Τάξη					
Ιδιαίτερα μαθήματα.					
Εργαστήριο / ημι- αυτόνομη εκμάθηση					

<sup>1</sup> Παραδοσιακά αναφέρεται ως «Γραμματική / μεταφραστική» προσέγγιση

<sup>2</sup> Τηλεδιδασκαλία

Ανεξάρτητη μάθηση					
Εντατική εκμάθηση					
Ανταλλαγές / Εκπαιδευτική Επίσκεψη / Tandem					
<b>Μαθησιακός στόχος</b>					
Γλώσσα για γενική χρήση					
Γλώσσα για ειδική χρήση					
Γλώσσα για κινητικότητα <sup>3</sup>					
Ανάλυση αναγκών (+ αξιολόγηση)					
Πιστοποίηση γλωσσομάθειας					
Γραμματική					
Ασκήσεις λεξιλογίου					
Εξάσκηση της προφοράς					
Δημιουργικότητα <sup>4</sup>					
Γλωσσικά παιχνίδια					
Διαμεσολάβηση (κυρίως μετάφραση και διερμηνεία)					
Πολιτισμικές σπουδές					
Διαπολιτισμική και γλωσσική συνειδητοποίηση					
<b>Ανάπτυξη γλωσσικών (μακρο)δεξιοτήτων</b>					
Κατανόηση προφορικού					
Παραγωγή προφορικού					
Κατανόηση γραπτού					
Παραγωγή γραπτού					
Συνδυαστική ανάπτυξη μακροδεξιοτήτων					
<b>Εκμάθηση με την βοήθεια Η/Υ</b>					
Λογισμικά εκμάθησης διαθέσιμα τοπικά, όχι στο Δίκτυο					
Δραστηριότητες στο Δίκτυο <sup>5</sup>					
Ανοιχτά λογισμικά (π.χ το λογισμικό WIDA)					
<b>Βοηθήματα</b>					
Λεξικό					
Γραμματική					
Υποστήριξη του μαθητή (π.χ. εκπαιδευτής στο Δίκτυο)					
Γλωσσάριο / εγχειρίδιο εκφράσεων					

Έγινε αναφορά στο Κοινό Ευρωπαϊκό Πλαίσιο;	Ναι:	Όχι:
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<sup>3</sup> Για προσωρινή εργασία στο εξωτερικό

<sup>4</sup> π.χ. δράμα, δημιουργικό γράψιμο, ψυχόδραμα.

<sup>5</sup> Δραστηριότητες αυτόνομης εκμάθησης.