

# **EUROPEAN LANGUAGE LEARNING MATERIALS SURVEY**

## ***Report for the Netherlands***

### ***Main Study***

**by**

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## **Preliminary**

### *Provisions for learning foreign languages in the Netherlands*

As background to the information in this national report a brief overview is given in this paragraph of where adults and young adults (16 plus) who are no longer in compulsory education go for learning foreign languages in the Netherlands. Which schools, institutions and organisations provide courses or self study facilities for the 16 plus language learner?

Compulsory education in the Netherlands continues up to the age of 18. At 17 two days of school are obligatory, at 18 still one day. The entrance age in the colleges for vocational training is 16. Depending on the level of the vocational training chosen, students follow a two, three or four year programme. So part of the target group of this survey learns languages in vocational colleges, either within the regular curriculum or as an optional course. English is the most important language here, followed by German, and - only in a limited number of training programmes- French and Spanish. *In the survey materials for this target group and learning context were categorised under: further education.*

Adults -20 plus- have two main choices when they are looking for provisions in the field of foreign language courses. The first is to follow a language class in a school for adult education, as part of a certificate programme for a regular school diploma (the so-called 'second change education'). Many learners in these classes are not so much interested in the certificate programme in itself. They want to study a foreign language, and the schools for adult education offer well-structured and relatively cheap courses. So it is quite normal for learners to follow the course and not take the certificate examination. Only languages that form part of the regular school examinations are offered, Spanish being the most popular in the schools for adult education.

The other choice for adults is the so-called 'leisure time' education, offered by the 'Volksuniversiteiten' (cf. the German Volkshochschule) and by numerous -small- private institutions and private teachers. In this sector many languages are on offer, depending on the demand (see part 3 of this report). The courses are on the whole not exam-focussed and offer language for general purposes. The larger Volksuniversities offer some 'English for business' courses or courses leading up to the certificates for Cambridge, the Alliance Française or the Goethe Institut.

Institutes for distance learning also offer this type of language courses.

*In the survey, materials for this target group and learning context were categorised under: adult education.*

Adults who want to -or are obliged to- learn a foreign language for professional purposes normally go to a private institute that offers this type of provision, or they follow an in-company language training programme.

*In the survey materials for this target group and learning context were categorised under: all/language for professional purposes.*

Students in higher education (universities and 'Fachhochschulen') who want to learn a foreign language have - within the institutes of higher education - three choices. The first is to follow a special programme within their own field of study, as for instance Italian for art historians or French for law students. These programmes train reading skills in a specific subject field. The second possibility is to take a language as an extra subject and to study (part of) the regular curriculum with the linguistic specialists. The third possibility, suited to the needs of students on mobility programmes, is to follow a course in the Language centre of the university, which also offers facilities and materials for self study.

*In the survey materials for this target group and learning context were categorised under: higher education.*

## 1. Survey of materials currently available

### Summary

The research in Holland followed the methodology outlined in the original paper 'Methodology and approach' (01-02-2000), with the amendments made at the ELLMS meeting in Brussels (19-21 May 2000).

The survey has used the following information sources: printed publisher's catalogues, on line Lingua catalogue, information given by the Leonardo da Vinci Dutch National Office.

In the first phase of the survey materials for Dutch as a second or foreign language were inputted into the database, until it became clear that materials for Dutch were to be collected in countries where Dutch was taught as a foreign language, not in Holland itself.

The following inputting decisions were made:

- Only materials published in Holland by the 'educational publishers' were surveyed.
- Of these materials 100% were categorized, with the exception of easy readers, of which 60% were inputted.
- Materials published by foreign publishers was not inputted. These publishers have no 'Dutch branches', but the materials in their international catalogues is available in Holland through some specialised bookshop or can be ordered via the internet.
- Materials indicated in the publishers' catalogues as 'availability not guaranteed in the future' were not included in the survey.
- In those cases where a publisher announced that an older textbook was going to be replaced by a new title, already included in the catalogue, only the new title was selected for this survey.
- Categories were 'ticked' on the basis of the information given in the publishers' catalogues, so only aspects of the materials explicitly stated in the catalogue descriptions were entered.
- A two or three part course was inputted as one item, under the levels the course claims to cover.
- If 'integration of skills' was mentioned then this category was ticked, and not the underlying skills of speaking, listening, reading and writing.
- In some materials consisting of more parts, the different skills were ticked under the relevant levels as stated in the catalogue description.
- Only the main learning objectives as expressed in the catalogues were ticked. This means that categories as grammar, vocabulary exercises, pronunciation practice were ticked only in materials explicitly geared towards these objectives, and not in the integrated courses, where these objectives form part of the overall skills development.
- Cultural studies and intercultural and language awareness were ticked when these aspects were mentioned as 'important' learning objective in the catalogue description.
- The categories self study and independent learning were ticked where the learning context and target group were indicated as 'learning on your own', with no teacher or limited guidance and/or counselling by a teacher. Workshop/semi-independent was ticked for those materials meant for use in a group or classroom setting, with a lot of time for students to work individually, in pairs or small groups.
- Grammar books, dictionaries and glossaries/phrase books were ticked as 'reference resources' when the materials were published separately as a grammar book, etc. A word list, list of useful phrases or grammar compendium in an integrated course book was not entered into the reference resources category.

- TV courses have not been included. TV courses are broadcast only once by the educational television. After the period of the broadcast the material is no longer available to language learners, so therefore it cannot really be considered as 'available language learning material'.
- Materials explicitly targeted towards the market of general adult education and/or the 'leisure time languages courses' were categorized under Adult Education. Materials for the vocational colleges (age group 16 - 20) were categorized under Further Education. Where higher education and university were mentioned, this category was ticked (too). The category All was used where no specific sector was mentioned and for materials meant for more sectors.

## Findings

Data for the Netherlands inputted in the database:

Number of items per language

Danish 1

Dutch 2

Finnish 2

German 20

Greek 6

Italian 18

Norwegian 1

Polish 1

Portuguese 7

Spanish 33

Swedish 7

Total for the Netherlands : 98

For the number of descriptors used in inputting the data for the materials published in Holland, please see the table below:

Feature	B	I	A	ANY	n/s
<b>Learning-Teaching Approach</b>					
Communicative	33	6	0	0	10
Structural	5	0	0	0	0
Project-based	0	0	0	0	0
Open and distance learning	15	3	0	0	0
Self Study	27	16	0	0	4
Web-based learning	0	0	0	0	0
NONE of the above	5	7	1	0	6
<b>Learning context</b>					
Class	23	6	0	0	9
One to one	0	0	0	0	0
Workshop, semi-independent	6	0	0	0	4
Independent learning	9	4	0	0	0
Intensive, accelerated	2	0	0	0	0

Exchange, ed. visit, tandem	0	0	0	0	0
<b>Learning objective</b>					
Language for general purposes	43	16	1	0	6
Language for specific purposes	2	2	0	0	5
Language for mobility	0	0	0	0	0
Needs analysis and assessment	0	0	0	0	0
Exam, accreditation-focussed	0	2	0	0	4
Grammar	14	8	0	0	7
Vocabulary exercises	3	0	0	0	2
Pronunciation practice	1	0	0	0	1
Creativity enhancement	0	0	0	0	0
Language games	0	0	0	0	0
Mediation	0	1	1	0	1
Cultural studies	2	5	0	0	1
Intercultural and language awareness	2	0	0	0	0
<b>Language skills development</b>					
Listening	27	4	0	0	1
Speaking	29	7	0	0	5
Reading	20	9	0	0	1
Writing	13	6	0	0	1
Integrated skills	9	5	0	0	5
Language learning	0	0	0	0	2
<b>Teaching and learning tools</b>					
Textbook, student-teacher books	45	15	1	0	9
Workbooks	0	0	0	0	4
Independent exercise, workbooks	0	0	0	0	1
Audio	37	10	0	0	6
Video	8	2	0	0	1
TV, radio, Digital TV	0	0	0	0	0
Satellite TV	0	0	0	0	0
Learner magazines, newspapers	0	0	0	0	0
Teachers resource pack, OHs, masters	1	1	0	0	3
Visuals, flashcards, maps	0	0	0	0	0
CALL - local learning software	0	0	0	0	3
CALL - online activities	0	0	0	0	0
CALL - authoring tools	0	0	0	0	0
Reference resources - dictionary	0	0	0	0	1
Reference resources - grammar	11	8	0	0	7
Reference resources - student	0	0	0	0	0

support					
Reference resources - glossary	0	5	0	0	5

Analysis of the data

### Provision for each of the languages in the survey

No materials were found for *Irish* and *Letzeburgish*.

The overall picture for languages for which materials were found is as follows:

#### *Danish*

One item: a course in distance learning for the beginners level (A 1,2), based on the communicative approach, consisting of course materials (books, audio) and a video. The institute for distance learning provides tutoring by way of correcting students home work, including oral exercises sent in on a cassette.

#### *Finnish*

One item: a course for the beginners level consisting of teacher/student books and audio, based on the structural approach, with a rather heavy stress on grammar and vocabulary, although exercises for the oral skills -listening and speaking- are also provided.

#### *German*

Twenty items, which cater for the beginners level -9 items- and the intermediate level -6 items-. In 11 items the level is not specified. These items are most probably not meant for absolute beginners, because, when this is the case, publishers normally mention this in their catalogues. (the total number is more then 20: some items cover more than one level)

None of the items claims to be based on a structural approach. The catalogues either explicitly state that the course is 'communicative' or refer to 'learning to cope in practical, everyday situations', or 'dealing with business tasks taken from real live situations'.

Learning context: 4 items are meant for the class room; 6 claim to cater for semi-independent or independent learning.

Learning objective: the main objective of 7 items is language for general purposes, and of 6 items language for specific purposes. Five items are exam or accreditation-focussed, and 6 have grammar as an important objective. All course materials work at the development of 'the four skills', while 6 items mentions 'integrated skills' as a specific objective.

Learning tools: the course materials consists of the usual textbooks and audio cassettes or cd's, while four items carry an accompanying video tape.

Under reference resources six grammar books and two glossaries were entered.

#### *Greek*

Six items were found, of which two are based on a communicative approach, and one on a structural approach. The other items are meant for self study or distance learning.

Learning context: one item is for use in groups with a teacher, and one for self study with a 'distant' tutor. The other items are for self study.

Learning objective: for two items the stated learning objective is language for general purposes and for three it is grammar.

Learning tools: the usual course books and audio and one accompanying video tape.

Two grammar books were found as reference resources.

### *Italian*

For Italian 18 items were found, of which 18 cater for the beginners level (A1,2) and 9 for the intermediate level (B1).

Learning/Teaching Approach: 8 courses claim to be communicative, and 7 are exclusively -or with a heavy stress on - produced for self study and open and distance learning.

Learning context: 6 items are geared towards classroom use, and 2 towards independent or semi-independent learning.

Learning objective: 13 items have 'languages for general purposes' as objective, none for specific purposes; 1 is exam-focussed, and 7 have grammar as main objective. Two items explicitly mention the 'cultural aspect' as learning objective. In the Italian course materials there is little attention for writing in skills development -only one instance- while in three cases the development of 'integrated skills' is mentioned.

Learning tools: the usual course books and audio and one accompanying video tape. Seven grammar books and two phrase books were found as reference resources.

### *Norwegian*

One item: a course in distance learning for the beginners level (A 1,2), based on the communicative approach, consisting of course materials (books, audio) and a video. The institute for distance learning provides tutoring by way of correcting students home work, including oral exercises sent in on a cassette.

### *Polish*

One item: a course in distance learning for the beginners level (A 1,2), based on the communicative approach, consisting of course materials (books, audio) and a video. The institute for distance learning provides tutoring by way of correcting students home work, including oral exercises sent in on a cassette.

### *Portuguese*

Seven items were found, five for the beginners level (A1,2) one for the intermediate level (B1) and one 'not specified', of which four are based on a communicative approach, none on the structural approach. The other items are meant for self study or distance learning.

Learning context: two item are for use in groups with a teacher, and one for self study with a 'distant ' tutor.

Learning objective: for five items the stated learning objective is language for general purposes and for two it is grammar. In skills development much more attention seems to be given to the oral skills (listening: 4 times mentioned, speaking 5 times) then to the written skills (both mentioned once).

Learning tools: the usual course books and audio and one accompanying video tape.

Two grammar books and one phrase book were found as reference resources.

### *Spanish*

For Spanish 33 items were recorded. The majority is communicative in its approach. Only two items focus on grammar and translation (structural approach). Two courses are developed for distance learning, while seven items are suitable for self study. For Spanish the encountered material cover a wider range of levels, from A1 up to C1 (one item found for C1, 15 for B1,2).

Learning context: materials for use in classes and groups with a teacher was found on 19 occasions: semi/independent four times and independent learning two times. Two course books for intensive/accelerated courses were found.

Learning objective: for 28 items the stated learning objective is language for general purposes and for two it is language for specific purposes. Seven items mentioned grammar, and one vocabulary as learning objective. For mediation (translating) two items were found, one for the intermediate and one for the advanced level. Cultural studies was mentioned four times and intercultural and language awareness two times.

In skills development all skills are taken into consideration, with writing receiving less attention than the other skills. Integrated skills are mentioned six times.

Learning tools: the usual course books and audio and one accompanying video tape.

Six grammar books and two phrase books were found as reference resources.

### *Swedish*

Seven items were found, -all for the beginners level, although two items did not specify a level - of which three are based on a communicative approach, and one on the structural approach. The other items are meant for self study or distance learning.

Learning context: three items are for use in groups with a teacher, and one for self study with a 'distant' tutor.

Learning objective: for five items the stated learning objective is language for general purposes; for one it is grammar; for two vocabulary and also pronunciation practice was mentioned twice as specific learning objective.

In skills development listening was mentioned twice, speaking three times, reading and writing both once. Integrated skills was not mentioned.

Learning tools: the usual course books and audio and one accompanying video tape.

Two grammar books and one phrase book were found as reference resources

## **Comments**

An analysis of the data shows us the following:

- The number of items found for the different languages range from 33 for Spanish to 1 for Danish, Norwegian, and Polish. The number of items found reads as follows:

Spanish	33
German	20
Italian	18
Portuguese	7
Swedish	7
Greek	6
Finnish	2
Danish	1
Norwegian	1
Polish	1

- The ranking order in this list is more or less the same as the ranking order that came out of the second part of the study, the survey of the demand for the different languages and the 'perceived needs' for language learning materials (see part 2 of this national report).
- A distinction has to be made between More widely used and taught languages (MWTL) and Less widely used and taught languages (LWTL). German, Spanish and Italian belong in the first category; the other languages in the second.
- German and Spanish are - in Holland - languages taught in vocational schools. Italian only at very rare occasions, the other languages are taught in leisure time education, or in private language schools either for professional purposes or for family/travel/holiday purposes.

- An overview of the data shows that the majority of the language learning materials is meant for learners at beginners level -A1 and A2 of the Common European Framework. For the MWTL materials for the intermediate level are available. It must be noted that here the materials found were mostly meant for level B1.
- The data also make clear that most course materials claim to be 'communicative' in learning/teaching approach. Whether this claim will hold under a more close scrutiny, one could doubt.

### **Shortages and 'gaps' in the provision of materials**

One can look at 'shortages and gaps' in two ways. The first is a mainly quantitative way of looking at the data, indicating for which languages there are none or few materials in the different boxes of the matrix developed for this survey. The second approach is to compare the actual provisions with the perceived needs for a language, taking into consideration the needs and the restraints of the educational context in which the language learning takes place. It seems appropriate to use the first approach in this, more quantitative part of the report, and the second in the second part, where the actual and future needs will be covered.

### **General**

There seems to be on the whole a shortage for the following type of materials:

- For project based learning
- For web-based learning
- For one to one learning situations
- For exchanges, educational visits, tandem work
- For language for mobility
- For needs analysis and assessment
- For creativity enhancement
- For language games
- For mediation
- For intercultural and language awareness
- For 'language learning' (i.e. learning how to learn a language)
- Independent exercise or workbooks
- TV, radio, digital TV
- Satellite TV
- Learner magazines, newspapers
- Visuals, flashcards, maps
- CALL - local learning software
- CALL - online activities
- Call - authoring tools
- Dictionaries

These categories are have no entries - or only one- in the matrix used in the survey of materials in the Netherlands. Whether one feels that these cells in the matrix should be filled for all or some of the languages is of course a matter of interpretation based on one's point of view in matters of didactics of language learning, the need for each language in the survey for different target groups, and one's appreciation of needs and constraints of different educational contexts and one's beliefs in the 'innovative force' of sophisticated materials and high tech learning contexts for the improvement of language learning and teaching.

### *Dictionaries*

Information on dictionaries encountered in the Dutch (educational) publishers' catalogues was entered into the database. Those are few, as Dutch is such a small market for bilingual dictionaries. What, however, was found were word lists, glossaries or 'thematic vocabulary inventories'. There are of course more dictionaries available on the Dutch market. In the first place those for the MWTL, which within the scope of this survey means German, Spanish and Italian. They are published by specialised firms such as Van Dale, Kramer and Prisma. Their catalogues were not used for the survey, because they do not publish language learning materials in the broader sense of the word.

For the LWTL bilingual dictionaries of the type English-TL-English, or French-TL- French, or German-TL - German are available and used in Holland, as many students of the LWTL have enough 'study skills' to either use these dictionaries directly, or, if necessary, go from Dutch to the known language to the target language, and vice versa. But also for the LWTL there are bilingual dictionaries Dutch- target languages, published by some smaller or specialised publishers.

A resource list for dictionaries from Intertaal, a specialised bookshop for language learning materials in Amsterdam, gives the following overview for bilingual Dutch/TL dictionaries: (*Dutch - TL and TL -Dutch are counted separately; no distinction is made in target groups*)

Danish:	2 items
German:	26 items
Finnish:	3 items
Greek:	3 items
Italian:	5 items
Norwegian:	3 items
Polish:	1 item
Portuguese:	5 items
Spanish:	10 items
Swedish:	5 items

Perhaps it is interesting in this context to mention a project carried out by the '*Nederlandse Taalunie*' (a Dutch-Flemish official, government based and government funded, association to 'promote the Dutch language') in which bilingual, meaning Dutch-TL-Dutch, dictionaries are being developed for the LWTL. The project is at the moment nearing completion. ([www.taalunie.nl](http://www.taalunie.nl) Look for Werkterreinen/Taal/Woordenschat/CVLL)

### **Per language**

In reviewing 'shortages and gaps' per language it is unavoidable to make some comments on demand and target group, the focus of the second part of this report.

*Danish*: no materials available for levels B or C, none for 'professional purposes', none for class or group settings, no software, no dictionaries. Demand for Danish: low; not taught in the (vocational) school system.

*Finnish*: no materials available for levels B or C, none for 'professional purposes', none for self study or distance learning, no course material based on the communicative approach, no software, no dictionaries. Demand for Finnish: very low; not taught in the (vocational) school system.

*German*: no materials for levels C 1 and C2, no software, no online activities. Demand for German: second language (after English) in the vocational schools; high demand in professional training (private language schools), low demand in adult education.

*Greek*: no materials for levels B and C, nothing for 'professional purposes', no software, no online activities. Demand for Greek is very low; not taught in the (vocational) school system.

*Italian*: no materials for the levels B2, and C. Nothing for 'professional purposes', shortage of materials for developing writing skills, no software, no online activities. Demand for Italian is rather high in professional training (private language schools) and in adult education. Italian is only on very rare occasions taught in the (vocational) school system.

*Norwegian*: no materials available for levels B or C, none for 'professional purposes', none for class or group settings, no software, no dictionaries. Demand for Norwegian: low; not taught in the (vocational) school system.

*Polish*: : no materials available for levels B or C, none for 'professional purposes', none for class or group settings, no software, no dictionaries. Demand for Polish: low (though reported to be growing); not taught in the (vocational) school system.

*Portuguese*: no materials for the levels B2, and C. Nothing for 'professional purposes', no software, no online activities. Demand for Portuguese is low in professional training (private language schools) and 'medium high' in adult education. Portuguese is not taught in the (vocational) school system.

*Spanish*: few materials for level C 1 and none for C2, no software, no online activities. Demand for Spanish: fourth language (after English, German and French) in the vocational schools. High demand in professional training (private language schools), very high demand in adult education.

*Swedish*: no materials available for levels B or C, none for 'professional purposes', no software. Demand for Swedish: low (but highest of the Scandinavian languages); not taught in the (vocational) school system.

### **The Common Reference Levels**

Only on one occasion -in a recently published course for Dutch as a second/foreign language-reference was made to the levels described in the Common European Framework of reference for learning, teaching and assessment of modern languages.

### **The 'communicative approach'**

The survey shows that the general concept of language as a means of communication -instead as of a set of words and grammar rules- is now widespread and figures in almost all the catalogue descriptions. An interesting aspect here is that also in grammar books and in materials for self study communication is taken as a natural starting point. Grammar books based on 'language in use'; self study materials that provide an input of authentic language, may not be communicative in their methodology or didactics, but still provide communication as input for language learning. This development shows up in the catalogue descriptions for these type of materials.

### **National characteristics**

Holland is a small country, which makes publishing learning materials for all but the mayor languages specifically for the Dutch market not viable. The main market and main interest for publishers lies in the regular school system, primarily with English, with German and French in the second, Spanish in the third place, and Russian and Italian in the fourth.

The 16 + language learning and teaching in the vocational colleges consist mostly of English, with German and some French and Spanish in some sectors (secretaries, tourism). Teachers in the vocational colleges like to have their materials tailormade to their educational context: instructions and explanations in Dutch, explicit reference to (modular) vocational learning objectives.

Outside the school system the market is large enough for the publication of own productions of Dutch publishers for the mayor languages: English, French and German. For Italian and Spanish we see a number of co productions with publishers in other countries - Germany, Spain, Sweden - in which publications are to a greater or lesser extent adapted to the Dutch users. This adaptation sometimes is no more than instruction in Dutch for the first three or four chapters, a wordlist and a grammar compendium in Dutch. In other cases textbooks are more thoroughly adapted, with Dutch as rubric language throughout the course.

For the smaller languages there are some publications based on teachers' own materials, teachers, mostly native speakers, who have taught classes in adult education for a number of years.

In private language schools teachers -of the LWT - are generally native speakers. They use published course materials, which they often acquire in their own country, for beginners courses with a general communicative nature, and collect their own materials -from the internet, from companies - for the more specific professional tasks and vocabulary.

There exist in Holland a specialised bookshop which offers learning materials for 154 languages. For teachers of the LWTL it is comparatively easy to order - by phone or through the internet - materials from publishers from all over the world.

### **The situation for French**

Holland did not partake in the preliminary study where the situation concerning the provisions for learning materials for French in four countries was surveyed. In Holland the demand for and provision of materials for French is, in the educational sectors and learning contexts as distinguished in this report, similar to - or better said: in between - those for German and Spanish. It seems therefore rather safe to extrapolate the findings and conclusions for those two languages to French, although of course a detailed survey would be needed to underpin this opinion.

### **Materials produced within the Leonardo da Vinci and Socrates/Lingua programmes**

The catalogues were searched for 1) programmes in which language learning materials were - or are being -produced, with b) a Dutch partner as coordinator of the project. As specifically the Leonardo database proved to be difficult to access, additional information was sought from the Dutch NCU for the Leonardo da Vinci programme. This gave the following result:

#### **Socrates/Lingua:**

*Polyxena*, a project to develop and produce a CD Rom for the learning of Greek by pupils in the 15-18 age group who have English, German or Dutch as their mother tongue. The CD Rom aims in particular to support these users in their participation in mobility projects to Greece.

Coordinator: Stichting Advies- en begeleidingsdienst voor het onderwijs, Amsterdam. Under construction.

**Leonarda da Vinci:**

A CD rom in five languages, including Dutch, to help boating people (recreational 'sailors') with the specific vocabulary used in the touristic water traffic.

Coordinator: ANWB (the Dutch Automobile Club), Leidschendam.

*Handlungsorientiertes Ausbildungsprogram für Deutsch als Fremdsprache auf Fachschulniveau.* Sectore: Reiseverkehr/Tourismus und Spedition. A training programme for teachers of German in vocational schools, geared towards the development of a more practical, professionally oriented language learning in the schools. The project also will provide (examples of) projects for students, in which language learning and the development of professional skills are integrated. The programme provides a model for a teaching/learning approach that is transferable to other languages and other professional sectors.

Coordinator: Fontys Hogeschool, Tilburg. Under construction; materials are to be published mid 2001.

As the materials mentioned here are either not yet published or not available through the regular channels of educational publishers and/or bookshops, they were not entered into the main database.

## *Appendix I*

### *List of publishers*

**Wolters Noordhoff**

**Meulenhoff Educatief**

**Intertaal**

**Uitgeverij Malmberg**

**SMD Educatieve Uitgevers**

**Uitgeverij Coutinho**

**Uitgeverij Thieme**

**Leidse Onderwijsinstellingen (LOI)**

## *Appendix II*

### *Code list*

**Wolters Noordhoff 001**

Catalogus BVE Educatie 2000 001

Catalogus BVE Beroepsonderwijs 002

**Meulenhoff Educatief 002**

Catalogus 2000/Beroeps- en Volwasseneneducatie 001

**Intertaal 003**

Catalogus 2000/2001 001

**Uitgeverij Malmberg 004**

Fondslijst Juni 2000 BVE 001

**SMD Educatieve Uitgevers 005**

Fondslijst 2000 001

**Uitgeverij Coutinho 006**

Catalogus 2000 talen 001

**Uitgeverij Thieme 007**

BVE-circuit voorjaar 1998 001

**Leidse Onderwijsinstellingen (LOI) 008**

Catalogus LOI Talen 001

## **2. Survey of future planned provisions 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.











### 3. Survey of needs as perceived by focus groups and experts

#### Summary

The survey was conducted in the following way:

- interviews were held with coordinators of the Dutch Association of Teachers of Modern Languages for the sectors Spanish, German and Italian;
- interviews were held with coordinators of the Dutch Association of private language schools;
- interviews were held with coordinators of language learning in higher education;
- an interview was held with a representative of the 'leisure time' adult education;
- research data were studied.

(see for more details appendices 2 and 3)

#### Findings

The first group of interviews dealt with language learning in vocational schools and -for Italian - in adult education, as members of the Dutch teachers' association work in these sectors. The coordinators of the Dutch Association of private language schools gave information about language learning for professionals, and about the demand for the different languages in the survey.

Results of the first group of interviews

##### *I. Target sector/focus group*

Vocational education and -for Italian - also adult education. The informant for Spanish gave some information about higher education.

##### *II. Orientation*

For German vocational/special purposes; for Spanish and Italian the focus is on basic workplace communication.

##### *III. Demand, provisions and needs*

The respondents did not number the different languages in terms of demand, as they dealt with one specific language.

They did not feel great shortages in material provisions for the present demand, but did have some wishes.

For German: materials for the higher level groups in the vocational schools to learn specific skills like making minutes of a meeting, making extracts of articles, etc. These students enter the vocational school with a higher educational level than the normal population. The textbooks used in class are too easy for them. More sophisticated software, enabling students to practise vocabulary and speech routines for the workplace in an interactive way. Materials for oral practice, for instance for telephoning. Up to date video material, showing social interaction in business contacts.

For Spanish: more sophisticated and interactive software; more materials for online activities (provided the conditions in the schools improve and learners have easy access to the internet!). More support for and examples of the integration of language learning with the learning of professional skills.

For Italian: communicative materials for the higher levels. 'There is enough communicative course material for beginners (A1 and A2, B1), but for higher levels we have to use materials published in Italy, that is still rather academic in its approach'.

### Comments

Most language learning seems to take place at the levels A2 and B1. For Italian at A1 and A2, with a higher level reached in professional training. Spanish covers A1 and A2 in the vocational schools, and B1 in higher education.

No real 'gaps' are mentioned for these levels, although wishes -for more sophisticated software, for more up to date video materials - are expressed. On the topic of materials for independent learning the informants stated that it was more the teacher who had to organise independent learning: 'An instruction leaflet for the students is easy to make. You have to let go a bit, and not try to control everything'. It seems the informants find that the materials they are using now meet the minimum requirements for independent work by students, such as instructions and explanations -in the mother tongue! - in the course books, answers to exercises, etc. It was stated that the type of learners in the vocational colleges (16, 17 years old, a rather low academic level) had to be introduced carefully and gradually to independent learning. For Italian in adult education the following was said: 'A lot of people start with self study, but they are not satisfied with that and join a group after some time'.

Conditions in the schools for independent work, like sufficient computer and internet access, are still rather poor, but improving. Conditions in institutes for adult education are very low tech, so there is no need for software here (Italian).

Another point raised is that language learning - in vocational schools -should be more integrated with work for the professional subjects: 'There is a lot of talk on that subject, but it seems to be difficult to organise'.

All informants in this group were informed about the Common European Framework.

The informants in this group represent 1150 teachers, the total number of members of their respective sectors of the Dutch Teachers Association for Modern Languages.

### Results of the second group of interviews

#### *I. Target sector/focus group*

Private language schools, professional training

#### *II. Orientation*

Vocational/special purposes

#### *III. Demand, provision and needs*

The respondents numbered the different languages in terms of demand. Two slightly different lists were given:

German	German
Spanish	Spanish
Portuguese	Italian
Italian	Portuguese
Norwegian	Polish
Danish	Swedish
Swedish	Norwegian

Greek	Danish
Finnish	

Remarks made: the demand is for the five major languages: English, Spanish, German, with French and Italian lagging far behind. Demand for the LWTL is small and incidental: more and/or better materials will not change that.

English and Dutch as a second language are the major sources of income for the private language schools. It is estimated that the LWTL make up some 30% of the total income. That includes not only the LWTL in this survey, but languages like Indonesian, Russian, Arabic, Thai, whatever language a client has a need for.

It is difficult to get a general overview of the demand, as statistics are influenced by incidental demands, like for instance one company that buys three training programmes for Bulgarian in a certain period. Then suddenly Bulgarian appears in the statistics. There are regional differences, due to clients in a certain area that have business contacts with certain countries.

#### Material provisions

The informants stated that there were no real shortages in material provisions. 'Sometimes it is difficult to get the materials you need, but we have found ways to solve this problem'.

Materials are bought through a bookshop, specialised in international language learning materials, through other 'clearing houses', or are bought by (native speaker) teachers in their countries of origin.

Private language schools develop their own course programmes and sets of materials for the LWTL; there is little exchange among the different institutes.

One informant stated that the real problem is to find a competent teacher for the LWTL: 'Once you have found a good teacher, that person will know and find the necessary materials'.

#### Needs and wishes

The learning objectives for the LWTL in the private sector are mostly elementary communication and specific technical jargon/vocabulary. 'It is a matter of strategic importance to be able to say something in your partner's language, but the business language is English, Spanish, or German'. The objectives are reached by using (parts of) existing course materials, with some grammar books, word lists, phrase books, and a dictionary for the communication part of the course, and material taken from the internet or from the client's business contacts, for the specific part.

There is more need for authentic materials coming from the business world, like videos companies use for marketing new products, for safety instructions, or introducing new staff to the company, etc. than for materials produced for language learning. But for this last category the following wishes were expressed, generally, for all levels, not specific for one language:

- Materials for self study
- Material for intensive, accelerated courses
- Materials for developing writing skills ('integrated approach of the writing process, with lot of practice material')
- Material to enhance autonomous language learning
- Software locally available

#### Comments

The professional, studying a LWTL at a private language school, has very specific aims. He or she needs a basic command of everyday social communication, and the command of a very (profession or even company) specific vocabulary. It seems the private language schools feel that they can cater sufficiently for this need with the existing materials, buying in Holland or

abroad materials to cover the basic communication aims, and collecting, from the internet or through contacts in the business world, the more specific materials to train the client for the specific business context in which he has to operate. It is no problem to obtain materials for the MWTL. The international market offers enough, and the private schools, contrary to the vocational colleges, do use materials published abroad which normally are monolingual, using the target language as rubric (instruction) language. Both the academic level and the target language level of their clients is higher than of students in vocational schools: that probably enables them to work with international materials.

There is little exchange among the private schools of (sources for) materials, as finding the right kind of materials for a sector or a (large) company is in a way their working capital. Most language schools have technological equipment like videos, computers, language labs, labs to practise telephoning.

The private language schools are well informed about the Common European Framework; they have translated the levels into Dutch and use the descriptors in assessing their clients' performance during intake. One informant stated that the Reference Levels were of foremost importance for the internal structuring of courses and training programmes in the institutes for language teaching. 'The business world is not really interested. What they want to know is which goals we can reach in a given period of time: will their employee be able to make telephone calls, to write memo's and letters, to participate in a meeting?'

## **Results of the interviews with experts in higher education**

*I. Target sector/focus group*  
Higher education

*II. Orientation*  
Both language for general and language for professional purposes

*III. Demand, provisions and needs*  
Students in higher education (universities and 'Fachhochschulen') who want to learn a foreign language have - within the institutes of higher education - three choices. The first is to follow a special programme within their own field of study, as for instance Italian for art historians or French for law students. These programmes train reading skills in a specific subject field. The second possibility is to take a language as an extra subject and to study (part of) the regular curriculum with the linguistic specialists. The third possibility, suited to the needs of students on mobility programmes, is to follow a course in the Language Centre of the university, which also offers facilities and materials for self study. In this paragraph we shall discuss the specialist reading programmes and the University Language Centres. Studying a language as an (extra) academic subject falls outside the scope of this study.

The demand for specialist reading programmes as mentioned above is rather limited. English, French, and Italian seem to be most in demand. The programmes are taken as an optional course, two hours a week during a term of 13 weeks, which means that little time is devoted to the learning of the language. Teachers of these courses have developed their own, subject-specific, readers, and do not see a need for other, published materials.

The University Language Centres cater both for the specialist language students, as for students of others subjects and for the general public. The main part of their offer consists of a self access centre, with self study materials for many languages. They also offer short, intensive courses for students who intend to spend a time abroad on a mobility programme.

Languages most in demand in the self access centres are:

Spanish

(French, English)

Italian

German

The demand for the other languages in this survey is more or less equal.

There is no demand for Letzeburgish or Irish.

Most language learning in the self access centres takes place at beginners level, some at intermediate, none at advanced.

For the MWTL there is no shortage in materials. For the Scandinavian languages more software is needed, especially for Finnish and Danish very little CALL material is available.

The Centre of the University of Amsterdam has developed a bank of video material for the LWTL by recording programmes in the target languages that are received by satellite TV.

Teachers have made this material accessible for language learners by making transcripts and exercises. There is always a need for more of this kind of materials, and for tailor-made materials for reading and listening. 'The university teachers of the language departments should develop more materials for different levels, but they don't always have time for it.'

The experts consulted were familiar with the European Framework.

#### **Results of the interview with an expert in adult education**

##### *IV. Target sector/focus group*

Adult education

##### *V. Orientation*

Language for general with some language for professional purposes

##### *VI. Demand, provisions and needs*

Adults -20 plus- have two main choices when they are looking for provisions in the field of foreign language courses. The first is to follow a language class in a school for adult education, as part of a certificate programme for a regular school diploma (the so-called 'second chance education'). Only languages that form part of the regular school examinations are offered, Spanish being the most popular in the schools for adult education.

The other choice for adults is the so-called 'leisure time' education, offered by the 'Volksuniversiteiten' (cf. the German Volkshochschule) and by numerous -small- private institutions and private teachers. The courses are on the whole not exam-focussed and offer language for general purposes. The larger Volksuniversities offer some 'English for business' courses or courses leading up to the certificates for Cambridge, the Alliance Française or the Goethe Institut.

Institutes for distance learning also offer this type of language courses.

The expert interviewed for this survey informed about language learning in the Volksuniversities. There all the languages in this survey, with the exception of Danish (temporarily not on offer), Finnish, Letzeburgich and Irish are offered. Spanish is most in demand, followed by Italian, Portuguese, Greek, Swedish and German. Most courses are offered at beginners level, with conversation classes -for Spanish, Portuguese and Greek- going up to B2 level. No shortage in the provision of materials is felt. A wish was expressed for more CALL materials, but 'we have only a couple of classrooms with computers, so we cannot make much use of CALL materials.'

There is no need for materials for self study or more independent learning: 'people come to these courses also for social reasons. They have little time to work at home, their once-a-week language class is enough for them.' The Volksuniversiteit has a supply of extra materials like grammars, reading books, etc. but little use is made of them.

The informant was not familiar with the European Framework.

## Research data

Most available research reports or studies deal with language learning in vocational schools and are not relevant to the subject of this survey. The most important findings are:

- The teaching and learning of languages in vocational schools is in decline.
- English is still compulsory in most sectors; German in some; French and Spanish are on the verge of disappearing.
- There is no ongoing line in language learning starting in the regular school system for age group 12 to 16 years; continuing in vocational school, and progressing in higher education or the workplace. Students often start again at a low level when entering a new educational sector. A system of reference levels based on the Common European Framework is recommended to improve this situation.
- Language learning in vocational schools is too academic.
- Splitting up language learning over professional fields is disadvantageous: learning cannot be organised and publishers cannot produce materials for the smaller professional fields.

(*Talen in actie* 1998)

A Quick Scan (January 1998) and a series of interviews (December 1999) were carried out to learn more about the needs for modern languages in the workplace, at grass root and middle management levels. Conclusions:

- English and German are the most important foreign languages. More than 25% of the respondents gave language skills in German the highest priority.
- Some 50% of the respondents take language skills in consideration when selecting new staff.
- For the management level the most important skills are maintaining international contacts and reading professional literature; for grass root level understanding quality systems, instruction manuals and maintenance programmes.
- For the management level English and German are 'leading'; in the workplace there are often contacts in the mother tongue of the foreign partner.
- It is important that workers have a good basic command of foreign languages and an ability to learn a language in practice, through work contacts. The specific professional idiom is much smaller than general vocabulary: it is easily picked up in practice.

(*Boer en Croon* 1998, 1999)

## **Appendices**

### **1. List of publishers contacted**

ThiemeMeulenhoff

Intertaal

Wolters Noordhoff

Malmberg

Leidse Onderwijs Instellingen

Coutinho

### **2. List of focusgroups/experts**

Vereniging van Taleninstituten Nederland

Stichting Promotie Talen, Mr. J. Voskuilen

Talencentrum Den Haag/Rotterdam, Mrs. H. van Egmond - Van Helten

Levende Talen, Sectie Duits, Mrs. Petra Corver

Levende Talen, Sectie Spaans. Mrs. Petra Schnetz

Levende Talen, Sectie Italiaans, Mrs. Elisabetta Materassi

Language Centre of the University of Amsterdam, Mr. Paul Nagtegaal

Centre for Computer Assisted Learning of the University of Leiden, Mrs. Alessandra Corda,  
coordinator for language programmes

Volsuniversiteit Amsterdam, Mrs. Maggie Vonk, head of the languages department

### **3. List of publications**

Liemberg, E. en E. van Kleunen *Talen in actie 's* - Hertogenbosch, CINOP, 1998

Boer en Croon Management Consultants *Quick Scan behoefte aan vreemdetalenonderwijs op MBO-niveau*,  
Amsterdam, 6 Januari 1998

Boer en Croon Management Consultants *Spreekt het MVT - onderwijs de taal van de arbeidsmarkt?* Amsterdam, 15 december 1999

Code: .....

## European Language Learning Materials Survey

### Vragenlijst voor uitgevers (vertrouwelijk)

Dit onderzoek richt zich op de behoefte aan materialen voor het leren van moderne vreemde talen en de voorzieningen aan taalleermaterialen voor de leeftijdsgroep 16 plus, in de onderwijssectoren vrijtijdscursussen (volksuniversiteiten en dergelijke), volwasseneneducatie, taalscholen en bedrijfstrainingen, secundair en tertiair beroepsonderwijs (mbo en hbo, uitgezonderd de talenopleidingen).

- 1. Voor welke sector bent u voornemens in de komende 3 jaar materialen uit te brengen?** (eigen productie; niet het op de markt brengen van producten van andere uitgevers)

Wilt u het desbetreffende hokje aankruisen? Niveauindicatie:

- A beginners (de niveaus A1 en A2 van het Europese Referentiekader)  
 B middenniveau (de niveaus B1 en B2 van het Europese Referentiekader)  
 C gevorderden (de niveaus C1 en C2 van het Europese Referentiekader)

een globale vergelijking van de Europese niveaus met het Nederlandse schoolsysteem, voor de talen Engels en Duits:

- A basisvorming, mavo  
 B havo, vwo, 'bovenkant' mbo  
 C hbo, universiteit en daarboven

	Taal voor professionele doeleinden			Taal voor algemeen-maatschappelijke doeleinden			Onderwijssector
	A	B	C	A	B	C	
Deens							
Duits							
Fins							
Grieks							
Iers							
Italiaans							
Luxemburgs							
Portugees							
Spaans							
Zweeds							

- 1. Kunt u een ruwe schatting geven van het geplande aantal items per niveau?**

	Taal voor professionele doeleinden			Taal voor algemeen-maatschappelijke doeleinden			Onderwijssector
	A	B	C	A	B	C	

Deens							
Duits							
Fins							
Grieks							
Iers							
Italiaans							
Luxemburgs							
Nederlands (als vreemde taal)							
Portugees							
Spaans							
Zweeds							

1. Kunt u, op de bijgevoegde *matrix*, aangeven:

a) voor welk soort materialen u wel een behoefte signaleert, maar die u niet van voornemens bent uit te gaan geven? (svp aankruisen)

Redenen:

.....

b) welk soort materialen u voornemens bent uit te gaan geven? (svp markeren met een **P**)

1. a) Bent u op de hoogte van nationaal of Europees beleid mbt onderwijs, opleiding en scholing voor de genoemde sectoren dat van invloed is op de behoefte aan en de voorzieningen voor taalleermaterialen in de toekomst?

ja  nee

b) Bent u voornemens te reageren op/rekening te houden met beleidsmaatregelen in uw eigen publicatieplannen voor taalleermaterialen?

ja  nee

Opmerkingen: .....

.....

.....

4.c Bent u bijvoorbeeld voornemens in uw publicaties te refereren aan het Europese Refentiekader voor de moderne vreemde talen? (*Modern Languages: Teaching, Learning and Assessment. A Common European Framework of Reference* Raad van Europa, Straatsburg 1996)

ja  nee

4.d Aan wat voor soort steun vanuit de nationale overheid of vanuit de Europese Commissie zou u behoefte hebben om te kunnen voorzien in materialen voor het leren van moderne vreemde talen?

.....

.....

2. Een tweede doel van deze studie is om voorbeelden van taalleermaterialen voor andere specifieke sectoren, buiten het reguliere onderwijs, naar voren te brengen. Het gaat daarbij om materialen voor leerders met een handicap, en jonge en zeer jonge leerders. Als u dergelijke materialen uitgeeft (of van plan bent te gaan uitgeven) wilt u ze dan hieronder beschrijven?

.....

.....

.....

Hartelijk dank voor uw medewerking.

CINOP

Ellie Liemberg, project manager talen

Tel. 073 - 6800 883  
eliemberg@cinop.nl

## MATRIX

	Taalvaardigheidsniveau				
	Beginners A1 - A2	Middenniveau B1 – B2	Gevorderden C1 – C2	Alle niveaus	Niet gespecificeerd
<b>(Taal)didactische benadering</b>					
Communicatieve aanpak					
Structuurmethode (grammatica/vertaal methode)					
Project onderwijs					
Open Leren en afstandsonderwijs					
Zelfstudie					
'Web-based' leren <sup>1</sup>					
Andere aanpak dan hierboven genoemd					
<b>Onderwijscontext</b>					
Klassikaal					
Een op een					
Taalwerkplaats/semi-zelfstandig					
Zelfstandig leren					
Intensief/versnelde trajecten					
Uitwisseling/Studiebezoeken/Tandem					
<b>Leerdoelen</b>					
Taal voor algemeen-maatschappelijke doeleinden					
Taal voor professionele doeleinden					
Taal voor mobiliteitsdoeleinden <sup>1</sup>					
Analyse van leerbehoeften (inclusief assessment)					
Gericht op een examens of kwalificatie					
Grammatica					
Woordenschat					
Uitspraak					
Creativiteit <sup>ii</sup>					
Taalspelletjes					
Vertalen					
Kennis van land en volk					
Taalbeschouwing, interculturele aspecten					
<b>Ontwikkeling van taalvaardigheden</b>					
Luisteren					
Spreken					
Lezen					
Schrijven					
Geïntegreerde vaardigheden					
Autonoom taalleren					
<b>Soorten onderwijs- en leermaterialen</b>					
Tekstboek, boeken voor leerling en docent					
Werkboeken					
Oefen/werkboeken los van een leergang					
Audiocassettes(banden)/audio cd's					
Video					

<sup>1</sup> teletutoring

TV en radio (+digitale tv)					
Satelliet televisie					
Tijdschriften/kranten/leesboekjes voor leerlingen					
Hulpmiddelen voor de docent/kopieerbladen/sheets voor de overheadprojector, etc.					
Visuele hulpmiddelen als flashcards, kaarten, etc.					
<b>COO (Computer ondersteund onderwijs)</b>					
Lokaal (niet online) beschikbare software als cd rom, DVD, etc.)					
Online activiteiten					
Auteurssystemen					
<b>Naslagwerken</b>					
Woordenboek					
Grammaticaboek					
Ondersteuning voor leerlingen (bv. online tutor)					
Idioom boek					

Wordt gerefereerd aan het Europese Referentiekader?	Ja	Nee
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# European Language Learning Material Survey

## Vragenlijst informanten

Dit onderzoek richt zich op de behoefte aan materialen voor het leren van moderne vreemde talen en de voorzieningen aan taalleermaterialen voor de leeftijdsgroep 16 plus, in de onderwijssectoren vrijtijdscursussen (volksuniversiteiten en dergelijke), volwasseneneducatie, taalscholen en bedrijfstrainingen, secundair en tertiair beroepsonderwijs (mbo en hbo, uitgezonderd de talenopleidingen).

In deze vragenlijst gebruiken we de volgende indeling van taalbeheersingsniveaus:

- A beginners (de niveaus A1 en A2 van het Europese Referentiekader)
- B middenniveau (de niveaus B1 en B2 van het Europese Referentiekader)
- C gevorderden (de niveaus C1 en C2 van het Europese Referentiekader)

een globale vergelijking van de Europese niveaus met het Nederlandse schoolstelsel, voor de talen Engels en Duits:

- A basisvorming, mavo
- B havo, vwo, 'bovenkant' mbo
- C hbo, universiteit en daarboven

### I. Sector

Wilt u de sector waarvoor u deze lijst invult svp aankruisen? (niet meer dan een sector; gebruik zonodig extra lijsten voor andere sectoren)

- bedrijfstrainingen, taalscholen
- volwasseneneducatie/vrijtijdscursussen
- secundair beroepsonderwijs
- hbo/universiteit (geen talenopleidingen)

### II. Richting

Wilt u de richting waarvoor u deze lijst invult svp aankruisen? (niet meer dan een richting; gebruik zonodig een extra lijst voor de andere richting)

- taal voor algemeen-maatschappelijke doeleinden
- taal voor professionele/specifieke doeleinden

### III. Vraag, voorzieningen, behoeften

Wilt u alstublieft de vragen voor elk niveau (A, B en C) apart beantwoorden? Het gaat uitsluitend om de onderstaande talen:

Taal	Afkorting	Taal	Afkorting
Deens	DAN	Luxemburgs	LET
Fins	FIN		
Duits	GER	Portugees	POR
Grieks	GRE	Zweeds	SWE
Iers	IRI	Spaans	SPA
Italiaans	ITA		

# European Language Learning Material Survey

## Vragenlijst taalniveau A

### I. Sector/belangrijkste doelgroep

- bedrijfstrainingen, taalscholen
- volwasseneneducatie/vrijtijdscursussen
- secundair beroepsonderwijs
- hbo/universiteit (geen talenopleidingen)

### II. Richting algemeen-maatschappelijk professioneel/specifiek

### III. Vraag, voorzieningen, behoeften

*Niveau A* = Beginners (A1 tot A2 van het 'Europese Referentiekader')

Wilt u in het onderstaande schema

a) de talen nummeren van 1 tot 10 in volgorde van de waargenomen vraag naar de verschillende talen. De taal waar de meeste vraag naar is, wordt nummer 1, en zo verder. Laat talen waar geen vraag naar is, buiten beschouwing.

b) een kruisje zetten in het Ja- of Nee-hokje om aan te geven of de huidige voorziening aan taalleermaterialen voor de taal in kwestie de behoefte dekt.

Nr	Taal	Ja	Nee
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

c) Wilt u, met behulp van de *bijgevoegde matrix*, per taal aangeven (gebruikt u svp de afkortingen uit het schema op pg 1) aan welke (welk soort) materialen het meeste behoefte is om te voorzien in de hierboven gesignaleerde lacunes?

# European Language Learning Material Survey

## Vragenlijst taalniveau B

### I. Sector/belangrijkste doelgroep

- bedrijfstrainingen, taalscholen
- volwasseneneducatie/vrijtijdscursussen
- secundair beroepsonderwijs
- hbo/universiteit (geen talenopleidingen)

### II. Richting algemeen-maatschappelijk professioneel/specifiek

### III. Vraag, voorzieningen, behoeften

*Niveau B* = Beginners (B1 tot B2 van het 'Europese Referentiekader')

Wilt u in het onderstaande schema

a) de talen nummers van 1 tot 10 in volgorde van de waargenomen vraag naar de verschillende talen. De taal waar de meeste vraag naar is, wordt nummer 1, en zo verder. Laat talen waar geen vraag naar is, buiten beschouwing.

b) een kruisje zetten in het Ja- of Nee-hokje om aan te geven of de huidige voorziening aan taalleermaterialen voor de taal in kwestie de behoefte dekt.

Nr	Taal	Ja	Nee
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

c) Wilt u, met behulp van de *bijgevoegde matrix*, per taal aangeven (gebruikt u svp de afkortingen uit het schema op pg 1) aan welke (welk soort) materialen het meeste behoefte is om te voorzien in de hierboven gesignaleerde lacunes?

# European Language Learning Material Survey

## Vragenlijst taalniveau C

### I. Sector/belangrijkste doelgroep

- bedrijfstrainingen, taalscholen
- volwasseneneducatie/vrijtijdscursussen
- secundair beroepsonderwijs
- hbo/universiteit (geen talenopleidingen)

### II. Richting algemeen-maatschappelijk professioneel/specifiek

### III. Vraag, voorzieningen, behoeften

*Niveau C* = Beginners (C1 tot C2 van het 'Europese Referentiekader')

Wilt u in het onderstaande schema

a) de talen nummers van 1 tot 10 in volgorde van de waargenomen vraag naar de verschillende talen. De taal waar de meeste vraag naar is, wordt nummer 1, en zo verder. Laat talen waar geen vraag naar is, buiten beschouwing.

b) een kruisje zetten in het Ja- of Nee-hokje om aan te geven of de huidige voorziening aan taalleermaterialen voor de taal in kwestie de behoefte dekt.

Nr	Taal	Ja	Nee
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

c) Wilt u, met behulp van de *bijgevoegde matrix*, per taal aangeven (gebruikt u svp de afkortingen uit het schema op pg 1) aan welke (welk soort) materialen het meeste behoefte is om te voorzien in de hierboven gesignaleerde lacunes?

### MATRIX

	Taalvaardigheidsniveau		
	Beginners A1 - A2	Middenniveau B1 - B2	Gevorderden C1 - C2
<b>(Taal)didactische benadering</b>			
Communicatieve aanpak			
Structuurmethode (grammatica/vertaal methode)			
Project onderwijs			
Open Leren en afstandsonderwijs			

Zelfstudie			
'Web-based' leren <sup>2</sup>			
Andere aanpak dan hierboven genoemd			
<b>Onderwijscontext</b>			
Klassikaal			
Een op een			
Taalwerkplaats/semi-zelfstandig			
Zelfstandig leren			
Intensief/versnelde trajecten			
Uitwisseling/Studiebezoeken/Tandem			
<b>Leerdoelen</b>			
Taal voor algemeen-maatschappelijke doeleinden			
Taal voor professionele doeleinden			
Taal voor mobiliteitsdoeleinden <sup>iii</sup>			
Analyse van leerbehoeften (inclusief assessment)			
Gericht op een examens of kwalificatie			
Grammatica			
Woordenschat			
Uitspraak			
Creativiteit <sup>iv</sup>			
Taalspelletjes			
Vertalen			
Kennis van land en volk			
Taalbeschouwing, interculturele aspecten			
<b>Ontwikkeling van taalvaardigheden</b>			
Luisteren			
Spreken			
Lezen			
Schrijven			
Geïntegreerde vaardigheden			
Autonoom taalleren			
<b>Soorten onderwijs- en leermaterialen</b>			
Tekstboek, boeken voor leerling en docent			
Werkboeken			
Oefen/werkboeken los van een leergang			
Audiocassettes(banden)/audio cd's			
Video			
TV en radio (+digitale tv)			
Satelliet televisie			
Tijdschriften/kranten/leesboekjes voor leerlingen			
Hulpmiddelen voor de docent/kopieerbladen/sheets voor de overheadprojector, etc.			
Visuele hulpmiddelen als flashcards, kaarten, etc.			
<b>COO (Computer ondersteund onderwijs)</b>			
Lokaal (niet online) beschikbare software als cd rom, DVD, etc.)			

<sup>2</sup> teletutoring

Online activiteiten			
Auteurssystemen			
<i>Naslagwerken</i>			
Woordenboek			
Grammaticaboek			
Ondersteuning voor leerlingen (bv. online tutor)			
Idioom boek			

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<sup>i</sup> voor tijdelijk werk in het buitenland

<sup>ii</sup> bijvoorbeeld drama, creatief schrijven, psycho drama

<sup>iii</sup> voor tijdelijk werk in het buitenland

<sup>iv</sup> bijvoorbeeld drama, creatief schrijven, psycho drama