

EUROPEAN LANGUAGE LEARNING MATERIALS
SURVEY

NORWEGIAN NATIONAL REPORT

by

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Introduction

The Norwegian research has focused on the provision of and needs for materials for learning Dutch, Finnish, German, Greek, Italian, Portuguese and Spanish. Norwegian has been excluded, as well as Danish and Swedish, which are fairly understandable languages for any Norwegian. (Some of the materials for learning the LWUTL in Norway are Swedish or Danish published materials.) Letzeburgish has been excluded as no Norwegian published materials in this language exist.

Due to the limit of time, the survey has focused only on **Norwegian published materials in the further and adult educational sectors.**

MAIN STUDY - PROJECT FINDINGS

PART ONE Survey of materials currently available in Norway

1.i.

The survey used the following information sources: printed publishers' catalogues, on-line resources, specialist language centre and bookshop resource lists (Appendix I).

1.ii.

The total number of published language learning materials surveyed and subsequently in-putted onto the matrix is 31. All currently available materials in Dutch, Finnish, Greek, Portuguese were recorded, along with 84% of materials for Spanish, Italian and German.

With a total of 31 items covering 7 languages the provision of materials for the target non-mainstream sectors is clearly limited.

1.iii.

The only web-based, on-line resources recorded in this study are those linked to another recorded resource eg. coursebook. Discussions with publishers (see Part Two) highlighted this as an area they would like to develop further, but the costs involved were too high.

2. Analysis of the data – General Comments

2.i.

The Common European Framework is rarely referred to by publishers – only 3 items made reference to the Framework.

2.ii

The study's analysis of materials for the Vocational Sector is provided through examination of the data for Language for Specific Purposes.

3. Analysis of data - Less Widely Used and Taught Languages

3.i

There is a general shortage of materials for the LWUTL.

3.ii

The total numbers of items recorded for each language are as follows:

Dutch	1
Finnish	1
Greek	2
Portuguese	1

A large number of the items available for the LWUTL are published in the target language country with rubric language in the target language. **This survey has focused only on the materials published in Norway.**

3.iii

All the materials for the LWUTL are for Beginners, where a level is specified.

3. iv The 'gaps' and shortages common to all LWUTL

- a) The gaps and shortages detailed below, particularly under *Learning Objective*, *Language Skills Development* and *Teaching and Learning Tools* reveal that there is a **lack of the basic language learning materials for these LWUTL.**
- b) Within the limited number of materials available in these languages, the following types of materials do not exist at all or in a very small number only:
 - *Learning –Teaching Approach*
Communicative (not Finnish), Structural, Project – based, Open and Distance Learning, Web-based learning

- *Learning context:*
Class (not Finnish), One-to One, Workshop/semi-independent, Exchange/educational visit/ tandem
 - *Learning Objective:*
Everything except: Language for general purposes and Intercultural and language awareness ie:
Language for specific purposes, language for mobility, needs analysis/assessment, exam/accreditation-focussed, grammar, vocabulary exercises, pronunciation, creativity enhancement, language games, mediation and cultural studies
 - *Language Skills Development:*
Integrated Skills
 - *Teaching and Learning Tools*
Overall, but particularly severe shortage for Video, TV, Satellite TV, Workbooks, Independent exercise/workbooks, Learner magazines/newspapers, Teachers resource packs/OHT/masters, Visuals/flashcards/maps
 - *CALL*
All ie: Local learning software, On-line activities, Authoring tools.
 - *Reference Resources*
Everything: Dictionaries, Grammars, Student support, Glossaries
- c) There are no materials for Language for Specific Purposes.
- d) There is a severe shortage of CALL materials.

3.v Analysis of data by individual target language and sector – LWUTL

A - Finnish

Total number of items recorded: 1

HE: FE: 1 AE: 1 ALL:

Broad Conclusions:

A.i **Level:** only for Beginners

A.ii The precise ‘gaps’ identified are:

- *Learning –Teaching Approach*
Structural, Project – based, Open and Distance Learning, Self Study, Web-based learning
- *Learning context:*
One-to One, Workshop/semi-independent, Independent, Intensive/accelerated, exchange/educational visit/ tandem
- *Learning Objective:*
Language for specific purposes, language for mobility, needs analysis/assessment, exam/accreditation-focussed, grammar, vocabulary exercises, pronunciation,

- creativity enhancement, language games, mediation and cultural studies.
- *Language Skills Development:*
Integrated Skills
- *Teaching and Learning Tools*
Audio, Video, TV, Satellite TV, Independent exercise/workbooks, Learner magazines/newspapers, Teacher resource packs/OHT/masters, Visuals/flashcards/maps
- *CALL*
Local learning software, On-line activities, Authoring tools.
- *Reference Resources*
Dictionaries, Grammar, Student support, Glossaries

B – Dutch

Total number of items recorded: 1

HE: FE: AE: 1 ALL:

B.i Beginners level

B.ii The precise ‘**gaps**’ identified are:

- *Learning –Teaching Approach:*
Communicative, Structural, Project – based, Open and Distance Learning, Web-based learning
- *Learning context:*
Class, One-to One, Workshop/semi-independent, exchange/educational visit/tandem
- *Learning Objective:*
Language for specific purposes, language for mobility, needs analysis/assessment, exam/accreditation-focussed, grammar, vocabulary exercises, pronunciation, creativity enhancement, language games, mediation and cultural studies
- *Language Skills Development:*
Integrated Skills
- *Teaching and Learning Tools*
Video, TV, Satellite TV, Workbooks, Independent exercise/workbooks, Learner magazines/newspapers, Teacher resource packs/OHT/masters, Visuals/flashcards/maps
- *CALL*
All types: Local learning software, On-line activities, Authoring tools.
- *Reference Resources*
Dictionary, Grammar, Student support, Glossaries

C - Greek

Total number of items recorded: 2

HE: FE: AE: 2 ALL:

C.i Beginners level

C.ii The precise ‘**gaps**’ identified are:

- *Learning –Teaching Approach:*
Communicative, Structural, Project – based, Open and Distance Learning, Web-based learning
- *Learning context:*
Class, One-to One, Workshop/semi-independent, exchange/educational visit/tandem
- *Learning Objective:*
Language for specific purposes, language for mobility, needs analysis/assessment, exam/accreditation-focussed, grammar, vocabulary exercises, pronunciation, creativity enhancement, language games, mediation and cultural studies
- *Language Skills Development:*
Integrated Skills
- *Teaching and Learning Tools*
Video, TV, Satellite TV, Workbooks, Independent exercise/workbooks, Learner magazines/newspapers, Teacher resource packs/OHT/masters, Visuals/flashcards/maps
- *CALL*
All types: Local learning software, On-line activities, Authoring tools.
- *Reference Resources*
Dictionary, Grammar, Student support, Glossaries

D - Portuguese

Total number of items recorded: 1

HE: FE: AE: 1 ALL:

D.i Beginners level

D.ii The precise ‘**gaps**’ identified are:

- *Learning –Teaching Approach:*
Communicative, Structural, Project – based, Open and Distance Learning, Web-based learning
- *Learning context:*

Class, One-to One, Workshop/semi-independent, exchange/educational visit/
tandem

- *Learning Objective:*
Language for specific purposes, language for mobility, needs analysis/assessment,
exam/accreditation-focussed, grammar, vocabulary exercises, pronunciation,
creativity enhancement, language games, mediation and cultural studies
- *Language Skills Development:*
Integrated Skills
- *Teaching and Learning Tools*
Video, TV, Satellite TV, Workbooks, Independent exercise/workbooks, Learner
magazines/newspapers, Teacher resource packs/OHT/masters,
Visuals/flashcards/maps
- *CALL*
All types: Local learning software, On-line activities*, Authoring tools.
- *Reference Resources*
Dictionary, Grammar, Student support, Glossaries

4. **Analysis of data - More Widely Taught & Used Languages**

4.i Approximately 84% of available materials were recorded for analysis

4.ii The total number of items recorded are:

German	12
Spanish	9
Italian	5

4.iii

The ‘gaps’ and shortages common to all More Widely Taught & Used Languages

There are ‘gaps’ which are particular to one or two of these three MWTUL. The ‘gaps’ listed below are those which are **common to all three** languages.

- The materials available for Language for Specific Purposes (vocational language) are in none supply.
- The CALL materials are severely limited.

The common ‘gaps’ and shortages are:

- *Learning –Teaching Approach:*
Project – based, Open and Distance Learning, Web-based learning

- *Learning context:*
One-to One, Workshop/semi-independent, exchange/educational visit/ tandem
- *Learning Objective:* language for specific purposes, needs analysis/assessment, exam/accreditation-focussed, vocabulary exercises, pronunciation practice, creativity enhancement, mediation and cultural studies.
- *Language Skills Development:*
Integrated Skills
- *Teaching and Learning Tools*
Satellite TV, Learner magazines/papers/readers, Visuals/flashcards/maps
- *CALL*
on-line activities, authoring tools.
- *Reference Resources*
student support

4.iv **Analysis of data by individual target language and sector**

E - GERMAN

Total number of items recorded: 12

HE: FE: 9 AE: 7 ALL:

Overall Conclusions – Shortages and ‘Gaps’ for German

- Most of the materials are for Beginners and for Intermediate and very few (2) for Advanced.
- The materials available for Language for mobility are in severe short supply with 1 item only for Advanced based on self study approach.
- The CALL materials available are limited, particularly for online activities* (0) and authoring activities (0); local learning software has 6 items recorded.

The overall ‘gaps’ and shortages identified are:

- *Learning –Teaching Approach:*
Project – based, Open and Distance Learning, Web-based learning
- *Learning context:*
One-to One, Workshop/semi-independent, exchange/educational visit/ tandem

- *Learning Objective:* language for specific purposes, needs analysis/assessment, exam/accreditation-focussed, vocabulary exercises, pronunciation practice, creativity enhancement, mediation and cultural studies
- *Language Skills Development:*
Integrated Skills
- *Teaching and Learning Tools*
Video, TV, Satellite TV, Learner magazines/newspapers, Visuals/flashcards/maps
- *CALL*
on-line activities, authoring tools.
- *Reference Resources*
student support

F - SPANISH

Total number of items recorded: 9

HE: FE: 4 AE: 8 ALL: 1

Overall Conclusions - Shortages and ‘Gaps’ for Spanish

- Most of the materials are for Beginners and for Intermediate, only 1 is for Advanced, and 1 for Any Level, where a level is specified

The overall ‘gaps’ and shortages identified are:

- *Learning –Teaching Approach:*
Project – based, Open and Distance Learning, Web-based learning
- *Learning context:*
One-to One, Workshop/semi-independent, exchange/educational visit/ tandem
- *Learning Objective:* language for specific purposes, language for mobility, needs analysis/assessment, exam/accreditation-focussed, creativity enhancement, language games, mediation and cultural studies
- *Language Skills Development:*
Integrated Skills
- *Teaching and Learning Tools*
Satellite TV, Learner magazines/newspapers, Visuals/flashcards/maps

- *CALL*
Local learning software, on-line activities, authoring tools.
- *Reference Resources*
student support, glossary/phrasebook

G - ITALIAN

Total number of items recorded: 5

HE: FE: 1 AE: 5 ALL:

Overall Conclusions - Shortages and ‘Gaps’ for Italian

- Almost all the materials are for Beginners (5), only 1 item covers Any Level, where a level is specified

The overall ‘gaps’ and shortages for Italian are:

- *Learning –Teaching Approach:*
Structural, Project – based, Open and Distance Learning, Web-based learning
- *Learning context:*
One-to One, Workshop/semi-independent, exchange/educational visit/ tandem
- *Learning Objective:* language for specific purposes, language for mobility, needs analysis/assessment, exam/accreditation-focussed, grammar, vocabulary exercises, pronunciation practice, creativity enhancement, language games, mediation and cultural studies
- *Language Skills Development:*
Integrated Skills
- *Teaching and Learning Tools*
Video, TV, Satellite TV, Independent exercise/workbooks, Teacher’s resource packs/OHTs/Masters, Visuals/flashcards/maps
- *CALL*
Local learning software, on-line activities, authoring tools.
- *Reference Resources*
Dictionary, grammar, student support, glossary/phrasebook

5.. Conclusions

5.i

There is an overall shortage of language learning materials for the non-compulsory post-16 education sectors for general purposes and particularly for specific vocational purposes.

5.ii

Most materials are for Beginners.

5.iii

There is an overall shortage of CALL materials.

5.iv

There is a lack of most of the basic language learning materials for the Less Widely Taught and Used Languages, as listed under 3.iv.

5.v

The More Widely Taught and Used Languages all suffer from a common shortage of materials as listed under 4.iii.

PART TWO: Survey of future planned provision and of 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.

PART THREE: Needs Analysis

1.

For the conduct of the needs analysis various educational centres, as well as teachers in the FE and AE sectors were consulted.

2.

The experts identified the following needs in the **Further and Adult Education - Language for General Purposes:**

2.i.

All Levels

a) Of the languages surveyed, the following **six languages were identified as most in demand, in rank order:**

1. Spanish
2. Italian
3. Portuguese
4. German
5. Dutch
6. Greek

b) The Respondents were **generally not satisfied that the materials available met these demands.**

Spanish: A third of respondents felt the demand was not met

German: the demand was partly met with regard to class materials in the Adult educational sector (AE), whereas the demand for good dictionaries (esp. German-Norwegian) was not met

Italian: the demand was partly met with regard to class materials in the Adult educational sector (AE), whereas the demand for good dictionaries was not met

Portuguese: increasing interest, but material demand is not met

Greek, Dutch: no one felt the demand was met

c) **The types of materials for which particular needs were identified** were mainly for classroom use, reflecting the most popular mode of delivery for part-time language learning in Adult and Further education (ie. A two-hour class once per week). Self-study, Open and Distance learning and CALL materials were also identified as needed.

Most respondents felt that the materials for German and Spanish satisfied teaching/learning needs at intermediate level, although a greater variety targeting *adult* learners would be welcome. However, none felt that the materials available for Italian at Intermediate level satisfied teaching/learning needs. As for Portuguese, Dutch, Finnish and Greek, the demand for Norwegian published learning materials is not met.

d) The types of materials needed for Spanish, Italian and Portuguese were identified as:

Textbooks/ Student/teacher books
Adult-oriented 'communicative class materials'
Autonomous language learning, audio cassettes/tapes/CDs, Videos
Learner magazines, Teacher resource packs, Visuals
CALL - local learning software

2.ii

Further & Adult Education & Vocational training
Language for Vocational Purposes

Respondents agreed on the **general lack of appropriate Norwegian published materials for languages for specific purposes** for all these languages, but didn't necessarily see any need of this material being Norwegian published.

Broad Conclusions of Needs Analysis

1. In Further & Adult Education sectors – providing language for general purposes

- there is a need for a whole range of adult language learning materials, both for classroom use, as well as open and distance learning and self study

2. In F & AE & vocational sectors – providing language for vocational purposes

- vocational language materials of all types are needed – but not necessarily materials produced in Norway
- materials are needed for both autonomous learning and classroom learning
- at beginners' level, materials are needed for Spanish, German, Italian and Portuguese & all the other languages except Letzeburgisch
- at intermediate level, materials are needed for 4 languages - Spanish, German, Italian and Portuguese
- at advanced level, materials are needed for Spanish, German and Italian

Comparison with needs identified by publishers

The consultation exercise with experts revealed the varied needs for learning materials across the whole range of learners with different learning styles – thus materials for classroom use are needed alongside the materials for open and distance learning and self study.

The publishers' responses also reflected this varied range of needs, while also indicating publishers' concerns about their financial inability to meet a possible growing need for expensive CALL materials.

Further and Adult Education

The most popular way of learning languages for adults remains attendance at a weekly two-hour class. This serves both social as well as learning needs. Materials for classroom use will continue to be needed to meet the demands of this substantial group of learners.

APPENDIX 1

ELLMS Main Study

Published Materials Survey in Norway

Publishers' catalogues & other materials sources surveyed

	<u>Publisher reference</u>	<u>Catalogue reference</u>	<u>Item reference</u>	<u>ID-no reference</u>	<u>Item - titles</u>
001	H.Aschehoug & Co	001	0001 - GER	8536	Perspektive 1-3
			0002	8596	Arbeidsgrammatikk
			0003	8537	Drei Minuten, bitte!
			0004	8538	Die Traumreise
			0005 - SPA	8539	Mundos 1-2
			0006	8600	Tres minutos, por favor!
			0007 - ITA	8601	Buongiorno 1
			0008 - FIN	8602	Ymmærræn!
002	Cappelen undervisning	001	0001 - GER	8640	Die Brücke 1-3 (4)
			0002	8605	Deutsche aktivitetsgrammatik
			0003	8606	Differensiert tysk grammatikk
			0004	8607	Tysk grammatikk på cd-rom
003	Gyldendal forlag		0001 - SPA	8612	Eso sí 1-2
			0002 - GER	8613	Mitten in Europa 1-3
004	Språkconsult	001	0001 - GRE	8641	Si det på gresk
			0002 - ITA	8642	Parlo italiano
			0003 - NED	8643	Ik spreek nederlands
			0004 - POR	8645	Falo português
			0005 - SPA	8646	Si, hablo español + Habla mejor español
			0006 - GER	8647	Ich spreche deutsch + Sagen sie es auf deutsch + Modernes wirtschaftsdeutsch
005	Universitetsforlaget	001	0001 - GER	8648	Levende tysk 1-2 ICC
			0002	8634	Tysk hurtigkurs
			0003 - ITA	8649	Italia, per favore! 1-2 ICC
			0004	8650	Parlate italiano
			0005	8635	Italiensk hurtigkurs
			0006 - SPA	8651	Caminos 1-2 ICC
			0007	8629	Se habla español
			0008	8630	Ekspresskurs spansk
			0009	8631	Spansk lommegrammatikk
			0010 - GRE	8632	Gresk hurtigkurs
006	NKS-Forlaget	001	0001 - SPA	8621	Este País

APPENDIX II

ELLMS

Norwegian Main Study

Publishers contacted

Aschehoug

Cappelen

Gyldendal

NKS-forlaget

Språkconsult

Universitetsforlaget

APPENDIX III

Experts consulted

Further and Adult Educational centres consulted

Aftenskolen/Det internasjonale språksenter

AOF

Folkeuniversitetet (in Asker, Bergen, Oslo, Stavanger)

Læringscenteret

Norli bokhandel

Språkconsult

Språkskolen (NKS)