

EUROPEAN LANGUAGE LEARNING MATERIALS SURVEY

MAIN STUDY

SPAIN NATIONAL REPORT

by
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Introduction

The research in Spain was able to follow the methodology OUTLINED IN THE ORIGINAL PAPER “Methodology & Approach” amended and agreed at the Steering Group in May, following the Preliminary Study. The Preliminary Study was carried out by four partners Germany, Portugal, Spain and UK, and focused on the provision of and needs for materials for learning French. The Main Study covered a further fifteen languages with three of these (Polish, Irish and English) being the subject of a separate special study.

The findings of the preliminary Study for French in Spain are included in the final section of this report and the findings do not follow exactly the same pattern as for the other MWULT languages in the main study in the sense that provision for non-compulsory mainstream education and for adult and higher education is broader than for the other MWULT languages in the main study.

Before entering into the findings it is worth considering a definition of the sectors studied in Spain as well as the context of foreign language teaching and learning in the country

Further Education: students after post-compulsory secondary education, that's to say Baccalaureate and Vocational Training.

Higher Education: students studying foreign languages at Universities in programmes for non-specialists.

Adult education: in the context of Spain it means any student aged +16 enrolled at any of the existing Official Language Schools, institutes of Culture of Foreign Countries, (such as British Council, Goethe Institut, Institut Français, etc.) or private language schools, or following courses at work, or outside work but related to work post, or organised by trade unions or patron's associations or the Ministry of Labour (school drop-outs that have not managed to reach minimum standards to get compulsory education qualification)

Spain has a wide net of Official Language Schools supported with public funds that cover all the country. These schools by law must teach foreign languages and the official languages of the country.

The languages taught at the Official Language Schools are considered by the LOGSE (Organic Act on the General Arrangement of the Educational System) as special-system education.

These studies cover the phonetic, morphosyntactic, lexical and sociolinguistic aspects of the language studied and any other factors contributing to the mastery of the language as a single subject. Law regulates the minimum teaching requirements for the teaching and learning of foreign languages in

such schools. In the case of Catalonia an official curriculum has been published in the Official Gazette and instruction and assessment is based on the published curriculum.

Studies in such schools are very popular and the intake of students is very high. (271.289 in 1996/97, figures including only candidates enrolled in 3rd and 5th course, that's to say the end year of the two stages leading to official certification, otherwise numbers would show a triplicate figure¹).

There are two types of such schools, the big ones, offering up to 18 different languages and the small ones offering usually 4 languages.

English is by far the most popular language and was taken by 162.277 students in the school year 1996/97. Such figures do not depict the real number of students learning languages in as far as they only reflect the number of students enrolled to get accreditation (Ciclo Elemental and Certificado de Aptitud), that's to say at two different stages of the five year study plan.

The most popular languages taken by students of the sectors studied are English, French, German and Italian both in public and private institutions.

According to market research studies, the intake of students for English at the Official Language Schools represents over 40% of the total of students of the sectors studied in Spain. For the other languages the percentage is much higher and in some languages close to 100%

This information is included because for the main part focus groups for needs analysis and for materials analysis have been practitioners at such schools because it is seldom that you find a private school of languages offering most of the languages considered in the study.

Project Findings

Part One

Survey of materials currently available in Spain

1.i.

The survey used the following information sources: printed publisher's catalogues, on-line catalogues, specialist language centres 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 934. All currently available materials in Danish, Finnish, Greek, Irish, Italian, Norwegian, Portuguese, Spanish and Swedish were recorded, along with approximately 60% of materials for German and 80% for Dutch.

¹ Source: Ministerio de Educación y Cultura
Estadística de la Enseñanza en España. 1996/97

The total of 934 items provision of materials covering 10 languages (nothing has been identified for Letzeburgish) for the target non-mainstream sectors is clearly limited.

1. iii.

Details of materials for the learning of Polish available in Spain were passed to the expert in Poland who has conducted a special study on Polish

1. iv.

Web-based resources are the subject of a separate special study. The only web-based, on-line resources recorded in this study are the ones corresponding to Spanish.

2. Analysis of the data – General Comments

2.i.

The Common European Framework is rarely referred to, only 2 items made reference to the Framework. The Common European Language Framework is still not used by publishers when stating levels of their material, but through growing interest in practitioners probably publisher's interest will grow accordingly.

2.ii.

As was the case in the preliminary study when French was surveyed, in Spain the three sectors surveyed overlap in most cases. In the present study an attempt was made at differentiating the sectors when possible, but most items are in-putted under ALL. Thus of the total 934 items recorded, 51 were for HE, 2 for FE, 62 for AE and 838 for ALL.

2.iii.

The study's analysis of materials for the vocational sector is provided through examination of the data for Language for Specific Purposes

2. iv

This study aims at highlighting materials using new technologies. The survey shows that there are few items in-putted using such technologies despite the fact that the government policy is to promote a wide use of ICT in learning in all sectors through the PNTIC (Programa de Nuevas tecnologías de la Información y la Comunicación) of the Ministry of Education and other initiatives such as the PIE (Informatics in Education Programme in Catalonia) that has been servicing the educational community since 1986 and at present is providing for language learning through Open and Distance Learning and Self Study with Student Support by means of a portal for students in mainstream education.

3. Analysis of data for less widely used and taught languages

3.i.

There is a general shortage of materials for the LWUTL and most can only be accessed through specialist bookshops and virtual bookshops like Alibri in Barcelona.

3.ii.

The total number of items recorded for each language and language sector under the category of LWUTL are as follows:

Language	Total items	HE	FE	AE	ALL
Danish	5	0	0	0	5
Dutch	28	19	0	23	5
Finnish	7	0	0	0	7
Greek	22	0	0	1	20
Irish	2	0	0	0	2
Letzeburgish	--	--	--	--	--
Norwegian	15	0	0	0	15
Portuguese	42	4	1	4	37
Swedish	5	0	0	0	5

The items available for the LWUTL are published in the target language country with rubric language in the target language or in English (in that case they have been in-putted as “Non-specified” in the rubric language).

3.iv.

Most of the materials for LWUTL are for beginners and in some cases the level is not specified and the in-putter has been unable to find out.

3.iv. The “gaps” and shortages common to all LWUTL are:

If we exclude materials produced in other countries (often with English as rubric language) there is an overall shortage for these languages.

A. Lack of the basic language materials under all categories in the matrix (except monolingual dictionaries, grammars and “self-study” material such as “Teach Yourself...” or X in 10 days for travellers” etc)

B. The following type of materials do not exist at all, have not been identified or exist in very small numbers:

Learning-teaching approach: Project-based, Open and Distance Learning, Web-based learning.

Learning context: One-to One, independent learning, Intensive-accelerated, Exchange/educational visit/ tandem

Learning objective: language for specific purposes, language for mobility, needs analysis/assessment, creativity enhancement, language games, mediation, cultural studies and intercultural/language awareness

Language Skills Development: reading, writing, integrated skills and language learning skills.

Teaching and Learning Tools: everything is lacking except textbook/student-teacher books.

Call: all types

Reference Resources: everything except dictionaries and glossary/phrasebooks

C. There are no materials for Language for Specific Purposes

D. There is a lack of CALL materials

4. Analysis of data – More Widely Taught & Used Languages

4.i.

For Spanish all available material known to the in-putter was recorded for analysis. Approximately 60% of available material was recorded for German and Italian.

4.ii.

The total number of items recorded is:

German 242

Italian 102

Spanish 460

4.iii.

The “gaps” listed below are common to all three languages:

- The materials available for Language for Specific Purposes are in very short supply (except for German) and non-existent in Italian.
- The Call materials are limited.
- *Learning & Teaching approach:* Project-based, Open and Distance Learning (except for a few in German) and Web-based learning (except for a few in Spanish).
- *Learning Context:* One-to One, exchange/educational visit/tandem
- *Learning Objective:* language for mobility needs analysis and assessment and mediation
- *Teaching and Learning Tools:* TV, radio, Digital TV, Satellite TV, visuals/flashcards/maps
- *CALL:* authoring tools, online activities
- *Reference Resources:* student support

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

German

Total number of items recorded: 242

HE: 0 FE:0 AE:0 ALL: 237

In-putter: Ms. Eulalia Duñach, teacher of German at the Official Language School in Barcelona and for many years item writer for centralized tests leading to official certification and at present coordinator of the centralized tests leading to official certification in German.

Overall conclusions – Shortages and “gaps” for German

The 237 items recorded for German represent about 60% of all currently available materials in Spain.

There are 74 items for Beginners, 87 for Intermediate, 40 for Advanced and 10 for Any level where level is specified.

The materials available for Language for Specific Purposes are rather balanced with the numbers available for general purposes except for Beginners. There are 8 items for Beginners, 33 for Intermediate and 14 for Advanced

The CALL materials available are limited, particularly for authoring tools (0), online activities (3). Local learning software has 24 items recorded.

Spanish

Total number of items recorded: 444

HE: 0 FE:0 AE:0 ALL: 444

In-putter: Ms. Marta Topolevsky Bleger, teacher of Spanish as a Foreign Language at the Official Language Schools and at the University of Barcelona, author of published material.

Overall Conclusions – Shortages and “gaps” for Spanish

The 444 items recorded for Spanish represent about 100% of all currently available material in Spain known to the in-putter.

The items recorded for the different levels are well balanced 169 for Beginners, 151 for Intermediate, 139 for Advanced and 56 for Any level.

The materials available for Language for Specific Purposes are in short supply with 3 items entered for Beginners, 14 for Intermediate, 4 for Advanced, 5 for Any level and 3 where the level is not specified.

The CALL materials available are limited, particularly for local learning software (0) and authoring tools (0). Online activities show 5 items for Beginners, 4 for Intermediate, 5 for Advanced and 1 for Any level.

Italian

Total number of items recorded: 102

HE: 28 FE: 1 AE:34 ALL: 61

Overall Conclusions – Shortages and “gaps” for Italian

The 102 items recorded for Italian represent about 60% of all currently available materials in Spain known to the in-putter.

Most of the items recorded are for Beginners (42) and Intermediate (41), with only 5 items for Advanced and 11 for Any level.

Languages for specific purposes are non-existent. The in-putter found 9 librettos for Operas with the corresponding cassettes for the pronunciation and intonation but hesitated to enter them under “specific purposes” and did not enter them.

The CALL materials are very limited, only local learning software (6) items recorded.

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 purposes in LWTUL and also in Italian.

Most materials in LWTUL are for Beginners

There is an overall shortage of CALL materials in all the languages surveyed in the main study.

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.

Code:.....

EUROPEAN LANGUAGE LEARNING MATERIALS SURVEY

CONFIDENTIAL QUESTIONNAIRE TO PUBLISHERS

Este estudio tiene como objetivo identificar la necesidad y disponibilidad de materiales para la enseñanza-aprendizaje de idiomas en los sectores educativos siguientes: educación secundaria post-obligatoria, formación de adultos, formación profesional, formación universitaria de programas no especializados en idiomas (que no formen parte del currículo educativo de carreras universitarias de formación de especialistas : profesor, traductor, intérprete, etc.)

1. En los 3 próximos años, ¿tiene previsto publicar materiales para alguno de los sectores siguientes ? (Producción propia, no productos de otras editoriales)

Por favor, marque la casilla correspondiente al idioma, contenido del material, nivel y sector

A = Principiante (A1 to A2 del “Common European Framework” o principiantes hasta certificado elemental de EOI)

B = Intermedio (B1 to B2 del “Common European Framework” o entre certificado elemental y certificado de aptitud de EOI)

C = Avanzado (C1 to C2 del “Common European Framework o post certificado de aptitud de EOI)

	Fines específicos			Lengua general			Sector
	A	B	C	A	B	C	
Alemán							
Danés							
Español							
Finés							
Griego							
Holandés							
Irlandés							
Italiano							
Luxemburgués							
Noruego							
Portugués							
Sueco							

2. Por favor, dé una cifra estimada del número de items previstos por nivel:

	Fines específicos			Lengua general			Sector
	A	B	C	A	B	C	
Almán							
Danés							
Español							
Finés							
Griego							
Holandés							
Irlandés							
Italiano							
Luxemburgués							
Noruego							
Portugués							
Sueco							

3. Siguiendo la matriz de descriptores adjunta por favor indique:

a) tipo de materiales que consideren necesarios pero que no tienen previsto publicar (marque ✓, por favor)

Causa(s):

b) tipo de materiales que tienen previsto publicar (márquenlos con una P, por favor)

4.a. ¿Conoce alguna política educativa o de formación para estos sectores, a nivel nacional o europeo, que pueda incidir en la necesidad y en la disponibilidad de materiales de aprendizaje en el futuro?

Sí No

4.b. ¿Tienen previsto en sus planes editoriales responder a esas políticas, si es que existen?

Sí No

Comentario(s):

4.c. E.g. ¿Harán referencia al “Common European Framework”?
(Consejo de Europa. “A Common European Framework of Reference for the Teaching and Learning of Modern Languages”)

Sí No

4.d. ¿Qué tipo de apoyo a nivel nacional o de la Comisión Europea, facilitaría su previsión de publicación de materiales de aprendizaje de idiomas?

.....

5. Este estudio intenta también abarcar ejemplos de materiales de aprendizaje de idiomas para otros sectores como por ejemplo, necesidades especiales y educación infantil. Por favor describa los materiales publicados o que tengan intención de publicar que pertenezcan a estas categorías.

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Por favor, vea a continuación la matriz para responder a la pregunta 3²

Muchas gracias por su colaboración.
M. Dolors Solé Vilanova
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² The matrix was not translated as publishers are more familiar with the English terminology in the field of foreign language learning. Explanations to clarify categories during interview or on the phone provided as needed.

MATRIX

	Level				
	Beginner A1 - A2 ³	Intermediate B1 – B2	Advanced C1 – C2	Any	Not specified
E. Teaching/learning approach					
Communicative					
Structural ⁱ					
Project-based					
Open & Distance Learning					
Self study					
Web-based learning ⁱⁱ					
None of the above					
Learning context					
Class					
One-to-one					
Workshop/ semi-independent					
Independent learning					
Intensive/accelerated					
Exchange/ Educat. Visit/Tandem					
Learning objective					
Language for General Purposes					
Language for Specific Purposes					
Language for Mobility ⁱⁱⁱ					
Needs Analysis (including assessment)					
Exam/Accreditation-focussed					
Grammar					
Vocabulary exercises					
Pronunciation Practice					
Creativity ^{iv}					
Language games					
Mediation (basic translating & interpreting)					
Cultural Studies					
Intercultural & Language Awareness					
Language Skills Development					
Listening					
Speaking					
Reading					
Writing					
Integrated Skills					
“Learning to learn”					
CALL (Computer assisted learning)					
Learning software (CD ROM, DVD, disks, etc.) available locally not on-line					
Online Activities					
Authoring tools (e.g. WIDA software)					
Reference Resources					
Dictionary					
Grammar					
Student support (e.g. tutor online)					
Glossary/phrase book					
Reference made to Common European Framework?		Yes		No	

Copy of accompanying letter sent to publishers together with the questionnaire after having identified the relevant person and having talked to him/her on the phone.

Sra. Pilar Jiménez Gazapo
Editorial Edelsa
Fax: 914 165 411

**Asunto: European Language Learning Materials Survey/ Confidential
Questionnaire to Publishers**

Apreciada Sra. Jiménez,
Por encargo de la DG XXII de la Unión Europea (contrato número 1999-1548/001 – 001 SOC335BLI), una serie de instituciones y expertos en la materia estamos realizando un macro estudio sobre disponibilidad y variedad de materiales para el aprendizaje de idiomas en los distintos países de la Unión, para todas las lenguas oficiales de dichos países y para distintos sectores educativos, en este caso adultos, es decir enseñanza postobligatoria, reglada y no reglada.

El estudio contempla el análisis de catálogos editoriales, encuestas a profesores, directores de escuelas de idiomas, formadores de profesores, así como una encuesta a editores de materiales de enseñanza-aprendizaje de idiomas.

El pasado mes de abril ya me puse en contacto con Uds. a través de su delegación en Barcelona para mandarles la encuesta correspondiente a la previsión de nuevos materiales de francés

El equipo rector del proyecto determinó utilizar el francés como idioma piloto para verificar la adecuación del cuestionario y de los descriptores sobre tipología de material. El cuestionario y descriptores que ahora le adjunto tienen alguna modificación respecto a los anteriores de francés.

Ahora me permito solicitar su colaboración para el idioma español. Les ruego que, en la medida de sus posibilidades, tengan la bondad de facilitarme la información requerida. Naturalmente el carácter de la encuesta es totalmente confidencial.

Le envío adjunto la encuesta y la matriz de descriptores. Me lo pueden devolver por correo electrónico, por fax, o, si lo prefieren, me pueden dar una respuesta telefónica que yo misma rellenaría en el cuestionario correspondiente.

Quedo a su disposición para aclarar cualquier tema relacionado con el cuestionario o los descriptores. Muchas gracias por su colaboración.

Atentamente,

M. Dolors Solé Vilanova
Directora CRLE

PART THREE: Needs Analysis

1.

The proposed methodology for the conduct of the needs analysis was broadly followed.

Consultation sessions and a postal/e-mail questionnaire with **focus groups and experts** from FE,AE,HE were conducted. **Archived enquiries** for (school year 1999/2000) at the CRLE Resources Library consulted.

Due to difficulty in contacting practitioners during September⁴, some of the consultation was done by phone and for some languages (Danish, Finnish, Norwegian and Irish) no experts were found available for consultation.

Practitioners, directors and heads of studies of the different language schools consulted have shown similar needs for the LWUTL, but sectors for such languages are HE and AE only.

Demand

Of the languages surveyed, the following languages were identified as most in demand, in rank order:

1. German
2. Spanish as a FL
3. Italian
4. Portuguese
5. Greek/Dutch/Swedish
6. Danish
7. Finnish
8. Irish

The respondents for the following languages were not satisfied that the materials available met these demands.

Italian
Portuguese
Greek
Dutch
Swedish

Danish, Finnish and Irish practitioners were either not found at all or not found available for consultation.

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 Education.

⁴ In Spain, July and August is holiday period in the teaching profession and September is enrollment period and practitioners are not available because regular classes have not started yet for the educational sectors surveyed.

Self study and Open and Distance learning was identified as a need by only a few respondents.

2.

The focus groups identified the following needs across the different sectors and levels for LWUTL

2.i.

Language for General Purposes

At Beginner Level

Development of Listening/Speaking Skills

Language Games

Cassettes/Video/CD/CD-ROM/DVD

(Better) Bilingual Dictionaries

Cultural and Intercultural studies

At Intermediate and Advanced Levels

Development of Listening/Speaking Skills

Language Games

Cassettes/Video/CD/CD-ROM/DVD

Creative writing

(Better) Bilingual Dictionaries

Cultural and Intercultural studies

General Comments and national variables

In general practitioners for LWUTL teaching at the Language Official Schools have commented on the lack of adequate materials to fulfil the curriculum requirements at all levels but above all at Advanced Levels. They make up for the gap by developing materials themselves and using authentic materials.

The same is true for Italian although it is not considered a LWUTL in the context of this study.

Outside Official Language Schools, LWUTL are either not taught or taught only on demand and for beginner levels mainly.

The analysis of the data of the Survey of published material shows a clear lack of CALL and WEB based learning, but practitioners consulted do not mention them in their needs analysis. Probably because their practice happens to take place in institutions that either are not well equipped technologically or themselves have not updated their skills in ICT to feel the need as a gap, despite ministry policy regarding ICT.

Appendix

List of publishers and catalogues surveyed , as well as experts contacted for the different target languages and publishers contacted.

Greek

Publisher's code ⁵	Catalogue's code	Name	
001	001	Paratiritis	Greece
002	001	Instituto de Estudios Neogriegos	Greece
003	001	Mavroulia	Greece
004	001	Deltos	Greece
005	001	Nostos	Greece
006	001	BBC	UK
007	001	Hugo(Dorling Kinderley)	UK
008	001	Hodder	UK
009	001	Routledge	UK
010	001	University Studio Press	Greece
011	001	Barron's	UK
012	001	Medusa	Greece
013	001	Olimpia	Greece
014	001	Don Libro SL	Spain
015	001	Ediciones Clásicas	Spain

In-putter: Ms. Dolors Solé Vilanova

Expert consulted for inputting data for Greek:

Ms. Kleri Fotini Skandami (teacher of Greek at the Official Language School)

Spanish

Publisher's code	Catalogue's code	Name	
040	001 & 002	Edinumen	Spain
041	001 & 002	Sgel/Sgel 2000	Spain
042	001	Edelsa	Spain
043	001, 002 & 003	Santillana	Spain
044	001	Difusión	Spain
045	001	SM	Spain
046	001	Radio Nacional de España	Spain
047	001	MEC (Servicio de difusión de la	Spain

⁵ Publishers are given a code for each language , regardless of the fact that the same publisher may publish for different languages.

		lengua)	
048	001	CVC (Centro Virtual Cervantes)	Spain
049	001	Alhambra Longman	Spain

In-putter: Ms. Marta Topolevsky Bleger, teacher of Spanish as a Foreign Language at the Official Language Schools and at the University of Barcelona, author of published material.

Other expert consulted for needs analysis for Spanish:

Mr. Terenci Simón, teacher of Spanish as a Foreign Language at the Official Language School and at the University of Barcelona, author of published material and Director of the biggest Official Language School in Catalonia (14 languages)

German

Publisher's code	Catalogue's code	Name	
001	001	Langenscheidt DaF	Germany
002	002	Hueber /DaF Programm 2000	Germany
003	001	Cornelsen	Germany
004	001	Verlag für Deutsch	Germany
005	001	Difusión Catálogo general 2000	Spain

In-putter: Ms. Eulalia Duñach, teacher of German at the Official Language School in Barcelona and for many years item writer for centralized tests leading to official certification and at present coordinator of the centralized tests leading to official certification in German.

Other experts consulted for needs analysis for German:

Mr. Paco Meno, teacher of German and director of the biggest Official Language School in Madrid.

Ms. María Jesús Gil Valdés, teacher of German at the Official Language School in Madrid.

Mr. Karl Heisel, teacher of German at the Instituto de Idiomas de la Universidad de Sevilla.

Ms. Lucrecia Keim, teacher at the facultat de Traducció at the Escola Universitària de Vic

Mr. Anton Haidl teacher of German at the Universidad de Cadiz

Ms. Hiltrud Hengst Wegmann, teacher of German.

Ms. Lisa Kirschgens, teacher of German at the Official Language School in Vitoria.

Ms. Teresa Suárez Fariña, teacher of German at the Official Language School in Santa Cruz de Tenerife.

Ms. Mercedes de Castro, teacher of German at the Official Language School in Madrid and former director of the Instituto Cervantes in Munich.

Ms. Olga Esteve, teacher of German at the Universitat Pompeu Fabra in Barcelona.

Ms. Annette Gutmann teacher at the Goethe Institut in Barcelona.

Ms. Alicia Macià, German at the Official Language School in Barcelona-Drassanes.

Ms. Irene Prüfer-Leske, teacher of German at the Universitat d'Alacant.

Mr. Josep Borràs, teacher of German at the Official Language School in Barcelona-Drassanes

Ms. Eva Scheuring, teacher at the Goethe-Institut in Madrid.

Italian

Publisher's code	Catalogue's code	Name	
070	001	Bonacci	Italy
071	001	Guerra	Italy
072	001	Alia Edizioni	Italy
073	001	Dall'Italia	Italy
074	001	DIDA*EL	Italy
075	001	DILIT	Italy
076	001	SIAC	Italy
077	001	Zanicheli	Italy
078	001	Zeta Multimedia	Spain
079	001	GIUNTI	Italy
080	001	Heinemann	UK
081	001	ELI	Spain
082	001	Assimil	France
083	001	Loescher	?
084	001	Ariel	Spain
085	001	DeVecchi	Italt
086	001	Bibliograf	Spain(?)
087	001	Larousse	France
088	001	Espasa	Spain
089	001	Sopena	Spain
090	001	Paravia	Italy
091	001	HERDER	Spain
092	001	Agata	?
093	001	Anaya	Spain

In-putter: Ms. Dolors Solé Vilanova, assisted by expert Ms. Montserrat Cañada, teacher of Italian at the Official Language School in Barcelona-Drassanes and head of the Italian department in that school.

Other experts consulted for Italian:

Ms. Rosella Livoli Bianchi, teacher of Italian at the Official Language Schools in Barcelona-Drassanes

Ms. Núria Picola, teacher of Italian at the Official Language Schools in Barcelona-Drassanes

Irish

Publisher's code	Catalogue's code	Name	
120	001	SUA	Spain (?)
121	001	Hodder	UK

In-putter: M. Dolors Solé Vilanova
Information taken from catalogues, with no external expertise to assess the materials.

Norwegian

Publisher's code	Catalogue's code	Name	
001	001	Kunnskapfo	Norway
002	001	Sopena	Spain
003	001	Hugo	UK
004	001	LID	(?)
005	001	Routledge	UK
006	001	Hodder	UK
007	001	Wisconsin	USA (?)
008	001	NTC	(?)
009	001	Sunset	(?)
010	001	Assimil	France

In-putter: M. Dolors Solé Vilanova
Information taken from catalogues, with no external expertise to assess the materials.

Swedish

Publisher's code	Catalogue's code	Name	
082	001	Assimil	France
089	001	Sopena	Spain
100	001	Norstedts	Sweden

In-putter: M. Dolors Solé Vilanova, assisted by Ms. Margareta Royo, teacher of Swedish at the EIM of the University of Barcelona.

Other expert consulted for Swedish:

Ms. Dea Mansten, teacher of Swedish at the University of Barcelona and at the Club Escandinau in Barcelona

Dutch

Publisher's code	Catalogue's code	Name	Netherlands
001	001	Intertaal	Netherlands
002	001	Meulenhoff Educatief	Netherlands
003	001	Malmberg	Netherlands
004	001	Wolters Noorhoff	Netherlands
005	001	Coutinho	Netherlands

In-putter: M. Dolors Solé Vilanova

Assisted by Anne Baude and Frans Oosterholt, both teachers of Dutch at the Official Language School in Barcelona-Drassanes.

Finnish

Publisher's code	Catalogue's code	Name	
001	001	Sopena	Spain
002	001	Routledge	UK
003	001	Tietoteos	Finland
004	001	U.A. de Madrid	Spain
005	001	Finn	Finland
006	001	Gummerus	Finland

In-putter: M. Dolors Solé Vilanova

Information taken from catalogues, with no external expertise to assess the materials.

Danish

Publisher's code	Catalogue's code	Name	
001	001	Routledge	UK
002	001	Hugo	UK
003	001	Gads	Denmark
004	001	Munkgards	Denmark
005	001	Hodder	UK

In-putter: M. Dolors Solé Vilanova

Information taken from catalogues, with no external expertise to assess the materials.

Portuguese

Publisher's code	Catalogue's code	Name	
001	001	Lidel	Portugal
002	001	Pontes	Brasil
003	001	Prensa Universitaria	Portugal

004	001	Platano	Portugal
005	001	Hugo	UK
006	001	Porto	Portugal
007	001	Ariel	Spain
008	001	Da Costa	Portugal
009	001	Gredos	Spain
010	001	Melhoramentos	Portugal
011	001	Hodder	UK
012	001	Sopena	Spain
013	001	Eli	Spain

In-putter: M. Dolors Solé Vilanova, assessed by Angela Nieto, teacher of Portuguese at the Official Language School in Barcelona-Drassanes

Other experts contacted for Portuguese:

Ms. Silvia Kleeman, teacher of Portuguese at the Official Language School in Barcelona-Drassanes

Mr. Cristian Porcar, teacher of Portuguese at the Official Language School in Valencia

Other experts contacted for all languages in general

Mr. Nahm, director of the bookstore Allibri in Barcelona, with the biggest catalogue of materials for the teaching and learning of languages

Mr. Paul Emerson, director of courses at Brighton (private language school offering 13 languages)

Ms. Pilar Fernandez, secretary of the EIM of the University of Barcelona

Ms. Pepa Martínez, director of the Official Language School in Valencia

Mr. Isaias Taboas (Eduoc) Publisher of the Open University of Catalonia

Ms. Neus Sans publisher of materials for Spanish

Ms. Sophie Caesar (Editorial Idiomas, Hueber, Verlag für Deutsch)

Mr. Schulz (Editorial Herder)

List of publishers contacted

Edelsa

Eduoc

Difusión & Klett Verlag

Hueber, Verlag für Deutsch & Editorial Idiomas

Herder

Edinumen

SUMMARY OF FINDINGS

1. Survey of published materials for French

1.i

The total number of published French language learning materials surveyed and subsequently in-putted into the matrix was 178.

It is important to note that in the case of Spain, French is not by far the first foreign language learnt/taught at post-compulsory mainstream education or to adults in different contexts. The materials surveyed amount to approximately 70% of materials provision for the sectors surveyed.

1.ii.

In the context of Spain it is very difficult to differentiate between Further Education, Adult Education and Higher Education for non-specialists in the field of language learning. The three sectors overlap, hence most of the items were in-putted under ALL sectors. However the following conclusions can be drawn from the data in-putted.

Levels:

- a) There is an overall shortage of language learning materials for specific vocational purposes.
- b) There are considerably fewer beginner level French materials than for Intermediate and Advanced.⁶

Tools:

- c) There is little video material
- d) There is little CALL material of any type.

Learning approach/Context

- e) The apparently high number of independent learning materials was in fact the traditional books that contain a wide range of activities for the students with the corresponding key and comments on grammar points which allow to some extent for independent learning, but these do not meet the needs for CALL and audio-visual based autonomous and semi-autonomous learning for which there is a growing need.

Learning-Teaching approach

- f) No material was identified as claiming to be “project-based” in the sectors surveyed.

Learning context:

⁶ Probably due to the fact that in the past French was the first foreign language learned in mainstream education and therefore materials needed for the sectors surveyed did not need to cover that level. This is still the case to some extent. French is the first choice for students taking a second foreign language in mainstream education.

- g) There are a few categories with no entries at all such as: *workshop, semi-independent, intensive or accelerated*. “The time devoted to the learning/teaching activity or its pace does not determine the type of materials used” was the comment provided when researching for such categories. No items were identified under the categories: *Exchange, ed. Visits, or tandem*.

Learning objective:

- h) No items identified claiming to fit the “*language for mobility*” specifically, but most materials for adults claim to prepare students for living and operating abroad.

Assessment:

- i) The only entry in-putted under this category should have gone to the category *Accreditation-focused*.

Mediation:

- j) No material identified under that category.

2. Survey of future planned provision and of needs identified by publishers

2.i.

Confidential questionnaires were sent out to 9 publishers⁷ after having talked on the phone with the relevant officer in charge and having explained the context of the survey study. Two more publishers surveyed by phone stated they had no plans for publishing materials for French in the immediate future and declined answering the questionnaire.

2.ii

As anticipated and due to the commercial sensitivity of the information sought, only 4 publishers sent the questionnaire back and with only partial information. The survey’s results regarding provision plan need can thus only be indicative.

2.iii

Planned publications: Further education (2), Higher education (1), and Adult education (2). All the three levels are to be provided for by the planned publications as follows:

Beginners: 4

Intermediate: 5

Advanced: 2

Number of items per level:

Beginners: 5

Intermediate: 6

Advanced: 2

3.iv

⁷ Spanish version of questionnaire sent appended

As regards Primary Language Learning publishers commented on their particular publications. In Spain this sector is by an overwhelming majority English learning/teaching. None stated any need or any provision for Special Education materials.⁸

2.v

The completion of the matrix was not particularly user-friendly; mainly if those having to answer it were not familiar with field terminology and publishers did not give detailed responses. An analysis of the limited responses indicates that there is an identified need for language learning materials for **communicative, project-based and autonomous learning**.

2.vi

Publishers identified needs for the following materials, which they were not intending to publish because it would not be commercially viable:

- a) Language materials for Specific Purposes
- b) Videos, DVD and multimedia CD ROM's
- c) Games for GP to develop skills
- d) Materials for autonomous learning
- e) Workbooks for remedial work
- f) Cassettes with the corresponding book
- g) Structural material for the institutional market

2.vii

Publishers in general were not aware of Any European education and training policies for these sectors which might impact on the need for or provision of French language learning materials in the future (**Question 6 a & b**). All those that answered the questionnaire acknowledge not knowing any such policies but one says that they intend to respond to any such policies in their provision of language learning materials for French.

Only one publisher answered that reference will be made to the Common European Framework in their planned publications.

2.viii

The following types of national and European Commission support were identified as helping the publishers in their provision of language learning materials:

- a) Updated statistics of number of students learning the language
- b) Financial help and institutional support when promoting the materials and exact figures of possible end users.
- c) Financial support to publish materials for students with physical disabilities.

⁸ In Spain there is a very active institution servicing the needs of people with physical disabilities (ONCE) which provides adaptations of published materials to the needs of the different sorts of physical disabilities. Government funded Teachers Centres do count on guidance services to help teachers adapt existing materials to the needs of students with disabilities. By law, disabled pupils are integrated into regular schools except for severely handicapped children that must attend Special Education Schools fully or part-time.

3. Needs analysis

3.i.

The proposed methodology for the conduct of the needs analysis was broadly followed although indirectly. It was based on archived enquiries for 1995/99 at the CRLE Resources Library in consultation with Ms. Dolors Encabo, French materials specialist and teacher trainer at the CRLE. The CRLE is a documentation and teachers centre servicing teachers and teacher trainers only, therefore the result of the needs analysis focus only on the needs as seen by the teachers.

3.ii

The needs identified are the following:

- a) Video materials for Beginner and Intermediate level
- b) Videos with films in OV and subtitles in the original language mainly for Intermediate and Advanced levels.
- c) Vocational training materials at beginner and Intermediate levels.
- d) All sort of CALL materials at all levels.

According to archived enquiries, for the last two years needs identified include also web-based materials and web-based courses for beginner and Intermediate levels mainly.

Barcelona, October, 2000

Código:.....

EUROPEAN LANGUAGE LEARNING MATERIALS SURVEY

ESTUDIO PRELIMINAR - FRANCÉS

CUESTIONARIO CONFIDENCIAL PARA EDITORIALES

El estudio se propone identificar la necesidad y la disponibilidad de materiales para el aprendizaje de lenguas en los sectores educativos siguientes: Secundaria post-obligatoria, Formación de Adultos, Formación Profesional y Formación Universitaria de programas no especializados en idiomas

2. ¿Tiene previsto publicar materiales para alguno de los sectores siguientes en los 3 próximos años?

Secundaria post-obligatoria

Formación de Adultos

Formación Profesional

Formación universitaria (programas para no especialistas)

3. Para qué nivel de Francés tiene previsto publicar en los 3 próximos años?

Principiantes (absolutos hasta A2 del Consejo de Europa)

Intermedio (equivalente a nivel B2 del Consejo de Europa)

Avanzado (equivalente al nivel C1 y C2 del Consejo de Europa)

Comentarios:
.....
.....
.....
.....

4. Por favor, dé una cifra estimada del número de items previsto por nivel:

Principiantes (absolutos hasta el nivel A2 del Consejo de Europa)

Intermedio (equivalente al nivel B2 del Consejo de Europa)

Avanzado (equivalente a C1/C2 del Consejo de Europa)

5. Siguiendo la matriz adjunta, por favor indique:

c) tipo de materiales de Francés necesarios (marque ✓ por favor)

d) tipo de materiales de Francés que tienen previsto publicar
(por favor, marque con una P)

6. ¿Hay algún tipo de materiales de aprendizaje del Francés que a su criterio sean necesarios pero que no tienen previsto publicar porque crean que su publicación sería comercialmente inviable? (En la respuesta por favor utilice los descriptores de la matriz adjunta, si es posible.)

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.....

6.a. ¿Tienen conocimiento de alguna política educativa o de formación para estos sectores, a nivel nacional o europeo, que pueda tener impacto en la necesidad y en la disponibilidad de materiales de aprendizaje del Francés en el futuro?

Si No

Comentarios:

.....

6.b. ¿Tienen intención de dar respuesta a esas políticas, si es que existen, en su previsión de publicación de materiales de aprendizaje del Francés?

Si No

Comentarios:

.....

6.c. Eg. ¿Haran referencia al Marco Europeo Común de Referencia (the Common European Framework)?

Si No

6.d. ¿Qué tipo de apoyo a nivel nacional o de la Comisión Europea le facilitaría la publicación de materiales de aprendizaje de lenguas?

.....
.....
.....
.....

7. Este estudio intenta también abarcar ejemplos de material de aprendizaje de lenguas para otros sectores de enseñanza por ejemplo Necesidades Especiales y Educación Infantil.

Por favor describa los materiales publicados o que tengan intención de publicar que pertenezcan a estas categorías.

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.....

Matriz para responder a la pregunta 4⁹.

Muchas gracias por su colaboración

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ⁱ Traditionally referred to as “Grammar/translation” approach

ⁱⁱ teletutoring

ⁱⁱⁱ For temporary work abroad

^{iv} e.g. drama, creative writing, psycho drama

⁹ The matrix was not translated as publishers are more familiar with the English terminology in the field of foreign language learning. Explanations to clarify categories during interview or on the phone provided as needed.