

**EUROPEAN LANGUAGE LEARNING MATERIALS SURVEY**

**ITALIAN NATIONAL REPORT**

by

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## CONTENTS

<b>Introduction</b>	<b>3</b>
<b>MAIN STUDY - PROJECT FINDINGS</b>	
<b>Part One <u>Survey of Published Materials</u></b>	
<b>Analysis of the Data - General Comments</b>	<b>4</b>
<b>Analysis of data - LWUTL</b>	<b>4</b>
<b>Analysis of data - MWUTL</b>	<b>10</b>
<b>Conclusions</b>	<b>13</b>
<b>Part Two <u>Survey of future planned provision and of needs identified by publishers</u></b>	<b>15</b>
<b>Part Three <u>Needs Analysis</u></b>	<b>19</b>
<b><u>Appendices</u></b>	
<b>I List of publishers in Italy</b>	<b>30</b>
<b>II Publishers' Codes and Catalogues</b>	<b>31</b>
<b>III List of publishers contacted</b>	<b>32</b>
<b>IV List of focus groups consulted</b>	<b>33</b>

## **Introduction**

The Italian research was able to broadly follow the methodology outlined in the original paper ‘Methodology & Approach’ and amended and agreed at the Steering Group in May. The Preliminary Study carried out by four partners, UK, Germany, Spain and Portugal 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, as outlined below. The findings of the Preliminary Study for French in the UK are included in the final section of this report and mirror the findings for the other MWULT languages in the Main Study.

## **MAIN STUDY - PROJECT FINDINGS**

### **PART ONE Survey of materials currently available in Italy**

#### **1.i**

The survey used a range of information sources, printed and on-line. The main source for information on printed books were printed publishers’ catalogues, whereas for software and on-line resources, the “Servizio di Documentazione sul Software Didattico” - the on-line library of didactic software set up by the Italian Ministry of Education and the Institute of Didactic Technologies of the Council for Research – proved to be a reliable and exhaustive source. Moreover, in order to check to what extent materials were actually available to the general public, “field studies” were carried out in the city’s main bookshops. Lingua and Leonardo on-line catalogues were also consulted and items consequently registered.

#### **1.ii**

Some doubts arose when entering data. The criteria followed were the following:

- Rubric language: for dictionaries, “mother tongue” was used to point out that it was a bilingual dictionary
- Educational Sector: “all” was used for all material not specifically designed for one sector, even if, for example, some kind of phrase books for tourists are not likely to be used in further or higher education.
- Teaching/Learning Approach: “Project-based”, “Open and Distance Learning” were only used if such aim was specifically stated in the publishers’ description of material (therefore never). “Self study” was ticked both when specifically stated in description or logically inferable.
- The same criterion was used for Learning context: “one-to-one”, “Workshop/Semi-independent”, “Exchange/Ed. visit/Tandem” were only used if specifically stated (therefore never).
- Some of the CD-Roms inputted are not interactive, but were inputted anyway.

1.iii

The total number of published language learning materials surveyed and subsequently inputted onto the matrix is 250, representing approximately a critical mass of two thirds of the materials currently available in Italy for the MWTUL, and the total for the LWTUL.

1.iv

English materials were the subject of a special study carried out by ICC in Germany. Details of materials for the learning of Irish and Polish available in the UK were passed to the experts in Ireland and Poland who have conducted a special study on these languages.

1.v

Web-based resources are the subject of a separate special study. 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 never referred to by publishers, although from interviews carried out for the Publishers' survey it turned out that most of them are aware of the existence of CEF, and a few plan to make reference to it in future provision.

2.ii

Although it is possible to agree on a general pattern valid throughout Europe for dividing languages into MWUTL and LWUTL, there are considerable national variables, dictated by historical, geographical, commercial or other reasons (e.g. high number of students going to study from a given to another given country). Since the production of language materials in Italy is mainly stimulated by the school market, even in the age sector 16+, there still is a considerable difference between **German**, which is taught (optionally) in most high schools, and **Spanish**, which is only taught in vocational secondary schools when three or more modern languages are studied, and all other languages. **Portuguese**, although far less widespread than the previous two languages and very rarely taught at school, is generally considered the less widespread of the MWUTL, but, in order to bring in line the Italian report with the other National Reports, it has been included in the LWUTL for the present study.

2.iii

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 and most can only be accessed through specialist bookshops.

#### 3.ii

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

Danish	7
Dutch	11
Finnish	0
Greek	10
Letzeburgisch	0
Norwegian	0
Portuguese	17
Swedish	8

A large number of the items available for the LWUTL are published in the target language country with rubric language in the target language.

#### 3.iii

In most of the materials for the LWUTL level is not specified. They are mostly materials for beginners up to intermediate level.

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

- a) If we exclude materials produced in other countries (often with English as rubric language) there is an overall shortage for these languages.
- b) Year of publications does not appear in the matrix, but if it did appear it would show that many of the materials still on the market were originally published more than 20 or even 50 – in a couple of cases even 100! – years ago.
- c) 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*  
Project – based, Open and Distance Learning, Web-based learning
  - *Learning context:*  
One-to One, Intensive/accelerated, Exchange/educational visit/ tandem
  - *Learning Objective:*  
**Everything except:** Language for general purposes and Grammars ie:  
Language for specific purposes, language for mobility, needs analysis/assessment, exam/accreditation-focussed, vocabulary exercises, pronunciation, creativity enhancement, language games, mediation, cultural studies and intercultural/language awareness
  - *Language Skills Development:*  
**Overall,** but particularly severe shortage for Reading, Writing, Integrated Skills, Language Learning Skills

- *Teaching and Learning Tools*  
**Everything except:** Textbook/student-teacher books ie:  
Audio, Video, TV, Satellite TV, Workbooks, Independent exercise/workbooks,  
Learner magazines/newspapers, Teacher resource packs/OHT/masters,  
Visuals/flashcards/maps
  - *CALL*  
**All** ie. Local learning software, On-line activities, Authoring tools.
  - *Reference Resources*  
**Everything except** Dictionaries  
ie Grammars, Student support, Glossaries
- d) The only commercially viable, and therefore live, micro-sector seem to be dictionaries and phrase books for tourists.
- e) Besides, there is a sporadic production by university publishers of language materials that also applies to non-specialist higher education courses.
- f) There is a clear lack of CALL materials

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

#### A - Danish

**Total number of items recorded: 7**

HE: 0 FE: 1 AE: 1 ALL: 6

#### **Broad Conclusions :**

A.i **Level:** Level is not specified in any of the items surveyed.

A.ii Six of the recorded items are dictionaries (It-Da) of various sizes (pocket to table).

A.iii Apart from dictionaries, the only other item available for this target language, published in Italian and tailored for Italian speakers, is a traditional grammar book with exercises for the Dano-Norwegian language, with a special section on the “commercial correspondence for the usage of business people that have an commercial relationships with overseas territories and seamen navigating the North Sea”, originally published in 1900, reprinted in 1992.

A.ii The ‘gaps’ therefore identified are :

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

enhancement, language games, mediation, cultural studies and intercultural/language awareness

- *Language Skills Development*  
overall
- *Teaching and Learning Tools*  
Audio, Video, TV, Satellite TV, Workbooks, Independent exercise/workbooks, Learner magazines/newspapers, Teacher resource packs/OHT/masters, Visuals/flashcards/maps
- *CALL*
- On-line activities, Authoring tools.
- *Reference Resources*
- Student support

## B - Dutch

**Total number of items recorded: 11**

HE: 2 FE: 0 AE: 0 ALL: 9

### Broad Conclusions:

B.i **Level:** Most items are for Intermediate level, with few items for real Beginners and Advanced levels, where the level is specified

B.ii The precise ‘gaps’ identified are:

- *Learning –Teaching Approach*  
Project – based, Open and Distance Learning, Web-based learning
- *Learning context:*  
One-to One, Workshop/semi-independent, Intensive/accelerated, exchange/educational visit/ tandem
- *Learning Objective:*  
Language for specific purposes, language for mobility, needs analysis/assessment, exam/accreditation-focussed, vocabulary exercises, pronunciation, creativity enhancement, language games, mediation, cultural studies and intercultural/language awareness
- *Language Skills Development:*  
Reading, Writing, Integrated Skills, Language Learning 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*  
On-line activities, Authoring tools.
- *Reference Resources*  
Dictionaries, Student support, Glossaries

B.iii Further **shortage areas** identified, where there are a small number of items recorded (10-11), are:  
(TLT) Audio

(CALL) Local learning software  
(RR) Grammars, Glossaries

## C - Finnish

**Total number of items recorded: 0**

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

There seem to be no materials published in Italy and tailored for Italian speakers available on the Italian market for the Finnish language.

## D - Greek

**Total number of items recorded: 10**

HE: 0 FE: 0 AE: 0 ALL: 10

### Broad Conclusions:

D.i **Level:** Most items are for Intermediate level, with few items for real Beginners and Advanced levels, where the level is specified

D.ii The precise '**gaps**' identified are:

- *Learning –Teaching Approach:*  
Project – based, Open and Distance Learning, Web-based learning
- *Learning context:*  
One-to One, Workshop/Semi-independent, Intensive/accelerated, exchange/educational visit/  
tandem
- *Learning Objective:*  
Language for specific purposes, language for mobility, needs analysis/assessment,  
exam/accreditation–focussed, creativity enhancement, language games, mediation, cultural  
studies and intercultural/language awareness
- *Language Skills Development:*  
Listening, Language Learning Skills
- *Teaching and Learning Tools*  
Video, TV, Satellite TV, 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*  
Student support, Grammar

D.iii Further **shortages**, where a small number of items are recorded (1-2), are:  
(LO) pronunciation  
(LSD) reading  
(RR) grammars, glossaries



## **E - Letzeburgisch**

***Total number of items recorded: 0***

*HE: 0 FE: 0 AE: 0 ALL: 0*

There seem to be no materials published in Italy and tailored for Italian speakers available on the Italian market for the Letzeburgisch language.

## **F - Norwegian**

***Total number of items recorded: 0***

*HE: 0 FE: 0 AE: 0 ALL: 0*

***Total number of items recorded: 0***

*HE: 0 FE: 0 AE: 0 ALL: 0*

There seem to be no materials published in Italy and tailored for Italian speakers available on the Italian market for the Norwegian language, apart from one Dano-Norwegian grammar recorded under Danish.

## **G - Portuguese**

***Total number of items recorded: 17***

*HE: 0 FE: 0 AE: 0 ALL: 17*

### **Broad Conclusions:**

G.i **Level:** Most items are for Beginners up to Intermediate and a very small number for advanced, where the Level is specified

G.ii The precise '**gaps**' 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 mobility, needs analysis/assessment, exam/accreditation-focussed, creativity enhancement, language games, mediation, intercultural/language awareness
- *Language Skills Development:*  
Language Learning 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*  
On-line activities, Authoring tools.
- *Reference Resources*  
Student support

G.iii Further **shortages**, where a small number of items are recorded are:  
(*LO*) language for specific purposes, pronunciation, cultural studies  
(*LSD*) listening, integrated skills  
(*RR*) glossaries

## H - Swedish

**Total number of items recorded: 8**

*HE*: 1 *FE*: 0 *AE*: 0 *ALL*: 0

### **Broad Conclusions:**

H.i **Level:** Level is never specified in the surveyed items.

H.ii The precise '**gaps**' identified are:

- *Learning –Teaching Approach:*  
Communicative, Project – based, Open and Distance Learning, Web-based learning
- *Learning context:*  
One-to One, Intensive/accelerated, Workshop, semi-independent, exchange/educational visit/  
tandem
- *Learning Objective:* language for specific purposes, language for mobility, needs  
analysis/assessment, exam/accreditation-focussed, pronunciation practice, creativity  
enhancement, language games, mediation, cultural studies, intercultural/language awareness
- *Language Skills Development:*  
Listening, Integrated Skills, Language Learning Skills
- *Teaching and Learning Tools*  
Textbook, student-teacher books, workbooks, independent exercise, Video, TV, Satellite TV,  
Independent exercise/workbooks, Learner magazines/newspapers, Teacher resource  
packs/OHT/masters, Visuals/flashcards/maps
- *CALL* on-line activities, authoring tools.
- *Reference Resources:* student support, glossary

H.iii Further **shortages**, where a small number of items are recorded are:  
(*RR*) grammars

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

4.i Approximately two thirds of available materials were recorded for analysis

4.ii The total number of items recorded are:

German	119
Spanish	78

4.iii **The ‘gaps’ and shortages common to all More Widely Taught & Used Languages**

Gaps **common to all three** languages.

- The materials available for Language for Specific Purposes (vocational language) are in limited supply
- The CALL materials are 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, Intensive/accelerated, exchange/educational visit/  
tandem
- *Learning Objective:* language for mobility, needs analysis and assessment, exam-accreditation-  
focussed, mediation
- *Language Skills Development:*  
Language Learning 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

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

## I - GERMAN

**Total number of items recorded: 119**

HE: 11 FE: 48 AE: 7 ALL: 61

### **Overall Conclusions – Shortages and ‘Gaps’ for German**

- The 119 items recorded for German represent about 80% of all currently available materials in Italy
- There are fewer materials for Beginners (22), than for Intermediate (50), or Advanced (53); 10 are for Any Level, and in 3 the level is not specified
- The materials available for Language for Specific Purposes (vocational language) are in limited supply with 3 items only marked for Beginners, 12 for Intermediate, 9 Advanced, 3 any level and 1 where no level is specified. Moreover, the offer in this area is mainly focussed on Further Education’s needs – where there is a lively market and a relatively good offer of ‘quality’ materials. The remaining sectors will have to adjust with what is on offer for FE.
- The CALL materials available are limited, particularly for online activities (3), authoring activities (0); local learning software has 17 items recorded.

The overall ‘gaps’ and shortages identified are:

- *Learning –Teaching Approach:*  
Project – based, , Open and Distance Learning, Web-based learning; a shortage is also to be highlighted for Workshop/semi-independent (3)
- *Learning context:*  
One-to One, Intensive/accelerated, exchange/educational visit/ tandem
- *Learning Objective:* language for mobility, Needs analysis and assessment, Exam, accreditation-focussed, mediation
- *Language Skills Development:*  
Language Learning Skills
- *Teaching and Learning Tools*  
Video (6), TV, Satellite TV, Learner magazines/newspapers, Visuals/flashcards/maps
- *CALL*  
on-line activities, authoring tools.
- *Reference Resources*  
student support

## J - SPANISH

*Total number of items recorded: 78*

HE: 33 FE: 38 AE: 4 ALL: 38

### **Overall Conclusions - Shortages and ‘Gaps’ for Spanish**

- The 78 items recorded for Spanish represent about 80% of all currently available materials in Italy
- There are fewer materials for Beginners, than for Intermediate, or Advanced.
- The materials available for Language for Specific Purposes (vocational language) are in very limited supply with 1 item only marked for Beginners, 1 for Intermediate, 0 Advanced, 3 for any level and 2 where no level is specified
- The CALL materials available are limited, particularly for online activities (0), 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 mobility, needs analysis and assessment, exam/accreditation-focussed, mediation
- *Language Skills Development:*  
Language Learning
- *Teaching and Learning Tools*  
TV, Satellite TV, Independent exercise/workbooks, Learner magazines/newspapers, Visuals/flashcards/maps
- *CALL*  
on-line activities, authoring tools.
- *Reference Resources*  
student support

## **5. Conclusions**

5.i

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

5.ii

There are fewer materials for Advanced than for Beginner and Intermediate levels

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.

The proposed methodology for the conduct of the needs analysis was broadly followed. Consultation sessions and a postal questionnaire with **focus groups and experts** from the FE, AE, HE and vocational training sectors were conducted.

The Focus Groups contacted were the following:

- for the Further Education sector
- Associations of Teachers of Foreign Languages
  - Associazione Nazionale Insegnanti Lingue Straniere – Anils (12 questionnaires)
  - Lingua e Nuova Didattica – LEND (9 questionnaires)
- for the Adult Education sector
- Private schools of languages:
  - Associazione Italiana Scuole di Lingue – AISLI (6 questionnaires)
  - other Language Schools (8 questionnaires)
- for the Higher Education sector
- Associazione Italiana Centri Linguistici Universitari – AICLU (11 questionnaires)
- for All sectors:
- Libreria Internazionale Seeber (1 questionnaire)
- Libreria Feltrinelli (1 questionnaire)

2.

The focus groups identified the following needs.

The ranking of demand for languages in general (regardless of sector, level and purpose) was the following:

1. German
2. Spanish
3. Portuguese
4. Dutch
5. Swedish
6. Greek
7. Danish
8. Finnish

No demand registered for Irish and Letzeburgish



## 2.i Further/vocational education

a) Ranking of languages:

1. German
2. Spanish
3. Portuguese
4. Dutch
5. Swedish
6. Greek
7. Danish
8. Finnish

b) The following descriptors were ticked at least once for the language indicated:

### MWUTL

	Competence		
	Beginner	Intermediate	Advanced
<b>Learning/Teaching Approach</b>			
Communicative			
Structural (grammar/translation )	ES		
Project-based	ES-DE	ES-DE	ES-DE
Open & Distance Learning	ES-DE	ES-DE	ES-DE
Self Study			
Web-based learning	ES		
None of the above			
<b>Learning Context</b>			
Class			
One-to-one	ES-DE	ES-DE	ES-DE
Workshop/semi-independent	ES	ES	
Independent learning	ES	ES	
Intensive/accelerated	ES	ES	ES
Exchange/Ed.Visit/Tandem	DE	DE	DE
<b>Learning Objective</b>			
Language for General Purposes			
Language for Specific Purposes	ES		
Language for Mobility (for temporary work/study abroad)	DE	DE	DE
Needs Analysis/Assessment	ES-DE	ES-DE	ES-DE
Exam/Accreditation-focussed	DE	DE	DE
Grammar			
Vocabulary exercises			
Pronunciation Practice			
Creativity Enhancement (eg. drama, creative writing, psycho drama)	ES	ES	ES
Language games	DE	DE	DE
Mediation (Basic Interpreting)	ES	ES	ES
Cultural Studies	ES		
Intercultural & Language Awareness	ES	ES	ES
<b>Language Skills Development</b>			
Listening			
Speaking			DE
Reading			
Writing			
Integrated Skills	ES	ES	ES

“Learning to learn”	ES-DE	ES-DE	ES-DE
<b>Teaching &amp; Learning Tools</b>			
Textbook, student/teacher books			
Workbooks			
Exercise/workbooks (independent of coursebooks)	ES		
Audio cassettes/tapes/CDs	ES		
Video	ES-DE	-DE	-DE
TV & radio (+digital TV)	ES-DE	-DE	-DE
Satellite TV	-DE	-DE	-DE
Learner magazines/papers/readers			
Teacher resource pack/OHT/photocopy masters	ES		
Visuals eg.flashcards,maps	-DE	-DE	-DE
<i>CALL</i>			
Learning Software-available locally, not on-line (CDRom, DVD, discs etc)			
On-line activities			
Authoring tool (eg, WIDA software)	-DE	-DE	-DE
<i>Reference Resources</i>			
Dictionary			
Grammar			
Student support eg. tutor on-line	ES-DE	-DE	-DE
Glossary/phrasebook	ES		

## LWUTL

	Competence		
	Beginner	Intermediate	Advanced
<b>Learning/Teaching Approach</b>			
Communicative	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI	PT-NL
Structural (grammar/translation )	PT-NL-SV-GR-DK-FI		
Project-based			
Open & Distance Learning			
Self Study	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI
Web-based learning			
None of the above			
<b>Learning Context</b>			
Class	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI	PT-NL
One-to-one			
Workshop/semi-independent	SV-DK	SV-DK	
Independent learning			
Intensive/accelerated	PT-NL-GR	PT-NL-GR	
Exchange/Ed.Visit/Tandem			
<b>Learning Objective</b>			
Language for General Purposes	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK	PT-NL-SV-GR
Language for Specific Purposes	PT-NL-SV	PT-NL-SV	
Language for Mobility (for temporary work/study abroad)	NL-SV-GR	NL-SV-GR	
Needs Analysis/Assessment	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI
Exam/Accreditation-focussed	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI
Grammar	SV-DK-NL	SV-DK-NL	SV-DK-NL
Vocabulary exercises	SV-DK	SV-DK	
Pronunciation Practice	SV-DK	SV-DK	
Creativity Enhancement (eg. drama, creative writing, psycho drama)	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI	
Language games			
Mediation (Basic Interpreting)			
Cultural Studies	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI

Intercultural & Language Awareness	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI
<b>Language Skills Development</b>			
Listening	SV-DK	SV-DK	
Speaking	SV-DK	SV-DK	
Reading	SV-DK	SV-DK	
Writing	SV-DK	SV-DK	
Integrated Skills	SV-DK	SV-DK	
Autonomous language learning	SV-DK-NL	SV-DK	
<b>Teaching &amp; Learning Tools</b>			
Textbook, student/teacher books	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI
Workbooks			
exercise/workbooks (independent of coursebooks)	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI	
Audio cassettes/tapes/CDs	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI	
Video	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI	
TV & radio (+digital TV)	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI	
Satellite TV			
Learner magazines/papers/readers			
Teacher resource pack/OHT/photocopy masters			
Visuals eg.flashcards,maps			
<i>CALL</i>			
Learning Software-available locally, not on-line (CDRom, DVD, discs etc)	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI	
On-line activities			
Authoring tool (eg, WIDA software)			
<i>Reference Resources</i>			
Dictionary		FI-DK	SE-FI-DK-NL
Grammar			SE
Student support eg. tutor on-line			
Glossary/phrasebook			

### c) Strongest needs

The following descriptors were perceived as particularly needed (they were ticked more than twice). The persons interviewed reinforced the view that there is an unsatisfied demand for this kind of materials.

#### **German**

Language for Specific Purposes

Needs Analysis/Evaluation

Creativity enhancement

Intercultural & Language Awareness

Video

TV & Radio

Local Software

#### **Spanish**

Open and distance learning

Intensive/accelerated

Language for specific purposes (level A)

Needs analysis/Evaluation

Creativity Enhancement

Video

## **LWUTL**

Communicative approach (levels A-B)

Self-study

Assessment/Needs Analysis (levels A-B)

Cultural Studies

Intercultural & Language Awareness

Textbook, student/teacher books (levels A-B)

Exercise/workbooks (independent of course-books) (levels A-B)

Audio cassettes/tapes/CDs (levels A-B)

Video (levels A-B)

TV & radio (+digital TV)

## **2.ii Adult Education**

a) Ranking of languages:

Spanish  
German  
Portuguese  
Dutch  
Swedish  
Greek  
Danish  
Finnish

b) The following descriptors were ticked at least once for the language indicated:

## **MWUTL**

	Competence		
	Beginner	Intermediate	Advanced
<b>Learning/Teaching Approach</b>			
Communicative			
Structural (grammar/translation )	ES		
Project-based			
Open & Distance Learning	ES-DE	ES-DE	ES-DE
Self Study	ES-DE	ES-DE	ES-DE
Web-based learning	ES -DE	ES -DE	ES -DE
None of the above			
<b>Learning Context</b>			
Class			
One-to-one	ES-DE	ES-DE	ES-DE
Workshop/semi-independent	ES-DE	ES-DE	ES-DE
Independent learning	ES	ES	
Intensive/accelerated	ES	ES	ES
Exchange/Ed.Visit/Tandem			
<b>Learning Objective</b>			
Language for General Purposes			
Language for Specific Purposes	ES		
Language for Mobility (for temporary work/study abroad)	DE	DE	DE
Needs Analysis/Assessment	ES-DE	ES-DE	ES-DE
Exam/Accreditation-focussed	DE	DE	DE

Grammar			
Vocabulary exercises			
Pronunciation Practice			
Creativity Enhancement (eg. drama, creative writing, psycho drama)	ES	ES	ES
Language games	DE	DE	DE
Mediation (Basic Interpreting)	ES	ES	ES
Cultural Studies	ES		
Intercultural & Language Awareness	ES	ES	ES
<b>Language Skills Development</b>			
Listening			
Speaking			DE
Reading			
Writing			
Integrated Skills	ES	ES	ES
“Learning to learn”	ES-DE	ES-DE	ES-DE
<b>Teaching &amp; Learning Tools</b>			
Textbook, student/teacher books			
Workbooks			
Exercise/workbooks (independent of coursebooks)	ES		
Audio cassettes/tapes/CDs	ES		
Video	ES-DE	-DE	-DE
TV & radio (+digital TV)	ES-DE	-DE	-DE
Satellite TV	-DE	-DE	-DE
Learner magazines/papers/readers			
Teacher resource pack/OHT/photocopy masters	ES		
Visuals eg.flashcards,maps	-DE	-DE	-DE
<i>CALL</i>			
Learning Software-available locally, not on-line (CDRom, DVD, discs etc)			
On-line activities			
Authoring tool (eg. WIDA software)	-DE	-DE	-DE
<i>Reference Resources</i>			
Dictionary			
Grammar			
Student support eg. tutor on-line	ES-DE	-DE	-DE
Glossary/phrasebook	ES		

## LWUTL

	Competence		
	Beginner	Intermediate	Advanced
<b>Learning/Teaching Approach</b>			
Communicative	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI	PT-NL
Structural (grammar/translation )	PT-NL-SV-GR-DK-FI		
Project-based			
Open & Distance Learning			
Self Study	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI
Web-based learning			
None of the above			
<b>Learning Context</b>			
Class	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI	PT-NL
One-to-one			
Workshop/semi-independent	SV-DK	SV-DK	
Independent learning			
Intensive/accelerated	PT-NL-GR	PT-NL-GR	
Exchange/Ed.Visit/Tandem			

<b>Learning Objective</b>			
Language for General Purposes	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK	PT-NL-SV-GR
Language for Specific Purposes	PT-NL-SV	PT-NL-SV	
Language for Mobility (for temporary work/study abroad)	NL-SV-GR	NL-SV-GR	
Needs Analysis/Assessment	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI
Exam/Accreditation-focussed	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI
Grammar	SV-DK-NL	SV-DK-NL	SV-DK-NL
Vocabulary exercises	SV-DK	SV-DK	
Pronunciation Practice	SV-DK	SV-DK	
Creativity Enhancement (eg. drama, creative writing, psycho drama)	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI	
Language games			
Mediation (Basic Interpreting)			
Cultural Studies	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI
Intercultural & Language Awareness	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI
<b>Language Skills Development</b>			
Listening	SV-DK	SV-DK	
Speaking	SV-DK	SV-DK	
Reading	SV-DK	SV-DK	
Writing	SV-DK	SV-DK	
Integrated Skills	SV-DK	SV-DK	
Autonomous language learning	SV-DK-NL	SV-DK	
<b>Teaching &amp; Learning Tools</b>			
Textbook, student/teacher books	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI
Workbooks			
exercise/workbooks (independent of coursebooks)	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI	
Audio cassettes/tapes/CDs	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI	
Video	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI	
TV & radio (+digital TV)	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI	
Satellite TV			
Learner magazines/papers/readers			
Teacher resource pack/OHT/photocopy masters			
Visuals eg.flashcards,maps			
<i>CALL</i>			
Learning Software-available locally, not on-line (CDRom, DVD, discs etc)	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI	
On-line activities			
Authoring tool (eg, WIDA software)			
<i>Reference Resources</i>			
Dictionary		FI-DK	SE-FI-DK-NL
Grammar			SE
Student support eg. tutor on-line			
Glossary/phrasebook			

### c) Strongest needs

The following descriptors were perceived as particularly needed (they were ticked more than twice). The persons interviewed reinforced the view that there is an unsatisfied demand for this kind of materials.

### ***German***

Needs Analysis/Evaluation  
Creativity enhancement  
Intercultural & Language Awareness  
Video  
TV & Radio  
Local Software

### ***Spanish***

Open and distance learning  
Intensive/accelerated  
Language for specific purposes (level A)  
Needs analysis/Evaluation  
Creativity Enhancement  
Video

### ***LWUTL***

Communicative approach (levels A-B)  
Self-study  
Assessment/Needs Analysis (levels A-B)  
Cultural Studies  
Intercultural & Language Awareness  
Textbook, student/teacher books (levels A-B)  
Exercise/workbooks (independent of course-books) (levels A-B)  
Audio cassettes/tapes/CDs (levels A-B)  
Video (levels A-B)  
TV & radio (+digital TV)

## **2.ii Higher Education – Non-specialist language programmes**

All of the demand in this sector is to be interpreted as regarding Language for Specific Purposes.

a) Ranking of languages:

German  
Spanish  
Portuguese  
Dutch  
Swedish  
Danish  
Greek  
Finnish

b) The following descriptors were ticked at least once for the language indicated:

**MWUTL**

	Competence		
	Beginner	Intermediate	Advanced
<b>Learning/Teaching Approach</b>			
Communicative			
Structural (grammar/translation )	ES		
Project-based			
Open & Distance Learning	ES-DE	ES-DE	ES-DE
Self Study			
Web-based learning			
None of the above			
<b>Learning Context</b>			
Class			
One-to-one	ES-DE	ES-DE	ES-DE
Workshop/semi-independent	ES-DE	ES-DE	ES-DE
Independent learning	ES	ES	
Intensive/accelerated	ES	ES	ES
Exchange/Ed.Visit/Tandem			
<b>Learning Objective</b>			
Language for General Purposes	---	---	---
Language for Specific Purposes	ES-DE	ES-DE	ES-DE
Language for Mobility (for temporary work/study abroad)	ES-DE	ES-DE	ES-DE
Needs Analysis/Assessment	ES-DE	ES-DE	ES-DE
Exam/Accreditation-focussed	ES-DE	ES-DE	ES-DE
Grammar			
Vocabulary exercises			
Pronunciation Practice			ES-DE
Creativity Enhancement (eg. drama, creative writing, psycho drama)		ES	ES
Language games	DE	DE	DE
Mediation (Basic Interpreting)	ES-DE	ES-DE	ES-DE
Cultural Studies	ES-DE	ES-DE	ES-DE
Intercultural & Language Awareness	ES-DE	ES-DE	ES-DE
<b>Language Skills Development</b>			
Listening			
Speaking			DE
Reading			
Writing			
Integrated Skills	ES	ES	ES
“Learning to learn”	ES-DE	ES-DE	ES-DE
<b>Teaching &amp; Learning Tools</b>			
Textbook, student/teacher books			
Workbooks			
Exercise/workbooks (independent of coursebooks)	ES		
Audio cassettes/tapes/CDs	ES		
Video	ES-DE	DE	DE
TV & radio (+digital TV)	ES-DE	DE	DE
Satellite TV	DE	DE	DE
Learner magazines/papers/readers			
Teacher resource pack/OHT/photocopy masters	ES		
Visuals eg.flashcards.maps	DE	DE	DE
<i>CALL</i>			
Learning Software-available locally, not on-line (CDRom, DVD, discs etc)			
On-line activities			
Authoring tool (eg, WIDA software)	-DE	DE	DE
<i>Reference Resources</i>			



Dictionary			
Grammar			
Student support eg. tutor on-line	ES-DE	DE	DE
Glossary/phrasebook	ES		

## LWUTL

	Competence		
	Beginner	Intermediate	Advanced
<b>Learning/Teaching Approach</b>			
Communicative	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI	PT-NL
Structural (grammar/translation )	PT-NL-SV-GR-DK-FI		
Project-based			
Open & Distance Learning			
Self Study	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI
Web-based learning			
None of the above			
<b>Learning Context</b>			
Class			
One-to-one		PT-NL	PT-NL-SV-GR-DK-FI
Workshop/semi-independent		SV-DK	
Independent learning			
Intensive/accelerated	PT-NL-GR	PT-NL-GR	
Exchange/Ed.Visit/Tandem			
<b>Learning Objective</b>			
Language for General Purposes	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK	PT-NL-SV-GR
Language for Specific Purposes	PT-NL-SV	PT-NL-SV	
Language for Mobility (for temporary work/study abroad)	NL-SV-GR		
Needs Analysis/Assessment	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI
Exam/Accreditation-focussed	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI
Grammar	SV-DK-NL	SV-DK-NL	SV-DK-NL
Vocabulary exercises	SV-DK	SV-DK	
Pronunciation Practice	SV-DK	SV-DK	
Creativity Enhancement (eg. drama, creative writing, psycho drama)	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI	
Language games	PT-NL-SV-GR-DK-FI		
Mediation (Basic Interpreting)			
Cultural Studies	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI
Intercultural & Language Awareness	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI
<b>Language Skills Development</b>			
Listening	SV-DK	SV-DK	
Speaking	SV-DK	SV-DK	
Reading	SV-DK	SV-DK	
Writing	SV-DK	SV-DK	
Integrated Skills	SV-DK	SV-DK	
Autonomous language learning	SV-DK-NL	SV-DK	
<b>Teaching &amp; Learning Tools</b>			
Textbook, student/teacher books	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI
Workbooks			
exercise/workbooks (independent of coursebooks)	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI	
Audio cassettes/tapes/CDs	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI	
Video	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI	
TV & radio (+digital TV)	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI	
Satellite TV			
Learner magazines/papers/readers			
Teacher resource pack/OHT/photocopy			

masters			
Visuals eg.flashcards,maps			
<i>CALL</i>			
Learning Software-available locally, not on-line (CDRom, DVD, discs etc)	PT-NL-SV-GR-DK-FI	PT-NL-SV-GR-DK-FI	
On-line activities			
Authoring tool (eg, WIDA software)			
<i>Reference Resources</i>			
Dictionary		FI-DK	SE-FI-DK-NL
Grammar			SE
Student support eg. tutor on-line			
Glossary/phrasebook			

### c) Strongest needs

The following descriptors were perceived as particularly needed (they were ticked more than twice). The persons interviewed reinforced the view that there is an unsatisfied demand for this kind of materials.

#### ***German***

Needs Analysis/Evaluation  
Creativity enhancement  
Intercultural & Language Awareness  
Video  
TV & Radio  
Local Software

#### ***Spanish***

Open and distance learning  
Intensive/accelerated  
Language for specific purposes (level A)  
Needs analysis/Evaluation  
Creativity Enhancement  
Video

#### ***LWUTL***

Communicative approach (levels A-B)  
Self-study  
Assessment/Needs Analysis (levels A-B)  
Cultural Studies  
Intercultural & Language Awareness  
Textbook, student/teacher books (levels A-B)  
Exercise/workbooks (independent of course-books) (levels A-B)  
Audio cassettes/tapes/CDs (levels A-B)  
Video (levels A-B)  
TV & radio (+digital TV)

## APPENDIX I

### **ELLMS Main Study**

#### **List of Publishers in Italy:**

Hoepli  
Mursia  
Poseidonia  
CIDEB  
Il Capitello  
Loescher  
Petrini  
Garzanti  
Valmartina  
Assimil Italia  
Dida EL  
De Agostini  
Opera Multimedia  
Software & Co.  
Vallardi  
Bulzoni  
Edizioni dell'Ateneo  
Alinea  
Collins-Mondadori  
Zanichelli  
Giunti

## APPENDIX II

### ELLMS Main Study

#### Publishers' Codes and Catalogues

<b>Publisher</b>	<b>Publisher's code</b>	<b>Catalogue's code</b>
Hoepli	<b>001</b>	<b>001</b>
Mursia	<b>002</b>	<b>001</b>
Poseidonia	<b>003</b>	<b>001</b>
CIDEB	<b>004</b>	<b>001</b> <b>002</b>
Il Capitello	<b>005</b>	<b>001</b>
Loescher	<b>006</b>	<b>001</b>
Petrini	<b>007</b>	<b>001</b> <b>002</b> <b>003</b>
Garzanti	<b>008</b>	<b>001</b> <b>002</b>
Valmartina	<b>009</b>	<b>001</b>
Assimil Italia	<b>010</b>	<b>001</b>
Dida EL	<b>011</b>	<b>001</b>
De Agostini	<b>012</b>	<b>001</b>
Opera Multimedia	<b>013</b>	<b>001</b>
Software & Co.	<b>014</b>	<b>001</b>
Vallardi	<b>015</b>	<b>001</b>
Bulzoni	<b>016</b>	<b>001</b>
Edizioni dell'Ateneo Roma	<b>017</b>	<b>001</b>
Alinea	<b>018</b>	<b>001</b>
Collins-Mondadori	<b>019</b>	<b>001</b>
Zanichelli	<b>020</b>	<b>001</b>
Giunti	<b>021</b>	<b>001</b>

## **APPENDIX III**

### **ELLMS Main Study**

#### **List of publishers contacted**

- **Zanichelli**
- **Hoepli**
- **Cideb**
- **Il Capitello**
- **Petrini**
- **Alinea**

## APPENDIX IV

### ELLMS Main Study

#### Focus Groups Consulted

##### Further Education

Postal survey of two Associations of Teachers of Foreign Languages.

ANILS (Associazione Nazionale Insegnanti Lingue Straniere), 12 completed questionnaires

LEND (Lingua e Nuova Didattica) 9 completed questionnaires

##### Adult Education

Postal and face-to-face survey of private schools of languages

AISLI (Associazione Italiana Scuole di Lingue), 6 completed questionnaires

other Language Schools, 8 completed questionnaires

##### Higher Education sector

AICLU (Associazione Italiana Centri Linguistici Universitari), 11 completed questionnaires

##### All sectors:

Libreria Internazionale Seeber, 1 completed questionnaire

Libreria Feltrinelli, 1 completed questionnaire