

T A S K F O R C E
H U M A N R E S O U R C E S
E D U C A T I O N
T R A I N I N G
Y O U T H



**A SURVEY OF THE TECHNIQUES
USED IN THE DIAGNOSIS AND ANALYSIS
OF FOREIGN LANGUAGE NEEDS
IN TRADE AND INDUSTRY**

Commission of the European Communities



Document

This document has been prepared for use within the Commission. It does not necessarily represent the Commission's official position.

Cataloguing data can be found at the end of this publication.

Luxembourg: Office for Official Publications of the European Communities, 1991

ISBN 92-826-2802-7

Catalogue number: CY-70-91-984-EN-C

© ECSC-EEC-EAEC, Brussels • Luxembourg, 1991

Reproduction is authorized, except for commercial purposes, provided the source is acknowledged.

Printed in Luxembourg

COMMISSION OF THE EUROPEAN COMMUNITIES

TASK FORCE: HUMAN RESOURCES, EDUCATION,
TRAINING AND YOUTH

**A SURVEY OF THE TECHNIQUES USED IN THE
DIAGNOSIS AND ANALYSIS OF FOREIGN LANGUAGE NEEDS
IN TRADE AND INDUSTRY**



ERNA VAN HEST
MARIA OUD - DE GLAS

CEE V/TF 4

CONTENTS

INTRODUCTION	1
<i>Chapter 1 - DATA COLLECTION</i>	3
<i>Chapter 2 - DISCUSSION OF THE PROJECTS</i>	7
2.1 Researchers/research institutions involved	7
2.2. Reasons for carrying out a fl-needs project	8
2.3 Foreign languages under investigation	9
2.5 Design of the projects	16
2.6 Major findings and use of results	19
<i>Chapter 3 - THE FOREIGN LANGUAGE AUDIT</i>	23
3.1 What is a foreign language audit?	23
3.2 When and why is it applied?	24
3.3 How is it applied and by whom?	24
3.4 Net results of a language audit	26
BIBLIOGRAPHY	27
APPENDIX : DESCRIPTION OF THE PROJECTS	35
1. Beneke, J., <i>Foreign languages on the Top Floor: European Executive Managers Evaluate Their Foreign-language Needs</i>	37
2. Hurman, J., <i>Modern Linguists: Industrial demand and school supply - a survey and a proposal</i>	39

3. Verdoodt, Dr. A., Delbeke, Prof. dr. L., *Een onderzoek naar de algemene behoeften aan talen in bedrijven en overheidsdiensten. Verslag 2. Een onderzoek naar de algemene behoeften aan talen in bedrijven en overheidsdiensten* [The interest in foreign languages and actual foreign language needs in Belgium. Report 2. Research into the general language needs of companies and government institutions]. 42
4. Schröder, K., *Fremdsprachenbedarf bei Schering: 183 Arbeitsplatz-analysen (unteres und mittleres Management)* [Foreign language needs at Schering: 183 job analyses (lower and middle management)] 46
5. Christ, H., Schwarz, A., *Fremdsprachenunterricht in der Wirtschaft. Ergebnisse einer Umfrage* [Foreign language training in industry. Results of a survey] 48
6. La Formation Professionnelle des Adultes, *L'utilisation des langues en situation de travail* [Language use at work] 51
7. Lucassen, P., Oud - de Glas, M., Petersen, B., Willems, M., *De behoeften aan moderne vreemde talen bij oud-leerlingen van het meao, mmo en mto* [The foreign language needs of ex-students of vocational education] 55
8. Britt, C., Roessler H., Schutte L., *The Demand for German Language Proficiency in German-owned Companies in the United States* 59
9. Fixman, C., *The foreign language needs of U.S.-based corporations* 61
10. Raker, S., Raasch A., *Öffnung des europäischen Binnenmarktes 1993: Neue Anforderungen im Bereich der Fremdsprachenkenntnisse?* [Unification of the European Market in 1993: New requirements with respect to the knowledge of foreign languages?] 64
11. Hagen, S. (ed.), *Languages in British Business. An Analysis of current needs* 67
12. Drochner, K-H., Drochner-Kirchberg, E., *Zum bedarf an Fremdsprachenkenntnissen Statistische Untersuchungen anhand von Stellenanzeigen in italienischen Tageszeitungen* [The need of foreign language knowledge. Statistical research by means of an analysis of job advertisements in Italian newspapers] 70

13. Chambers A., <i>Foreign languages in industry and commerce in Northern Ireland: a survey</i>	72
14. Mehtäläinen, J., Takala, S., <i>The need of foreign language proficiency in trade and industry</i>	75
15. Papaefthymiou - Lytra, Dr. S. (coordinator), <i>Innovation of the ELT curriculum and development of learning materials for upper secondary technical / occupational / vocational education in Greece</i>	77
16. Chittick, G., Ingram, D., Stanley, J., <i>International Trade and Language Competence</i>	79
17. Kocks, A., <i>Fremdsprachenbedarf in Handel und Industrie. Eine Untersuchung in Duisburg</i> [Foreign language needs in trade and industry. A survey in Duisburg]	81
18. Papakonstantinou, M., <i>Needs assessment of an ESP Programme in a Technological Educational Institution</i>	84
19. Scottish Association for Language Teaching, <i>Language skills in the Tourist Industry in Scotland</i>	86
20. Kvam, S., Schewe T. (eds.), <i>Sammendragsrapport om tyskkunnskaper i norsk naeringslev. En analyse om behov og etterspørsel</i> [Summary of a report on German in Norwegian trade and industry. An analysis of supply and demand]	88
21. Causse, F., <i>La formation aux langues dans l'entreprise, (Incompany language training)</i>	90
22. Hest, E. van, Peels, F., Diephuis, R., Oud - de Glas, M., Els, T. van, <i>Vreemde talen in de markt. Onderzoek naar vraag en aanbod in het kader van Horizon Taal, Nationaal Actieprogramma Moderne Vreemde Talen</i> [Foreign languages: Supply and demand. Research into supply and demand as part of 'Horizon Taal', National Action programme on Foreign Language programme]	92
23. British Chamber of Commerce in Spain, <i>The use of English in commerce in Spain</i>	95
24. AFT/AGERCEL <i>Enquête après de 50 entreprises dans le secteur de transport</i> [survey among 50 companies in transport]	97



INTRODUCTION

This survey has been carried out in the framework of Action III of LINGUA which means to promote the development of foreign language teaching and learning in economic life. One of the measures of Action III is 'the development and dissemination of methods for the diagnosis and analysis of the foreign language needs of professional or workers' organizations and of enterprises, particularly of SMEs. In this connection the objectives of the survey have been to trace, assess and analyse the techniques used to identify foreign language needs (fl-needs), in this way contributing to better planning procedures for fl-provisions and course content.

Chapter 1 gives a short outline of the design, the objectives and the proceedings of the survey.

Chapter 2 discusses and evaluates a selection of 24 of the language needs projects which have been collected during the course of the survey. The projects will be discussed according to the following structure:

- the reasons for the projects and the researchers/institutions involved;
- the foreign languages under investigation;
- research questions and operationalizations;
- the design of the projects: sampling, instruments used for data collection and procedures of analysis;
- major findings and use of results.

The appendix includes separate descriptions of the selected projects together with references and abstracts.

Chapter 3 draws attention to an important instrument of foreign language needs analysis (fl-needs analysis) which has not yet been dealt with in Chapter 2: the language audit. The reason for devoting a separate chapter to this instrument is the fact that it is often presented as a useful and ready-made tool for analysing the fl-needs of a company and for devising a corporate fl-strategy.

The aspects which will be examined are:

- what exactly is a language audit?
- when and why is it applied?
- how and by whom can it be applied?

Chapter 1
DATA COLLECTION

In order to collect as many examples of fl-needs analysis as possible, the survey comprised two ways of data collection:

- a computerized literature search for projects on fl-needs analysis in trade and industry after 1980;
- a limited field study to trace examples of fl-needs analysis that could not be found through literature search, e.g. because they had been published for internal/informal purposes only, or because it concerned very recent documentation. The examples were collected by contacting experts and national and international organizations such as, chambers of commerce, Euro-associations in SME-areas, organizations of applied linguistics and organizations in charge of planning/documenting fl-teaching.

From mid April to June 1990 all available bibliographical files were analysed and searched for documentation on fl-needs in trade and industry. Although the search encompassed all Member States, most of the documentation which could be obtained by means of a computerized literature search appeared to be concentrated in several North European Member States.

The major goal of the field study was to yield additional information and to dig up so-called 'hidden' reports: reports which contain interesting information, but which, for whatever reason (e.g. because they are used for in-company purposes only), do not occur in bibliographical files.

The first stage consisted in setting up a data base of addresses of relevant organizations and possible informants.

For this purpose four different categories were distinguished:

- chambers of commerce and industry and export centres;
- organizations of applied linguistics, language research centres and educational institutions;
- cultural institutions such as the British Council, the Goethe Institut, the Alliance française and the Istituto Italiano;
- national experts.

With respect to the 12 Member States at least one representative of each category was addressed.

Table 1 gives an overview of the number of informants which were contacted per country. Together with a letter describing the survey, the informants received a questionnaire in which they were asked about reports in their possession, referents and/or names of other organizations or persons able to supply information. A group of additional informants, resulting from this request, did also receive a question form. In all 143 organizations and experts were contacted.

At the end of the field study 54 informants had responded. This means a response rate of 38%. The number of respondents per country is also presented in Table 1.

In view of the holidays and the usually low response in the case of written questionnaires, this overall result is quite satisfactory. However, with respect to some countries the response has been rather disappointing. It is not clear whether this is caused by a small number of activities in this field or by communication difficulties.

Table 1 - Informants contacted and response rate

Country	1	2	3	4	Total inform	Total resp.
Australia	1				1	1
Belgium	2	1	4	3	10	5
Denmark	1	2	4	6	13	6
Finland				3	3	3
France	1	1	4	3	9	6
Germany	11	1	3	7	22	7
Greece	5	1	4	2	12	3
Ireland	2	1	4	1	8	1
Italy	1	2	4	1	8	2
Luxembourg	2	2	3	1	8	3
Netherlands	1	1	4		6	5
Norway				1	1	1
Portugal	6	1	4	11	3	
Spain	5	3	4	3	15	4
UK	7	2	4	2	15	3
US				1	1	1
Total inform	45	18	46	34	143	
Total resp.						54 (38%)

1= Chambers of Commerce, 2= Organizations of Applied Linguistics, Language research centres and Educational institutions, 3= Cultural institutions and 4= National experts.

The computerized literature search and the field study yielded a considerable number of references concerning documentation. Also copies of internal fl-needs reports were collected. In the end 24 fl-needs projects were selected and analysed in greater detail. In connection with this the following selection criteria were applied:

- the projects had to be empirical studies;
- they had to deal with fl-needs in trade and industry;
- a maximum of three fl-needs projects per country was included in the survey. If more than three projects were available, the studies were selected on the basis of originality of design and techniques used, and date of publication. In the latter case the most recent projects were analysed.

Those projects which did not meet the above mentioned criteria, but which did contain interesting information with respect to fl-needs in industry or in other sectors, have been included in the bibliography.

Chapter 2

DISCUSSION OF THE PROJECTS

The survey has yielded a number of interesting fl-needs projects which will be summarized and discussed in the following six paragraphs, each dealing with one aspect of the process of needs analysis. The paragraphs have been arranged according to the following structure:

- 2.1 researchers/ research institutions involved;
- 2.2 reasons for carrying out a language needs project;
- 2.3 the foreign languages under investigation;
- 2.4 research questions and operationalizations;
- 2.5 the design of the projects: sampling, instruments used for data collection and procedures of analysis;
- 2.6 major findings and use of results.

Some paragraphs are concluded with a short evaluation of the results. This evaluation means to point out striking results, indicate possible drawbacks and advantages, and, if necessary, provide some background information about certain aspects of the process of fl-needs analysis.

The descriptions of the fl-needs projects in the survey have been included in the Appendix.

2.1 Researchers/research institutions involved

The institutions and organizations which have been responsible for carrying out the surveys can be arranged into five categories:

- educational institutions: institutions of higher education such as universities and polytechnics and institutions for language teaching;
- chambers of commerce;
- cultural institutions such as the British Council, the Alliance française and the Goethe Institut;
- language training departments within companies/industrial organizations;
- co-operations of institutions.

The first category is by far the most important one: it accounts for 18 of the 24 surveys. Most of the surveys in this category have been conducted by foreign language departments of universities and polytechnics or by university research

centres specialized in foreign languages such as institutes of applied linguistics. Categories 2 to 4 each account for one study on fl-needs. The last category is responsible for three of the 24 surveys and concerns the projects which have been carried out by two or more institutions. In this respect the institutions and organizations in category 1 and 4 have most frequently co-operated. The institutions of higher education worked together with language export centres, training committees for industry, industrial associations and in-company training and development centres.

The advantages of the fact that most of the research is conducted by institutions of higher education, are the research knowledge available and the possibility to immediately integrate the survey results into existing fl-programmes. A drawback is that, very often, these institutions are not very familiar with industrial organizations which can impede them revealing a company's actual language needs.

A striking point is that few surveys have been initiated by trade and industry itself, although the reports clearly indicate the presence of fl-needs, especially with respect to languages other than English. To compensate for this phenomenon, the carrying out of surveys by co-operations of institutions and organizations should be encouraged. In this way it will become possible to increase the involvement of industry in language needs analysis while at the same time combining the various types of know-how necessary for successfully conducting an analysis.

2.2 Reasons for carrying out a fl-needs project

At first sight the reasons for carrying out the projects seem to be rather diverse. Yet after closer reading many projects show similarities in this respect. Most of the reasons mentioned seem to be related to one of the following topics:

- linking fl-programmes to vocational needs;
- internationalization of industry.

The first topic covers two types of reasons. On the one hand the collection of information about fl-needs in order to outline and develop a national fl-policy (reports no. 1, 14, and 22), and on the other hand the need for a detailed analysis for the purpose of updating and revising existing language programmes or setting up new language courses (reports no. 2, 5, 7, 15, 18, 23, and 24). In this latter category a distinction has to be made between language courses in vocational education and in-company language training. Five of the 7 reports deal with fl-teaching in vocational education. These reports point out the necessity of fl-needs analysis for improving the match between fl-curricula and professional requirements. The other two reports concern the linking of in-company language training to the actual language needs of firms.

The second topic has to do with the increasing internationalization of industry, to a large extent due to the advent of the Single Market in 1993, and its consequences for the fl-needs of companies. An important point in this respect is the link between fl-knowledge and export activities. Two reports (no. 13 and 16) explicitly mention the lack of export performance as a reason for carrying out a survey into fl-needs in industry.

2.3 Foreign languages under investigation

In the greater part of the surveys (15 out of 24) all possible foreign languages have been included in the research. One survey (no. 16) deals with the needs of all foreign languages other than English. The remaining 8 surveys concentrate on either English (no. 15 and 18), German (no. 8 and 20) or a combination of English/ German/ French/ Dutch/ Italian and Spanish.

The question which foreign languages to include in the needs analysis largely depends on the objectives and the subject of the survey. Most of the reports try to give an overall impression of fl-needs and therefore consider all languages which could possibly be used. Sometimes the location of the country or province in which the survey is carried out can influence the choice of languages. For example, report no. 10 includes all foreign languages, but emphasizes the need of French due to Saarland's position near the French border. The research institution itself can also be an determining factor as is shown in reports no. 12 and no. 23.

The literature search and the field study have not yielded any reports which focus on the less widely used and taught European languages in particular. However, some survey results do have indicated the need for some of these languages. These results will be discussed in 2.6.

2.4 Research questions and operationalizations

2.4.1 Research questions

In designing a plan for the analysis of fl-needs you first have to decide on your research questions. This means that you have to define your central concepts and explicitly have to state the relations you want to investigate. Every fl-needs analysis will have to yield the following type of results: X (= subject) needs Y (= object). The research questions have to indicate how 'subject' (whose needs?), 'need' and 'object' (what is needed?) have been defined. Of course the concept of 'need' is at the centre of the analysis.

2.4.1.1 *The needs concept*

The concept of need is an elusive one, and whoever wants to investigate needs, of whatever kind, will have to consider what he wants to understand by it. Of course this also applies to studies of fl-needs: there has to be a definition of what exactly is understood by fl-needs in order to be able to choose adequate operationalizations of the needs concept, i.e. adequate ways of measuring fl-needs. This latter aspect will be discussed in 2.5.2.

Roughly speaking, the survey has yielded three interpretations of fl-needs.

- fl-needs as indicated by the *actual use* of foreign languages. Anyone who has to use foreign languages in order to communicate effectively, needs fl-competence. This type of fl-needs is necessitated by certain language situations and is independent of the actual fl-competence of the language user in question: if he makes a phone call to a company in Paris, he needs French = he uses French.

In most of the reports in the survey the question about the actual fl-use of companies and employees plays an important part.

- fl-needs arising from a *lack* of fl-competence. Anyone who has to use foreign languages in order to communicate effectively, but who lacks the necessary fl-competence, experiences a second type of fl-needs: the gap between the fl-competence required and the amount of fl-competence available on the part of the language user: he needs a better knowledge of French = he will have to improve his French.

This interpretation also frequently occurs in the reports, whether or not in connection with the first type of fl-needs.

- fl-needs as '*key assets*'. The third interpretation of fl-needs which we have come across, is the need of foreign languages as a 'key' to new possibilities and opportunities, e.g. new markets. In this interpretation it is very well possible that individuals or organizations need fl-skills, although they never use them or are not even aware of the existence of fl-needs. In this case it concerns fl-knowledge which, if available, would enable an individual or organization to realize certain goals which up till then could not be attained, such as a better export performance or a quicker application of new technologies.

This third interpretation of fl-needs is used in a relatively small number of reports. Examples are Hurman (2), Schröder (4), Hagen (11), Chambers (13), and Chittick (16).

2.4.1.2 Whose needs?

Fl-needs can be located at the level of the individual who needs foreign languages - a secretary making a telephone call, an export manager on a business trip - or at the organizational level where fl-competence is needed. The first case features 'users' needs. The second case deals with the needs of so-called 'requirers', persons or institutions which need personnel or the services of personnel with fl-knowledge. The greater part of the survey is made up of research in which the fl-needs have solely been analysed from the viewpoint of the 'requirers'. Mostly it concerns surveys in which representatives of companies give their opinion on the role of foreign languages in their organization. Examples are the survey by Hurman (no. 2) among export firms in the UK, the survey by Britt et al. (no. 8) among German-owned companies in the US and the survey by Kocks (no. 18) among iron and metal works in Duisburg. A variation on the theme of fl-needs from the requirers' point of view are the surveys of job advertisements and the fl-skills required in those advertisements. An example of this type of research is the survey which Drochner conducted in Italy (no. 12).

Surveys which exclusively deal with the opinions of (potential) 'users' of foreign languages, constitute a relatively small group. Such research focuses on people who hold certain functions in which they (will) have to deal with foreign languages: executive managers in the survey by Beneke (no. 1); various categories of personnel in Schröder (no. 4) and Mehtäläinen (no. 14).

The remaining surveys, round about one third of the research projects which have been analysed, examine fl-needs from the point of view of 'users' as well as 'requirers'. A good example of this is the Belgian FPA-project (no. 6) in which employers express their opinions on the fl-needs of their companies, and employees talk about the fl-needs they experience at work. An interesting point is that most of these surveys concern fl-needs in trade and industry. A lot of research which has been carried out in the field of the fl-needs of students ('users') in higher education, does *not* include a survey of the fl-requirements of the economic sectors ('requirers') in which most of the students find themselves after graduation.

The question 'Who needs foreign languages?' is not always part of the research questions. Sometimes this has been decided on beforehand, such as in the survey by Beneke (no. 1), who analysed the fl-needs of executive managers. In that case the research question is 'which fl-needs does group x experience?'. However, in by far the greater part of the surveys the 'who'-question forms part of the research itself: the characteristics of organizations or of individuals with fl-needs are points of investigation.

Of course those characteristics are chosen which are supposed to be linked to fl-needs or which researchers want to examine for such links. As far as research in companies is concerned, examples can be found in nearly all the projects which have been analysed. There also appears to be considerable agreement on the choice of company characteristics which are included in the fl-needs projects. Almost every time it concerns the size of companies, their location, their economic activities or products and services, and the fact whether or not they carry out any export activities.

In surveys among potential fl-'users' (employees) characteristics such as training, type of function or experience abroad can be included in the research.

2.4.1.3 The needs object

The third central element in the research questions is the needs object: what is needed? Of course the answer to this question is always: 'Some kind of fl-competence' but the description level of this fl-competence can vary a lot. Sometimes the research question does not entail much more than: 'What language is needed?'. An example is research which analyses fl-requirements in job advertisements, such as Drochner's survey in Italy (no. 20).

A second variant is a description in terms of skills: speaking, writing and reading skills, and listening comprehension. Research among 'requirers' is often limited to this level of description. Examples are the project by Hurman in the UK (no. 2) and Fixman's survey in the US (no. 9).

A third very frequently used variant, worked out in a more or less sophisticated way, is a situational or functional description of language use. It investigates in what kind of situations and with respect to what kind of activities, the foreign language is used. (or: has to be used). A larger or smaller number of situational characteristics influencing the linguistic content, is integrated in this type of descriptions. Typically, this description is made up of lists of situations or activities in which the foreign language is used. This level of description can best be applied, and also worked out, in research in which the (potential) fl-'users' themselves talk about their experiences. The most detailed and worked out example of this level of description can be found in Schröder's 'job analysis' at Schering (no. 4). Other examples of worked out situational and functional descriptions of fl-competence, are projects no. 3, 6, 8, and 14.

None of the projects describe fl-competence in terms of linguistic (lexical, grammatical, pragmatic) content. This is understandable, as the information about fl-needs is not provided by linguists, the only group of people which would be able to give such a description. Extrapolating research results concerning fl-needs to a linguistic level, which, for example, is necessary in the case of course ware

development, is sometimes part of the objectives (examples: both Greek projects, no. 15 and 18, and the project by Britt, no. 8), but none of the projects have integrated this aspect in the actual research.

Figure 1 summarizes the central parameters of the research questions on fl-needs:

Figure 1 - Central parameters of research questions on fl-needs

Key elements	Possible interpretations
Subject of needs	<ul style="list-style-type: none"> - 'requirers' + relevant characteristics - 'users' + relevant characteristics
Need	<ul style="list-style-type: none"> - use - lack - key asset
Object of needs	<ul style="list-style-type: none"> - language - skills - situations - (linguistic content)

2.4.2 Operationalizations

When the research questions have been defined, i.e. when a selection has been made from the values of the various parameters in figure 1, the operationalizations or operational definitions of the central concepts have to be developed. Operational definitions are always partial: they never cover the complete concept they make operational. Of course this also holds for such a complex concept as fl-needs.

Next nearly all research projects use a wide range of indicators each covering one aspect of the central concept. So the researcher has to determine which empirically observable phenomena he wants to consider as indicators of fl-needs, and subsequently he has to develop a fitting instrument.

In this paragraph a number of operationalizations will pass in review. As far as possible they will be arranged according to the three interpretations of 'needs' which have been distinguished in §2.4.1.1. The examples of operationalizations have been selected from the 24 reports which have been analysed.

2.4.2.1 Indicators of fl-needs = actual fl-use

The most important operationalization of this type of fl-needs is the frequency and the range of fl-use by companies and employees. In a considerable number of the reports the written questionnaires were accompanied by a list of language situations. By means of such a list the respondents were asked to indicate how often they used foreign languages and in which situations.

Some examples of this type of operationalizations are:

- 'Which foreign language are used in what kind of situations and by whom?' (no. 3);
- 'How often are foreign languages used?' (no. 3);
- 'Which languages are most frequently used by companies and their employees?'(no. 6);
- 'In what kind of situations do employees use Dutch, English and German?'(no. 6);
- 'What is the range (number of companies and frequency of use) of foreign language use in companies where ex-students have been employed?' (no. 7).

Another type of operationalization in this respect is the indication of fl-needs by means of direct observation of companies' or employees' fl-use. In the fl-needs projects we investigated no examples of this type of operationalization have been found. In order to illustrate this type of operationalization we mention the use of 'communication diaries'. This method implies that during a certain period employees have to write down with whom they communicated and how they communicated (written or oral communication) in professional practice. These so-called 'communication diaries' consist of structured question forms which have to be filled in by the respondents. They present a good picture of the actual communication and language use in various functions and departments.

2.4.2.2 Indicators of fl-needs = lack of fl-competence

In connection with this interpretation of fl-needs many different kinds of operationalizations can be distinguished.

Firstly, there are those operationalizations which rely on information obtained from (potential) fl-users. In this respect the most direct way of investigating fl-needs is by means of language tests. This operationalization has not been found in any of the analysed projects. A less direct way is questioning (potential) fl-users about the skills or situations which give rise to fl-problems. There are many examples of this approach, e.g. projects no. 3, 6, and 7. A third possibility is questioning (future) participants in fl-courses about their motivations for enrolling

in these courses. This approach can be found in a few projects, e.g. no. 3, 15, and 24.

Other operationalizations rely on information obtained from representatives of companies concerning the problems of employees in using foreign languages or concerning the lack of employees with fl-competence. Examples of this approach are projects no. 6, 16, 20, 22, and 24. Sometimes this type of operationalization is expressed in terms of fl-training needs. An example is project no. 5 which especially focuses on the need of fl-training in industry. It deals with the following topics: the need of fl-training in certain functions; the need of fl-training for carrying out professional activities; the kind of fl-training needed (type of courses); the need of fl-training with respect to certain foreign languages.

A third category in this respect includes examples of actions which companies undertake in order to solve existing language problems. The most important examples of operationalizations in this category are:

- the use of and the reliance on the services of translators and interpreters (no. 3, 9, 11, 17, 22);
- the willingness of companies to pay a premium to employees with fl-skills (no. 8);
- the importance of foreign language needs in hiring personnel (no. 6, 9, 16, 22);
- the number of companies stimulating enrolment in fl-classes (no. 22);
- the number of times foreign languages are required in job advertisements.

In reports 12 and 20 the fl-requirements in advertisements have been used as indications of the need of companies for employees with fl-skills. The measure for the importance and the need of a foreign language was the total number of times a foreign language was said to be 'a necessary foreign language'.

A last type of indicator expressing fl-needs in terms of a lack of fl-competence, consists of information about the enrolment in fl-classes: the number of classes, students and teachers. This kind of data has been gathered in projects no. 5, 7, and 21.

2.4.2.3 Indicators of fl-needs = 'key assets'

As has already been pointed out in §2.4.1.1, this kind of interpretation occurs in very few projects. Considering the type of fl-needs it investigates, this is not much of a surprise. Most surveys mean to analyze concrete fl-needs which are experienced by companies and/or employees. Yet this interpretation focuses on fl-needs which language users are not necessarily aware of, as they may never use the foreign language(s) in question. In some cases this 'ignorance' can have a

negative influence on companies' trade performance. Three of the 24 projects (no. 11, 16, 17) in the survey have tried to reveal these 'hidden' fl-needs by using the following operationalizations:

- fl-needs in terms of turnover, trade performance and import-export profile (goods exported to countries not speaking the national language of the company as a percentage of total sales) (no. 11, 16, 17). An underperformance in export and trade in comparison with the export performance of similar companies in the same industrial sector, can be an indication of fl-needs.
- listing the countries where trade performance, according to the companies themselves, could have been improved through access to fl-facilities (no. 11, 16)

Although this interpretation of fl-needs is less widely used, expectations are that the detection of these so-called 'hidden' needs will become more and more important. International developments, such as the completion of the Single Market in 1993, will increase competition and, consequently, will increase the need to explore markets which have remained closed so far. Fl-skills will prove to be a 'key asset' in these activities.

Another type of operationalization which often occurs in research is: fl-needs indicated by statements about the *importance* or the *desirability* of fl-knowledge. It is difficult to link this type of operationalization to one of the three interpretations of fl-needs which have been mentioned so far. This immediately demonstrates why the workability of this type of operationalization is very limited: this type of data can hardly be interpreted, because (most of the time) it is impossible to find out which fl-needs they should be indicating. After all, people can think languages important for a great many reasons. Some examples of this type of operationalization are:

- 'What is the importance of knowledge of English, French and Spanish in professional practice?' (no. 4);
- 'How do you rate the importance of understanding and speaking the language of a country to which you export?' (no. 13).

2.5 Design of the projects

Designing a project means deciding what sources of information you are going to use and how you are going to collect and analyze your data. This paragraph will discuss the design of the 24 projects included in the survey with respect to sampling, instruments and procedures of analysis.

2.5.1 Sampling

In most cases the researchers make use of informants. Sometimes written documents, such as job advertisements, are used as sources of information. For obvious reasons (costs, time) nearly always some kind of sampling is used.

The size of the samples in the 24 reports differs considerably, depending on the research questions and the methods of data collection, e.g. in the case of structured interviews the samples are much smaller than in the case of written questionnaires. Most of the samples consist of small to medium-sized companies which have been questioned about the fl-needs and the use of foreign languages of their employees. However, as already has been indicated in 2.4.2, some reports have also investigated the opinions and experiences of the language users themselves. For this purpose several studies include both samples of companies and employees. In the case of fl-needs in vocational education various kind of samples are used consisting of (ex)-students, teachers, schools and future employers.

With respect to the sampling of companies a number of different sources have been used, such as databases of chambers of commerce, business clubs and management development centres, lists of exporting companies, annual reference books on industry and the business pages of important newspapers.

In most of the surveys the response rate in the case of written questionnaires has been rather low, especially with respect to the larger surveys such as no. 3, 8, 16 and 23 which have an average response rate of about 23%. Yet the analysis of reports also shows surveys in which the use of questionnaires has yielded a satisfactory number of responses. Examples are reports no. 13 and 17 in which the response rate has been encouraged by means of a limited number of questions (no. 13, response rate 89%) and by means of telephone calls with the respondents before and after the circulation of the questionnaires (no. 17, response rate 76%).

Low response rates are a serious threat to the quality of the sample in terms of its representativeness regarding the population under investigation. This problem is rarely discussed and existing techniques to control representativeness, e.g., comparing background information of the sample and the population, are not very often applied.

2.5.2 Ways of data collection and instruments

In order of importance the following techniques and instruments have been used to collect fl-needs data:

- questioning by means of written questionnaires;
- questioning by means of structured face to face interviews or telephone surveys;
- direct observation in 'on-site' visits;
- combinations of techniques and instruments.

Written questionnaires have been used in 14 of the 24 surveys as the sole instrument of data collection (no. 2, 4, 5, 7, 8, 11, 13, 14, 15, 16, 17, 21, 23). Most of the time they have been directed to companies or to representatives of those companies ('fl-requirees'). In four of these cases (no. 4, 7, 14 and 15) written questionnaires were also applied to elicit the fl-needs and experiences of 'fl-users'.

Most questionnaires consisted of a number of standardized questions concerning those characteristics of companies and 'fl-users' which are linked to fl-needs. Apart from these characteristics the questionnaires examined: actual language use; lack of language skills; language problems and possible solutions to these problems; the actual and the desired level of fl-competence of employees and students.

Structured interviews have been applied in 5 of the 24 surveys (no. 1, 6, 9, 10, 22), apart from the reports in which they have been used in combination with other techniques. The interviewees were mostly representatives of companies, such as personnel and training managers who were asked to give an overall picture of the fl-needs of their company.

In two surveys the data have been collected by means of an analysis of job advertisements (no. 12 and 20). In the case of report 12 this was the sole research instrument, in report 20 this method was used in combination with written questionnaires. The reason for this combination was to estimate the value of the information gathered from the advertisement analysis. Both reports focus on the fl-requirements on the part of companies.

The observation in 'on-site' visits refers to the technique used in report 19. In this report the information about fl-needs in the tourist sector in Scotland has been collected by means of tourist visits in which the role of tourists was played by German, French, Spanish and Italian nationals living in England. In this way the lack of fl-skills on the part of employees in the tourist sector was examined.

In three of the fl-reports a combination of techniques and instruments of data collection has been used: written questionnaires plus an analysis of job advertisements (no. 20) or structured interviews (no. 3 and 18).

A serious methodological problem occurring in almost all fl-needs research is the lack of information on the validity and reliability of the instruments used. If

several operationalizations are used for one and the same concept - which is often the case -, hardly any attention is paid to the internal consistency of the findings. A noticeable, but rare exception, is the thorough discussion of the validity of self-reports on fl-proficiency (Räsänen 1990). In a vast majority of the studies which have been analysed, the question of validity and reliability simply does not seem to exist.

2.5.3 Procedures of analysis

In the projects which have been analysed two procedures of data analysis are used: statistical descriptive analysis and non-statistical content analysis. In the latter case the results have been textually worked out per research question, company or industrial sector.

In the greater part of the reports (17 out of 24) the research data have been processed by means of statistical analysis, usually in a very straightforward and simple manner. In most cases only percentages of answer categories have been presented and cross tabulation has been the most sophisticated way of investigating relationships. More advanced statistical techniques, even simple statistical tests, do not yet seem to have found their way into this kind of research. In this respect, as in the case of other methodological questions (controlling representativeness of samples; validity and reliability of instruments used), fl-needs research still has a lot to learn from applied social and educational research in other fields.

2.6 Major findings and use of results

Judging the results of the various projects, the foreign languages needed in trade and industry can be divided into three categories. The first category includes those languages which are most frequently used and needed in business activities: English, German and French. The second category comprises languages which are less used, but of which the need is increasing due to international developments in trade and industry: Spanish and Italian. The third category includes the less used languages such as Portuguese, Greek, Swedish, Norwegian, Dutch, Arabic, Japanese, Chinese, Russian, Turkish and Maroccan. The need of this third group of languages very much depends on the location of the country in which the project has been carried out and on the typical business contacts of the firms investigated. Some English-speaking firms especially expressed the need of Japanese, Chinese and Russian, as it proved to be difficult to do business with these countries in English. However, the results clearly show the leading position of English as international business language. Several of the large firms questioned even expected that, as a result of international developments such as the advent of the Single Market, the position of English as a 'lingua franca'

would be reinforced. The majority of the respondents in project no. 1, executive managers of large firms, also indicated the acceptance of English as 'first foreign language', but nevertheless stressed the development towards linguistics diversification for the sake of Europe's cultural heritage.

Projects 11 and 16 have drawn attention to the fact that English-speaking firms tend to rely too strongly on English and are therefore often unaware of the loss of valuable trading opportunities due to a lack of fl-skills.

Although the survey focuses on fl-needs in international business contacts, it is worth noting that some of these needs are the result of internal communication problems such as for example the need of foreign language skills in communication with guest workers. In these cases there usually is a strong need of social language skills.

A number of projects showed that the higher the function the more important the role of foreign languages and the more fl-needs people experienced (no. 1, 5 and 17). High qualified personnel also had many potential fl-needs, i.e. fl-needs which someone would have had at work, if he had had knowledge of a particular language. The project results indicated that the following groups of personnel most often used foreign languages: the management; personnel in the marketing and sales department; researchers; secretaries; technicians.

The language situations in which fl-knowledge was most frequently required were: answering telephone calls, reading letters and telexes, and one-to-one conversations. Less prominent was the use and the need of foreign languages for travelling, receiving guests, attending meetings and writing letters.

With respect to the foreign language skills, oral skills were most important, in most cases followed by listening, reading and writing skills. Oral skills also gave rise to most fl-problems, which were most acute in small companies. In order to compensate for a lack of fl-knowledge, companies made use of translators, interpreters and local agents. Very few of the companies surveyed had in-house translation and/or interpreting facilities. Most companies bought in the services of outside translation bureaux or called in the services of subsidiaries, embassies, bilingual employees or local agents. In project no. 11 50% of the respondents used local agents.

Although most of the companies in the survey acknowledged the importance of fl-skills, few firms paid attention to foreign languages in hiring personnel and career advancement.

The greater part of the projects specified the use of the project results. In order of importance the results were used for:

- innovating and improving foreign language curricula in secondary and vocational education;

- determining foreign language teaching objectives with respect to in-company language training and developing in-company language training programmes;
- drawing up a national policy for foreign languages;
- initiating the link between foreign language skills and trading performance needs and initiating research in this field.

Chapter 3

THE FOREIGN LANGUAGE AUDIT

In the world of business communication and language training a (foreign) language audit is an instrument for identifying companies' needs and for setting up a language training programme. The reason for devoting a separate chapter to this instrument is that it could prove to be a help in efficiently analysing and solving companies' fl-needs. The questionnaire which was used for the field study explicitly asked for examples of language audits. The material which was collected shows that the techniques used in many research projects, can very well be applied in the construction of language audits. Some large companies, which can dispose of an in-company language training department and language teachers, have already developed their own language audits. However, our survey has yielded only one clear and worked-out example of a language audit, developed by CILT (Centre for Information on Language Teaching and Research). This could mean that those who use language audits are not too anxious to show something possibly considered to be a 'company secret'. It could also mean that, at this moment, the language audit is not so much a balanced, more or less standardized technique, but rather a generic term for all kinds of procedures which can be used for planning in-company or outside language training. Sometimes the term 'language audit' is used for a simple questionnaire focusing on situations of fl-use and/or language proficiency levels. Yet we are of the opinion that not only large companies, but also SME's can profit from the application of a language audit. Therefore, this chapter will briefly discuss its definition, objectives and application, using the examples at our disposal.

3.1 What is a foreign language audit?

A foreign language audit is an instrument or a technique designed to enable enterprises to analyse and specify the extent of their fl-needs and training requirements. It means to provide standards by which existing and necessary language ability can be measured. This information can be used in devising a corporate fl-policy and in developing language training programmes for employees.

Pilbeam (1979) describes the objectives of a foreign language audit as follows:

- '(1) to determine the precise language skills needed to carry out specific jobs. This would establish *a target profile of language skills* as part of a job description, and would also facilitate in selection of personnel for new positions.

(2) To determine whether individual employees have a sufficient level in the relevant languages to carry out present or future jobs. This would establish *a profile of present ability*.

(3) To determine the type and extent of an organization's *future language training requirements*. This is done by comparing the profile of present ability, and measuring the gap between the two [the target profile and the present profile of language ability].'

Two more steps, preceding those outlined by Pilbeam, should be added to the list:

- firstly, analysing the elements in a company's overall strategy which induce fl-needs (why? for what reason?);
- secondly, locating the departments and functions in which foreign languages are needed or will be needed in future to realize newly chosen objectives (who?).

3.2 When and why is it applied?

A language audit is usually applied when fl-needs have already become apparent in a company. These manifestations of fl-needs can be triggered off by a diversity of events which somehow or other increase a company's contacts with foreign countries, such as a re-organization of the company, e.g. when entering into a joint venture with a foreign company or the acquisition of subsidiaries. However, a language audit can also be prospective. The reason for this can be a plan to change the company's overall strategy, such as the decision to undertake or expand export activities and to manufacture products abroad, or external developments (advent of the Single Market) which in future will lead to more frequent fl-contacts. These are all examples of cases in which a language audit can be used to outline a corporate fl-policy, including a language training programme which will cancel the mismatch between the available fl-competence and the required fl-competence.

3.3 How is it applied and by whom?

In most cases a language audit is applied by a so-called 'language auditor' in co-operation with the firm which has requested the audit. The language auditor works with the company to develop a corporate policy for fl-training. He has to show how present fl-skills can be better exploited and how new ones can be developed. Usually the language audit facilities are provided by language training centres or institutes for language teaching and research. In order to give an impression of the structure of a language audit, we will discuss an example of a language audit as it has been developed by CILT.

The language audit by CILT consists of four stages:

- Stage 1: surveying available skills
- Stage 2: identifying training needs
- Stage 3: selecting training and other options
- Stage 4: evaluating the language audit and running a maintenance programme

Every stage has its own action plan indicating which party, employer or auditor, undertakes what kind of action. An important aspect is the interaction between employer and auditor.

Stage 1 starts off with an in-house survey by the employer in which he maps the skills available and the ability/willingness of his employees to use and improve these skills. This in-house survey functions as an input for the language auditor which subsequently will define the audit objectives and review the firm's current language provisions. Next the employer publishes the language audit to his personnel. The last step of stage 1 entails the development of a time-table by the language auditor, indicating which steps have to be taken at what moment in time.

During Stage 2 the employer puts forward his plans with respect to foreign languages. Next the auditor draws up a preliminary report on the fl-levels required and identifies the employees which need language training. An important part of this stage is the development of a company language policy. If language training is to be effective, also in the long term, it has to link up with a company's objectives. Therefore, it is essential to develop a corporate policy for foreign languages in which all language training can be integrated. The following aspects must be considered in devising such a policy:

- who will be offered language training?
- on what basis will trainees be selected?
- will training take place in company time?
- will successful learning be rewarded?
- what long-term strategies are in place to ensure that skills are not lost?
- what priority will be given to fl-training in the overall budget?
- how will positive attitude towards using foreign languages be fostered?
- will language skills feature in future recruitment to the company?

The employer and the auditor will have to refine the identified language needs in the light of this corporate policy. The auditor will conclude Stage 2 with a specification of the skills needed by groups and individual employees.

In the next stage the auditor's role is very important. He has to examine and evaluate training options, help the company to assess possible language training

programmes and outline possible training paths. Depending on the available budget, the employer has to establish priorities as to who should be trained and in which language. When this has been decided on, he can contact the relevant language providers.

The function of Stage 4 is to monitor and assess the success of the language training programmes. In co-operation with the employer the auditor has to review the needs and, if necessary, update language skills. The auditor's task in this respect is to recommend possible adaptations. Stage 4 is a vital part of the language audit, as language needs can change very quickly and training schemes may no longer meet fl-requirements. Therefore, a permanent record of the language ability of all employees should be kept and regularly updated.

3.4 Net results of a language audit

A language audit after the CILT model, will yield the following results:

- a clear picture of the current fl-competence of a company. This can either be achieved by means of language tests or by means of a fl-needs survey. The collected data can be used to devise a 'profile of present ability';
- a description of predicted needs with respect to function ('a target profile language skills'). These aspects should be integrated in existing job definitions, also in view of hiring personnel;
- a definition of the training gap and future language requirements;
- an outline of possible training patterns which fit in with the working patterns of groups and individuals.

BIBLIOGRAPHY

The documentation which has been collected during the survey can be divided into empirical studies or publications summarizing various empirical studies and literature which is more general in character. The references in the bibliography have been arranged according to these two types of documentation.

I Empirical Studies

a Foreign language needs in trade and industry

Baneres, J. et al., *El repte (sòcio) lingüístic de l'Acta Unica. Les llengües comunitàries a Catalunya (1)* [The (socio)linguistic challenge of the 'Acta Unica'. The community languages in Catalan], Institut de Sociolingüística Catalana, Barcelona, 1990.

Abstract: Set of articles which contains information about foreign language requirements in job advertisements, the demand of translators, language teachers and interpreters, and the relative importance of foreign languages.

Bausch, K. et al., *Fremdsprachen in Handel und Industrie. Eine Untersuchung in dem Bereich Ostwestfalen zu Bielefeld* [Foreign languages in trade and industry. A survey in the region Ostwestfalen zu Bielefeld], Universität Bochum, September 1980.

Abstract: Survey into the foreign language needs of 637 firms in Ostwestfalen by means of written questionnaires.

Centre for Information on Language Teaching and Research (CILT), *Foreign language skills in the European workforce*. Report on a working conference 21-23 April 1989 Cardona, Spain.

Abstract: Collection of papers from the twelve Member Countries about foreign language teaching and training, the need of foreign languages and surveys on foreign language needs in the workplace.

German-Irish Chamber of Industry and Commerce, *The use of the German Language in Irish Business*, 1982.

Abstract: Survey among 250 Irish firms in order to seek information which would help to formulate future language policies. The data were collected by means of questionnaires.

Holden, N., *Language, customer closeness and the concept of communication competence: empirical descriptions of industrial firms' interactions in contrasting foreign markets*, Manchester:UMIST, 1989.

Abstract: Monograph based on a PhD Thesis. The report aims to explain how the concept of communicative competence can be developed to model firms' communicative behaviour with respect to foreign language environments.

Kühn, J., Leuschner, H., *Fremdsprachenbedarf in ausgewählten Betrieben Niedersachsens* [The foreign language needs of a selection of companies in Lower Saxony], IHK-Bereich Hannover-Hildesheim, Institut für die Niedersächsische Wirtschaft, Hannover, 1980.

Abstract: Report of a survey of 59 medium-sized to large firms in Lower Saxony with relatively many export activities. The survey examines both language needs and the perceived importance of language skills vis-a-vis other skills.

London Chamber of Commerce. Commercial Education Scheme, *The non-specialist use of foreign languages in industry and commerce: a market survey*. Discussion paper from the LCCI/CES, LCCI Examinations Board, 1985.

Abstract: Report of a survey among 10 categories of personnel to ascertain which employees require foreign languages and which aspects of their work they use them for. Lists 21 activities and produces profiles for each category of personnel. The report includes appendices with descriptions of similar surveys conducted in Germany, Greece, France and Spain. The survey on Spain has been included in the discussion of the projects in the Appendix.

Raadgevend Bureau Claessens, *Onderzoek naar functie-eisen in personeelsadvertenties* [Survey into the requirements in job advertisements], Amsterdam, 1988.

Abstract: Survey of job advertisements in 1987 and 1988. The advertisements were analyzed with respect to the number of times foreign language knowledge was required and, in particular, with respect to the number of times advertisements required knowledge of English, German and French respectively.

Schröder, K., *The vocational need of German and Other Foreign Languages. A look at the Irish scene*, Dublin, 1987.

Abstract: Survey into the vocational need for German with the intention of making German a component of third level courses in Marketing, Business and Technology as relevant as possible to the need of Irish Business and Industry. The data were collected by means of a questionnaire which was sent to 767 Irish firms.

Willems, Prof. Dr. D., *Le Français en Flandre: bilan, besoins et prévisions. Analyse linguistique et sociolinguistique* [French in Flanders: an overview, needs and provisions. A linguistic and sociolinguistic analysis], Rijksuniversiteit Gent, 1990.

Abstract: Research project into the the French language skills of the Dutch-speaking people of Flanders. The project consists of two parts: a survey of the real knowledge of spoken French in Flanders; an analysis of the need of French in Flemish industry.

b Foreign language needs in other sectors

Ager, D., *The Demands and Needs of the Universities, Industry and Commerce*, in: G. Richardson, *Teaching modern languages*, Billings & Sons Ltd, Worcester, 1983, p. 207-229.

Abstract: Discussion of the requirements of the universities and the job market with respect to the foreign language knowledge of the various groups of students (16+, 19+, 21+) in the English educational system, and of the actual foreign language needs.

Callut, J., *English in the Business World*, in: *ITL. Review of Applied Linguistics* 85-86, 1989, p.1-23.

Abstract: The identification of English language needs among graduates and students in economic/commercial sciences and business administration in Francophone Belgium. The major objective of the survey is the formulation of an English-teaching structure: language needs as the basis of language teaching.

Coleman, H., *Analysing Language Needs in Large Organizations*, in: *English for Specific Purposes* 7, 1988, p. 155-169.

Abstract: Analysis of language needs of large organizations by means of a case study into the use and the need of English in various organizational units in an Indonesian university. The article concludes with a design for needs analysis in large organizations.

Els, Th. Van, Oud - de Glas, M., *Research into Foreign Language Needs*. Proceedings of an International Seminar held at Berg en Dal, The Netherlands, October 1982, Universität Augsburg, 1983.

Abstract: Presents an overview of fl-needs research carried out from 1965-1978. It includes discussions about theoretical and practical problems in this field of research and contributions of fl-needs researchers from Germany, the United Kingdom, the United States, Denmark, Australia, the Netherlands, Belgium, and Sweden.

Gardner P., Winslow J., *Language needs in higher education. Identifying the needs of students in Public Sector Higher Education containing a significant foreign language element*, London Chamber of Commerce and Industry, London, 1982.

Abstract: Six surveys among teaching staff, students and employers in order to test the appropriateness of techniques for the identification of foreign language needs.

Green D., Language courses for specialists in other subjects: demand and supply in a university, in: H. Lunt (ed.), *Communication skills in modern languages at school and in higher education*, CILT, London, 1982.

Abstract: Report of a survey on the motivation of university students from other disciplines than German for enrolment in German languages classes and of a survey on the level of Russian courses needed by non-specialists.

Kelliny, H., Wafik, W., *Language Communicative Needs. Two Case Studies*, European University Studies, vol 56, Bern, 1988.

Abstract: Two case studies into the need of EFL/ESP courses for Bahraini university students of science and mathematics, and literature in order to find basis for the development of guidelines for these courses.

Kloss, G., Bedarf und Probleme aus britischer Sicht [Needs and problems from a British perspective], in: A. Wierlacher (ed.), *Jahrbuch Deutsch als Fremdsprache, Band 15*, 1989, p. 211-224.

Abstract: Description of the development of the number of students following foreign language classes in British schools - in the 80s this number has clearly increased - ; and a description of the importance of fl-knowledge with respect to British export, as has been examined in Stephen Hagen's survey (no. 11).

Leitner, G., Fremdsprachenbedarf in Industrie und Handel [Foreign language needs in Trade and Industry], in: *Kongreßdokumentation der 9. Arbeitstagung der Fremdsprachendidaktiker*, Gunter Narr Verlag Tübingen, 1982, p. 255-270.

Abstract: Report of a conference of foreign language teachers of higher education and representatives from trade and industry concerning the need of personnel with fl-knowledge and the provisions to meet these needs.

Prucha, J., Foreign language needs: theory and empirical evidence in Czechoslovakia, in: *Practice and problems in language testing 8*, V. Kohonen et al. (eds.), Tampere 1985, p. 105-121.

Abstract: Overview of the provisions for foreign language teaching in Czechoslovakia and of Czech research into foreign language use, interest in and motivation for foreign language learning. Discussion of theoretical and methodological problems with respect to foreign language research.

Riegel, C., Zahn, R., *Der Bedarf an Fremdsprachenkenntnissen in Wissenschaft, Hochschulunterricht und akademischen Berufen* [The need of foreign language knowledge in science, higher education and academic professions], AKS-Verlag Bochum, 1989.

Abstract: An analysis of the foreign language needs in science and academic professions by means of a survey among six institutions of higher education in Germany.

Schröder K., Macht K., *Wieviele Sprachen für Europa?. Fremdsprachenunterricht, Fremdsprachenlernen und europäische Sprachenvielfalt im Urteil von Studierenden des Grundstudiums in Deutschland, Belgien und Finnland* [How many languages for Europe? The opinions of German, Belgian and Finnish students on foreign language teaching, foreign language learning and a variety of languages in Europe], University of Augsburg, 1983.

Abstract: Survey among German, Belgian and Finnish university students with respect to foreign language experiences/teaching in and outside the classroom, the use of foreign languages and European policy.

Sesso, A., Bennardo, G., Needs Analysis. Results of a Survey, in: *Problems and Experiences 1*, 1985, p.15-22.

Abstract: Research into the communicative and linguistic needs of students of 'scuola secondario di II grado'(upper secondary school, 14-19 year old) in Calabria in order to identify general trends and problem areas in foreign language teaching and learning.

Über Grosse, C., A survey of Spanish for Business at AACSB colleges and universities in the United States, in: *Modern Language Journal* 66, 1982, p. 383-390.

Abstract: Survey which investigates the position of Spanish for business in the contemporary curriculum of colleges and universities in the United States. The data have been collected by means of questionnaires sent to the heads of 508 college and university language departments.

II Non-empirical studies

Abegg, B., Wie kann eine Wirtschafts- und praxisbezogene Fremdsprachenschulung optimal erfolgen? [How can foreign language training for industry and professional practice be most successful?], in: *Die Neueren Sprachen* 83, 1, 1984, p. 49-68.

Abstract: Description of the export profile of three international German companies and their internal and external provisions for enabling employees to improve their fl-knowledge.

Andeweg, B., Kop, L., Op weg naar een Nederlandse communicatie audit? [Towards a Dutch communication audit], in: *Communicatie in bedrijf en beroep, Toegepaste Taalwetenschap in artikelen* 28, 2, 1987, p. 34-44.

Abstract: Discussion of the objectives and characteristics of the audit of the International Communication Association (ICA).

British Overseas Trade Board, *Foreign languages for overseas trade and its implications for schools*, Conference at the University of Surrey December 8 1979, 1980.

Abstract: Conference papers which examine the career implications of the BOTB report on foreign languages for overseas trade.

Cunningworth, A., Needs analysis - a review of the state of the art, in: *System*, 11, 1983, p. 149-154.

Abstract: Critical discussion of two studies which present a model for learners' needs analysis, i.e. the kind of foreign language use the learner has to be trained in: J. van Ek's Threshold Level and Christopher Munby's Communicative Syllabus Design.

Lambert, R., Moore, S. (eds.), Foreign language in the Workplace, *The Annals of the American Academy of Political and Social Science*, 511, September 1990.

Abstract: Collection of articles on foreign language competence in the workplace, such as foreign language competence in the federal government and the demand for and utilization of foreign language competence in business.

Liston, D., Reeves, N., *Business Studies, languages and overseas trade: a study of education and training*, Macdonald and Evans/Institute of Export, London, 1985.

Abstract: A study of all aspects of training and education for the use of languages in industry.

Pilbeam, A., Computerised language profiles, in: *Language Training* 6, 1985.

Abstract: Description of the construction and the application of a computerised language profile.

Pilbeam, A., The language audit, in: *Language Training* 1, 1985, p. 4-5.

Abstract: Discussion of the objectives and the various stages of a language audit.

Räsänen, A., *Specifying ESP needs: Individual, Organization and Learning Context* (Paper presented at the 9th AILA World Congress Thessaloniki, April 1990), 1990.

Abstract: Description of the process of LSP programme design in the Continuing Education Centre of the University of Jyväskylä. This process comprises two types of needs analysis: one focusing on employers and the other focusing on future course participants. This latter type of needs analysis also deals with experiences and problems with respect to foreign language use, expectations concerning language courses and self-assessment of the language proficiency level which turned out to be very valid.

Scullard, S., *The provision of foreign language training to industry for the FHE (Further and Higher Education) provider*, Further Education Unit, London, 1989.

Abstract: Report which investigates the current and future market of Foreign Language Training in Industry (FLTI) and tries to define the role of FHE as a provider of FLTI. The report is a summary of the findings of a FEU/PICKUP (Professional Industrial and Commercial Updating Programme) project RP478.

Spencer, S. (ed.), *Foreign languages and international trade: a global perspective*, Georgia, Athens, London, University of Georgia Press, Eurospan, 1987.

Abstract: Papers from a symposium in 1983. The aim was to show foreign language needs in a global perspective, not only from the side of academic disciplines, but also from the side of school administrators, public officials and business executives.

University of Aston Department of Modern Languages, *The lang. key in export strategy*, conference report Chamber of Industry and Commerce Birmingham, January 1981.

Abstract: The report deals with the problems and experiences of Midland companies and proposes action in industry, education, training and the deployment of resources.

Appendix

DESCRIPTION OF THE PROJECTS

1. Foreign languages on the Top Floor: European Executive Managers Evaluate their foreign language needs

Country: Germany

Languages under investigation: all foreign languages

1.1 Why and by whom?

The research was conducted by foreign language coordinators of fourteen ERFA companies. The ERFA (Erfahrungsaustauschring Fremdsprachen in der Wirtschaft) is an institution for the exchange of experiences with respect to foreign languages in industrial firms. The membership of ERFA comprises leading firms in the Federal Republic of Germany, Austria and Switzerland which have in-company training centres.

The research was carried out in order to collect data on the state of foreign language knowledge and to obtain information about possible policies with respect to in-company language training schemes.

1.2 Research questions/goals/objectives

The major objective of the research was to evaluate the role of foreign languages in management functions and the need of foreign languages by executive managers.

1.3 Design

Foreign language coordinators of 14 ERFA companies conducted standardized interviews with executive managers.

1.3.1 Sampling

The sample of companies consisted of 14 leading ERFA firms. Most of the companies were industrial firms of various branches of industry (the number in brackets denotes the number of firms):

- chemical industry (4);
- process engineering (1);
- electrotechnical industry (2);

- tobacco industry (1);
- transport (1);
- leather industry (1);
- space and aircraft technology (1);
- technical products (1).

The other two companies were a Vocational Rehabilitation Centre and a Language Training Centre for Professional Personnel.

The exact number of executive managers interviewed has not been specified. Yet the results of the interviews indicate that round about 50 managers were interviewed. The professional background of the interviewees included economics, engineering, law, psychology, chemistry and translating. Some of the interviewees were non-graduates who were promoted to managerial functions. Their age ranged from about 40 to 60.

1.3.2 Instruments

The data were collected by means of interviews which consisted of 16 standardized questions. The interviewers were free to rephrase and rearrange the questions. As a result a number of interviewees did not answer all questions. Four managers answered the questions in writing, the rest spoke for about 15 to 40 minutes.

The standardized questions focused on the respondents' ideas and experiences in using and learning foreign languages for professional as well as private purposes. A complete list of questions has been included in the article.

1.3.3 Procedures of analysis

The data available were worked out per question.

1.4 Major findings and use of results

The majority of the interviewees expressed the opinion that English is firmly established as a 'lingua franca'. The dominance of English as a 'first foreign language' is widely accepted, with the addition that, for the sake of Europe's cultural heritage the language situation should develop towards linguistic diversification.

For many of the interviewees the importance of foreign languages, especially English, increased as they climbed the ladder. Besides the value of foreign

languages in professional communication, they also ascribed a general, educational value to foreign languages.

In general, face-to-face conversations and telephone calls tended to be the most important situations in which managers used foreign languages. For language tasks such as sales literature, technical descriptions or contracts, professionally trained translators or native speakers were employed.

Knowledge of technical language was important in technical functions, especially middle management. However, the higher the function the less important technical language. For the senior management the ability to negotiate, to argue and to create a productive attitude was essential. In this respect conversational and rhetorical skills were indispensable.

The research data were used in the development of policies for in-company language programmes.

1.5 Abstract

Beneke, Jürgen, Foreign languages on the Top Floor: European Executive Managers Evaluate Their Foreign-language Needs, in: Freudenstein, R., Beneke J., Pönisch H. (eds.), *Language Incorporated. Teaching Foreign Languages in Industry*, Pergamon Press and Max Hueber Verlag, Oxford, 1981, p. 23-41.

Research into the importance and the need of foreign languages in top management functions by means of interviews with executive managers of 14 ERFA (Erfahrungsaustauschring Fremdsprachen in der Wirtschaft) companies.

2. Modern Linguists: Industrial demand and school supply - a survey and a proposal

Country: Great Britain

Languages under investigation: all foreign languages

2.1 Why and by whom?

The research has been conducted by J. Hurman because of the growing interest for language training geared to the requirements of industry and the necessary revision of programmes for foreign language training and testing.

2.2 Research questions/goals/objectives

The objectives of the research were to investigate the needs in industry for personnel with foreign language skills and the possibility of such personnel being employed compared to their counterparts with monolingual qualifications.

2.3 Design

2.3.1 Sampling

The sample consisted of 292 exporting companies from the West Midlands, Staffordshire, Worcestershire, Warwickshire, Herefordshire and Leicestershire. These regions were chosen for their industrial importance.

The sample of companies was selected from *Kompass*, an annual work of reference on British industry, from *Times 1000*, a review of leading world industrial and financial companies, and from the business pages of the *Birmingham Evening Mail* and the *Birmingham Post*.

Companies in the target regions were selected from *Kompass* because of their exporting activities, or because of the fact that the entry about the company was in a foreign language. Companies in *Times 1000* were chosen because they were situated in the target regions, since all companies in this volume were large companies with many exporting activities. The selection from these two publications was supplemented by references in local newspapers, because small companies (less than 40 employees) and some large exporting companies were not included.

From the 292 companies in the sample 121 (43%) participated in the research.

2.3.2 Instruments

The data were collected by means of questionnaires which focused on two kinds of employees:

- bilingual secretaries as the kind of employees companies might seek to fulfil a major role in their foreign language work;
- graduate linguists who, trained in a certain field, could be of importance to exporting companies.

The companies were asked the following questions:

- which foreign languages are most useful?
- which foreign language skills are most in demand?

- would you employ a bilingual secretary? And if so, which foreign languages and foreign language skills would she be expected to use?
- in which capacity would you employ graduate linguists?

2.3.3 Procedures of analysis

The data were processed by means of descriptive statistical analysis (percentages).

2.4 Major findings and use of results

Of the 121 companies which responded over 70% and 60% would consider employing linguists at secretarial and managerial levels. The languages which were said to be most useful were in order of importance: German, French, Spanish, Italian and 'other' languages such as Russian, Arabic, Chinese and Portuguese. Over 63% of the respondents expressed a need for at least two foreign languages. The foreign language skills which were most in demand from a bilingual secretary were translation, typing and shorthand.

The companies which would employ linguists indicated that most of these employees would be offered a job in overseas sales, management or marketing.

The fact that 57% of the exporting companies in the sample did not respond, suggests that there are many companies which question the utility and the cost-effectiveness of the services offered by linguist personnel. If exporting industry is willing to employ linguists, then companies would seem to require employees who, in addition to other training, would have a minimum of foreign language skills sufficient to manage everyday correspondence and contacts with companies abroad.

On the one hand the research data were used to inform schools on foreign language choice and foreign language skills, on the other hand they were intended to give linguists insight in their chances of employment in industry.

2.5 Abstract

Hurman, J., *Modern Linguists: Industrial demand and school supply - a survey and a proposal*, in: *Modern Languages* 63, 1, 1982, p. 44-48.

A survey among 292 exporting companies into the needs in industry of personnel with foreign language skills and the chances for such personnel to be employed as distinct from their counterparts with monolingual qualifications.

3. Belangstelling voor en werkelijke behoeften aan moderne/vreemde talen in België. Verslag 2. Een onderzoek naar de algemene behoeften aan talen in bedrijven en overheidsdiensten [The interest in foreign languages and actual foreign language needs in Belgium. Report 2. Research into the general language needs of companies and government institutions]

Country: Belgium

Languages under investigation: all foreign languages

3.1 Why and by whom?

The research was carried out by the Centre de Recherches Sociologiques of the Université Catholique de Louvain under the direction of Dr. A. Verdoodt and Prof. dr. L. Delbeke. The report discussed here is part of a three-volume study into the actual needs of foreign languages in Belgium. The other two parts concern the interest in foreign languages in general secondary and middle technical education and the need of foreign languages among students and staff members in higher education.

The reason for the study was the fact that, although knowledge of foreign languages is very important in Belgium, little is known about the actual use and need of foreign languages in industry and government institutions.

As our survey focuses on techniques used in the research of foreign language needs in industry, the part of the report dealing with the foreign language needs of government institutions will not be discussed.

3.2 Research questions/goals/objectives

Goal of the research among companies was to describe the need of foreign languages of companies and their employees. In order to determine these needs the following questions had to be answered:

- which foreign languages are used in what kind of situations and by whom?
- how often are foreign languages used?
- what kind of foreign language skills are required?
- what problems do employees have in using foreign languages?

3.3 Design

3.3.1 Sampling

The research consisted of a twofold survey among companies and their employees. The sample of companies was selected from a list of employers registered with the R.S.Z. (National Social Security). A disproportional sample was taken with a greater sample proportion for large companies (1 out of 15) than for small companies (1 out of 300). The final sample consisted of 2,451 companies of which 514 with less than 10 employees and 1,937 companies with 10 employees or more. Of the 2,451 companies in the sample 681 (28%) participated in the research.

The sampling of employees consisted of three phases. Firstly, only those large companies were selected which employed personnel using foreign languages. Secondly, per region (Flemish-speaking part, French-speaking part, Brussels) and category of personnel a non-selective sample of companies was taken. 16 categories were distinguished:

- Management
- Trade
- Administration
- Accountancy
- Computer department
- Production
- Transport
- Personnel department
- Research
- Marketing
- Repair
- Direct services
- Security
- Domestic services
- External services

In all 129 companies were selected. These companies were asked to provide the addresses of two employees per category who used foreign languages at work. The researchers collected the addresses of 223 employees. During the last phase these employees were contacted.

3.3.2 Instruments

The data were collected by means of written questionnaires, interviews and three lists of language situations concerning the use of German, English and French

respectively. Copies of the instruments used have been included in a separate appendix.

The companies received questionnaires which were written in Dutch or French depending on the part of Belgium in which the company was situated. The questionnaires concentrated on the following topics:

- general characteristics of the company (region, size, sector of industry, degree of urbanization, year of foundation);
- organizational characteristics (categories of personnel, number of employees per category, contacts with companies abroad);
- foreign language use (frequency of use per category, the use of foreign languages in contacts with foreign establishments, the use of a company language);
- problems and solutions (language requirements, foreign language training, the use of interpreters and translators).

The interviews with employees focused on:

- personal characteristics (age, sex, nationality, level of education);
- profession (category of personnel, length of employment);
- foreign language training and language background (years of foreign language training, stays abroad, language courses);
- importance of knowledge of foreign languages at work;
- present foreign language training (reasons for following foreign language classes);
- the frequency of use of foreign languages and the knowledge of foreign languages. For this purpose the interviewees were asked to fill in lists of 27 language situations which were divided into situations at work and situations outside professional practice. The interviewees had to fill in separate lists for English, German and French.

3.3.3 Procedures of analysis

The results were processed by means of descriptive statistical analysis (percentages). The differences in foreign language use per company and category of personnel were separately analysed. All statistical results have been presented in a separate appendix.

3.4 Major findings and use of results

In the majority of companies situated in Flanders, Brussels or the Walloon provinces the other national language (Dutch or French) was most often used followed by English and German. In general, foreign languages were most frequently used by employees in the categories trade, administration, management, research and marketing. Besides Dutch, French, English and German, also Spanish and Italian were used (in 3% to 8% of the language situations) in the categories management, trade and administration. Other languages which have been mentioned in this respect are Portuguese, Norwegian, Swedish, Arabic, Turkish, Japanese and Greek.

Most companies had problems with the use of Dutch (especially companies situated in the Walloon provinces and Brussels), French, English and German. Quite a number of companies also mentioned problems with Spanish and Italian. Personnel of the large companies in the sample experienced problems with Portuguese, Norwegian, Swedish, Turkish and Moroccan, especially with respect to social language skills. However, most problems occurred in professional language situations, in particular in connection with the productive language skills such as writing and speaking.

In hiring personnel nearly all companies required knowledge of one of the national languages, followed by knowledge of English and German. The services of translators and interpreters were mostly bought in for translations from and into English, Dutch, German and French.

The research results were used for determining foreign language teaching objectives based on language needs.

3.5 Abstract

Verdoodt, Dr. A., Delbeke, Prof. dr. L., *Een onderzoek naar de algemene behoeften aan talen in bedrijven en overheidsdiensten. Verslag 2. Een onderzoek naar de algemene behoeften aan talen in bedrijven en overheidsdiensten* [The interest in foreign languages and actual foreign language needs in Belgium. Report 2. Research into the general language needs of companies and government institutions], Katholieke Universiteit Leuven, Leuven, 1983.

Research into the use and the need of foreign languages in industry and government institutions by means of written questionnaires among companies and institutions, and interviews with employees.

4. Fremdsprachenbedarf bei Schering: 183 Arbeitsplatzanalysen (unteres und mittleres Management) [Foreign language needs at Schering: 183 job analyses (lower and middle management)]

Country: Germany

Languages under investigation: English, French and Spanish

4.1 Why and by whom?

The research has been conducted by K. Schröder of the University of Augsburg together with the department for training and development of Schering AG (a large industrial company in Germany).

The reason for the research was the fact that up till 1984 most research into foreign language needs was carried out by means of written questionnaires which were sent to a large sample of companies in a certain region. One of the disadvantages of this method is that, usually, the response rate is very low, ranging from 20% to 30%. This means that it is very difficult to draw conclusions about the general foreign language needs of companies in the research sample. In order to avoid this low response rate and to get a more detailed picture of the foreign language needs of one company, Schröder carried out the case study in question.

4.2 Research questions/goals/objectives

Goal of the research was to give a detailed picture of the needs of foreign languages, in this case English, French and Spanish, of employees in middle and lower management at Schering AG.

The major research questions were:

- What is the importance of knowledge of English, French and Spanish in professional practice?
- What foreign languages have employees learned in and outside school?
- What were the reasons for enrolment in Schering language courses?
- How would employees estimate their knowledge of foreign languages?
- How do employees use knowledge of foreign languages at work?

4.3 Design

4.3.1 Sampling

The sample consisted of 300 employees of middle and lower management from various departments. Half of the employees had already followed in-company language courses. 183 employees (61%) actually participated in the research. Most of the respondents were involved in research or marketing activities.

4.3.2 Instruments

The data were collected by means of written questionnaires which were distributed among the employees at work. The questionnaires were developed together with the department for training and development of Schering AG. The questions focused on the following topics:

- the importance of knowledge of English, French and Spanish in professional practice;
- the language learning experiences of employees;
- the reasons for learning foreign languages. The respondents were asked to mark 4 out of 13 reasons for learning foreign languages and to indicate to what extent these reasons originated from professional or private needs;
- the actual use of foreign languages in professional practice. For this purpose the respondents were asked to indicate how often they used foreign languages in 19 working situations. They were also asked to determine with respect to 27 professional activities how much time per week they used English, French and Spanish in performing each of those activities;
- the self-evaluation of the respondents with respect to their foreign language skills such as translating, writing (creative writing and dictation), reading, listening and speaking. The respondents had to indicate their foreign language proficiency on a 5-point scale (1 = very good, 5 = very bad).

4.3.3 Procedures of analysis

The data were processed by means of descriptive statistical analysis (percentages). The results have been included in the article.

4.4 Major findings and use of results

A vast majority of the respondents thought foreign language knowledge either necessary or very important for carrying out their jobs. 33% of the respondents expected a slow increase of foreign language needs, whereas 18% thought that the need of foreign languages would increase rapidly, especially with respect to English and Spanish.

75% of the respondents had followed in-company language training courses at Schering, most of them in English and Spanish. The respondents were asked to evaluate their reading, writing and interpreting skills, and their listening proficiency with respect to English, French and Spanish. Most respondents said they were best at reading foreign languages, followed by listening and writing. They also stated that their English language skills were much better than their French and Spanish language skills. The language situations in which they most frequently used foreign languages were, in order of importance: writing letters and telegrams; reading professional literature; reading instructions; making telephone calls; one-to-one conversations; maintaining contacts abroad; travelling abroad; receiving foreign guests; attending meetings.

The results of this extensive case study should be compared with the results of earlier region studies with respect to foreign language needs in industry.

4.5 Abstract

Schröder, K., Fremdsprachenbedarf bei Schering: 183 Arbeitsplatzanalysen (unteres und mittleres Management) [Foreign language needs at Schering: 183 job analyses (lower and middle management)], in: *Die Neueren Sprachen* 83, 1984, p. 78-103.

A case study into the foreign language needs of 183 employees in middle and lower management at Schering AG.

5. Fremdsprachenunterricht in der Wirtschaft. Ergebnisse einer Umfrage [Foreign language training in industry. Results of a survey]

Country: Germany

Languages under investigation: all foreign languages

5.1 Why and by whom?

The research has been carried out by H. Christ and A. Schwarz of the University of Giessen in order to collect more detailed information about the development and the organization of in-company language training and the need of foreign language training in industry.

5.2 Research questions/goals/objectives

The research project had several objectives. The first objective was to find out whether companies took interest in enrolling their personnel in foreign language classes in order to improve and develop their foreign language proficiency. A second objective was to find out how foreign language training in industry was organized. Did firms have in-company language training programmes or did they prefer to contract language schools/institutes? And if companies had their own language training programmes, what kind of teachers (native-speakers, teachers specialized in adult education) did they employ? A third objective was to provide information on job opportunities for foreign language teachers and to point out useful abilities to companies.

5.3 Design

5.3.1 Sampling

The sample of companies consisted of 395 large companies and 29 medium-sized companies. The large companies were selected by means of the Wegweiser durch deutsche Unternehmen der Bayrischen Hypotheken- und Wechselbank AG which included banks, insurance companies and exporting companies of which the majority was listed on the stock market. The medium-sized companies were selected from the addresses of the Chambers of Commerce of Giessen and Wetzlar. In the end 88 companies (21%) were included in the research of which 70 industrial firms, 7 banks, 3 mining companies and 3 exporting companies. 2 companies belonged to various sectors. The activities of 3 companies could not be specified.

5.3.2 Instruments

The data were collected by means of written questionnaires which consisted of 10, mostly open-ended, questions. The questionnaires focused on the following topics:

- the need of foreign language training in certain functions;
- the need of foreign language training for carrying out certain professional tasks;
- the kind of foreign language training needed (courses for beginners, advanced courses, refreshment courses, etcetera);
- the need of foreign language training with respect to certain languages;
- what do companies do to fulfil the language needs of their employees?
- the organization of foreign language training;
- the number of foreign language classes and the number of foreign languages taught;
- the number of language teachers employed;
- foreign language exams used in in-company language training.

All questions have been included in the article.

5.3.3 Procedures of analysis

The research data were processed by means of descriptive statistical analysis (percentages). The results were worked out per question.

5.4 Major findings and use of results

Quite a number of firms in the sample offered foreign language training. Some large companies even had their own foreign language departments. Foreign languages were most often needed by commercial managers and company engineers. Generally speaking, the higher the function, the more need of foreign language knowledge.

In in-company language training there was an emphasis on oral language skills. Writing skills were of secondary importance. Most language courses were refreshment courses. Courses for beginners or false beginners were seldom offered. It was striking that almost all courses offered were English language courses, whereas courses in German as a foreign or second language were of minor importance. Foreign language training took place outside as well as during working hours. Very few companies used language tests to assess the foreign language knowledge of their employees.

The research results were used to inform language schools, language teachers, publishers and television- and radiostations which were developing foreign language programmes. As the results raised new questions concerning in-company language training, they also served as starting points for other research projects in this field.

5.5 Abstract

Christ, H., Schwarz, A., Fremdsprachenunterricht in der Wirtschaft. Ergebnisse einer Umfrage [Foreign language training in industry. Results of a survey], in: H. Christ, A. Schwarz, *Fremdsprachenunterricht in der Wirtschaft. Bestandsaufnahme und Perspektiven*, Günter Narr Verlag, Tübingen, 1985, p. 9-114.

Research into the need and the organization of (in-company) foreign language training in industry by means of a survey among 88 large and medium-sized companies.

6. L'utilisation des langues en situation de travail [Language use at work]

Country: Belgium

Languages under investigation: Dutch, English, German, Italian and Spanish

6.1 Why and by whom?

The research was carried out by La Formation Professionnelle des Adultes de l'ONEM in Brussels in 1987. It is the third project in a series of research projects on the internal and external communication of companies. The first two projects dealt with the use of the mother tongue in the company working environment. These projects showed that not only the native language, but also language in general was essential in company communication. This result together with the fact that Belgium has three official languages (Dutch, French and German) was the reason for a study on language use in general.

6.2 Research questions/goals/objectives

The two major research questions were:

- What kind of language skills are required with respect to function, activities and type of company?
- What is the importance of written and oral language proficiency in view of technological developments?

6.3 Design

As the researchers wanted to study the language use in companies from both the employer's and the employee's point of view, the study was divided into two complementary parts; one part investigated employers' opinions with respect to the language use of their employees, the other part dealt with the activities and the actual language use of employees.

6.3.1 Sampling

In order to obtain information about employers' opinions on language use, 194 companies were questioned. The companies in the sample were divided with respect to region ('Brussels', 'Charleroi' and 'other regions'), sector of industry (industrial enterprises and service industries) and size (small companies were defined as those with less than 20 employees and large companies as those with 20 employees or more). The same sample was used to collect data about the actual language use of employees. For this purpose a distinction was made into 16 categories:

- the management
- head of the commercial department
- employees of the commercial department
- sales representatives
- shop personnel
- production managers/head of production
- engineers/technicians
- labourers
- head of administration
- secretaries
- accountants
- social/health workers
- specialists
- polyvalent employees
- receptionists
- non-qualified workers

The activities of these employees were divided in terms of 'management', 'exchange of goods and services', 'production' and 'administration'. In all 569 employees participated in the research.

6.3.2 Instruments

The employers' opinions were collected through interviews with representatives of the companies in the sample. Per company one representative was interviewed by means of a standardized list of questions. The companies' representatives were questioned about the use of languages, the role of language proficiency in hiring personnel, the problems of language use and the need of language training. In questioning the employees the interviewers also used standardized questions. The employees were questioned about the situations in which they used languages, the language tests they had to pass in the course of their jobs and the language problems they daily experienced. Per company one respondent of each of the 16 categories was interviewed.

6.3.3 Procedures of analysis

The data were processed by means of statistical analysis. They were analysed with respect to the following criteria or a combination of these criteria:

- language (Dutch, English, German, Spanish and Italian);
- type of company (industrial companies or service industries);
- size of company (small or large companies);
- region (Brussels, region Charleroi/Liège, other regions);
- function (16 categories of personnel);
- professional language activities;
- productive and receptive skills;
- oral and written language proficiency.

The research results were arranged in four chapters each focusing on different topics. Per topic a number of questions were analyzed and discussed. The following topics were distinguished:

- the position of communication and languages in companies;
Is the aspect of communication of great value to the company?
Which languages are most frequently used by the companies and their employees?
- language use in companies;
In what kind of situations do employees use Dutch, English and German?
What kind of media are used?
What kind of business letters are used in Dutch, English or German correspondence?
What language skills are required to perform professional tasks?

- policy of engagement with respect to languages;
For what reason do employers demand applicants with knowledge of one or more languages?
What kind of tests do employees have to pass in order to prove their language proficiency?
- language problems and language needs;
What kind of problems arise in professional language use?
Which languages should one master in order to carry out one's tasks better?

In the research report the answers to the questions are analysed and discussed in great detail.

6.4 Major findings and use of results

Oral language skills were most frequently used in company communication. These skills also caused most language problems. Three out of four companies indicated the use of foreign languages. The polyvalent employees most frequently used foreign languages.

With respect to the languages under investigation, Dutch was most often used, followed by English and German nearly always in combination with Dutch. Spanish and Italian were rarely used.

The language situations in which foreign languages were most often applied were 'receiving foreign guests' and 'making telephone calls'.

The most highly qualified employees experienced most problems in using foreign languages. One out of two employees indicated the need of an extra foreign language; one out of four even mentioned the need of two extra foreign languages. Of the group of employees using a foreign language, one out of three wished to improve his command of that language.

The report does not provide any information about the use of the research results.

6.5 Abstract

La Formation Professionnelle des Adultes, L'utilisation des langues en situation de travail [Language use at work], Formation Professionnelle des Adultes de l'ONEM, Brussel, 1987.

This research project is a quantitative study on the use of Dutch, English, German, Italian and Spanish by employers and employees of 194 companies in Francophone Belgium. The project focuses on four major topics: 1. the position of communication and languages in companies; 2. language use in companies; 3. policy

of engagement with respect to languages; 4. language problems and language needs.

7. De behoeften aan moderne vreemde talen bij oud-leerlingen van het meao, mmo en mto [The foreign language needs of ex-students of vocational education]

Country: The Netherlands

Languages under investigation: all foreign languages

7.1 Why and by whom?

The research has been carried out by P. Lucassen et al. from the Institute for applied social sciences (ITS) in Nijmegen as part of a series of projects on foreign language education. The research project in question follows on an earlier ITS-study on foreign language needs by Claessen et al. (1978).

The project was set up because of a growing demand for information with respect to the practical language skills required on the part of students of middle vocational education. The project focused on three types of vocational education: senior economical and administrative training (meao), senior training for the retail trade (mmo) and senior technical training (mto).

7.2 Research questions/goals/objectives

The two major research questions were:

- what are the foreign language needs of ex-students of meao, mmo and mto?
- how is foreign language teaching organized in these three types of vocational education and what kind of problems arise in realizing its objectives?

For every part of the research project which consisted of three separate surveys (among ex-students, employers, schools and teachers), a set of subquestions was formulated. The following list gives an overview of these subquestions:

Part 1: ex-students of meao, mmo and mto

- what are the foreign language needs of ex-students of meao, mmo and mto?
- what kind of foreign language classes did they follow?
- for which foreign languages did they pass exams and what were the exam results?

- in what kind of jobs do ex-students find themselves;
- if they use foreign languages at work, how often do they use them?
- which foreign languages do ex-students use in study or leisure activities?
- do they have foreign language problems at work and/or outside their working activities?
- what is their opinion of foreign language teaching in vocational education?

Part 2: employers of ex-students

- what is the range of foreign language use in companies where ex-students have been employed (number of companies, frequency of use)?
- to what extent are meao-, mmo- and mto-students involved in the use of foreign languages at work?
- what kind of foreign language skills are most frequently used?
- what lack of foreign language skills do employers observe on the part of ex-students and what do they do about it?
- what are the differences in foreign languages needs and problems between meao-, mmo- and mto-students?

Part 3: schools and teachers

- how do institutions of vocational education tackle problems with respect to the heterogeneous intake of students in the first year?
- what is the range (the number of foreign language classes per week and the total number of foreign language classes), the content and the organization of foreign language teaching in vocational education?
- how are the exams organized and what are the results?
- do the three types of vocational education differ with respect to foreign language exams and exam results? If so, to what extent?

7.3 Design

7.3.1 Sampling

As the three types of vocational education differ with respect to the total number of ex-students and the number of sections, it was decided to use a disproportional sample. This means that the sample of ex-students per type of education and per section did not depend on the total number of ex-students in question. In this way the various groups of students would be sufficiently represented in the sample: 750 ex-students of meao, 750 of mto and 150 of mmo. However, due to a lack of addresses of ex-students, this intended sample distribution was not completely reached. In the end 1361 (60%) ex-students participated in the

research: 662 ex-students of meao, 539 ex-students of mto and 160 ex-students of mmo.

The intended sample of employers consisted of 200 firms: 75 firms employing ex-students of meao (meao-firms), 75 employing ex-students of mto (mto-firms) and 50 employing ex-students of mmo (mmo-firms). The firms in the research were selected according to the following criteria:

- meao-, mto- or mmo-employees;
- the use of foreign languages;

Firstly, a group of firms was selected which met the first criterium. From the 645 firms which were asked to cooperate, 362 (57%) responded: 339 meao-firms, 245 mto-firms and 61 mmo-firms. From this sample a second group of firms was selected which also met the second criterium. This resulted in the following sample: 115 meao-firms, 88 mto-firms and 9 mmo-firms. Because of the very small sample of mmo-firms, this group has not been included in the analysis of results.

The sample of schools consisted of 91 schools (56%): 35 meao-schools, 39 mto-schools and 17 mmo-schools. The teachers were approached via the schools; 238 foreign language teachers (56%) responded of which 227 meao-teachers, 121 mto-teachers and 76 mmo-teachers.

7.3.2 Instruments

The research data were collected by means of written questionnaires. The ex-students were questioned about personal characteristics, school performance, experiences with foreign language teaching, present working situation, use of foreign languages at work, during study or leisure activities and knowledge of foreign languages.

The questionnaire sent to the employers focused on the general characteristics of the organization, foreign language contacts, the number of meao-, mto- and mmo-employees, their functions, their use of foreign languages and their language problems. The firms received separate questionnaires for meao-, mto- and mmo-employees.

The schools were questioned about the school characteristics, the origin and destination of the students, the range of foreign language teaching, the number of foreign language options, the foreign language exams and the use of foreign languages in other subjects.

The teachers were asked to answer questions about personal characteristics, the way in which foreign language teaching linked up with preliminary education, teaching content and teaching material, evaluation and testing, final exams and refreshment courses.

7.3.3 Procedures of analysis

The data were processed by means of descriptive statistical analysis (percentages, mean scores, analysis of variance). In order to get a better view of the differences in foreign language use of meao-, mto- and mmo-students, the use of foreign language skills per type of student was separately analysed.

A detailed overview of the statistical results has been included in an appendix at the end of the study.

7.4 Major findings and use of results

About three quarters of the companies employing ex-students said to use one or more foreign languages. More than 50% of these companies had weekly contacts in English and German with companies and institutions abroad. One third had weekly contacts in French. Sometimes companies required foreign language knowledge on the part of applicants, especially in the case of meao-students. In this respect knowledge of English was usually one of the requirements. 36% of the meao-employers and 46% of the mts-employers encouraged their employees to enrol in foreign language classes, usually with respect to English, German and French.

In professional practice ex-students most often used English, followed by German, French and Spanish. The language skills which were most often applied were, in order of importance: reading, speaking, and writing skills. Reading skills were mostly used in reading manuals, instructions and professional literature. Oral skills were predominantly applied in making telephone calls. Writing skills were mainly used in correspondence and telexing. The employers indicated that the use of French gave rise to most language problems on the part of employees. Employees experienced considerably less problems with English and German.

The results were intended for the innovation of foreign language programmes in the three types of vocational education which have been surveyed.

7.5 Abstract

Lucassen, P., Oud- de Glas, M., Petersen, B., Willems, M., *De behoeften aan moderne vreemde talen bij oud-leerlingen van het meao, mmo en mto* [The foreign language needs of ex-students of vocational education], ITS, Nijmegen, 1987.

Research into the needs of ex-students of senior administrative and economical training, senior training for the retail trade and senior technical training by means of questionnaires among ex-students, employers, schools and teachers.

8. The Demand for German Language Proficiency in German-owned Companies in the United States

Country: The United States

Languages under investigation: German

8.1 Why and by whom?

The research has been carried out by C. Britt, H. Roessler and L. Schutte, language professors at the American Graduate School of International Management.

The reason for the project was the fact that, whereas it seems obvious that knowledge of German is important in German-owned companies, little is known about the language skills required and about the use of German by employees.

8.2 Research questions/goals/objectives

The objectives of the research project can be specified as follows:

- to discover if the German-owned firms in the U.S. create a demand for German Language Proficiency (GLP);
- to determine the "economic demand" for employees with such skills, as represented by an expressed willingness to pay a wage premium for GLP;
- to estimate the value of both "basic skills" and the added value of enhanced skills and specialized vocabularies;
- to find out what percentage of current employees needs to speak, read and/or write German;
- to reveal the relative demand for German language skills in various job categories or areas of activity;

- to determine the methods used by the respondents for testing language skills;
- to discover whether firms teach language skills in-house, to whom, and at what level, and who pays for the instruction;
- to analyze the respondents' geographical location, size, and type of business;
- to examine the extent and purpose of travel to Germany by employees of the respondent firms, and whether GLP is a factor in the selection of personnel sent to Germany;
- to find out if knowledge of current events in Germany is a factor in the demand for GLP;
- to find out if the respondents are, or are considering, offering internships/practical training, as is common in Germany;
- to assess the relative amount of correspondence in Germany, the need for translation services, and whether computer translating facilities are in use.

8.3 Design

Firstly, a survey was conducted among a sample of German-owned companies. Next the valid responses to the survey (20%) were evaluated.

8.3.1 Sampling

The sample consisted of 1,400 of the 2,000 German-owned companies in the United States. 258 of the 1,400 companies actually participated in the research. Most companies were involved in manufacturing goods and/or the sales of goods and services. The size of the companies ranged from less than 250 employees to more than 2,000 employees. The majority (73%) of the companies belonged to the first category.

8.3.2 Instruments

The data were obtained by means of questionnaires which were sent to the 1,400 companies in the sample. The questions concerned the importance of German language competence when hiring management personnel, the kind of language proficiency needed, the use of German within companies and the companies' methods of testing German language proficiency.

8.3.3 Procedures of analysis

The data were processed by means of descriptive statistical analysis (percentages). The statistical results have been included in the article.

8.4 Major findings and use of results

The results of the survey showed that the presence of German-owned companies in the U.S. had a positive effect on the demand for German Language Proficiency (GLP), and that GLP had economic value. Of the 285 respondents, 85% indicated that GLP was at least 'of some importance' in hiring personnel. 48% of the respondents said they would pay a higher salary to an applicant with GLP. More than 50% of the respondents estimated that 6% or more of their managers needed to speak German. Speaking, reading and writing skills were in approximately equal demand, with a slight emphasis on speaking. 17% of the respondents reported that German was taught 'in-house', with 87% stating that they taught German for beginners. The majority of the companies stated that it was important for managers to 'keep abreast of current events' in Germany, especially in business matters. Over half of the respondents indicated that lack of GLP was at least 'to some degree' an obstacle. 74% of the respondents said that less than 10% of the correspondence had to be translated.

The research results were used for the improvement of German language curricula in the U.S.

8.5 Abstract

Britt, C., Roessler, H., Schutte, L., The Demand for German Language Proficiency in German-owned Companies in the United States, in: *Die Unterrichtspraxis/Teaching German* 22, 1989, p.186-190.

A survey among 1,400 German-owned companies in the United States in order to establish the use of German and the specific demands for German language skills.

9. The foreign language needs of U.S.-based corporations

Country: The United States

Languages under investigation: all foreign languages

9.1 Why and by whom?

The research was conducted by C. Fixman, Director of International Programs at Temple University, and was carried out in order to identify how and when foreign language competence makes a difference in the international operations of U.S.-based corporations.

9.2 Research questions/goals/objectives

The major research questions were:

- what kind of skills are required?
- how do companies assess them?
- what are the main issues for U.S.-based corporations in foreign language competence today?
- what are the future trends in the field?

9.3 Design

9.3.1 Sampling

Interviews were conducted with representatives of nine companies of varying type and size. The sample of companies consisted of:

- four industrial firms;
- one major bank;
- one major accounting and consulting firm;
- one import-export firm;
- one office supply manufacturer;
- one company manufacturing auto repair supplies.

In all 32 respondents were interviewed from various backgrounds. Four of the respondents were bilingual or multilingual, six of them were of non-U.S. origin. The majority of the interviewees were human resource managers, training and line managers.

9.3.2 Instruments

The research data were obtained by means of interviews which focused on foreign language needs within firms as well as in relation with joint venture partners, customers, distributors, suppliers and foreign governments.

9.3.3 Procedures of analysis

The results of the interviews were worked out and arranged according to the following topics:

- corporate rationale for foreign language needs;
- type of corporate service or product as a determinant of foreign language needs;
- geographic area of international involvement as determinant of foreign language needs;
- the significance of corporate culture in foreign language issues;
- needs of small and medium-sized companies vs. large multinationals;
- who needs foreign language skills?
- what type of work calls for foreign language skills?
 - a. communication with the external environment
 - b. company-internal communication
- what type of foreign language skills are necessary?
- the importance of foreign language skills in employing personnel and in career advancement;
- U.S. expatriates: the foreign language needs of American employees who are sent abroad for personal development, offering skills or controlling foreign subsidiaries;
- the role of foreign nationals (employees from the country in which a subsidiary is based);
- corporate use of interpreters and translators;
- corporate foreign language training;
 - a. who participates?
 - b. type and length of instruction
 - c. corporate attitude towards foreign language training
 - d. sources of instruction
- Japan: because of the growing trade with Japan and the cultural and linguistic differences between Japan and the United States, a separate case study was devoted to foreign language use in this field.

9.4 Major findings and use of results

In general, few of the interviewees considered knowledge of foreign languages as a key element in cross-cultural understanding. The less foreign language knowledge they had, the more they tended to see languages as a mechanical skill. Most respondents considered foreign languages to be of secondary value in business communication. The representatives of the service sector thought the need of foreign language skills more important than those of the industrial sector. Some respondents said the reason for this was the fact that the basis of the service sector was not a physical product, but rather expertise which had to be conveyed from person to person. The industrial sector was selling a physical product, the success of which was less dependent on interpersonal communication. Most interviewees used English in foreign business contacts. However, they stated that they needed a greater knowledge of the local languages of Japan, Korea,

China and the Soviet-Union, as in those countries it was impossible to conduct business in English. The interviews showed that smaller companies needed more foreign language skills than large companies, especially in view of the Single Market. The smaller companies saw a clear and urgent need to enter the European market before it would close to them. Large companies however, saw the advent of the Single Market as a reinforcement of the position of English as 'lingua franca'.

Nearly all interviewees expressed the view that American business associates needed foreign languages mainly in dealing with lower-level employees abroad, e.g. engineers supervising local workers. Marketing, research and development were said to be the areas where foreign language knowledge was most needed. In general, basic foreign language skills were thought to be proficient for business communication, with an emphasis on oral skills. In most cases foreign language skills did not play an important role in either hiring personnel or career advancement. Rarely would a company hire an individual primarily for his foreign language skills. Very few of the companies interviewed had in-house translating or interpreting services. Large companies usually relied on their subsidiaries or bilingual employees and smaller companies contacted overseas distributors or local embassies. Apart from expatriates, few employees were enrolled in foreign language training.

The use of results has not been specified.

9.5 Abstract

Fixman, C., The foreign language needs of U.S.-based corporations in: R. Lambert, S. Moore (eds.), *Foreign languages in the workplace. The Annals of the American Academy of Political and Social Science* 511, September 1990.

Research into the foreign language needs of U.S.-based corporations by means of 32 interviews with representatives of nine companies.

10. Öffnung des europäischen Binnenmarktes 1993: Neue Anforderungen im Bereich der Fremdsprachenkenntnisse? [Unification of the European Market in 1993: New requirements with respect to the knowledge of foreign languages?]

Country: Germany

Languages under investigation: all foreign languages with an emphasis on French

10.1 Why and by whom?

The research project has been conducted by S. Raker and A. Raasch of the Department of Romance studies of the University of Saarland.

The research was carried out because of the unification of the European Market in 1993 and its possible consequences with respect to the knowledge of foreign languages.

10.2 Research questions/goals/objectives

The following research questions had to be answered:

- will the unification of the European Market change the need of foreign languages?
- what will be the consequences for the requirements universities have to meet with respect to foreign language teaching, in particular the teaching of French?

10.3 Design

10.3.1 Sampling

In the research project four different groups were questioned concerning the knowledge of foreign languages:

- 16 firms from various branches of industry in Saarland;
- the Chamber of Commerce of Saarland;
- the Chamber of Crafts of Saarland;
- the Carl Duisberg Centre (Language training centre for professional personnel).

For the greater part the firms were medium-sized or large companies which can be specified as follows (the number of companies is indicated in brackets):

- car works (3)
- brewery (2)
- bank (2)
- transport concern (1)
- earthenware factory/pottery (1)
- motor body works (1)
- company manufacturing tyres (1)

- steel works (1)
- coal-mining company (1)
- machine works (1)
- liquor industry (1)
- oil company (1)

10.3.2 Instruments

The research data were collected by means of interviews which centred round the following question: 'Will the unification of the European Market make new demands with respect to the knowledge of foreign languages, in particular with respect to the knowledge of French?'. The respondents, who are not specified, were questioned about the (future) needs of foreign languages, the foreign languages used, the employees using foreign languages, the foreign language skills needed and the way in which companies tried to improve the foreign language proficiency of their employees (e.g. by means of in-company language training).

10.3.3 Procedures of analysis

The research data were evaluated and worked out per company and institution. Although all foreign languages were included in the research, the need of French was given special attention because of Saarland's position near the French border.

10.4 Major findings and use of results

Most respondents indicated that the need of foreign languages was increasing. The reasons mentioned were the growing export activities and the advent of the Single Market. French and English were most frequently needed. Some respondents also expressed a growing need of Spanish. According to the respondents the following categories of personnel often used foreign languages: personnel of the marketing and sales department; representatives; technicians; secretaries. In most cases there was an emphasis on speaking and listening skills. A number of respondents also stressed the importance of cultural knowledge. In general the results of the survey have shown that the unification of the European Market will bring along new requirements with respect to the knowledge of foreign languages. Many respondents indicated that in 1993 knowledge of a second foreign language would be important in business activities.

The research results can be of use to teacher training colleges in developing language teaching programmes and to all other institutions which want to encourage the European development after 1992.

10.5 Abstract

Raker, S., Raasch, A., Öffnung des europäischen Binnenmarktes 1993: Neue Anforderungen im Bereich der Fremdsprachenkenntnisse? [Unification of the European Market in 1993: New requirements with respect to the knowledge of foreign languages?], in: *Auf dem Wege zum Binnenmarkt*, IHK (Industrie- und Handelskammer) Saarland, 1990, p. 29-37.

A survey among companies of different branches of industry in Saarland concerning the need of foreign languages after the unification of the European Market in 1993.

11. Languages in British business. An analysis of current needs

Country: Great Britain

Languages under investigation: all foreign languages

11.1 Why and by whom?

Languages in British business consists of two parts: a collection of 13 surveys on current foreign language needs in British industry and solutions to these needs proposed by industry and training providers. In view of the subject of our project only the first part of the study will be discussed. The 13 surveys constitute a nation-wide study of foreign languages within the period 1985-1987 across 11 regions of England and Scotland. They have been conducted because of a need for up-to-date statistical evidence on the nation-wide pattern of demand for foreign languages in British industry and on the link between foreign language use and export performance. The surveys have been carried out by a large number of researchers from universities, polytechnics and language export centres. S. Hagen from Newcastle upon Tyne Polytechnic has edited them and has collected the major results in *Languages in British business*. As all surveys are regionally-based and very similar in design and structure, they will be discussed together.

11.2 Research questions/goals/objectives

The objectives of the surveys were:

- to provide an industrial and commercial profile of the region, or area where the survey was carried out;
- to evaluate the foreign language needs of firms in the sample according to:

- (a) their failure to increase trade significantly for lack of access to language facilities
- (b) their reliance on outside translation/language agencies;
- to provide an indication of the pattern of foreign language need in terms of:
 - (a) turnover
 - (b) industrial/commercial sector
 - (c) export-import profile (i.e. goods exported to non-English-speaking markets as a percentage of total sales);
- to investigate companies' use of foreign languages:
 - (a) by their own staff
 - (b) in transactions abroad with or without reliance on a local agent/interpreter
 - (c) by means of a checklist of common business activities using languages;
- to evaluate the effect on the relative importance of different languages from patterns of projected trade.

11.3 Design

11.3.1 Sampling

The addresses of firms were collected via membership lists of Chambers of Commerce, Business Clubs or regional management/development centres without pre-selection according to size, sector, turnover or previous exporting success. Per region this resulted in a list which covered a broad range of company-types, producing a reasonable cross-section of the local industry. For the purpose of maintaining uniformity between the samples, only those firms which indicated some contact with foreign languages in the previous three years were considered as positive respondents. The sample size differed per regional survey and ranged from 37 to 168 firms. The total sample (all surveys together) consisted of 1150 firms.

11.3.2 Instruments

The data were collected by means of written questionnaires. In the case of 11 surveys (covering 9 regions) one and the same questionnaire was used, so that the data were directly comparable. The questionnaire consisted of 11 questions focusing on the following aspects:

- export to and import from the home market, other English-speaking countries and non-English-speaking countries;
- the influence of the use of foreign languages on the firm's trade performance;
- the activities where firms used foreign languages in trade contacts with foreign companies;

- the use of translation and interpreting bureaux;
- the use of the staff's foreign language knowledge in foreign contacts.

In two surveys different questionnaires were used. One of these surveys paid attention to two aspects which were not discussed in the rest of the study: the language training method which, according to the firms, would best meet the foreign language needs and the effect of an audio/video foreign language presentation on the sales. Yet on the whole the questionnaires concentrated on the same kind of aspects, which made the research data comparable with those of the other surveys.

11.3.3 Procedures of analysis

The data were processed by means of descriptive statistical analysis (percentages).

11.4 Major findings and use of results

One of the major conclusions of the survey was that British companies, some without realizing it, were losing valuable trading opportunities for lack of the right foreign language skills. Three quarters of the firms surveyed needed mainly German, Spanish, Arabic, Italian, Japanese, Russian and Chinese. Fewer than a quarter of the sample of firms in the survey needed French. Other languages which were in lesser demand were Dutch, Portuguese, Swedish, Norwegian and Farsi. The language situations in which foreign languages were most frequently used were, in order of importance: 'reading letters and telex'; 'travelling abroad'; 'using the phone'; 'writing letters/notes'; 'social chat'. In general, speaking and listening skills were considered to be more useful than writing skills, which were mainly used for correspondence and short notes.

Outside translation was mostly needed with respect to German, French, Spanish, Arabic and Italian, and at least half of the firms in the survey used a local agent for export deals.

Another major finding was the link between company profile and language need. Certain industrial sectors were in greater need of foreign languages than others. Especially the engineering sectors needed foreign languages. The survey results showed a relation between company size and language problems: smaller firms usually faced the most acute language problems. The results also pointed out the importance of a company's export activities to non-English-speaking markets as an indicator of foreign language needs. Many firms in the survey exported little of their total turnover to non-English-speaking countries, mainly because of a languages gap.

The results of this nation-wide study should initiate research into the link between languages and trading performance needs and should encourage comparative studies on a European scale.

11.5 Abstract

Hagen, S. (ed.), *Languages in British Business. An Analysis of current needs*, Newcastle upon Tyne Polytechnic Products Ltd, 1988.

A nation-wide study of foreign languages across 11 regions of England and Scotland in order to analyse the current language needs of British industry. The analyses are followed by examples of company language training programmes which have been set up to meet foreign language needs.

12. Zum bedarf an Fremdsprachenkenntnissen. Statistische Untersuchungen anhand von Stellenanzeigen in italienischen Tageszeitungen [The need of foreign language knowledge. Statistical research by means of an analysis of job advertisements in Italian newspapers]

Country: Italy

Languages under investigation: all foreign languages with special attention to German

12.1 Why and by whom?

The research has been conducted by K-H. Drochner and E. Drochner-Kirchberg of the Goethe-Institut in Rome. The reason for the research was to find out how it is possible for Germany and Italy to have very good cultural and commercial relations - Germany is Italy's most important trading partner with respect to import as well as export - when these two countries have only little knowledge of each other's languages.

12.2 Research questions/goals/objectives

The objectives were to collect information about the need of foreign languages, and especially the need of German, in Italian industry and to find out if the imbalance mentioned under 12.1 was also reflected in the foreign language requirements of Italian firms.

12.3 Design

12.3.1 Sampling

For the purpose of the research 2,678 job advertisements were selected. The advertisements were collected from May until October 1986. All advertisements were analysed with respect to foreign language requirements. The requirements were distinguished in 'necessary foreign language knowledge' and 'desired foreign language knowledge'. These two categories were again divided into four subcategories:

- good knowledge/knowledge of a language being the only foreign language required;
- good knowledge/knowledge of a language as first foreign language;
- good knowledge/knowledge of a language as second foreign language;
- good knowledge/knowledge of a language as third foreign language.

The measure for the importance of a foreign language was the total number of times a foreign language was said to be a 'necessary foreign language'.

The firms responsible for the adds could be divided into three groups:

- Italian firms willing to sell their products in German-speaking countries;
- German, Swiss and Austrian companies having their seat in Italy and trying to deliver products to German-speaking countries;
- companies based in German-speaking countries wanting to employ Italians to improve their sales.

12.3.2 Instruments

The advertisements were selected from three important Italian newspapers: Il Corriere della Sera, La Repubblica and Il Messaggero. Only large advertisements were included in the research.

12.3.3 Procedures of analysis

The data were processed by means of descriptive statistical analysis (percentages). The statistical results have been included in the article together with a list of professions (commercial, technical, administrative professions and company services) for which knowledge of German is required or desired.

12.4 Major findings and use of results

English was mostly frequently required followed, at a certain distance, by German and French. The results showed that especially German-owned firms had problems in finding personnel with German language skills. The jobs for which knowledge of German was required were: sales and marketing jobs; technical jobs; secretarial jobs; service jobs.

The results with respect to the need of foreign languages in industry can be used in the development of school curricula.

12.5 Abstract

Drochner, K-H., Drochner-Kirchberg, E., Zum bedarf an Fremdsprachenkenntnissen. Statistische Untersuchungen anhand von Stellenanzeigen in italienischen Tageszeitungen [The need of foreign language knowledge. Statistical research by means of an analysis of job advertisements in Italian newspapers], in: *Scuola e lingue moderne* 3, 1987, p. 46-58.

Research into the need of foreign languages, especially the need of German, in Italian industry by means of an analysis of job advertisements.

13. Foreign languages in industry and commerce in Northern Ireland: a survey

Country: Northern Ireland

Languages under investigation: all foreign languages

13.1 Why and by whom?

The survey has been carried out by A. Chambers of the University of Ulster. The reason for the survey was the fact that many small firms in Northern Ireland have been criticised for their lack of exporting activities. Although there has been a growing awareness of the importance of exporting, little attention has been paid to the role of foreign language skills in this area. Because of this a survey has been conducted to examine the current situation of Northern Ireland's exporting firms in relation to foreign languages.

13.2 Research questions/goals/objectives

The objectives of the survey were to give an overall view of the current attitudes and needs of exporting firms concerning foreign languages and to provide information on the different situations of companies in this respect in relation to size and industrial sector.

The following research questions had to be answered:

- does your company export to non-English speaking countries?
- do any employees of your company speak the language of the country/countries to which you export?
- how do you rate the importance of understanding and speaking the language of a country to which you export?
- would your company make use of language tuition, translation services or interpreting services, if the university offered them?
- which forms of language tuition would best suit your company?
- how important would the availability of a training grant be in your decision to have language tuition?
- to which countries do you export and in which languages would you like to require tuition?

13.3 Design

13.3.1 Sampling

111 companies known to be engaged in exporting to non-English speaking countries, were asked to cooperate. In all 99 (89%) companies replied, mostly small and medium-sized enterprises. The companies were divided into five sectors: food and drink; engineering; textiles; clothing; other sectors. Most companies in the sample belonged to the engineering and textile sector.

13.3.2 Instruments

The data were collected by means of written questionnaires. The questionnaire was deliberately limited (eight questions) in order to encourage a high response rate.

13.3.3 Procedures of analysis

The research data were processed by means of descriptive statistical analysis. The results have been included in the article.

13.4 Major findings and use of results

A large proportion of the companies in the survey (44%), especially the smaller firms, had no knowledge whatsoever of the languages spoken in the countries to which they exported goods. However, the number of employees with foreign language skills clearly differed per industrial sector. The majority of textile and engineering companies had employees with some knowledge of a relevant foreign language, whereas in the majority of food, drink and clothing companies many employees did not have such skills.

The survey results showed that most of the companies surveyed, especially the larger ones in the engineering and textile sector, were aware of the importance of foreign language for exporters. In order of importance the following foreign languages were needed for exporting activities: the major European languages, in particular German and French and to a lesser extent also Spanish and Italian; the languages of the Middle Eastern countries and the Far East, namely Arabic, Japanese and Chinese; the languages of the Scandinavian countries and Dutch.

A general conclusion was that many Northern Ireland firms did not possess the foreign language skills which one might expect of companies engaged in exporting. Yet the survey also revealed changes in the attitude towards the importance of foreign languages in this field.

The research results are of interest to Northern Ireland companies which are exporting or planning to export to non-English speaking countries. The survey has aimed to provide a basis of further research and development with respect to the role of foreign language skills in exporting activities.

13.5 Abstract

Chambers, A., Foreign languages in industry and commerce in Northern Ireland: a survey, in: *NIMLA (Journal of the Modern Language Association of Northern Ireland) 20/21, 1989, p. 1-11.*

A survey among 111 exporting companies in Northern Ireland in order to examine the current situation of these exporting firms in relation to their foreign language skills.

14. The need of foreign languages proficiency in trade and industry in Finland

Country: Finland

Languages under investigation: all foreign languages

14.1 Why and by whom?

The research has been carried out by J. Methäläinen and S. Takala of the Unit for the Study of Language Learning and Teaching at the University of Jyväskylä. In their research they have been assisted by the Training Committee for Finnish industry, the Ministry of Education and several industrial associations. The research project has been part of a larger research programme on the need of foreign language proficiency in Finland. Other projects concerned the need of foreign language proficiency in municipal administration and state administration, and the need of foreign language proficiency of employees of the city of Helsinki. Two projects are still in progress: research on measurement of foreign language proficiency and language tests; research on the structure of foreign language proficiency and communication skills. The reason for the research programme was the need of reliable and generalizable information to base national language planning on. The programme means to survey the need of foreign language proficiency in many different fields and to develop the methodology used in this type of research.

14.2 Research questions/goals/objectives

The research project in question focused on the following issues:

- the frequency of the use of foreign languages and the potential need of foreign languages;
- the current and oral proficiency according to the self-assessment of the respondents and the actual required proficiency level;
- language use situations and the adequacy of language proficiency in different situations (required proficiency level in detail);
- ways of learning the language and their usefulness;
- advantages of language proficiency; disadvantages of inadequate or lacking language proficiency.

14.3 Design

14.3.1 Sampling

As the research project consisted of two parts, one on industry and the other on trade, two different samples of employees were used. For the part on industry a sample of 3094 white-collar employees was selected. As regards the part on foreign language proficiency in trade, the sample consisted of 3429 employees of which 80% worked within wholesale trade and 20% in department stores. The response rates were 65,3% and 53% respectively.

14.3.2 Instruments

The research data were collected by means of written questionnaires which had to be filled in by the respondents. The questionnaire was made up of 19 questions. Two questions concerned the self-assessment of speaking and writing skills. For this purpose six level descriptions were included. In order to estimate in which language situations respondents needed foreign languages, a list of 23 language situations was added.

14.3.3 Procedures of analysis

The data were processed by means of descriptive statistical analysis. The results have been included in the article.

14.4 Major findings and use of results

The languages most needed by the employees in trade and industry were English, Swedish and German. These languages, and especially English, were also needed much more frequently than other languages. The potential need of language proficiency (a person who would have needed a language at work, if he had had some knowledge of the language in question) was primarily focused on German, Swedish, French and Russian.

The respondents were asked to assess their oral and written language proficiency. The employees in industry stated that for English, Swedish and German the average level corresponded to 'being able to manage simple phone calls and somehow present one's job in a company'. With respect to written language proficiency the average level was described as 'being able to understand a text in one's own field with the help of a dictionary and to write simple instructions, simple personal letters and memoranda'. Two thirds of the employees using the most common foreign languages felt that their language proficiency, mainly their

oral language skills, were inadequate. The survey indicated that language proficiency in industry was quite large as regards the languages needed and the language use situations. The employees whose level of language proficiency was higher than average and who most frequently used foreign languages, were youngish employees in sales/marketing, administration or research and development. These employees were also considered the most important target group for foreign language training, as many of them had a potential need of rarely used languages such as French, Russian, Norwegian and Danish.

Language proficiency in trade varied according to job category and line of activities. In areas where the use of foreign languages was part of the daily routine (management, administration, marketing/purchasing), the language proficiency level was high and adequate. However, some categories of employees, such as department store personnel, required improvement of the general skills in English, Swedish and German in order to raise the service level. In wholesale trade there was a need of German, French and Italian. In this sector about half of the employees using foreign languages thought their language proficiency inadequate compared to two thirds of the employees in industry. Most employees said their oral language skills were much better than their written language skills.

The results will be used in planning national language education.

14.5 Abstract

Mehtäläinen, J., Takala, S., *The need of foreign language proficiency in trade and industry*, Unit for the Study of Language Learning and Teaching, University of Jyväskylä, 1990.

A survey among employees in trade (wholesale trade and department stores) and industry into the need of foreign language proficiency.

15. Innovation of the ELT curriculum and development of learning materials for upper secondary technical / occupational / vocational education in Greece

Country: Greece

Languages under investigation: English

15.1 Why and by whom?

The research project is coordinated by Dr. S. Papaefthymiou - Lytra of the department of English Studies of the University of Athens. The project has

started in 1987 and is still in progress. The reason for the project was the fact that the existing language material concerning ESP/EOP (English for Occupational Purposes) /EVP (English for Vocational Purposes) at high school and vocational school level did not meet students' demands.

15.2 Research questions/goals/objectives

The project focuses on two target groups:

- students, aged 15-18, in technical/occupational upper secondary education;
- students, aged 15-35, of two-year vocational schools.

The project aims at developing students' communicative competence in the four language skills in an integrated way. For this purpose material is being developed for a three-year course for students in upper secondary education and for a two-year course for students of vocational schools. An important aspect in the courses is the combination of English for general purposes and English for special purposes.

15.3 Design

15.3.1 Sampling

Preceding the development of course material, there has been a survey into the need of foreign languages. This survey has been carried out among the following three groups (the exact number of respondents has not been specified):

- students of the target groups mentioned in 2;
- teachers in technical and vocational schools;
- private and state-owned companies employing graduates of technical and vocational schools.

15.3.2 Instruments

The data on foreign language needs were collected by means of written questionnaires. Every group of respondents received a separate questionnaire. The students were questioned about their language needs, motivation and interests. The questionnaire addressed to the teachers focused on classroom conditions, teachers' views of students and their attitudes towards ESP. The content of the questionnaire which was sent to the companies has not been specified.

15.3.3 Procedures of analysis

The procedures of analysis have not been specified.

15.4 Major findings and use of results

The survey results have not yet been published.

The course material resulting from the research project will be used for the teaching of English and ESP to the two groups of students mentioned in 2.

15.5 Abstract

Papaefthymiou - Lytra, Dr. S. (coordinator), *Innovation of the ELT curriculum and development of learning materials for upper secondary technical / occupational / vocational education in Greece*, University of Athens.

Research project on the development of course material for the teaching of English and ESP to students of upper secondary and vocational education. A needs analysis among students, teachers and private and state-owned companies has been part of the project.

16. International Trade and Language Competence

Country: Australia

Languages under investigation: all languages other than English

16.1 Why and by whom?

The research has been carried out by G. Chittick, D. Ingram and J. Stanley of the Institute of Applied Linguistics in Brisbane. The project has been commissioned by the Australian Advisory Council on Languages and Multicultural Education (AACLAME). The reason for the project has been Australia's lack of exporting activities in relation to foreign language skills.

16.2 Research questions/goals/objectives

The major objective of the survey was to establish whether Australian companies actually saw LOTE (Languages Other Than English) skills as relevant to their exporting activities.

16.3 Design

16.3.1 Sampling

The sample of the survey consisted of 2,000 companies selected from Austrade's data base of 6,000 exporters. 1,200 companies were chosen from the manufacturing sector and 800 companies were equally distributed among the sectors mining, rural industries and fishing, and services. In all 451 (23%) of the companies replied. Most of the companies in the sample were small to medium-sized companies, as especially these companies have a lack of exporting facilities. To be precise 90% of the companies in the sample had less than 500 employees, 75% had less than 200 and 50% had less than 50 employees.

16.3.2 Instruments

The data were obtained by means of written questionnaires and telephone surveys which both focused on the elicitation of the attitudes of the business community towards LOTE skills. The main questions in this respect were:

- how often do you or your employees need foreign languages in your job?
- has a lack of foreign language skills among employees in the areas listed negatively affected your company's trading activity?
- when recruiting employees do you take into account their foreign language skills?
- when fixing employees' salaries do you take into account their foreign language skills?

These questions had to be answered for four different categories: management, marketing, personnel department, technical and secretarial personnel.

16.3.3 Procedures of analysis

The survey results were processed by means of descriptive statistical analysis (percentages). Part of the results have been included in the article.

16.4 Major findings and use of results

The survey results indicated that the business community at large had an attitude of indifference towards the need of LOTE. In the job categories 'management', 'marketing' and 'technical personnel' employees occasionally needed foreign languages. Only rarely were language skills taken into account when hiring personnel or fixing employees' salaries. This indifference seemed to be related to the relatively unimportant role of exports in business activities and the limited perception of the impact of the lack of foreign language skills on their activities. Yet as a part of the survey employers had to rank a number of reasons which could inhibit exporting activities. Rather surprisingly, reasons in which LOTE skills played an important part such as 'lack of knowledge of foreign markets' were ranked high. So this led to the conclusion that businessmen did recognize the impact of a lack of language skills on their export, yet at the same time considered knowledge of relevant foreign languages unimportant.

The results can be used as an incentive to the restructuring of language training in private and public institutions in Australia.

16.5 Abstract

Chittick, G., Ingram, D., Stanley, J., *International Trade and Language Competence*, Report to AACLAME. Institute of Applied Linguistics, Brisbane C.A.E., 1989.

Survey on the importance of LOTE (Languages Other Than English) skills in the establishment of the Australian export culture and the extent to which Australian companies regard LOTE skills as an important asset in their exporting facilities.

17. Fremdsprachenbedarf in Handel und Industrie. Eine Untersuchung in Duisburg [Foreign language needs in trade and industry. A survey in Duisburg]

Country: Germany

Languages under investigation: all foreign languages

17.1 Why and by whom?

The research project has been carried out by A. Kocks of the Linguistic Agency of the University of Duisburg. The reason for the project has been the fact that international developments such as the advent of the European market, require

the knowledge of foreign languages besides the so-called 'lingua franca' English. The ability to speak the client's language becomes more and more important in international trade. The survey in question has been carried out in the framework of a project on foreign language needs at the University-GH-Duisburg.

17.2 Research questions/goals/objectives

The aim of the survey is to quantify the actual language needs of trade and industry in Duisburg.

17.3 Design

17.3.1 Sampling

The sample consisted of 77 iron and metal works in the city of Duisburg. The survey was limited to this particular sector, because it was too time- and money-consuming to include all industrial sectors. The reason for choosing the iron and metal industry was its important role in regional as well as national industry. The firms were selected from the address file of the Lower Rhine Chamber of Commerce Duisburg-Wesel-Kleve.

17.3.2 Instruments

The data were collected by means of written questionnaires which consisted of 21 mostly half-open-ended questions. The questionnaire focused on the following issues:

- the actual foreign language needs: the number of languages needed; the type of foreign languages needed in order of importance; the departments where foreign languages were needed;
- language for special versus language for general purposes;
- the use of interpreters and translators;
- the foreign language training of employees;
- background information such as the size of the firm and the number of export activities.

Before the questionnaires were sent, the firms in the sample were contacted by phone. The reason for this was to locate someone inside the firm who could give information about the firm's foreign language needs. In this way the questionnaires could be personally addressed which would have a positive influence

on the response rate. The firms which did not return the questionnaire were again contacted by phone. In all 60 (75,9%) questionnaires were returned.

17.3.3 Procedures of analysis

The data were processed by means of statistical analysis. The analysis comprised two phases. During the first phase the questions were separately analysed; the results of this phase formed the input for the second phase during which the relations between variables and results were further analysed and the overall results were interpreted. All statistical results have been included in the survey.

17.4 Major findings and use of results

75% of the companies in the survey needed foreign languages; English was still the most important foreign language, yet the importance of French and to a lesser extent of Spanish and Dutch should not be underestimated. The greater part of the companies needed three to four foreign languages. There was a constant need of English and French, followed by either Spanish or Dutch and one or more languages to be chosen from Italian, Russian, Portuguese, Spanish and Dutch; the higher the function the more foreign language needs. Foreign languages were mostly used in the case of written texts, followed by situations which required oral communication. Companies emphasized the use of foreign languages for special purposes.

Only very few firms had an in-house translation department. Most firms employed the services of translation agencies or called in the help of subsidiaries abroad. Translation services were most often needed with respect to English, French and German, and to a lesser extent with respect to Italian, Russian and Spanish. A third of the companies envisaged actions in the field of foreign language training.

The results can be used for the development and innovation of foreign language programmes by universities and private language schools. As the survey in question functions as a pilot study, it can be used as a springboard for further research in the field of foreign language needs in industry.

17.5 Abstract

Kocks, A., *Fremdsprachenbedarf in Handel und Industrie. Eine Untersuchung in Duisburg* [Foreign language needs in trade and industry. A survey in Duisburg], L.A.U.D., Duisburg, 1989.

A survey into the actual foreign language needs of the iron and metal industry in Duisburg by means of a questionnaire among 77 firms in this sector.

18. Needs assessment of an ESP programme in a Technological Educational Institution

Country: Greece

Languages under investigation: English

18.1 Why and by whom?

The project is coordinated by M. Papaconstantinou, ESP lecturer and head of the Foreign Language Department of the Technological Educational Institution (TEI) of Kavala. It has been set up in the framework of an ERASMUS Inter-University Programme (ICP). The university of Athens and the Institute for English Language Education of the University of Lancaster are participating in the project. The project consists of two phases. Phase one has been planned from October 1989-June 1991 and phase two from October 1991-June 1993.

The reason for the project was on the one hand the lack of clearly defined objectives for the compulsory foreign language courses at the TEI and on the other hand the need of course books geared to the students' foreign language needs.

18.2 Research questions/goals/objectives

The major objectives are:

- systematic needs analysis;
- identification of primary and secondary foreign language skills;
- specification of objectives for all types of vocational training at the TEI of Kavala;
- standardisation of proficiency levels;
- development of course material.

Together these objectives should contribute to gearing the TEI-Language Programme to students' actual language needs.

18.3 Design

The project comprises two phases. Phase one focuses on the foreign language needs of students of electrical engineering. Phase two deals with the foreign language needs of students of the four other types of vocational training at TEI (mechanical engineering, petroleum engineering, management and economics, and accountancy). Both phases consist of two stages: a) a needs analysis; b) specification of objectives, course design and development of course material.

The first stage of phase one has almost been rounded off. It has been carried out according to the following structure:

- specification of goals;
- delimiting the target population;
- delimiting the parameters of investigation;
- selecting information/instruments;
- developing questionnaires;
- data collection;
- first analysis;
- interpretation of findings;

18.3.1 Sampling

For collecting data on the foreign language needs of students of electrical engineering, four groups of respondents have been questioned: students; subject teachers; language teachers; prospective employers. In our information about the project the number of respondents has not been specified.

18.3.2 Instruments

The data have been collected by means of written questionnaires and structured interviews. The parameters of investigation were:

- the general background of the respondents;
- the language profile;
- the attitudes towards English;
- the perception of students' needs both during and after their graduation;
- the importance of reading skills for study, professional and private activities.

18.3.3 Procedures of analysis

The procedures have not been specified.

18.4 Major findings and use of results

The findings of phase one are not included here, as the report on phase one is still in preparation. The results of phase one will be used for curriculum development and course design.

18.5 Abstract

Papakonstantinou, M., *Needs assessment of an ESP Programme in a Technological Educational Institution*, TEI Kavala, 1990.

A research project into the foreign language needs of students in a Technological Educational Institution (TEI) in order to improve the curriculum and to develop course material which is better geared to students' needs.

19. Language skills in the Tourist Industry in Scotland

Country: Scotland

Languages under investigation: German, French, Spanish, and Italian

19.1 Why and by whom?

The research was carried out by the Scottish Association for Language Teaching (SALT). The reason for the survey was the fact that, because of the advent of the European Market and the Channel Tunnel, Scotland will have to cope with an inevitable influx of visitors whose language is not English. This survey is the first of a series of surveys on linguistic skills in Scotland. The survey was conducted between March and June 1988.

19.2 Research questions/goals/objectives

By means of this survey the Association wanted to find out how a non-English speaking tourist would get on in Scotland.

19.3 Design

19.3.1 Sampling

In order to collect data about the linguistic skills of the Scottish tourist industry, the Association asked a number of German, French, Spanish and Italian nationals living in England to visit tourist centres in Scotland. They had to play the role of non-English speaking tourists on holiday in Scotland. In all 20 locations were selected in which 101 sights and places frequented by tourists (hotels, airports, distilleries, shops, etcetera) were visited.

19.3.2 Instruments

After their visits the 'tourists' had to fill in a small questionnaire concerning the foreign languages skills of the employees at the sights they visited. The questions focused on the kind and the number of foreign languages used, the level of language ability, the attitude towards foreign languages and the documentation and signs available in languages other than English. In addition to these visits the SALT sent a briefing paper to all Scottish Tourist Boards asking for their support of foreign languages. Offices which did not reply were also contacted by phone.

19.3.3 Procedures of analysis

The information collected has been worked out per tourist centre.

19.4 Major findings and use of results

The overall conclusion was that the linguistic abilities of the Scottish Tourist sector were very poor and had to be considerably improved.

The SALT hopes that their survey will help to highlight just how much work still needs to be done to make Scotland a 'land of a hundred thousand welcomes'.

19.5 Abstract

Scottish Association for Language Teaching, *Language skills in the Tourist Industry in Scotland*, 1988.

A survey into the linguistic abilities of the Scottish tourist sector by means of an inventory of the experiences of German, French, Spanish and Italian nationals visiting Scottish tourist sights.

20. Sammenendragsrapport om tyskkunnskaper i norsk næringslev. En analyse om behov og etterspørsel [Summary of a report on German in Norwegian trade and industry. An analysis of supply and demand]

Country: Norway

Languages under investigation: German

20.1 Why and by whom?

German-speaking countries play an important part in Norwegian business transactions. Therefore, knowledge of German is important to Norwegian trade and industry. The survey in question maps the need of personnel with German language skills. It has been carried out by the department of Business German of the østfold polytechnic.

20.2 Research questions/goals/objectives

Goal of the survey was to give an overview of the need of employees with German language knowledge and the kind of companies and jobs in which German language skills are important. The research questions were:

- how many and what kind of companies need employees with German language knowledge?
- what kind of jobs require personnel with German language skills?
- what kind of activities require German language knowledge?
- how difficult is it for companies to hire personnel with German language skills?
- how do they value their employees' knowledge of German?
- what is the extent of the need of employees with German language skills?

20.3 Design

The survey consisted of two parts: an analysis of job advertisements and a written questionnaire among companies which put in these advertisements and asked for personnel with German language knowledge.

20.3.1 Sampling

In 1982 job advertisements were collected in which knowledge of German was required. The selected advertisements had been put in by 258 companies all of which received a written questionnaire. 28% of the companies completed and returned the questionnaire.

20.3.2 Instruments

The questionnaire consisted of questions concerning the characteristics of the company (size, kind of activities), jobs and working activities which require knowledge of German, and problems with respect to the use of German.

20.3.3 Procedures of analysis

The data were processed by means of statistical analysis (percentages).

20.4 Major findings and use of results

The major conclusion was that an increase of trade between Norwegian and German asked for a higher command of German together with a better knowledge of German culture, politics, history and economics.

Although the survey does not explicitly mention how the results will be used, we may presume that they, among other things, will have been used in adjusting language teaching programmes at the polytechnic which carried out the survey.

20.5 Abstract

Kvam, S., Schewe, T. (eds.), *Sammendragsrapport om tysklansker i norsk næringslev. En analyse om behov og etterspørsel* [Summary of a report on German in Norwegian trade and industry. An analysis of supply and demand], Halden, østfold Distriktshøgskole, 1983.

Survey into the need of personnel with German language skills in Norwegian industry by means of an analysis of job advertisements and written questionnaires among companies.

21. La formation aux langues dans l'entreprise [In-company language training]

Country: France

Languages under investigation: English

21.1 Why and by whom?

The survey has been conducted by F. Causse, an assistant teacher of English at IUT in Cachan. The reason for the survey was the fact that, because of the increase in business activities, the importance and the need of foreign languages other than English has become a point of interest to companies.

21.2 Research questions/goals/objectives

The two major research questions were:

- to find out how medium-sized French firms solved the problem of adapting their foreign language training to the growing need of foreign languages;
- to examine what kind of problems these firms were confronted with.

21.3 Design

21.3.1 Sampling

The sample consisted of 100 companies which were selected from the files of the CEGOS, an advisory body in the field of organization and company training. For the greater part the sample of companies consisted of medium-sized and small firms from all over France.

21.3.2 Instruments

The data were obtained by means of questionnaires which were directed to the training managers of the companies in the sample. The questionnaire focused on four issues:

- the need of foreign languages. In this respect a distinction was made into the need of foreign languages in *high-frequent*, *frequent* and *infrequent* contacts;
- the methods of language training. Points of interest were:
the restrictions in the choice of language training;

- the type of institution which is asked to provide language training courses (private language schools, universities, chambers of commerce, etcetera);
- the reasons and criteria for choosing a certain type of institution;
- the way in which language training was organized. Here the questions focused on:
 - the language material used;
 - the criteria for hiring personnel;
 - the time and place of foreign language teaching;
- the evaluation of foreign language training.

21.3.3 Procedures of analysis

The data were processed by means of statistical analysis. Some of the results have been included in the article.

21.4 Major findings and use of results

The majority of the companies with exporting activities had frequent contacts with German, English and American firms. In the category *high-frequent contacts* English was often used and most companies considered their level of English to be sufficient. However, besides English, a knowledge of the following languages was said to be indispensable: German (most important language after English), Italian, Spanish, Portuguese, Russian and Dutch. The other categories showed a similar order of importance with respect to foreign languages, except for the addition of Arabic in the category *frequent contacts*. The language skills which were most frequently needed were listening and speaking.

A small number of companies made use of the services of translators and interpreters. Yet it was remarkable that in most cases their services were required with respect to English and German and not, as would be expected, in connection with the less frequent languages.

One of the questions in the survey concerned the number of companies which would 'reward' the foreign language skills of applicants by means of a wage premium. 35 of the companies in the sample expressed the willingness to pay a wage premium.

With respect to the organization and the methods of language training the following conclusions could be drawn:

- companies distinguished between language needs for personal and professional purposes. However, this did not mean that only in the latter case employees

- could attend foreign language classes. 58% of the companies thought that foreign language training should be open to all personnel, regardless their type of foreign language needs;
- most companies used the services of private language schools or chambers of commerce. The reasons were their flexibility, their client-centered approach and their capability to adapt their programmes to the needs of individual companies;
 - Employees usually attended off-site language courses due to lack of facilities for in-company training. Most foreign language training took place during working hours.

The results can be used for improving and innovating in-company language training programmes.

21.5 Abstract

Causse, F., La formation aux langues dans l'entreprise [In-company language training], in: *Actualité de la Formation Permanente*, 58, May-June 1982, p. 61-70.

Survey into the foreign language needs and the organization of foreign language training in medium-sized French firms by means of written questionnaires among training managers.

22. Vreemde talen in de markt. Onderzoek naar vraag en aanbod in het kader van Horizon Taal, Nationaal Actieprogramma Moderne Vreemde Talen [Foreign Languages: Supply and Demand. Research into supply and demand as part of 'Horizon Taal. National Action programme on Foreign Languages]

Country: The Netherlands

Languages under investigation: all foreign languages

22.1 Why and by whom?

The survey has been carried out by E. Van Hest et al. at the Institute of Applied Linguistics and Methodology at Nijmegen University. It formed the basis for the development of a National Action Programme on Foreign Languages which was commissioned by the Ministry of Education and Science. The reason for such a plan was the concern that as a result of international developments (advent of the European Market and the removal of barriers to trade) the existing foreign

language provisions would no longer meet the growing need of foreign language knowledge. The survey of the demand and supply of foreign languages consisted of the following three parts:

- the provisions for foreign language teaching in the Netherlands;
- the level of foreign language knowledge in the Netherlands;
- the need of foreign languages in the Netherlands.

The third part was divided into foreign language needs on the job market (language needs in industry, public institutions and scientific research), foreign language needs in education and 'other' foreign language needs such as the need of foreign languages on holiday. In this description we will focus on the chapter on foreign language needs in industry.

22.2 Research questions/goals/objectives

The goal of the survey was to provide a detailed description of the demand for and the supply of foreign languages in the Netherlands. The analysis of foreign language needs had a goal of its own. The aim was to update and complement the data on foreign language needs in industry which had been collected in an earlier study (1978) by the Institute of Applied Social Sciences (ITS) in Nijmegen.

22.3 Design

22.3.1 Sampling

The sample consisted of 12 respondents from 11 industrial sectors (one sector provided two respondents). The following sectors were selected: banking, transport, hotel business, tourism, metal/heavy industry, construction, exporting industry/whole sale trade, retail trade, agriculture/fishing industry, service industry and other industrial sectors.

22.3.2 Instruments

The data were collected by means of structured interviews with the various respondents who, preliminary to the interview, received a list of the results of the foreign language research carried out in 1978. Preceding the interviews the respondents were contacted by phone in order to find out if they had a good picture of the foreign language needs of their sector. The interviews dealt with the following aspects:

- the number of companies using foreign languages;
- the number of employees using foreign languages;
- the frequency of foreign language use per company;
- the situations in which foreign languages are used;
- problems in using foreign languages and solutions in this respect;
- the number of companies which requires foreign language knowledge when hiring personnel;
- the number of companies which stimulates the enrolment in foreign language classes;
- the number of companies which uses the services of translators and interpreters.

22.3.3 Procedures of analysis

The results were compared with those of earlier research and were worked out per industrial sector.

22.4 Major findings and use of results

The majority of the respondents concluded that, since the research of 1978, there had been an increase in the use of foreign languages in industry. Especially the use of English, and to a lesser extent the use of German, had considerably grown as a result of the internationalization of industry. The use of French had slightly decreased. Nearly all respondents expected a strong increase of the use of Spanish.

The departments in which foreign languages were most often needed and used were:

- management
- secretarial department
- commercial department
- marketing department
- research department

In all of the investigated sectors there was a strong emphasis on oral skills.

The research results were used in drawing up a National Action Programme on Foreign Languages.

22.5 Abstract

Hest, E. van, Peels, F., Diephuis, R., Oud - de Glas, M., Els, T. van, *Vreemde talen in de markt. Onderzoek naar vraag en aanbod in het kader van Horizon Taal, Nationaal Actieprogramma Moderne Vreemde Talen* [Foreign Languages: Supply and Demand. Research into supply and demand as part of 'Horizon Taal. National Action programme on Foreign Languages], Ministerie van Onderwijs en Wetenschappen, Zoetermeer, maart 1990.

Survey into the demand and supply of foreign language provisions in the Netherlands. The data from an earlier ITS-study (1978) on foreign language needs have been updated by means of structured interviews with informants in key positions in trade and industry.

23. The use of English in commerce in Spain

Country: Spain

Languages under investigation: English

23.1 Why and by whom?

The research has been carried out by the British Chamber of Commerce in Spain. The reason for the survey was the feeling that the examinations in Business English and the teaching thereof by the British Chamber of Commerce were no longer appropriate in the light of the changing needs in the business world.

23.2 Research questions/goals/objectives

The goal of the survey was to take stock of the use of English in many different sectors of Spanish industry.

23.3 Design

23.3.1 Sampling

The sample consisted of 2,000 Spanish enterprises. The response rate was 20%.

23.3.2 Instruments

The data were collected by means of written questionnaires. The questionnaire listed 10 staff categories and 21 English language activities. It was based on a questionnaire which was used in an earlier survey by the London Chamber of Commerce and Industry in 1972.

23.3.3 Procedures of analysis

The data were processed by means of descriptive statistical analysis (percentages). A tabulation of the results has been included in the report.

23.4 Major findings and use of results

Oral and aural skills were important to all categories of personnel, especially to employees in the sales department. Yet the examination and teaching of business English did not sufficiently emphasize the importance of these oral skills such as answering telephone calls. Also the social use of English was often neglected by teachers. The overall conclusion was that teachers were often unaware of the actual foreign language needs in industry. Language teaching should be made more relevant, so that language certificates would be a true reflection of the ability to communicate successfully in English.

The results were used to update and innovate examinations and teaching programmes of business English.

23.5 Abstract

British Chamber of Commerce in Spain, *The use of English in commerce in Spain, in: The non-specialist use of foreign languages in industry and commerce*, London Chamber of Commerce and Industry, London, 1985.

Survey into the use of English in Spanish industry by means of a questionnaire among 2,000 enterprises.

24. Enquête auprès de 50 entreprises dans le secteur de transport [Survey among 50 companies in transport]

Country: France

Languages under investigation: English

24.1 Why and by whom?

In co-operation with AGERCEL (l'Association de Gestion du Réseau des Centres d'Etude des Langues des Chambres de Commerce et d'Industrie) the AFT (Association pour le développement de la Formation professionnelle dans les Transports) has set up a project for the improvement of foreign language knowledge in transport: 'Transpolangues'. In this project provisions have been developed for various categories of personnel with a diversity of language needs. During the preparatory phase a number of projects have been carried out, one of which will be discussed here. With respect to the other projects no information has been received.

24.2 Research questions/goals/objectives

The major research question was to map the level of competence with respect to English and the problems in using English at three function levels in transport: personnel in senior and middle management, and lorry-drivers. Besides this, the motivation for foreign language classes and the possibilities for attending these classes during working hours were aspects of investigation.

24.3 Design

24.3.1 Sampling

The sample consisted of 50 transport undertakings.

24.3.2 Instruments

A description of the instruments and the method of data collection were not included in the documentation available. The summary of results shows that the following subjects were examined:

- what is the present level of foreign language knowledge and in what kind of situations do people experience problems?
- how much time is available for language training and are people willing to follow language courses?

24.3.3 Procedures of analysis

The documentation available presents a verbatim summary of the results only.

24.4 Major findings and use of results

The management's reading skills were reasonable, but the speaking skills, especially on the part of the older employees, were rather poor. The employees showed a willingness to follow refreshment courses: there were demands for an individual approach in design and planning. Employees in middle management had a limited knowledge of English. However, they used the language with a certain ease, be it in an inadequate way. Refreshment courses had to take place outside the company, because the pressure of work was very irregular. The lorry-drivers had little knowledge of foreign languages, yet it was difficult to use their available time (waiting time) for foreign language training.

Together with other research projects, this survey has resulted in a series of foreign language modules. Also with respect to languages other than English such modules have been developed or are in the making.

24.5 Abstract

AFT/AGERCEL, *Cahier des charges langues transport*, worked out according to the decisions of 'la convention Cadre AFT/AGERCEL', June 1988, Paris.

Survey into the need of English in 50 transport undertakings.

Commission of the European Communities

OFFICES IN THE COMMUNITY

BELGIUM

Rue Joseph II 99 – 1040 Bruxelles
Joseph II straat 99 – 1040 Brussel
Tel. (32-2) 235 38 44
Fax (32-2) 235 01 66
Telex 26657 COMINF B

DENMARK

Højbrohus
Østergade 61
Postbox 144
1004 København K
Tel. (45-33) 14 41 40
Fax (45-33) 11 12 03/14 13 92
Telex (055) 16402 COMEUR DK

SPAIN

Madrid

Calle de Serrano, 41, 5.º planta
28001 Madrid
Tel. (34-1) 435 17 00
Fax (34-1) 576 03 87/577 29 23
Telex (052) 46818 OIPE E

Barcelona

Avenida Diagonal, 407 bis
08008 Barcelona
Tel. (34-3) 415 81 77
Fax (34-3) 415 63 11
Telex (34-3) 415 70 44

GERMANY

Bonn

Zitelmannstraße 22
5300 Bonn
Tel. (49-228) 53 00 90
Fax (49-228) 53 00 950/12
Telex (041) 88 66 48 EUROP D

Berlin

Kurfürstendamm 102
1000 Berlin 31
Tel. (49-30) 896 09 30
Fax (49-30) 892 20 59
Telex (041) 18 40 15 EUROP D

München

Erhardtstraße 27
8000 München 2
Tel. (49-89) 202 10 11
Fax (49-89) 202 10 15
Telex (041) 52 18 135

FRANCE

Paris

288, bld Saint-Germain
75007 Paris
Tel. (33-1) 40 63 40 99
Fax (33-1) 45 56 94 17/45 56 94 19
Telex (042) CCEBRF202271F

Marseille

2, rue Henri-Barbusse
13241 Marseille CEDEX 01
Tel. (33) 91 91 46 00
Fax (33) 91 90 98 07
Telex (042) 402 538 EURMA

GREECE

2, Vassilissis Sofias
Case postale 30284
10674 Athina
Tel. (30-1) 724 39 82/3/4
Fax (30-1) 724 46 20
Telex (0601) 21 93 24 ECAT GR

IRELAND

Jean Monnet Centre
39 Molesworth Street
Dublin 2
Tel. (353-1) 71 22 44
Fax (353-1) 71 26 57
Telex (0500) 93827 EUCO EI

ITALY

Roma

Via Poli, 29
00187 Roma
Tel. (39-6) 678 97 22
Fax (39-6) 679 16 58/679 36 52
Telex (043) 610 184 EUROMA I

Milano

Corso Magenta, 59
20123 Milano
Tel. (39-2) 80 15 05/6/7/8
Fax (39-2) 481 85 43
Telex (043) 31 62 00 EURMIL I

LUXEMBOURG

Bâtiment Jean Monnet
Rue Alcide de Gasperi
2920 Luxembourg
Tel. (352) 430 11
Fax (352) 43 01 44 33
Telex 3423/3446/3476 COMEUR LU

THE NETHERLANDS

Korte Vijverberg 5
2513 AB Den Haag
Tel. (31-70) 346 93 26
Fax (31-70) 364 66 19
Telex (044) 31094 EURCO NL

PORTUGAL

Centro Europeu Jean Monnet
Largo Jean Monnet, 1-10.º
1200 Lisboa
Tel. (351-1) 54 11 44
Fax (351-1) 55 43 97
Telex (0404) 18810 COMEUR P

UNITED KINGDOM

London

Jean Monnet House
8 Storey's Gate
London SW1 P3AT
Tel. (44-71) 222 81 22
Fax (44-71) 222 09 00/222 81 20
Telex (051) 23208 EURUK G

Belfast

Windsor House
9/15 Bedford Street
Belfast BT2 7EG
Tel. (44-232) 24 07 08
Fax (44-232) 24 82 41
Telex (051) 74 117 CECBEL G

Cardiff

4 Cathedral Road
Cardiff CF1 9SG
Tel. (44-222) 37 16 31
Fax (44-222) 39 54 89
Telex (051) 49 77 27 EUROPA G

Edinburgh

9 Alva Street
Edinburgh EH2 4PH
Tel. (44-31) 225 20 58
Fax (44-31) 226 41 05
Telex (051) 72 74 20 EUEDING

INFO 92

The Commission of the European Communities database focusing on the objectives of the Single Market

Help Desk Eurobases:

fax : + 32 (2) 236 06 24

phone : + 32 (2) 235 00 03

INFO 92 contains vital information for all those who intend to be ready for 1992. INFO 92 is nothing less than a "single-market scoreboard". It provides a running commentary on the course of Commission proposals as they advance from stage to stage, with each notable development summarized and set into context.

The game is followed right to the end, i.e. up to the transposition of directives into Member States' internal legislation.

Using INFO 92 is simplicity itself.

It can be consulted on-screen by means of a wide range of everyday equipment connected to specialized data relay networks.



Fast transmission, the instant updating facility (several times a day, if necessary) and dialogue procedures requiring no prior training make INFO 92 ideal for the general public as well as business circles and the professions.

The system offers easy access to information by means of suggested menus and a logical presentation, modelled on the structure of the White Paper and the stages of the decision-making process within the institutions.

Inquiries may also be made to the Commission's Information Offices or — for small businesses — the Euro Info Centres now open in all regions of the Community.

DIRECTORY

OF COMMUNITY LEGISLATION IN FORCE

and other acts of the Community institutions

The Community's legal system is of direct concern to the individual citizen as much as to the Member States themselves.

Both lawyers and non-lawyers, then, need to be familiar not just with national law, but also with Community legislation, which is implemented, applied or interpreted by national law and in some cases takes precedence over it.

To make Community legislation more accessible to the public, the Commission of the European Communities publishes a Directory, updated twice a year, covering:

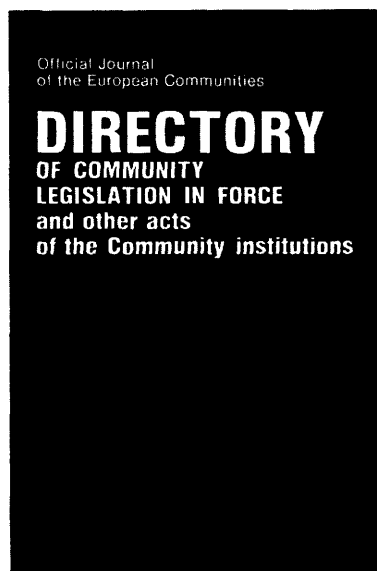
- binding instruments of secondary legislation arising out of the Treaties establishing the three Communities (regulations, decisions, directives, etc...);
- other legislation (internal agreements, etc...);
- agreements between the Communities and non-member countries.

Each entry in the Directory gives the number and title of the instrument, together with a reference to the Official Journal in which it is to be found. Any amending instruments are also indicated, with the appropriate references in each case.

The legislation is classified by subject matter. Instruments classifiable in more than one subject area appear under each of the headings concerned.

The Directory proper (Vol. I) is accompanied by two indexes (Vol. II), one chronological by document number and the other alphabetical by keyword.

The Directory is available in all the official languages of the Communities.



1 006 pp. - ECU 75
ISBN 92-77-64036-7 (Volume I)
ISBN 92-77-64038-3 (Volume I and II)
FX-56-90-001-EN-C

EUROPEAN ECONOMY

European Economy appears four times a year, in March, May, July and November. It contains important reports and communications from the Commission to the Council and to the Parliament on the economic situation and developments, as well as on the borrowing and lending activities of the Community. In addition, European Economy presents reports and studies on problems concerning economic policy.

Two supplements accompany the main periodical:

- Series A - 'Economic trends' appears monthly except in August and describes with the aid of tables and graphs the most recent trends of industrial production, consumer prices, unemployment, the balance of trade, exchange rates, and other indicators. This supplement also presents the Commission staff's macroeconomic forecasts and Commission communications to the Council on economic policy.
- Series B - 'Business and consumer survey results' gives the main results of opinion surveys of industrial chief executives (orders, stocks, production outlook, etc.) and of consumers (economic and financial situation and outlook, etc.) in the Community, and other business cycle indicators. It also appears monthly, with the exception of August.

Unless otherwise indicated the texts are published under the responsibility of the Directorate-General for Economic and Financial Affairs of the Commission of the European Communities, rue de la Loi 200, 1049 Brussels, to which enquiries other than those related to sales and subscriptions should be addressed.

Subscription terms are shown on the back cover and the addresses of the sales offices are shown on page 3 of the cover.



Success in business

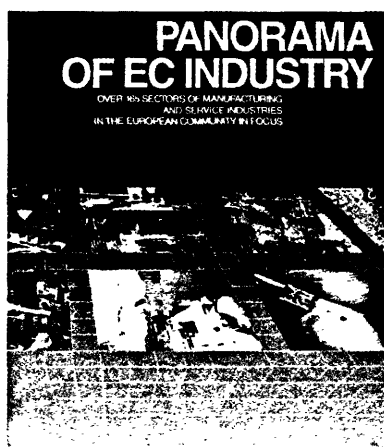
**depends on the decisions you make ...
which depend on the information you receive**

Make sure that your decisions are based on information that is accurate and complete.

In a period of rapid adjustment, with national economies merging into a single European economy under the impetus of 1992, reliable information on the performance of specialized industry sectors is essential to suppliers, customers, bankers and policymakers.

Small and medium-sized enterprises in particular need easy access to information.

The market must be defined, measured and recorded. Information is needed on production capacities, bottlenecks, future developments, etc.



Panorama of EC industry

Over 165 sectors of manufacturing and service industries in the European Community in focus

1130 pp. * ECU 38 * ISBN 92-825-9924-8 * CO-55-89-754-EN-C

The single financial market, Dominique SERVAIS

53 pp. • ECU 6 • ISBN 92-825-8572-7 • CB-PP-88-C03-EN-C

Audiovisual production in the single market, Matteo MAGGIORE

206 pp. • ECU 10.50 • ISBN 92-826-0268-0 • CB-58-90-481-EN-C

The creation of the internal market in insurance, Bill POOL

126 pp. • ECU 10.50 • ISBN 92-826-0246-X • CB-58-90-336-EN-C

From EMS to monetary union, Jean-Victor LOUIS

65 pp. • ECU 8.25 • ISBN 92-826-0067-X • CB-58-90-231-EN-C

**Telecommunications in Europe, Herbert UNGERER with the collaboration of
Nicholas P. COSTELLO • Revised edition, 1990**

257 pp. • ECU 10 • ISBN 92-826-1640-1 • CM-59-90-346-EN-C

**The Community legal order, Jean-Victor LOUIS
Second, completely revised edition**

200 pp. • ECU 10.50 • ISBN 92-826-1665-7 • CB-56-89-392-EN-C

European Economy – No 35 – The economics of 1992

222 pp. • ECU 16 • ISSN 0379-0991 • CB-AR-88-035-EN-C

**European Economy – No 40 – Horizontal mergers and competition
policy in the European Community**

98 pp. • ECU 16 • ISSN 0379-0991 • CB-AR-89-040-EN-C

**European Economy – No 43 – Economic transformation in
Hungary and Poland**

218 pp. • ECU 18 • ISSN 0379-0991 • CB-AR-89-043-EN-C

**European Economy – No 44 – One market, one money –
An evaluation of the potential benefits and costs of forming an
economic and monetary union**

351 pp. • ECU 18 • ISSN 0379-0991 • CB-AR-90-044-EN-C

European Economy – No 45 – Stabilization, liberalization and devolution – Assessment of the economic situation and reform process in the Soviet Union

191 pp. • ECU 18 • ISSN 0379-0991 • CB-AR-90-045-EN-C

European Economy – No 47 – Developments on the labour market in the Community – Results of a survey covering employers and employees

Quest – A macroeconomic model for the countries of the European Community as part of the world economy

239 pp. • ECU 20 • ISSN 0379-0991 • CM-AR-91-047-EN-C

**European Economy – Social Europe (Special edition 1990)
The impact of the internal market by industrial sector: the challenge for the Member States**

340 pp. • ECU 18 • ISBN 92-826-1818-8 • CM-59-90-887-EN-C

Europe in figures – 1989/90 Edition

64 pp. • ECU 6 • ISBN 92-825-9457-2 • CA-54-88-158-EN-C

Employment in Europe – 1990

172 pp. • ECU 11.25 • ISBN 92-826-1517-0 • CE-58-90-877-EN-C

Common standards for enterprises, Florence NICOLAS with the cooperation of Jacques REPUSSARD
79 pp. • ECU 9 • ISBN 92-825-8554-9 • CB-PP-88-A01-EN-C

A guide to working in a Europe without frontiers, Jean-Claude SECHÉ
253 pp. • ECU 18.50 • ISBN 92-825-8067-9 • CB-PP-88-004-EN-C

Freedom of movement in the Community – Entry and residence, Jean-Claude SECHÉ
69 pp. • ECU 7.50 • ISBN 92-825-8660-X • CB-PP-88-B04-EN-C

Guide to the Reform of the Community's structural funds
104 pp. • ECU 11.25 • ISBN 92-826-0029-7 • CB-56-89-223-EN-C

The European Communities in the international order, Jean GROUX and Philippe MANIN
163 pp. • ECU 5.25 • ISBN 92-825-5137-7 • CB-40-84-206-EN-C

Money, economic policy and Europe, Tommaso PADOA-SCHIOPPA
215 pp. • ECU 8.95 • ISBN 92-825-4410-9 • CB-40-84-286-EN-C

The rights of working women in the European Community, Eve C. LANDAU
244 pp. • ECU 5.25 • ISBN 92-825-5341-8 • CB-43-85-741-EN-C

Lawyers in the European Community
293 pp. • ECU 15.48 • ISBN 92-825-6978-0 • CB-48-87-290-EN-C

Transport and European integration, Carlo degli ABBATI
229 pp. • ECU 15.48 • ISBN 92-825-6199-2 • CB-45-86-806-EN-C

-
- Thirty years of Community law**, various authors
498 pp. * ECU 15 * ISBN 92-825-2652-6 * CB-32-81-681-EN-C
- European Economy (no 36) – Creation of a European financial area – Liberalization of capital movements and financial integration in the Community**
212 pp. * ECU 16 * ISSN 0379-0991 * CB-AR-88-036-EN-C
- Social Europe (special edition) – The social dimension of the internal market**
115 pp. * ECU 4.20 * ISBN 92-825-8256-6 * CB-PP-88-005-EN-C
- Energy in Europe (special issue) – The internal energy market**
59 pp. * ECU 12.70 * ISBN 92-825-8507-7 * CB-PP-88-010-EN-C
- Energy in Europe (special issue) – Major themes in energy**
62 pp. * ECU 12.70 * ISBN 92-826-0724-0 * CB-BI-89-004-EN-C
- The Community budget: The facts in figures – 1989 Edition**
103 pp. * ECU 10 * ISBN 92-825-9716-4 * CB-55-89-576-EN-C
- Community public finance – The European budget after the 1988 reform**
116 pp. * ECU 10.50 * ISBN 92-825-9830-6 * CB-55-89-625-EN-C
- Individual choice and higher growth – The aim of consumer policy in the single market**
Eamonn LAWLOR * Second edition
72 pp. * ECU 8 * ISBN 92-826-0087-4 * CB-56-89-869-EN-C
- 1992: The European social dimension**, Patrick VENTURINI
119 pp. * ECU 9.75 * ISBN 92-825-8703-7 * CB-PP-88-B05-EN-C
- The European Monetary System – Origins, operation and outlook**
Jacques van YPERSELE with the cooperation of Jean-Claude KOEUNE * New edition (*in preparation*)
- 1992 and beyond**, John PALMER
95 pp. * ECU 8 * ISBN 92-826-0088-2 * CB-56-89-861-EN-C
- Research on the 'cost of non-Europe' – Basic findings**
Volume 1 – **Basic studies: Executive summaries**
578 pp. * ECU 53.25 * ISBN 92-825-8605-7 * CB-PP-88-B14-EN-C
- Volume 2 – **Studies on the economics of integration**
652 pp. * ECU 57 * ISBN 92-825-8616-2 * CB-PP-88-C14-EN-C
- Volume 3 – **The completion of the internal market:**
A survey of European industry's perception of the likely effects
309 pp. * ECU 25.50 * ISBN 92-825-8610-3 * CB-PP-88-D14-EN-C
- Volume 4 – **The 'cost of non-Europe'**
Border-related controls and administrative formalities
An illustration in the road haulage sector
280 pp. * ECU 22.50 * ISBN 92-825-8618-9 * CB-PP-88-E14-EN-C
- Volume 5 (parts A + B)
The 'cost of non-Europe' in public sector procurement
Part A: 552 pp. * ISBN 92-825-8646-4 * CB-P1-88-F14-EN-C
Part B: 278 pp. * ISBN 92-825-8647-2 * CB-P2-88-F14-EN-C
Part A + Part B: ECU 120 * ISBN 92-825-8648-0
- Volume 6 – **Technical barriers in the EC: An illustration by six industries**
The 'cost of non-Europe': some case studies on technical barriers
242 pp. * ECU 21 * ISBN 92-825-8649-9 * CB-PP-88-G14-EN-C
- Volume 7 – **The 'cost of non-Europe': Obstacles to transborder business activity**
154 pp. * ECU 12.75 * ISBN 92-825-8638-3 * CB-PP-88-H14-EN-C
- Volume 8 – **The 'cost of non-Europe' for business services**
140 pp. * ECU 13.50 * ISBN 92-825-8637-5 * CB-PP-88-I14-EN-C
- Volume 9 – **The 'cost of non-Europe' in financial services**
494 pp. * ECU 120 * ISBN 92-825-8636-7 * CB-PP-88-J14-EN-C
- Volume 10 – **The benefits of completing the internal market for telecommunication – services – equipment in the Community**
197 pp. * ECU 17.25 * ISBN 92-825-8650-2 * CB-PP-88-K14-EN-C
- Volume 11 – **The EC 92 automobile sector**
350 pp. * ECU 27.75 * ISBN 92-825-8619-7 * CB-PP-88-L14-EN-C
-

Volume 12 (Parts A + B)

The 'cost of non-Europe' in the foodstuffs industry

Part A: 424 pp. * ISBN 92-825-8642-1 * CB-P1-88-M14-EN-C

Part B: 328 pp. * ISBN 92-825-8643-X * CB-P2-88-M14-EN-C

Part A + Part B: ECU 120 * ISBN 92-825-8644-8

Volume 13 – «Le coût de la non-Europe» des produits de construction

168 pp. * ECU 14.25 * ISBN 92-825-8631-6 * CB-PP-88-N14-FR-C

Volume 14 – 'The cost of non-Europe' in the textile-clothing industry

256 pp. * ECU 21.75 * ISBN 92-825-8641-3 * CB-PP-88-O14-EN-C

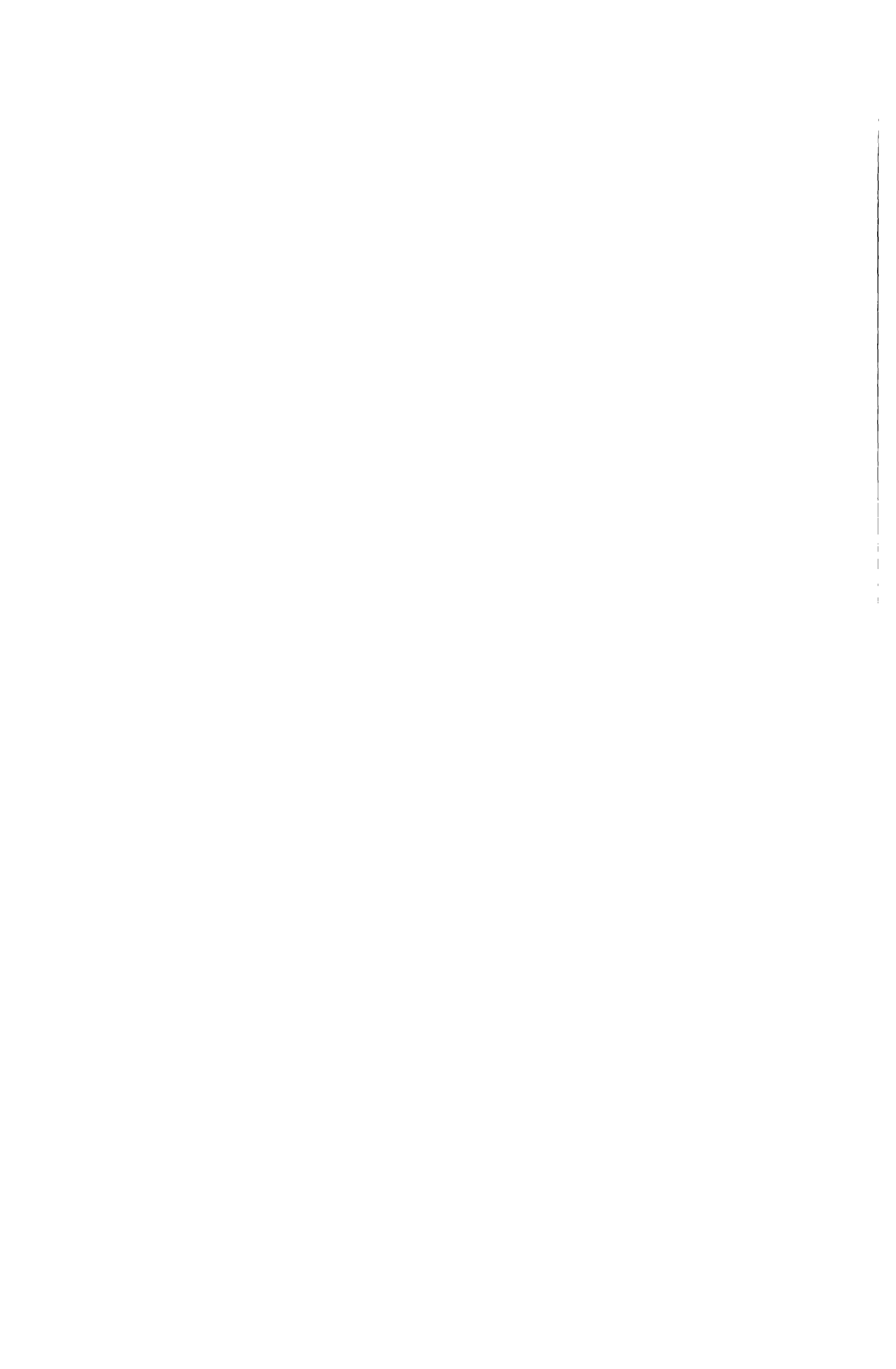
Volume 15 – 'The cost of non-Europe' in the pharmaceutical industry

182 pp. * ECU 13.50 * ISBN 92-825-8632-4 * CB-PP-88-P14-EN-C

Volume 16 – The internal markets of North America – Fragmentation and integration in the US and Canada

176 pp. * ECU 13.50 * ISBN 92-825-8630-8 * CB-PP-88-Q14-EN-C

Special price for the complete series: ECU 360



A survey of the techniques used in the diagnosis and analysis of foreign language needs in trade and industry

Document

Luxembourg: Office for Official Publications of the European Communities

1991 — V, 98 pp. — 21.0 x 29.7 cm

ISBN 92-826-2802-7

Catalogue number: CY-70-91-984-EN-C

Price (excluding VAT) in Luxembourg: ECU 12

**Venta y suscripciones • Salg og abonnement • Verkauf und Abonnement • Πωλήσεις και συνδρομές
Sales and subscriptions • Vente et abonnements • Vendita e abbonamenti
Verkoop en abonnementen • Venda e assinaturas**

BELGIQUE / BELGIË

Montleur belge / Belgisch Staatsblad
Rue de Louvain 42 / Leuvenseweg 42
1000 Bruxelles / 1000 Brussel
Tél. (02) 512 00 26
Fax 511 01 84
CCP / Postrekening 000-2005502-27

Autres distributeurs / Overige verkooppunten

Librairie européenne/ Europese Boekhandel
Avenue Albert Jonnart 50 /
Albert Jonnartlaan 50
1200 Bruxelles / 1200 Brussel
Tél. (02) 734 02 61
Fax 735 08 60

Jean De Lanoy
Avenue du Roi 202 / Koningslaan 202
1060 Bruxelles / 1060 Brussel
Tél. (02) 538 51 66
Télex 53220 UNIBOOK B
Fax (02) 538 08 41

CREDOC
Rue de la Montagne 34 / Bergstraat 34
Bte 11./ Bus 11
1000 Bruxelles / 1000 Brussel

DANMARK

J. H. Schultz Information A/S
EF-Publikationer
Ottlaval 16
2500 Valby
Tlf. 36 44 22 66
Fax 36 44 01 41
Girokonto 6 00 08 86

BR DEUTSCHLAND

Bundesanzeiger Verlag
Breite Straße
Postfach 10 80 06
5000 Köln
Tel. (02 21) 20 29-0
Telex ANZEIGER BONN 8 882 595
Fax 20 29 278

GREECE

G.C. Eleftheroudakis SA
International Bookstore
Nifis Street 4
10563 Athens
Tel. (01) 322 83 23
Telex 219410 ELEF
Fax 323 98 21

ESPAÑA

Boletín Oficial del Estado
Trafalgar, 27
28010 Madrid
Tel. (91) 44 82 135

Mundi-Pressa Libros, S.A.
Castelló, 37
28001 Madrid
Tel. (91) 431 33 99 (Libros)
431 32 22 (Suscripciones)
435 36 37 (Dirección)

Télex 40370-APLLE
Fax (91) 575 39 98

Sucursal:
Librería Internacional AEDOS
Consejo de Ciento, 391
08009 Barcelona
Tel. (93) 301 86 15
Fax (93) 317 01 41

Librería de la Generalitat de Catalunya
Rambles dels Estudis, 118 (Palau Moja)
08002 Barcelona
Tel. (93) 302 68 35
302 64 62
Fax (93) 302 12 99

FRANCE

Journal officiel
Service des publications
des Communautés européennes
26, rue Desaix
75727 Paris Cedex 15
Tél. (1) 40 58 75 00
Fax (1) 40 58 75 74

IRELAND

Government Publications
Sales Office
Sun Alliance House
Molesworth Street
Dublin 2
Tel. (1) 71 03 09

or by post
Government Stationery Office
EEC Section
6th floor
Bishop Street
Dublin 6
Tel. (1) 78 16 66
Fax (1) 78 06 45

ITALIA

Licoosa Spa
Via Benedetto Fortini, 120/10
Casella postale 552
50125 Firenze
Tel. (055) 64 54 15
Fax 84 12 57
Telex 570486 LICOSA I
CCP 343 509

Subagenti:
Libreria scientifica
Luoto de Blasio - AEOU
Via Nervigili, 16
20123 Milano
Tel. (02) 80 76 79

Herder Editrice e Libreria
Piazza Montecitorio, 117-120
00186 Roma
Tel. (06) 679 46 26/679 53 04

Libreria giuridica
Via XII Ottobre, 172/R
16121 Genova
Tel. (010) 59 58 93

GRAND-DUCHÉ DE LUXEMBOURG

Messagerie Paul Kraus
11, rue Christophe Plantin
2359 Luxembourg
Tél. 499 68 88
Télex 2515
Fax 499 89 84 44
CCP 49242-63

NEDERLAND

SDU Overheidsinformatie
Esterne Fondsen
Postbus 20014
2500 EA 's-Gravenhage
Tel. (070) 37 89 911
Fax (070) 34 75 778

PORTUGAL

Imprensa Nacional
Casa da Moeda, EP
Rua D. Francisco Manuel de Melo, 5
1092 Lisboa Codex
Tel. (01) 69 34 14

Distribuidora de Livros
Bertrand, Lda.
Grupo Bertrand, SA
Rua das Terras dos Vales, 4-A
Apartado 37
2700 Amadora Codex
Tel. (01) 49 59 050
Telex 15798 BERDIS
Fax 49 60 255

UNITED KINGDOM

HMSO Books (PC 18)
HMSO Publications Centre
51 Nine Elms Lane
London SW8 5DR
Tel. (071) 873 2000
Fax GP3 873 8483
Telex 29 71 138

ÖSTERREICH

Manz'sche Verlags- und Universitätsbuchhandlung
Kohlmarkt 16
1014 Wien
Tel. (0222) 531 61-0
Telex 11 25 00 BOX A
Fax (0222) 531 61-81

SUOMI

Akateminen Kirjakauppa
Keiskatu 1
PO Box 128
00101 Helsinki
Tel. (0) 121 41
Fax (0) 121 44 41

NORGE

Narvesen Information center
Bertrand Narvesens vei 2
PO Box 6125 Etterstad
0602 Oslo 6
Tel. (2) 57 33 00
Telex 79688 NIC N
Fax (2) 68 19 01

SVERIGE

BTJ
Box 200
22100 Lund
Tel. (046) 18 00 00
Fax (046) 18 01 25

SCHWEIZ / SUISSE / SVIZZERA

OSEC
Stempfenbachstraße 65
8035 Zürich
Tel. (01) 365 54 49
Fax (01) 365 54 11

CESKOSLOVENSKO

NIS
Havelkova 22
13000 Praha 3
Tel. (02) 235 84 46
Fax 42-2-284775

MAGYARORSZÁG

Agrolinform
Budapest I. Klr.
Attila út 93
1012 Budapest
Tel. (1) 56 82 11
Telex (22) 4717 AGINF H-61

POLAND

Business Foundation
ul. Krucza 38/42
00-512 Warszawa
Tel. (22) 21 99 93, 626-28-82
International Fax&Phone
(0-39) 12-00-77

YUGOSLAVIA

Privredni Vjesnik
Bulevar Lenjina 171/XIV
11070 Beograd
Tel. (11) 123 23 40

CYPRUS

Cyprus Chamber of Commerce and Industry
Chamber Building
38 Grivas Driganis Ave
3 Delligiorgis Street
PO Box 1455
Nicolaia
Tel. (2) 449500/462312
Fax (2) 458630

TÜRKİYE

Free Gazette Kitap Dergi
Pazarlama Dajitım Ticaret ve sanayi AŞ
Naribahçe Sokak N. 15
İstanbul-Çağaloğlu
Tel. (1) 520 92 96 - 528 55 66
Fax 520 64 57
Telex 23822 DSVO-TR

**AUTRES PAYS
OTHER COUNTRIES
ANDERE LÄNDER**

Office des publications officielles des Communautés européennes
2, rue Mercier
2985 Luxembourg
Tél. 49 92 81
Télex PUBOF LU 1324 b
Fax 48 85 73
CC bancaire BIL 8-109/6003/700

CANADA

Renouf Publishing Co. Ltd
Mail orders — Head Office:
1284 Algoma Road
Ottawa, Ontario K1B 3W8
Tel. (613) 741 43 93
Fax (613) 741 54 39
Telex 0534783

Ottawa Store:
61 Sparks Street
Tel. (613) 238 89 85

Toronto Store:
211 Yonge Street
Tel. (416) 363 31 71

UNITED STATES OF AMERICA

UNIPUB
4611-F Assembly Drive
Lanham, MD 20706-4391
Tel. Toll Free (800) 274 4888
Fax (301) 459 0056

AUSTRALIA

Hunter Publications
58A Gipps Street
Collingwood
Victoria 3068

JAPAN

Kinokuniya Company Ltd
17-7 Shinjuku 3-Chome
Shinjuku-ku
Tokyo 160-91
Tel. (03) 3439-0121

Journal Department
PO Box 55 Chitose
Tokyo 156
Tel. (03) 3439-0124

Price (excluding VAT) in Luxembourg: ECU 12

ISBN 92-826-2802-7



OFFICE FOR OFFICIAL PUBLICATIONS
OF THE EUROPEAN COMMUNITIES

L-2985 Luxembourg

