

DOCUMENT RESUME

ED 102 865

FL 006 728

AUTHOR Freudenstein, Reinhold
TITLE Teaching and Learning Foreign Languages in Industry.
PUB DATE 73
NOTE 23p.
EDRS PRICE MF-\$0.76 HC-\$1.58 PLUS POSTAGE
DESCRIPTORS *Audiovisual Aids; Educational Objectives; Individualized Instruction; Industrial Education; Industrial Training; *Instructional Media; *Language Instruction; *Languages for Special Purposes; Modern Languages; On the Job Training; Second Language Learning; Teaching Methods
IDENTIFIERS Federal Republic of Germany

ABSTRACT

This is a report on the work of the ERFA-industry, an informal association in the Federal Republic of Germany for the exchange of information on language laboratory teaching in commerce and industry. Learning conditions in schools are contrasted to those in industrial courses, as are learning objectives and teaching materials and methods. The use of progressive methods and ideas, especially operational objectives and full integration of various media, seem to give industrial courses an advantage over traditional courses. Therefore the work of ERFA holds implications for language teaching outside the industrial field. Perspectives for the future include the teaching of immigrants, individualized instruction, and language courses that answer the need for furthering one's general education. (AM)

Teaching and Learning Foreign Languages in Industry

A Report from Europe

THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY.

The development of media-supported foreign-language teaching in all areas of education began in Europe around the middle of the 1960s. The language laboratory gave material evidence of this didactic-methodic reorientation. At first it was used simply as an addition to conventional courses with traditional goals. The mere application of technical media without simultaneous influence on the curriculum could not, however, - as in the United States - produce convincing improvements in learning effect. Thus it was necessary to develop a new concept of foreign-language didactics; since about 1970 two main teaching principles have been characteristic for the change in learning and teaching foreign languages:

1. A prerequisite for the use of media are exact teaching objectives. Courses oriented on such teaching objectives replace those with general cultural goals. The most important objective for beginners in a foreign language is the transmission of communicative skills and capabilities.
2. Media must be fully integrated in the curriculum if they are to be effective. Only a multi-media-approach can guarantee the optimum utility of each individual medium. Not only auditory but also visual elements are of importance for the teaching and learning process.

A group from whom one would normally not expect particular promotion of foreign language teaching, the "Erfahrungsaustauschring Sprachlabor Wirtschaft" (an informal association for the exchange of information on language laboratory teaching in commerce and industry) has been active in the development, distribution and use of this new conception: ERFA-industry.

A Short History of ERFA-industry

In 1964 the Volkswagenwerk-Foundation began broad promotional activity for the support and development of educational technology in the Federal Republic of Germany, specifically in the fields of programmed learning, television instruction and foreign-language teaching. One of the promotional measures in the area of foreign languages was the installation of the "Erfahrungsaustauschring,

ED102865

FL006728

Sprachlabor". Its task was to provide those schools and institutions, which were working with a language laboratory or were planning on buying one, with the necessary information. The purchases of language laboratories were not to be dependent upon the advertising of the producers of language laboratories. Aside from this, it was necessary to provide pedagogical guidance in this new sector of instruction.

As the numbers of language laboratories in the Federal Republic of Germany grew, it became necessary to specialize the work of the "Erfahrungsaustauschring Sprachlabor" according to its target groups. One group, whose interest and activity had aroused considerable notice, was made up of representatives of industry and commerce. Many concerns offer foreign-language courses with the help of media as a part of their training and educational programs, as the foreign-language instruction in the schools does not meet the needs of industry, and as the economic relations of large industrial concerns prescribe knowledge of foreign languages.

When in 1972 the financial support through the Volkswagenwerk-Foundation ended, ERFA-industry was an informal but respected and well-known institution, that was capable of financing its work independently.

Members and Working Program

The leading industrial concerns in the Federal Republic of Germany as well as firms from several other countries of the European Community, in so far as they offer foreign-language instruction, are members of ERFA-industry. The members are among themselves heterogeneous. Most of them represent the chemical industry, the metal processing industry, the computer industry, the electrical industry or the medical industry, but the air transport industry the automobile industry, the cigarette manufacturers and oil companies are also represented. The individual branches of industry are presented in various forms; the chemical industry, for example, is represented not only by the big concerns engaged in the production of basic materials, but also by detergent, film and tape producers.

The directors and teachers on the foreign-language centers of these firms hold a 2-day meeting twice a year. The structure of the program of these meetings make the objectives of ERFA-industry quite clear:

1. Each meeting begins with the main lecture, held by a prominent scholar in the field of the language sciences. A sample of the subjects in the last few years:

The importance of error analysis in the learning of foreign languages for adults.

The function of pictures and films in foreign-language instruction for beginners.

The rôle of the cognitive element in foreign-language learning.

Aspects of the psychology of learning in foreign-language teaching within the framework of adult education.

These lectures are held in the attempt to create a direct contact between research and theory on the one hand and teaching practices in the industrial concerns on the other hand. Through the mediation of ERFA-industry it is possible to reduce the time interval between the development of scientific data and their practical application.

2. At each meeting language teachers from the various fields of industry report on their experience in their own work. In this manner information on teaching methods, test procedures, program development and teaching objectives becomes immediately available. Most of these summary accounts are concerned with the possibilities of application of technical media.
3. The "question period" gives the opportunity for an exchange of opinions on all problems concerning foreign-language instruction in industry. The questions are made known before the meeting; problems which arise during the meeting, however, give occasion to spontaneous discussions. In this framework financial and legal problems regarding foreign-language instruction in industry, are discussed as well as didactic-methodic problems.

The executive affairs of ERFA-industry are conducted by the Foreign Language Research Information Center, D-355 Marburg/Lahn, Liebigstrasse 37 (Informationszentrum für Fremdsprachenforschung - IFS - der Philipps-Universität Marburg).

Achievements

The accomplishments in the teaching and learning of foreign languages in industrial concerns are not the product of isolated developments

in individual firms. The foreign-language divisions of many firms can, however, legitimately claim to have been among the first to have practiced foreign language teaching and learning in the context of the media. Their experience has had an influence on the development of foreign-language teaching in schools and universities as well as on the development of textbooks.

Industrial concerns have many advantages over state schools and institutions:

- a) They are financially relatively independent and less restricted than schools. If a firm needs a film course that costs \$ 7,500, it will probably buy it. Schools have to file requests for the necessary funds from ministries and local authorities, and the processing of these requests requires a long time. Larger purchases are completely impossible within a short period. Only 5 to 7 of 100 schools in the Federal Republic of Germany have a language laboratory in 1974, whereas up to 8 out of 10 industrial concerns have one.
- b) Industrial concerns are compelled to function economically and rationally. All purchases and equipment are examined and judged on the basis of a cost-and-effect calculation. For state schools such considerations play only a secondary role. Even today the purchase of a language laboratory may only be a question of prestige. The language laboratory in many schools stands empty in the morning for 4 to 5 out of 6 hours; in the afternoon it is usually not used at all. In industrial concerns the language laboratories are in use 40 hours a week or more. Industry purchases only that which it can use to the utmost advantage.
- c) Teachers in industrial firms usually work more intensively and are more willing to seek further training than teachers in the schools, who are civil servants. A foreign-language teacher in the school sector does not need (theoretically) to take a single in-service training course after his examination; no one can compel him to read magazines or books on his subject. Teachers in industrial firms are often paid according to their performance. If they do not measure up to expectations, they will be dismissed. They are in a competitive situation: another person could take their place at any time, and for this reason they attempt to do their best.
- d) Language learners in industrial concerns are highly motivated.

If an adult decides to learn a foreign language, he must have good reasons for it, and he will normally try to attain his goal under all circumstances. Students in school learn foreign languages for the most part because they must and because English, French or Russian is a part of the curriculum. Teachers in industrial concerns do not have to concern themselves with disciplinary difficulties and thus can concentrate on their teaching.

- e) Foreign-language courses in business reach their goal in a short period of time. Students in school know they will have at least 4, often 6, usually 9 years of foreign language instruction. Training courses in commercial firms take 4, 6 or 12 weeks, a semester or, at the most, a year. Longer courses are subdivided into short-term sections with specific goals. This has a positive effect on the learning attitudes of the participants and allows the teachers to structure his course clearly and efficiently.
- f) Foreign-language courses in industry lead to well-defined goals that are known to the learner. With the help of objective testing methods it is possible to ascertain whether or not a goal has been reached. A student in school can easily find himself having to repeat a complete year of a foreign language in spite of good marks in French because he failed two or three other subjects and for that reason could not continue with his class. Subjective - at best semi-objective - criteria are up to this day the basis for the evaluation of abilities in school.

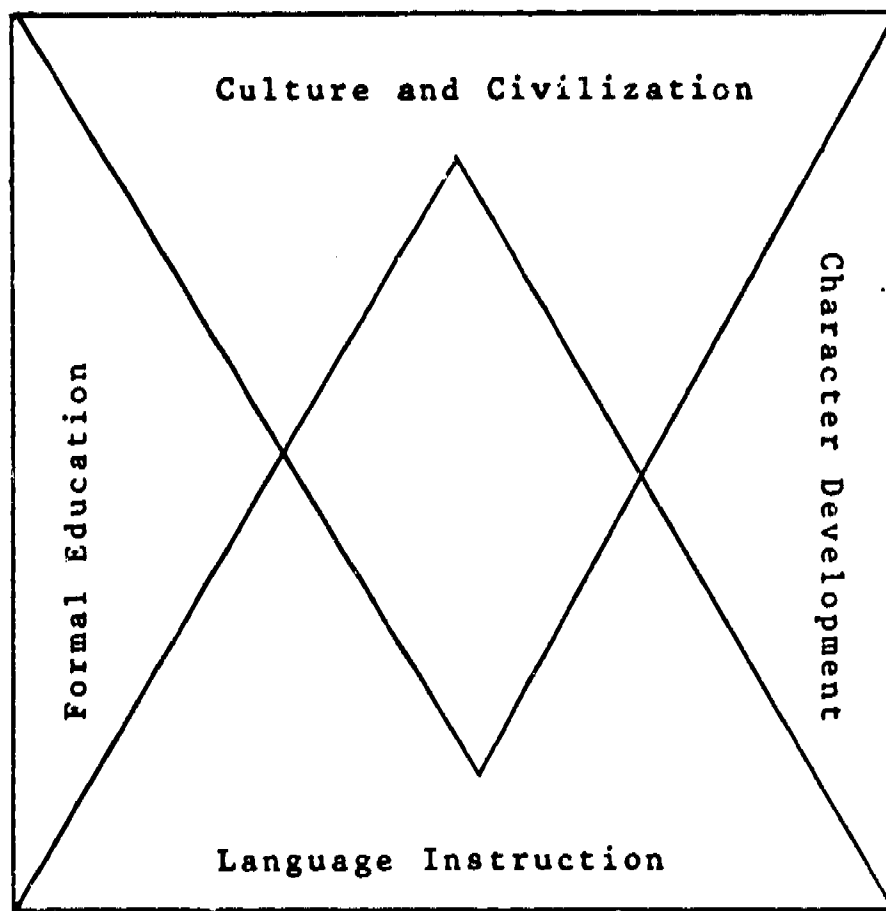
The favorable conditions in industrial concerns in comparison to schools have contributed greatly to achievements that could not have been attained in the conventional structure of the school alone. In other words: industrial firms have helped to point out future possibilities in the teaching and learning of foreign languages. The results achieved and the experience made in foreign-language instruction outside the schools are now effecting changes in the public school system. This is particularly true for the determination of learning goals.

Learning Goals

Foreign-language instruction in school is characterized by aims which cannot be operationalized. Aside from language skills, foreign-language teaching in school must take into consideration:

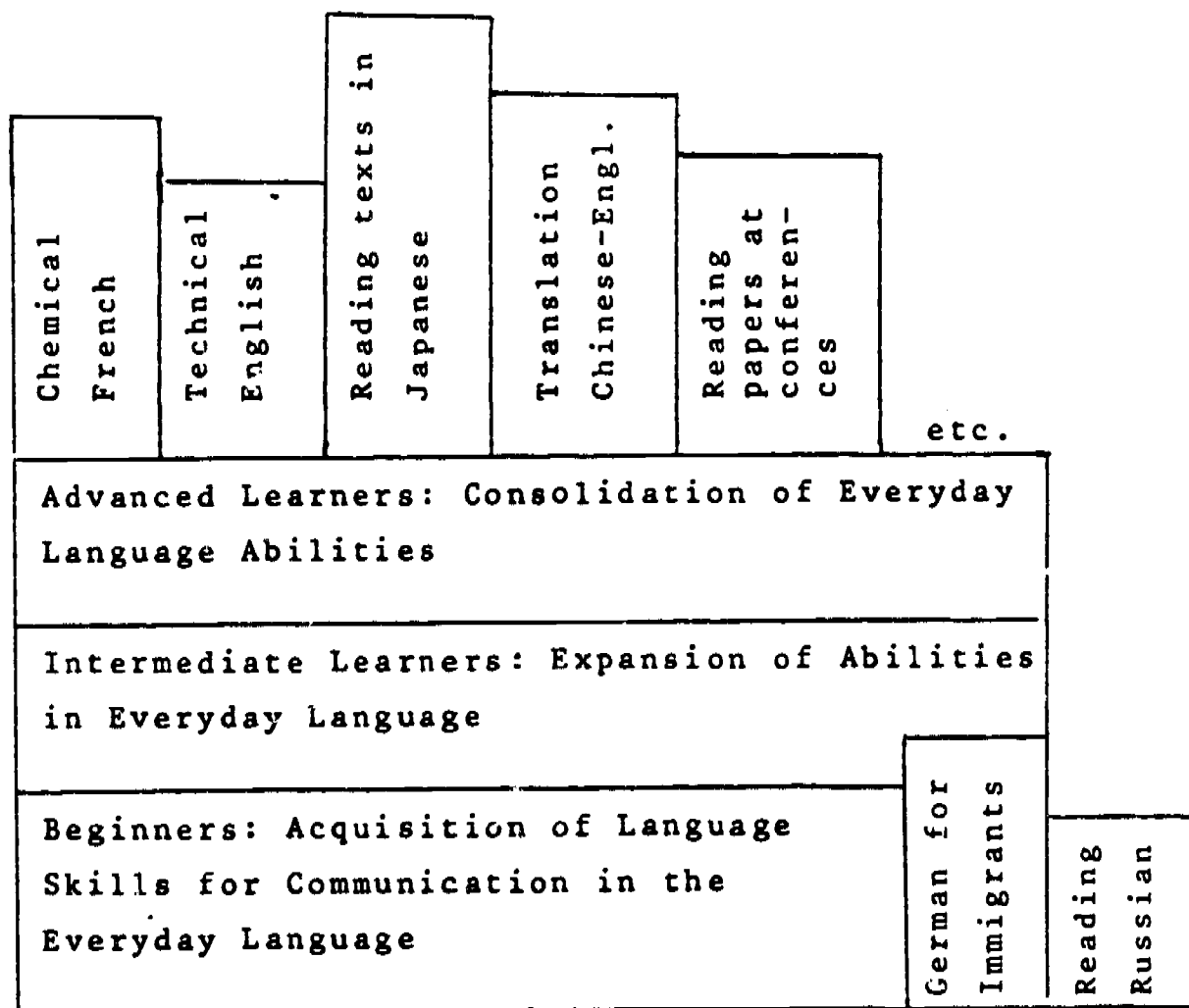
- a) formal education (students must learn to recognize grammatical categories; instruction must help to develop the capacity for concentration and the ability of abstraction);
- b) culture and civilization (learning to understand the foreign culture through an acquaintance with its great works of literature);
- c) character development (contact with the great achievements of the human mind in the foreign culture; learning to respect other peoples and to promote understanding between peoples).

These aims are followed in the textbook materials from the very beginning. Formal education is taught predominantly through grammar and translation. Culture and civilization is represented in textbook chapters on historical personalities (Robin Hood), foreign institutions (the British Parliament yesterday and today) and literary works (from Shakespeare until the present). Character development is pursued through the occupation with "great men" (Henry Ford, John F. Kennedy, Martin Luther King). For the evaluation of these complex aims it is important that they be followed from the beginning as parts of a whole, although with different points of stress, as shown in the following diagram:



Educational aims in foreign-language teaching in schools

In comparison, foreign-language courses in industrial concerns are in most cases criterion oriented. The learning objectives are operational and hierarchic. They can be attained in conventional courses over a long period or in intensive courses. The structure of the hierarchy of objectives is based on the acquisition of skills in everyday language; special skills can be added later.



Learning Objectives in Industrial Courses

The structure of this hierarchy of learning objectives and the organization of courses in industrial firms allow, however, a change in the regular schedule at any time. Thus it is possible to make allowance for the particular needs of individual businesses. Example 1: In a German industrial concern it was ascertained that production loss was considerably greater with those "guest workers" (workers from other countries, who reside in Germany only for the duration of employment) who had no knowledge of German, than with

those with basic abilities. The results of a calculation showed that the firm could function more profitably, if all "guest workers" were able to speak and understand German. A program was developed, "German at your place of work"; since then all "guest workers" learn basic German during working time in free courses, before they enter the production process.

Example 2: The translation division in one of the big chemical firms found it necessary to make many translations from Russian. Quite a few of these turned out to be of no use. For this reason the colleagues who had requested these translations were urged to attend an intensive course in "Reading Abilities in Russian". This eleven-day course enabled them to read and understand Russian to the extent that they could decide whether or not a translation was justified. Therefore, the translation division needed only to translate those texts which the experts considered necessary.¹

Example 3: A US firm producing earth moving equipment sent four representatives to Germany to serve as sales consultants. They came from Texas, and they had never heard a German word before. They enrolled in a German intensive course (8 hours per day), passed their tests after 6 weeks, and began to negotiate with their customers in German. After one year in their job they had native ability in the foreign language.

Example 4: Six computer specialists from South Africa have to attend a training course in Munich; they have no command of German. They enroll in an intensive course (8 hours per day), and after three months they use the German language without any difficulties.

Example 5: A German engineer is supposed to start work in a South African branch of his firm in 6 weeks. His school English is poor. He enrolls in an intensive course; after six weeks he is able to communicate on topics as bill of exchange, letter of credit, insurance, accounting, stock exchange, international trade agreements, agencies, and others.

A normal, criterion oriented foreign-language course in an industrial concern ends with an examination, which is developed according to objective standards. While final examinations in schools and universities vary in their requirements, objective achievement tests are accepted as standard test procedure in foreign language courses in industrial firms. The asterisk (*) in the

diagram indicates that, for example, the "VHS-Zertifikat für Englisch" (the certificate of English conferred by the state institution for adult education) can be acquired in an English course. This examination, in which a participant proves that he has "attained a level in the spoken and written use of everyday English, which enables him to assist himself in all important situations during a stay in another country"², is recognized in many European countries. The requirements are well-known; they include knowledge of the basic grammatical structure of the English language and the command of a basic vocabulary of 2000 words, which are given in detail in the stipulations for the examination.

The same type of examination is offered for Spanish, French, Russian and German. Supplementary examinations take into particular consideration the requirements for language abilities characteristic of industrial and commercial businesses.

As an example we shall list the language skills necessary for the obtaining of the "Certificate for Commercial English":

- a) Ability to conduct a conversation within the general framework of professional-economic situations (requesting and giving information, exchanging opinions, discussion of problems, exposition of wishes and intentions, expression of approval or criticism, exchange of polite phrases, etc.);
- b) write and understand general business letters (questions, offers, orders, complaints, job applications);
- c) read and understand reports, articles, advertisements and instructions having to do with general professional-economic topics;
- d) understand lectures on general economic and professional themes;
- e) summarize the oral statements of others with the help of notes;
- f) use technical communications media (listening to the radio, using the telephone, sending a telegraph, etc.);
- g) carry out formalities in connection with business trips (reservations, bookings, forms, communication with banks and insurance agencies, etc.).

The example makes clear that objectives in the field of industrial foreign-language instruction differ in two respects from those in the school system:

1. The foreign-language requirements center on skills and abilities in concrete situations relating to professional obligations. This means that the foreign language is learned as a medium of communication, not as a means of furthering general education.

2. The learning aims are described as operational behavioral objectives. General statements are avoided. It is possible to stipulate exactly what is to be learned; on this basis one can then determine whether or not an objective has been attained.

For this reason, foreign-language courses in industry have a part in promoting objective achievement testing in foreign-language instruction in general. While the examinations in schools and universities are based on subjective judgements, the tests which constitute examinations and certificates in the industrial field try to meet the criteria of objectivity, reliability and validity. The examination for the "Certificate for Commercial English" is made up of the following tests:

Written:

- a) Vocabulary (Multiple-choice)
- b) Grammar (Multiple-choice)
- c) Dictation (Filling in gaps)
- d) Written production: letter writing
- e) Reading comprehension (Multiple-choice)
- f) Listening comprehension 1 (Multiple-choice)
- Listening comprehension 2 (Taking notes and writing a message)

Oral:

- g) Reading a text aloud
- h) Simulated dialogue (The candidate prepares and plays a role, with the examiner playing an opposite role)³

A prerequisite for admission to the examination is the knowledge of 3000 lexical items of which 2000 are taken from the everyday language; the 1000 additional items were selected according to an evaluation of a representative collection of commercial and professional texts (newspaper and magazine articles, advertisements, commercial pamphlets, information pamphlets, conversation notes, textbook readings and letters). The words were selected according to the factors "frequency", "possibility of application" (definition value) and "learning facility".

An adult learner in the framework of foreign-language instruction in industry can generally meet these requirements within 4 years (with instruction extending over 30 weeks and a 90-minute lesson each week). In comparison, foreign-language instruction in schools, which extends over a period of 7 to 9 years, has not been able to

show comparable results up to the present time. In a study concerning the English abilities of graduates of the Gymnasium (9 years of English) it was found that

"foreign-language teaching in English in Gymnasien is obviously not capable of fixing the elementary grammatical structures of the foreign language in the minds of the pupils and thereby avoiding the interference of German language patterns. In other words, despite long experience, school teaching is able to impart to only a small part of its graduates a solid knowledge of the foreign language which would enable them as future students to learn relatively quickly the foreign language necessary for their course of studies." 4

Better results in foreign-language instruction in industrial concerns is connected to a large extent with the use of teaching materials which differ in many aspects from conventional materials.

Teaching Materials

The fact that language experts in industry and commerce tend to be more progressive in their didactic and methodic convictions is particularly evident in the development and use of modern, scientifically founded teaching materials. While schools, universities and institutions for adult education as a rule still use only textbooks in the teaching of a foreign language, the industrial language courses are helping to evolve a more discriminating view of the language-learning process. Two aspects receive particular attention in the making of teaching materials:

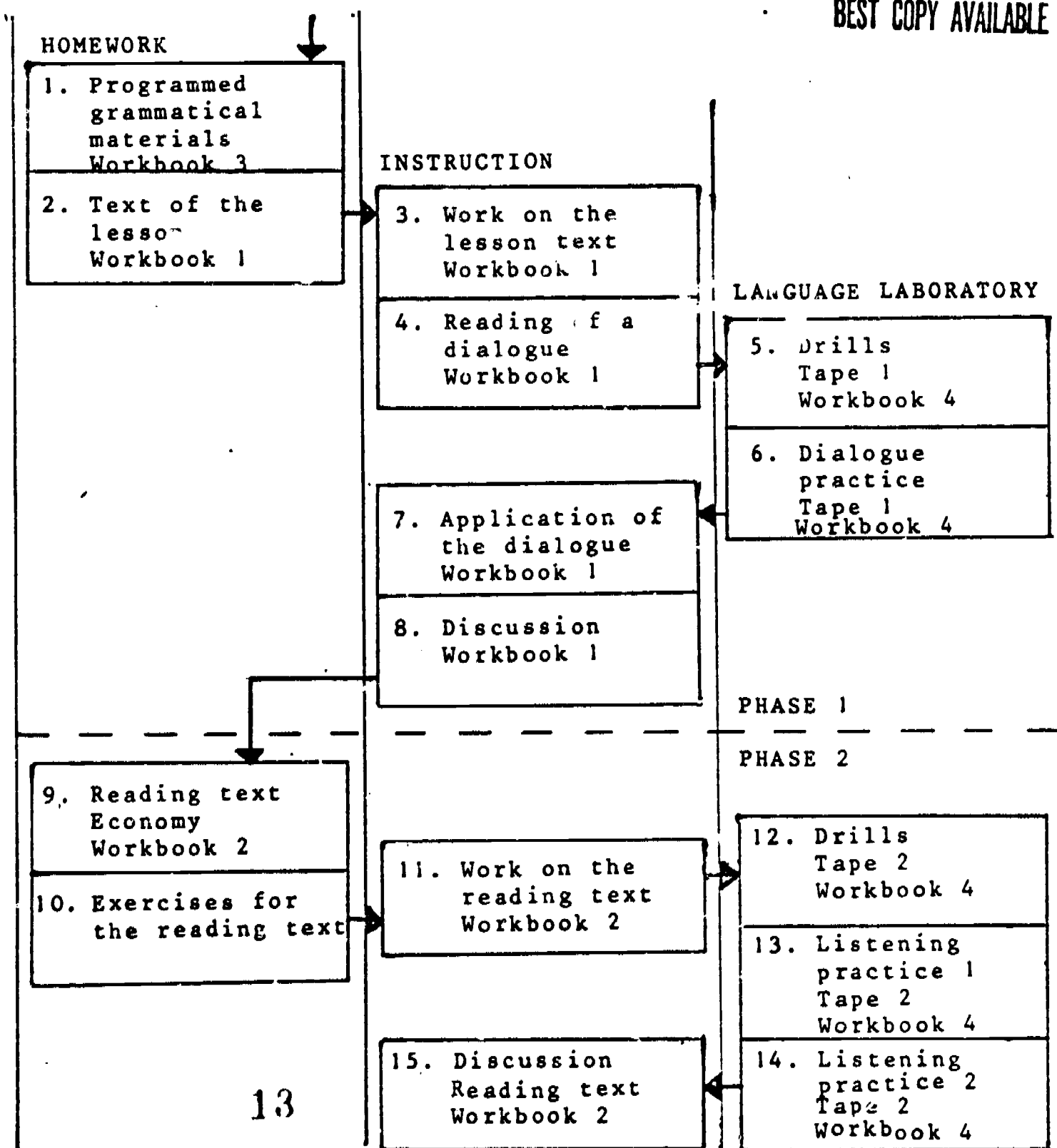
1. The "textbook" loses its central position. Teaching materials are regarded as a media system, i.e. audio and visual media are considered to be equally important as the medium "teacher". Full integration of the various media within the media system is important.
2. The availability of different media has helped to make possible a more exact evaluation of the function and efficiency of individual media. Whereas the teacher for the most part determines and carries instruction in foreign language teaching outside of the industrial field, the main characteristic of instruction in industry is the distinct association of different media with definite learning objectives.

Two examples can serve as an illustration:

Example 1. In the traditional foreign-language courses in schools and universities, the only media used are generally the textbook

and the blackboard. The classroom in which foreign language courses are held is no different from normal classrooms, for example for history or geology. Specially equipped rooms like those for chemistry, biology or physics are practically non-existent. Even if a language laboratory is available, it is only used as an addition to the usual teaching methods, not as an integrated part of the course. In industrial and commercial businesses the media are an integral part of the courses from the very beginning. Various media are scheduled for different stages of the teaching and learning process; their use is not determined by the chance preferences of the teacher, but according to a prescribed plan. The following diagram indicates the integration of the programmed texts, workbooks, taped exercises and phases of group work in "A Modern Course in Business English".⁵

BEST COPY AVAILABLE



This kind of work can not be conducted in a traditional classroom. Industrial concerns are among the pioneers in the development of the "foreign-language classroom". Included in the basic equipment for such a classroom is the technical apparatus necessary for audio-visual instruction: projectors for the presentation of pictures and films, equipment for records, cassettes and tapes. Aside from this specially outfitted room there are language laboratories and rooms for group and individual work. Usually the various classrooms for foreign-language instruction in industrial firms are combined in the form of a foreign-language center and are used exclusively for this purpose.

For the didactics of modern foreign-language teaching probably the most important thing to be learned from this spatial and organizational model is that media - particularly technical media - can only be used effectively if they are used flexibly. If pictures are to be employed for semantic purposes, then it must be possible to show them when a new unit is being introduced. If taped pattern drills are to be used in the practicing of structures, then they must be available for practice at the appropriate time, i.e. after the introductory presentation of the material. This would seem to be obvious, however, it is often disregarded. In the schools a certain hour a week is provided for a class in the language laboratory, without regard to whether or not the class has reached the point where drills are necessary (or has already passed this point). Therefore, work in the language laboratory usually takes place, from a didactic point of view, at the wrong time throughout the whole academic year.

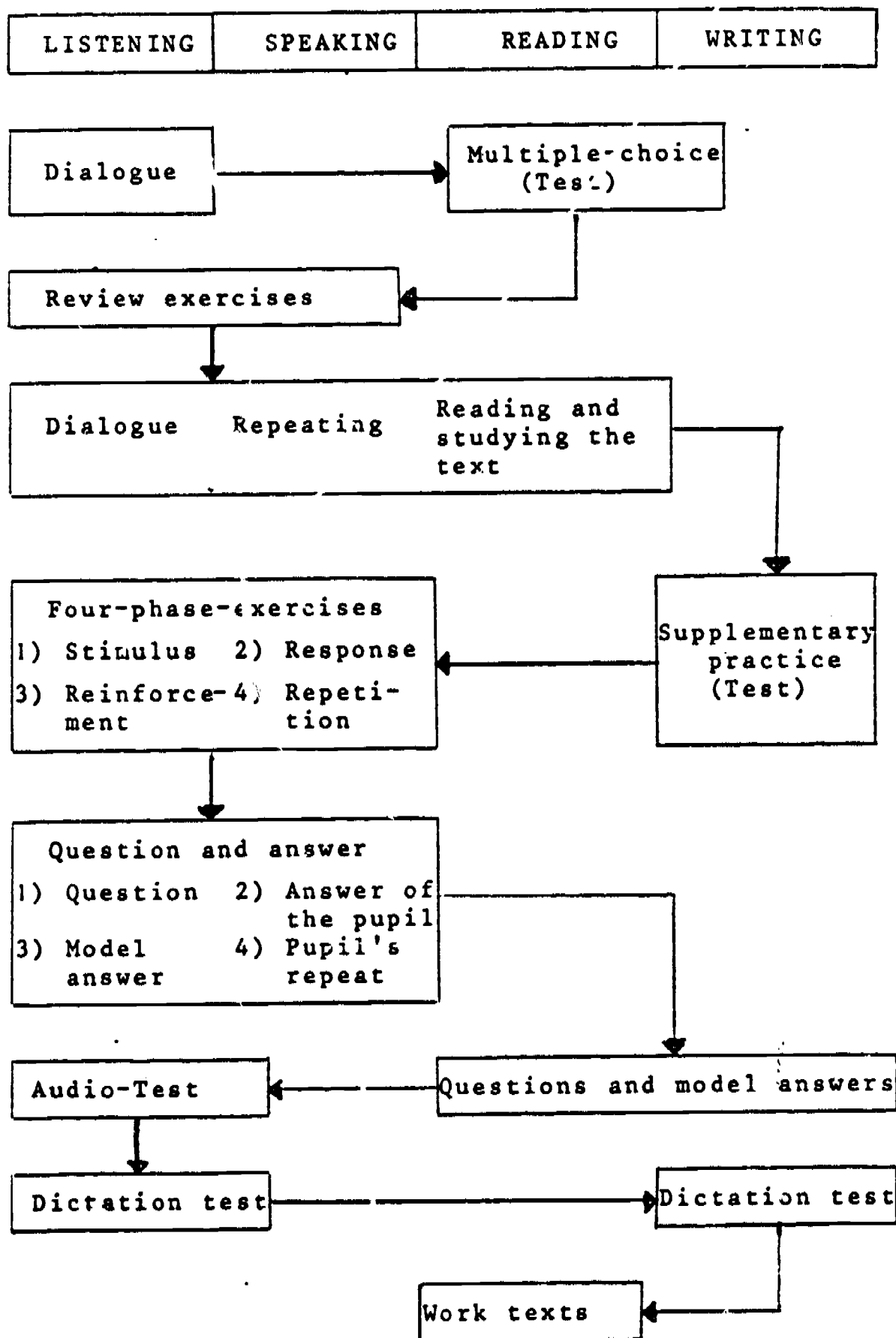
Only the constant availability of media can guarantee their use in a didactically correct manner. The demand put forth by European experts is already being realized in many industrial firms on a small scale: the establishing of a clearinghouse for a centralized media pool.

"It is quite irrational for several language laboratories to be installed independently in any town or area, quite uncoordinated, all stocking exactly the same recordings. Concerted planning would enable all schools and rooms where languages are taught to have access, via a terminal, to a central pool of software, sound and pictures alike, which could be called on at any point in the course. In the long term this would be a much cheaper solution than the arbitrary installation of language laboratories, where schools

and teachers are all too often left to muddle through on their own." ⁶

The most extensive empirical research study up to this time on the problems of foreign-language instruction includes this recommendation in its analysis of its findings: "That secondary schools should provide a classroom tape recorder for each foreign-language teacher for daily use before equipping special electronic classrooms." ⁷ This advice is a part of the decisive results of the Pennsylvania Foreign Language Project, which, in spite of the great expense and effort spent upon it, will probably have little effect upon the perspectives for foreign-language teaching, as bad planning and irrelevant research materials have lessened the importance of a good part of its findings. As the tape recorder is always available at the appropriate time, it is superior to the language laboratory in didactic importance in spite of its elementary technical construction, whereas the language laboratory under school conditions can only be used as a formal addition to traditional instruction. The experience in European industrial concerns support this trend.

Example 2. Scientists and practical experts in the foreign-language field in industrial and commercial businesses are contributing a great deal to an exact coordination of learning objectives and learning assignments. Whereas foreign-language teaching in schools and universities is only gradually altering its principle of defining its learning aims in general terms ("learning to speak", "learning to read texts", "gaining insights"), the materials developed for courses in industry show an orientation on precise learning objectives, that are hierarchically arranged and linked to learning assignments. The commercial course "Let's Talk Business", for example, divides its materials according to different language skills, which makes it possible, among other things, to pursue those objectives particularly intensively, which are important for certain professional or personal reasons. ⁸ The following diagram is taken from "Let's Talk Business":



The development of these and similar course units oriented on learning objectives is to be seen as a contribution to a future curriculum for foreign-language instruction that will take into account personal factors in the learning process to a much greater extent than in the past. The differentiated educational require-

ments in industry have promoted the development of methods and materials which have aroused interest outside the industrial field and - as, for example, in the integrated comprehensive high school (Gesamtschule) - are contributing to a modification of conventional teaching practices and the creation of new models. Courses which originated in industrial concerns are being used today with success in vocational schools and in business oriented courses in general schools.

Perspectives for the Future

The representatives of ERFA-industry discuss their work in a constant process of reflection, always with an eye towards the future. In this context they see the following tasks for the middle of the 1970s:

1. Teaching of Immigrants

Industrial concerns in Europe are being confronted with the language problem of alien workers to an ever greater extent. Legislation obliges the firms to provide these workers with a knowledge of the language of the country in which they are employed. Available teaching materials are in regard to level and method not suitable as the basis for courses for language learners who for the most part have had only a few years of formal education in their mother countries - they are too difficult and are aimed at members of the middle and upper classes. Thus, courses must be developed which correspond to the special needs of alien workers in order to facilitate their field of work and in the organisation of leisure time. Several models have been developed which correspond with these objectives:

- a) Instruction in the native country before employment abroad
According to this model, workers receive instruction in the language of the European country in which they will be employed before leaving their native country. The advantage of this model is that only those with sufficient knowledge of the foreign language will be allowed to take up work in the foreign country.
- b) Instruction during working time
In this case, "guest workers" are instructed in the language of the host country during their working time. The teaching materials can thus be adapted to the specific needs of the individual

industrial and commercial firms.

c) Instruction on the job

This program provides for instruction of alien workers in the language of the foreign country while they are on the job. This makes it necessary that foremen in the plants assume the responsibility of transmitting language abilities. Consequently, the language teacher must train foremen and division managers to combine professional instruction of "guest workers" with suitable language training.

2. Individual Instruction

As teaching objectives in foreign-language instruction in the schools comply more with the needs of relevant communication situations, the training in foreign-language skills of those who will take over priorities in industrial and commercial concerns will improve. Therefore, foreign-language teaching in industry will have to focus increasingly on specialized language training instead of language as a means of everyday communication. This means

- a) the development of teaching materials for specialized language skills (translation, reading of technical texts, ability to take part in discussions at congresses, etc.);
- b) the development of methods and procedures which take individual needs and wishes into account.

Example for b): A firm is planning an exhibition in Japan. One of its division managers must within three months be enabled to speak sufficient Japanese that he can converse in Japanese on everyday topics and is capable of describing and explaining the products of his firm. Or: the director of a company must be prepared by a certain time to give a lecture and to comment on remarks from his listeners.

The trend in demands on foreign-language training is moving from general language courses to individual needs, which must be satisfied at an ever increasing rate by the foreign-language divisions in industrial and commercial concerns. This means the development of special methods and materials that allow room for the initiative of the learner on the one hand, on the other hand, however, provides for constant control and guidance of the learning process.

3. Learning for Pleasure

Aside from specifically professional and technical foreign-language courses, the foreign-language division in ERFA-industry must offer their workers the possibility of taking foreign-language courses for the furthering of their general education. Surveys on the connection between the worker's willingness to give his best on the job and the employer's offer of opportunities for further education have not yet been conducted; there are, however, many indications that the employee's performance betters in proportion to the employer's efforts in increasing possibilities for further education. Within this framework, the foreign-language courses seem to be one of the greatest attractions and thus help consolidate the relationship between employer and employee.

Prospects

Up to today, foreign-language instruction in industrial and commercial concerns helps to correct the omissions of European schools and universities in the teaching of communicative skills. The representatives of ERFA-industry assume that for the next ten to fifteen years they will have to continue to carry out this task. If at some time in the future an amelioration in the field of foreign-language teaching in schools and universities should take place, the foreign-language divisions of industrial and commercial concerns would still see no reason to end their own operations. They argue that it would then become necessary to attend to other tasks, which will have become of importance for industry and commerce and, as past experience shows, cannot be satisfied by the public school system: for example, an introduction to basic communication skills in Japanese, or learning Chinese as a spoken language, since Chinese is spoken by more people (605 million) than any other language in the world (English: 330 million, Russian: 206 million, Spanish and Hindi: 192 million each, followed by German: 110 million, and French: 80 million).

Literature

Entwicklungsstand des VHS-Zertifikats Englisch Wirtschaft. In: Zertifikats-Korrespondenz Englisch. Grundinformation über Zertifikate. Frankfurt 1972.

Freudenstein, Reinhold: Europa heute. Filmbegleitheft. NCSA-AATG Service Center. Philadelphia: National Carl Schurz Association 1970.

- Gorosch, Max: English in the Industrial Workshop. In IRAL, no. 4/ 1965, p. 267-276.
- Linger, Martin: Fremdsprache und Fachkenntnisse ein Dilemma? In: Der fremdsprachliche Unterricht, no. 17, 1971, p. 42-48.
- Poenisch, Helmut: Probleme der innerbetrieblichen Fremdsprachen- ausbildung. In: Der fremdsprachliche Unterricht, no. 17, 1971, p. 36-41.
- Schollmeyer, Manfred: Fremdsprachenkurse - fach- und firmengerecht. Sprachlaborarbeit in der Industrie. In: Aula, no. 3, 1972, p. 313-319.
- Schollmeyer, Manfred: Fremdsprachen-Training in der kaufmaennischen Ausbildung. In: Der Ausbilder, no. 11, 1972, p. 166-169.

Footnotes

- ¹ Cf. S. Halbauer: Russisch für Naturwissenschaftler und Ingenieure. In: M. Sprissler und H. Weinrich (Hrsg.), Fremdsprachenunterricht in Intensivkursen. Stuttgart: Kohlhammer 1972, S. 11ff.
- ² R. Nowacek: Das VHS-Zertifikat für Englisch. Frankfurt: Pädagogische Arbeitsstelle des deutschen Volkshochschulverbandes, 2. Auflage 1970
- ³ H.G. Hoffmann: Das Volkshochschul-Zertifikat Englisch Wirtschaft. In: Zielsprache Englisch, Heft 1/1972, S. 28-30.
- ⁴ D. Hamblock; D. Wessels: Ein Einstufungstest im Hochschulbereich: Bemerkungen zum gymnasialen Englischunterricht. In: Zielsprache Englisch, Heft 1/1972. S. 3-13. Zitat S. 13
- ⁵ Cornelsen und Oxford University Press, Berlin/London 1968.
- ⁶ Das Sprachlabor im Medienverbund. The Language Laboratory in the Context of the Media. Dortmund: Lensing 1973, S. 33
- ⁷ Philip D. Smith, Jr.: A Comparison of the cognitive and audio-lingual approaches to Foreign Language Teaching. Philadelphia: Center for Curriculum Development 1970, p. 167
- ⁸ H.W. Wolff: Let's Talk Business. Audio-Kurs in 10 Lerneinheiten. München: Hueber 1972/1973. There is also a French program available entitled "Parlons Affaires".

Appendix

Typical course program of an industrial firm in the Federal Republic of Germany (Bosch, Stuttgart, 1972)

Language Courses

English

- 130 - For Beginners with and without previous experience
Textbook: Englisch für Sie, Vol. I
39 lessons, twice weekly (4.30 - 6 p.m.)
- 131 - For Advanced Learners I
Textbook: Englisch für Sie, Vol. I, beginning with unit 16
18 lessons, weekly (4.30 - 6 p.m.)
- 132 - For Advanced Learners II
Textbook: Englisch für Sie, Vol. II, beginning with unit 1
20 lessons, weekly (4.30 - 6 p.m.)
- 133 - For Advanced Learners III
Textbook: Englisch für Sie, Vol. II, beginning with unit 12
18 lessons, weekly (4.30 - 6 p.m.)
- 134 - For Advanced Learners IV
Textbook: Englisch für Sie, Vol. II, beginning with unit 25
20 lessons, weekly (4.30 - 6 p.m.)
- 135 - For Advanced Learners V
Textbook: Englisch für Sie, Vol. III, beginning with unit 10
19 lessons, weekly (4.30 - 6 p.m.)
- 136 - For Advanced Learners I
Textbook: New Concept English, Vol I
20 lessons, weekly (7.30 - 8.30 a.m.)
- 137 - For Advanced Learners II
Textbook: New Concept English, Vol II
20 lessons, weekly (4.30 - 6 p.m.)
- 138 - For Advanced Learners III
Textbook: New Concept English, Vol. III
20 lessons, weekly (4.30 - 6 p.m.)
- 139 - Technical English
No Textbook; language laboratory work. Classwork concentrates on professional dialogues. Advanced knowledge of English required.
15 lessons, weekly (4.30 - 6 p.m.)
- 140 - English Conversation
For students with good and very good command of English. Reading of newspaper articles. Work on idiomatic expressions and practical language use.
19 lessons, weekly (7.30 - 8.30 p.m.)

French

- 141 - For Beginners with and without previous experience
Textbook: Französisch für Sie; Vol. I
38 lessons, twice weekly (4.30 - 6 p.m.)
- 142 - For Advanced Learners I
Textbook: Französisch für Sie, Vol. II, beginning with unit 1
20 lessons, weekly (4.30 - 6 p.m.)
- 143 - For Advanced Learners II
Textbook: Französisch für Sie, Vol. III
19 lessons, weekly (4.30 - 6 p.m.)
- 144 - For Advanced Learners
Textbook: will be chosen according to the needs of the participants
19 lessons, weekly (4.30 - 6 p.m.)
- 145 - French Conversation
Material: newspaper articles. Discussions on current events.
Experience in French conversation required.
19 lessons, weekly (7.30 - 8.30 p.m.)

Spanish

- 146 - For Beginners
Textbook: Modernes Spanisch, Vol. I
37 lessons, twice weekly (4.30 - 6 p.m.)
- 147 - For Advanced Learners
Textbook: Modernes Spanisch, Vol. I, beginning with unit 15
20 lessons, weekly (4.30 - 6 p.m.)

German for Foreigners

- 148 - For Beginners without previous experience
Textbook: Ich spreche Deutsch
18 lessons, weekly (either 12.30 - 2 p.m. or 3.00 - 4.30 p.m.)
- 149 - For Beginners with previous experience
Textbook: Deutsche Sprachlehre für Ausländer
20 lessons, weekly (either 12.30 - 2 p.m. or 3.00 - 4.30 p.m.)
- 150 - For Advanced Learners
Textbook: Moderner Deutscher Sprachgebrauch, Deutsche Sprachlehre für Ausländer, Mittelstufe
20 lessons, weekly (either 12.30 - 2 p.m. or 3.00 - 4.30 p.m.)
- 151 - Technical German
Textbook: will be chosen according to the needs of the participants
20 lessons, weekly (4.30 - 6 p.m.)

Foreign Languages for Executives

(for foremen and those in similar positions in the work hall)

152 - Italian - Basic Course

Introduction to basic speech and technical expressions

No Textbook

18 lessons, weekly (4.30 - 6 p.m.)

153 - Serbo-Croatian - Basic Course

Introduction to basic speech and technical expressions

No Textbook

19 lessons, weekly (4.30 - 6 p.m.)

154 - Greek - Basic Course

Introduction to basic speech and technical expressions

20 lessons, weekly (5.30 - 7 p.m.)

155 - Spanish - Basic Course

Introduction to basic speech and technical expressions

21 lessons, weekly (4.00 - 5.00 p.m.)