

Most frequently used texts for adults:

Shetter, W.: A Practical Grammar, Introduction to Dutch

Trim, L.W.: Levend Nederlands

W. Lagerwey: Speak Dutch

Some texts used for children:

Nou Jij

Taalbloes 1, 2, 3

Oefenblock-Kinheim

Jouw Taal, Mijn Taal

De Cirkel (de Jong)

Project Materials

Hoogeveen's Leesboekje

Loco and Mini Loco books

Nederlands voor Anderstaligen

Eerste Stap programme

Ineke van Weel's course \*

CIO Werkboekjes

Een Eerste Kijk

Other methods and materials:

Phonetics, spelling, drill, show and tell, dictionaries, discussion, story books, slides, tapes, records, filmstrips, overhead projector, films, pictures, games (card games, word games), newspaper clippings, maps, toys, arts, crafts, songs, dance, drama, gymnastics.

It seems that apart from availability of basic instructional material (texts) much of the quality of instruction depends on the resourcefulness of the teacher and the time he or she has to prepare lessons.

Usually some kind of support is given to both children's and adult classes. Since the Heritage Language Programme has been established it is clear that the majority of classes for children are supported by this programme. Various other organizations have supported classes as well. The classes for adults for the greater part are only given under the auspices of some formal body such as school boards, colleges and universities. Only three teachers state that they received no support.

#### Conclusions.

From the answers to the questions it appears that Dutch language instruction at present is better organized than it has been in previous years, which may be a reflection of the encouragement given by governments. Whether there are classes or not depends ultimately on sufficient interest on the part of families of Dutch origin, and on adults who for business, professional or other reasons wish to study the Dutch language, and on the availability of teachers, and other factors. Although it is not evident from the questionnaire, it was noted by some teachers that they were not willing to teach if there were no appropriate teaching materials available. Especially with more than one level of competence or age level in one class, teachers felt strongly that their classes could only be successful if they had such materials. Often preparation without such aids for a good programme was considered too time-consuming.

\*Mrs. van Weel's first design. She is preparing an entirely new one.

It would appear from the replies that there has been an increase in the number of classes of Dutch language instruction over the last 4-5 years. At present there seems to be a general interest in continuing to take Dutch instruction, usually to maintain a bond with the country of origin. It is seen by CAANS as important to support and stimulate this interest as much as possible.