

# Needs analysis as a tool for supporting student mobility

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INTERNATIONAL BILINGUAL CONFERENCE

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University of Turku, Finland

Academic Mobility: Crossed perspectives

Mobilité académique : perspectives croisées

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- **Introduction**
  - **Euromobil 2**
  - **The needs analysis survey**
  - **The design of the material**
    - ◆ Specific competencies
    - ◆ Everyday life
    - ◆ Linguistic heterogeneity
    - ◆ A constructivist approach
  - **Concluding remarks: needs analysis as a tool for producing material to promote student mobility**

# Introduction

Evolution of  
ACADEMIC  
MOBILITY

unstructured, spontaneous,  
individual travelling



institutionalised exchanges and  
international programmes

# Introduction

**“new  
strangers”**

Mobility more common

Risk of minimising  
the role of planning  
and awareness

Number of problem  
situations


- Structures of European universities differ widely
- Cultural and academic differences

# EUROMOBIL 2

THE PROJECT

NEEDS ANALYSIS

DESIGN OF MATERIAL

*EUROMOBIL 1* : 1999-2002  
*EUROMOBIL 2* : 2005-2007  
Partnership   
Self-study course on CD-ROM



# EUROMOBIL

Programme multimédia de formation sur CD-ROM pour les étudiants en mobilité

ČEŠTINA

DEUTSCH

ENGLISH

FRANÇAIS

MAGYAR

POLSKI

PORTUGUÊS

ROMÂNĂ

SUOMI



euro - mobil

Exit

# EUROMOBIL 2

## Partnership composition

French partner (FR) (Coordinator)	Université Michel de Montaigne Bordeaux 3, Sciences du Langage
Czech partner (CZ)	Charles University Prague (CUNI), Institute for Language and Preparatory Studies (UJOP), Department of Czech Language
Polish Partner (PL)	Czestochowa University of Management, International Relations Office
Portuguese Partner (PT)	Escola Superior de Educaçao de Lisboa (ESELx)
Romanian Partner (RO)	University Jyväskylä (JYU), Centre for Applied Language Studies
Finnish Partner (FI)	University of Bucharest (UBUC), Facultatea de Litere & Facultatea de Matematica si Informatica




22/09/06

- Structures of European universities differ widely
- Cultural and academic differences

# EUROMOBIL 2

## THE PROJECT

*EUROMOBIL 1* : 1999-2002  
*EUROMOBIL 2* : 2005-2007  
Partnership   
Self-study course on CD-ROM

## NEEDS ANALYSIS

Basis of  
development of  
material

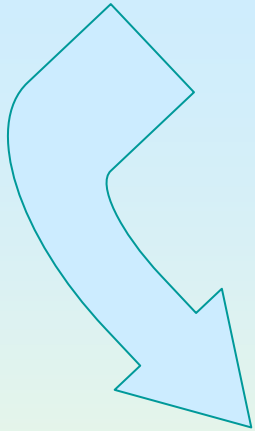
## DESIGN OF MATERIAL

- authentic
- reflecting specific communicative behaviours in each country



# THE NEEDS ANALYSIS SURVEY

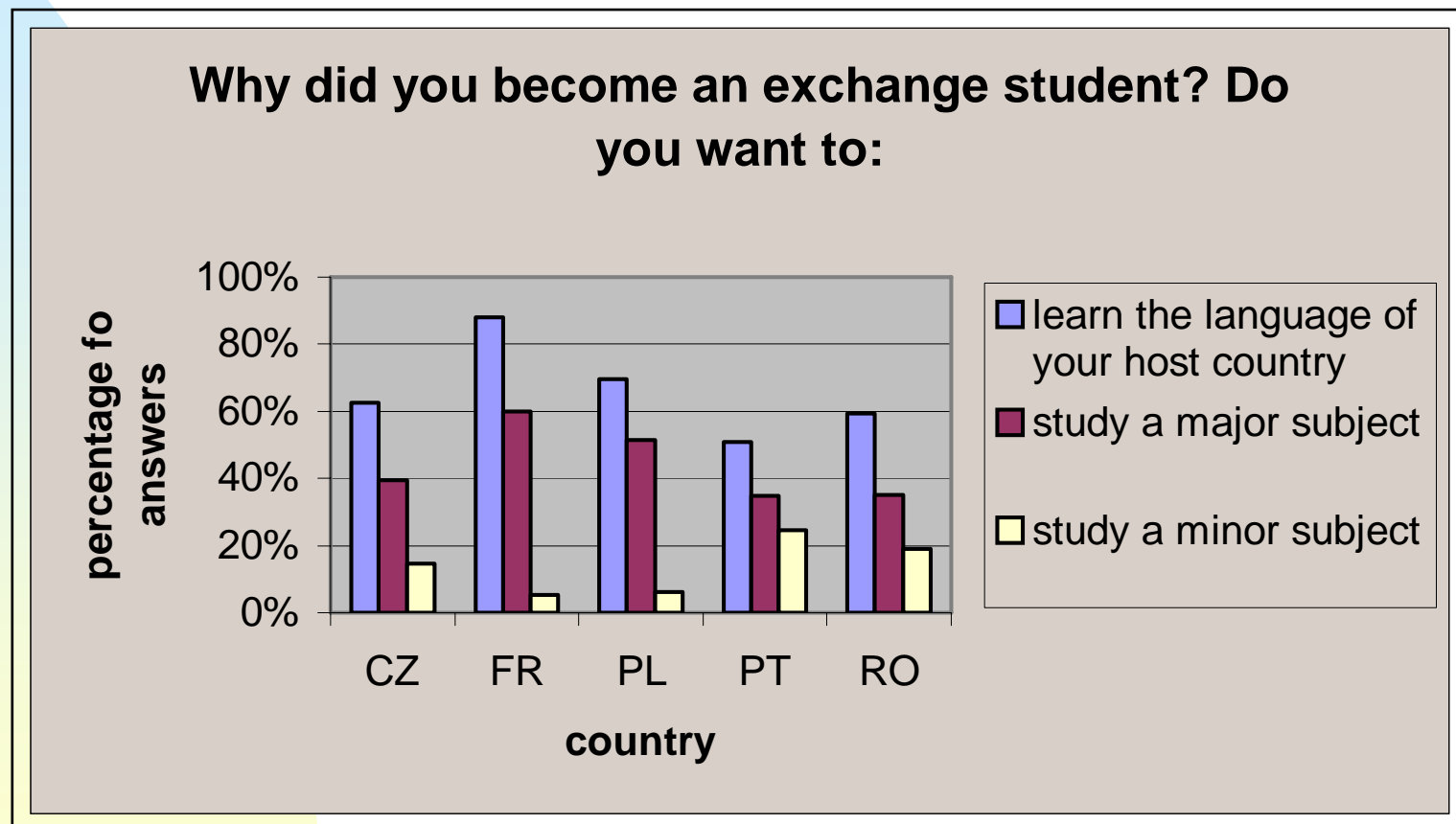
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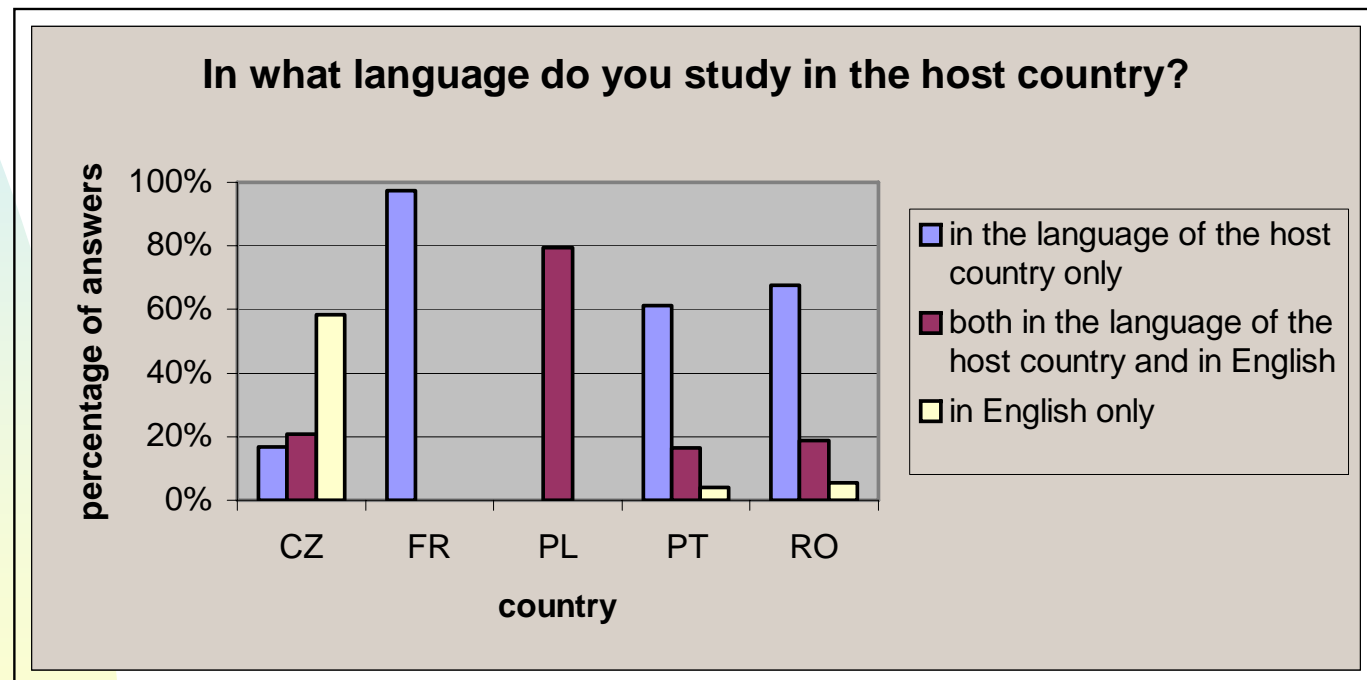
- common **questionnaire** for the 5 countries
- administered to **foreign students in each country**
  - background questions
  - familiarity with language and culture
  - amount of information received
  - language of studying
  - differences in style of studying
  - problem situations
  - social life and leisure...

<http://www.euro-mobil.org> >project>needs analysis

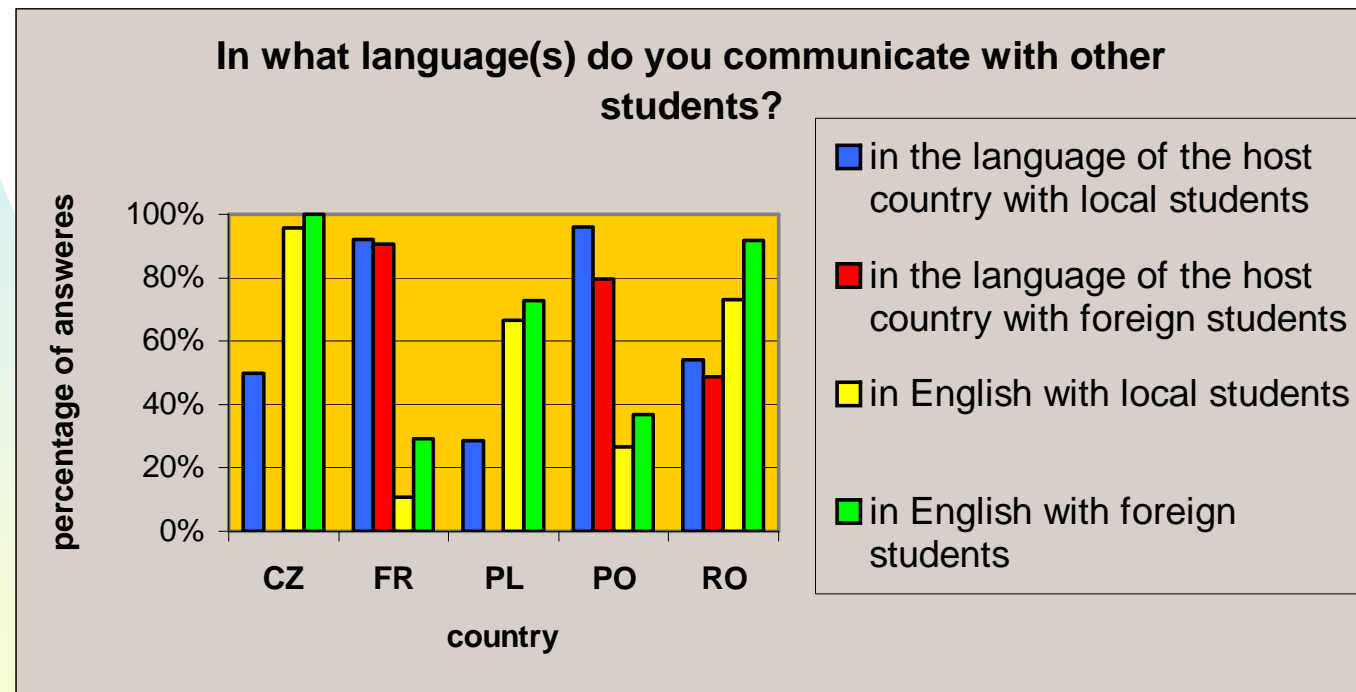
# The results



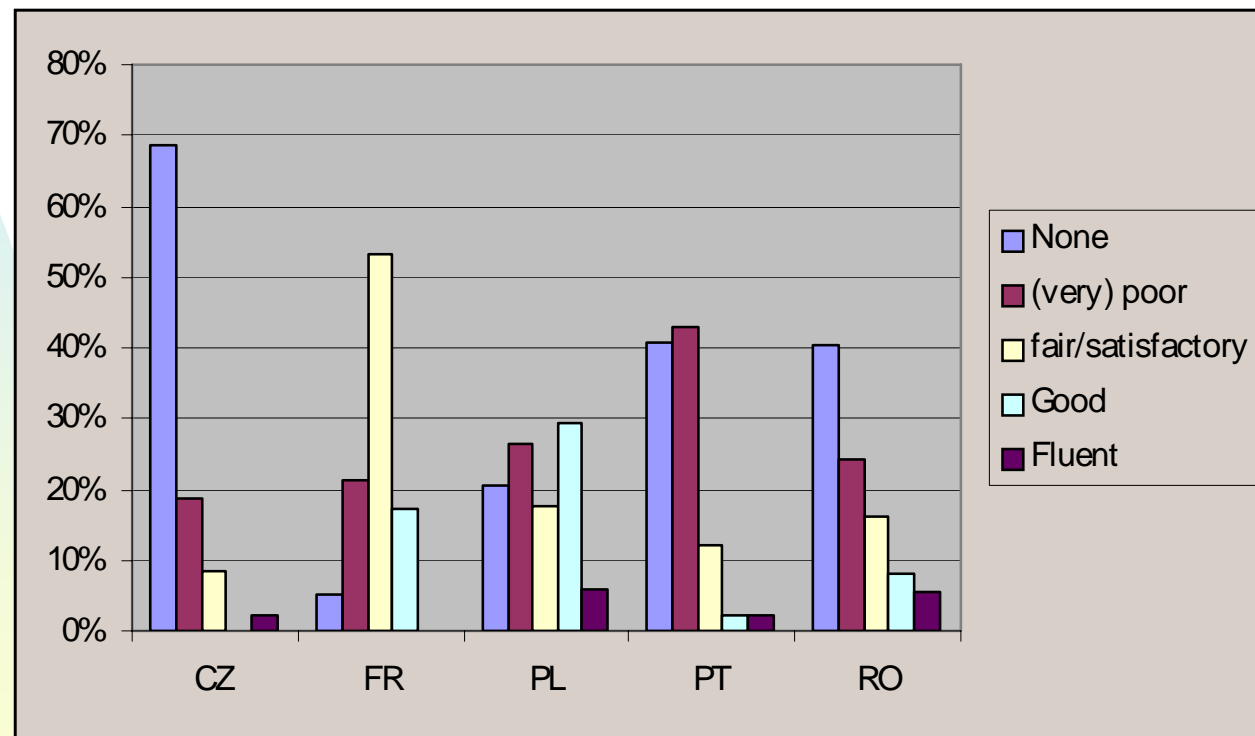
# The results



# The results

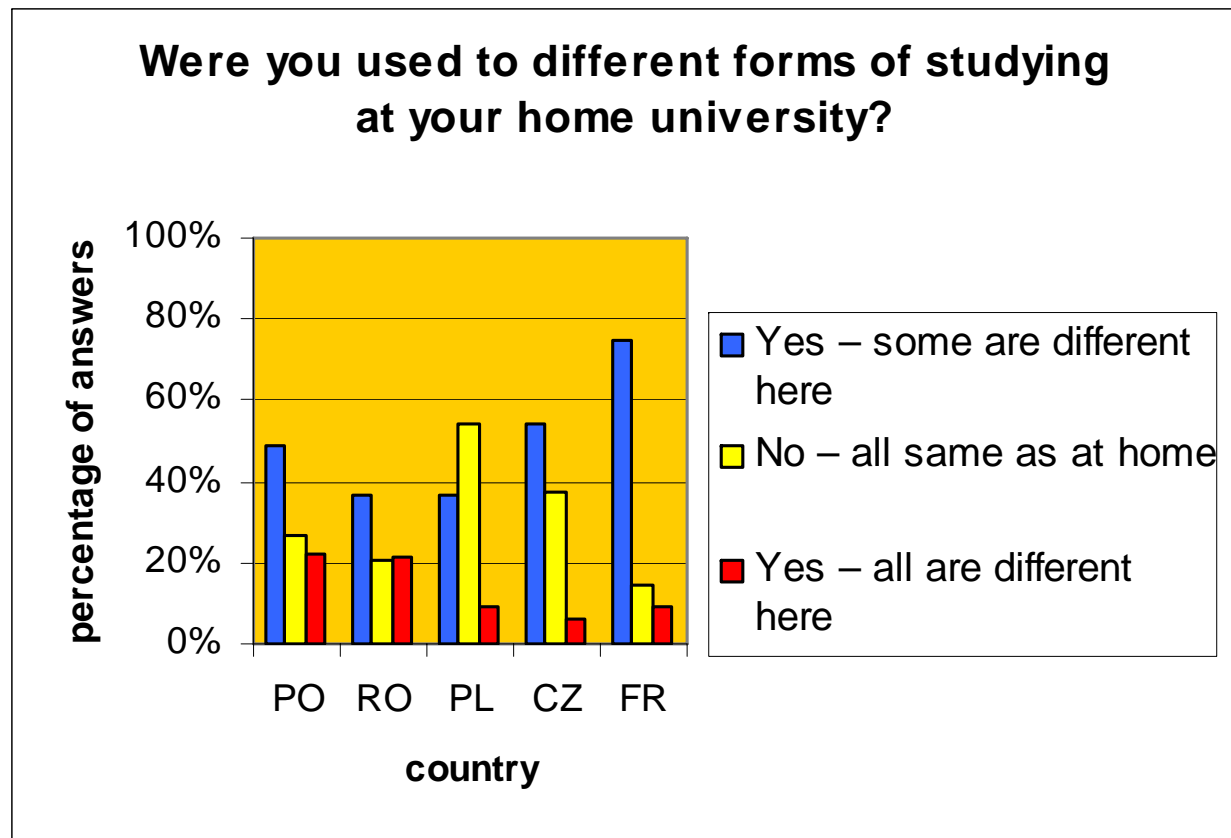


# The results



Self-evaluation of language proficiency upon arrival

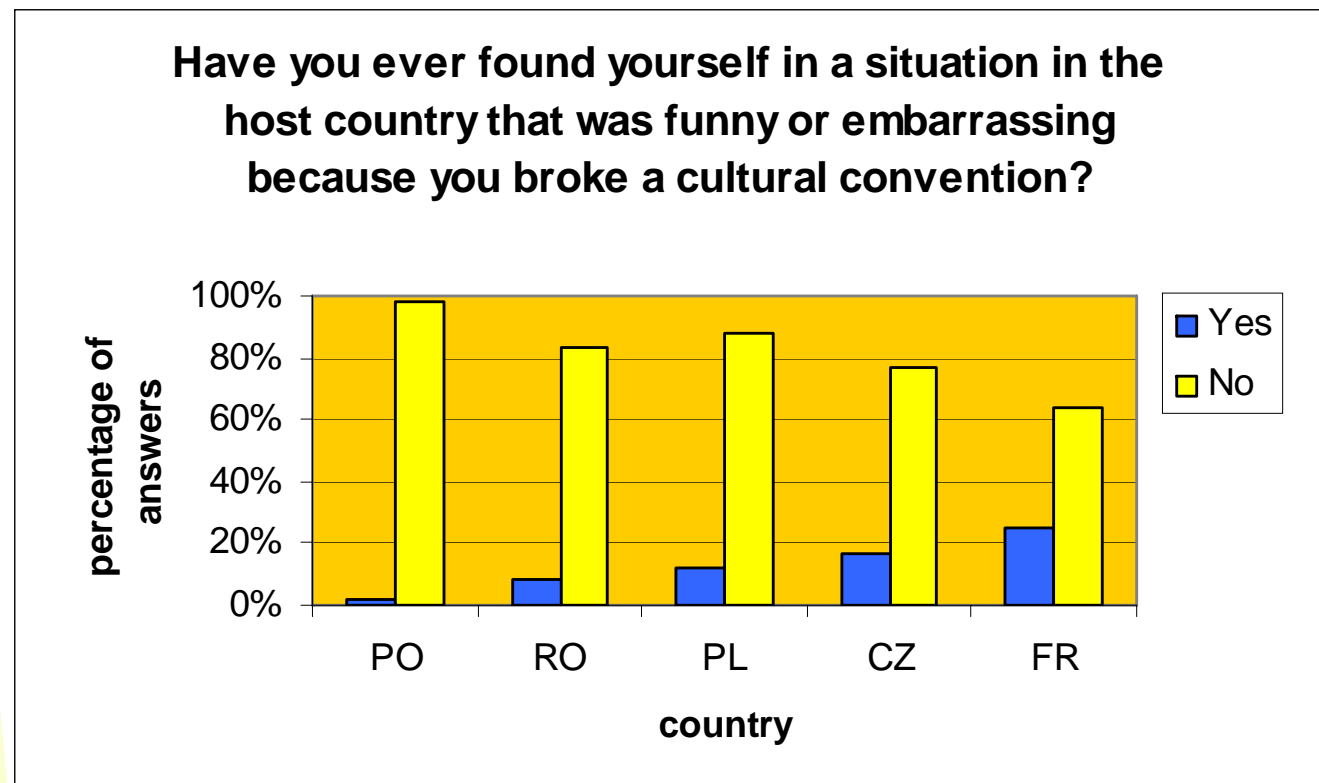
# The results



# Gaps of information in the following areas:

- types of courses (lectures, seminars, etc.)
- role of the student: autonomy, attendance
- availability of course content material
- note-taking
- teacher-student, student-student, and student-administrative staff relationships
- Internet access and libraries
- language classes
- University activities: sports, culture...

# The results





# Summary of results

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- Important for students to improve their **language skills**
- Differences in **role relationships** in the academic domain (esp. in FR)
- FR: Need for acquiring **written** skills and **specific discourse conventions**

# *Design of the material for French*

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## **Specific competences**

- three units
- chronological set of themes
- information on French university life and situations



EUROMOBIL

Fr



### Unité 1

Arrivée à l'université



### Unité 2

Pendant le séjour



### Unité 3

Examens et départ



### Bon à savoir

La vie en dehors de la fac

✕ Quitter

# *Design of the material for French*

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## **Specific competences**

- three units
- chronological set of themes
- information on French university life and situations

## **Everyday life**

- Daily, weekly, yearly rhythms, Meeting people
- Transportation, Banking, Housing, Health
- Medias, Leisure activities

Arrivée à  
l'université

Unité 2

Unité 3

Bon à savoir

Aides

Historique



**Bon à savoir**  
La vie en dehors de la fac



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# Linguistic heterogeneity

- Need for advanced level material
- Three levels of difficulty for activities in the Units



Arrivée à  
l'université

Unité 2

Unité 3



Bon à savoir

Aides

Historique



## Unité 1

Arrivée à l'université - L'inscription à l'université - Activités

Sur les conseils des RI (Relations Internationales), Patricia, étudiante étrangère en mobilité, a pris rendez-vous avec Mme Mottarella, coordinatrice de mobilité dans l'UFR (Unité de Formation et de Recherche) d'espagnol. Cette UFR propose des cours en rapport avec sa formation. Mme Mottarella va l'aider à choisir certaines matières et lui expliquer ensuite comment faire son inscription pédagogique.

## Choisir son niveau

Niveau débutant

► Niveau intermédiaire

Niveau expert



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Arrivée à  
l'université

Unité 2

Unité 3

Bon à savoir

Aides

Historique



## Unité 1

Arrivée à l'université - L'inscription à l'université - Activités

Activité 1 - Activité 2 - Activité 3 - Activité 4 - Activité 5 - Activité 6

### Activités : niveau intermédiaire



A-1 : Prendre contact avec la coordinatrice d'une UFR

A-2 : Comprendre l'organisation de la formation par UFR

A-3 : Repérer sa possibilité de formation au sein de l'offre universitaire.

A-4 : Comprendre l'organisation des enseignements au sein d'une UFR

A-5 : Savoir choisir ses enseignements.

A-6 : Réaliser son inscription pédagogique.



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# Linguistic heterogeneity

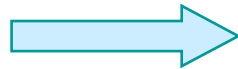
- Need for advanced level material
- Three levels of difficulty for activities in the Units
- Good-To-Know section accessible through Menu or Links
- Informative / language training activities
- Linguistic help accessible upon request

# A constructivist approach

- Needs analysis → take into account students' previous experience to construct knowledge
- Interactivity allows students to find out appropriate level
- Glossary entries explicitly related to content
- Three types of HELP: linguistic, methodological, technical
- Flexible access to HELP

# The methodological help

→ explanations  
about:



- Types of documents
- Level choice
- Structure of the activities (e.g., active buttons in the activities)
- Possible actions in the CD-ROM

→ autonomy

- No pre-set order
- Choice of point of entry into the CD (level of lg competence and content)
- Use of the *Help* files or not
- Answers checked one at a time or after completion of an activity

Arrivée à  
l'université

Unité 2

Unité 3



Bon à savoir

Aides

Historique

#### Aide methodologique

##### 1. présentation des types de documents.

Documents avec aide à la compréhension

Documents avec activités

##### 2. choix de niveau

A quoi servent ces niveaux ?

Comment choisir votre niveau ?

##### 3. déroulement des activités

Ordre de réalisation

Réalisation d'une activité

##### 4. actions sur les documents

##### 5. aide linguistique

Aide lexicale

Aide grammaticale

##### 6. historique



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# Concluding remarks

**Needs  
analysis :  
a tool for  
helping  
exchange  
students**

- project work in progress
- forum on Euromobil website

**More familiarity with social &  
academic «strangeness»**

**Information + language training**

***How do we motivate students to use  
material?***

# THANK YOU !

