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
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 2 Partnership composition

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

- 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

Why did you become an exchange student? Do you want to:

- learn the language of your host country
- study a major subject
- study a minor subject

Country: CZ, FR, PL, PT, RO

Percentage of Answers:
- CZ: 0% (language), 20% (major), 60% (minor)
- FR: 100% (language), 0% (major), 0% (minor)
- PL: 60% (language), 40% (major), 0% (minor)
- PT: 0% (language), 60% (major), 0% (minor)
- RO: 0% (language), 0% (major), 40% (minor)
The results

In what language do you study in the host country?

<table>
<thead>
<tr>
<th>country</th>
<th>percentage of answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>CZ</td>
<td>in the language of the host country only</td>
</tr>
<tr>
<td>FR</td>
<td>in the language of the host country only</td>
</tr>
<tr>
<td>PL</td>
<td>both in the language of the host country and in English</td>
</tr>
<tr>
<td>PT</td>
<td>in English only</td>
</tr>
<tr>
<td>RO</td>
<td>in English only</td>
</tr>
</tbody>
</table>
The results

In what language(s) do you communicate with other students?

- **CZ**: in the language of the host country with local students
- **FR**: in the language of the host country with foreign students
- **PL**: in English with local students
- **PO**: in English with foreign students
- **RO**: in English with foreign students

<table>
<thead>
<tr>
<th>Country</th>
<th>Percentage of Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>CZ</td>
<td>100%</td>
</tr>
<tr>
<td>FR</td>
<td>80%</td>
</tr>
<tr>
<td>PL</td>
<td>60%</td>
</tr>
<tr>
<td>PO</td>
<td>40%</td>
</tr>
<tr>
<td>RO</td>
<td>20%</td>
</tr>
</tbody>
</table>
The results

Self-evaluation of language proficiency upon arrival
The results

Were you used to different forms of studying at your home university?

<table>
<thead>
<tr>
<th>Country</th>
<th>Yes – some are different here</th>
<th>No – all same as at home</th>
<th>Yes – all are different here</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO</td>
<td>20%</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>RO</td>
<td>20%</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>PL</td>
<td>20%</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>CZ</td>
<td>20%</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>FR</td>
<td>20%</td>
<td>40%</td>
<td>40%</td>
</tr>
</tbody>
</table>
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

Have you ever found yourself in a situation in the host country that was funny or embarrassing because you broke a cultural convention?

<table>
<thead>
<tr>
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<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>RO</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>PL</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
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<td>60</td>
<td>40</td>
</tr>
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<td>FR</td>
<td>80</td>
<td>20</td>
</tr>
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</table>

Percentage of answers
Summary of results

• 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

Specific competences

- three units
- chronological set of themes
- information on French university life and situations
Unité 1
Arrivée à l'université

Unité 2
Pendant le séjour

Unité 3
Examens et départ

Bon à savoir
La vie en dehors de l'université
Design of the material for French

Specific competences

Everyday life

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

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

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

1. présentation des types de documents
   Documents avec aide à la compréhension
   Documents avec activités

2. choix de niveau
   À 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
Concluding remarks

- project work in progress
- forum on Euromobil website

Needs analysis: a tool for helping exchange students

More familiarity with social & academic «strangeness»

Information + language training

How do we motivate students to use material?
THANK YOU !