Needs analysis as a tool for supporting student mobility

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Abstract

Today academic mobility involves large numbers of people. But the "new strangers" often travel with more superficially thought out plans and less intercultural awareness. Consequently, a number of problem situations in student mobility can be observed, and the need for specific resources to help the foreign student population seems to become more pressing.

This paper shows how the Euromobil 2 project identified the needs of students planning to study abroad in order to create language and culture resources that will help them adjust to their host environment. It reports on a needs analysis survey performed in five different European countries.

The French needs analysis survey pointed to some critical aspects in academic mobility: 1) students' desire to improve their language skills, 2) the impact of differences in role relationships, 3) the need for acquisition of elaborate written skills and specific discourse conventions. The paper also shows how the results are being treated in a constructivist approach to produce e-material for supporting student mobility.

Keywords

Student mobility; needs analysis survey; CD-ROM; linguistic and cultural competences; French

Introduction

In the course of the 20th century, academic mobility has been evolving from unstructured, spontaneous, largely individual travelling as part of one's studies or work into institutionalised exchanges and international programmes. We know that today mobility involves larger numbers of people and has become more common than ever in the past. It is supported by education programmes at national and international levels and in particular within the framework of EU funded programmes. Hundreds of students and teaching staff participate in exchange programmes each year, and political, social and technological changes have made (academic) mobility in general a lot easier.

But this may also entail that the "new strangers" travel abroad with more superficially thought out plans and less intercultural awareness. As mobility becomes

less exceptional, the risk of minimising the importance of planning and awareness may increase.

In fact, a number of problem situations in today's student mobility can be observed, and the need for specific resources to help the student population to cope with them seems to become more pressing. In spite of the recent steps aiming at harmonising higher education in European countries, the structures of universities still differ widely, and cultural as well as academic differences may add to the difficulties of studying in a new language environment.

With the rapidly growing numbers of exchange students a situation arose that neither the traditional language teaching programmes in university language centres nor the market for self-study programmes were prepared to cope with.

This paper will present the Euromobil 2 project, and it will first show how in its initial phase it identified the needs of students planning to study in a foreign university; second, using the French data and material, it will illustrate how the results are being treated in a constructivist approach to produce online and offline material, and how the development of language and culture resources based on the needs analysis, aims at making the students' adjustment to their host environment more effective.

Euromobil 2

The first EUROMOBIL project[1] was started in 1999 (and coordinated by a Finnish University) with the aim of developing a self-study course on CD-ROM, which would enable exchange students to prepare for their stay in universities in Finland, Germany, Hungary and the United Kingdom.

The second EUROMOBIL project[2] has the same overall aim to increase the positive outcomes of student mobility through the provision of multimedia language training and cultural information programmes suited to the students' needs in view of their effective integration into the environment of the host university, by improving their communicative skills with respect to country-specific situations, both in everyday situations and at the university.

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[1] Euromobil 1, grant agreement 72139-CP-2-2000-1-FI-L2 (1999-2002)
[2] Euromobil2, grant agreement 225825-CP-1-2005-1-FR-LINGUA-L2 (2005-2007)

The partner institutions in this project are listed in Table 1.

Table 1. 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

In all student exchanges abroad – no matter whether the language of the host country is a "major" or less widely used and taught (LWUT) – problems concerning studies, administration or everyday life arise, resulting from language or cultural difficulties and misunderstandings, which can affect the outcome of the students' course of study or even lead to the breaking off of their studies. The better the students are prepared for their stay, the higher the success rate will be.

When the project is completed, students from all European countries (members of the EU or not) who wish to prepare for their stay at a host university in France (FR), the Czech Republic (CZ), Poland (PL), Portugal (PT) and Romania (RO)[3], will be able to obtain a comprehensive package of modern up-to-date material, with the CD-ROMs being supplemented by resources accessible through the Internet.

The development of the material is based on the identified needs of the target groups and on the use of authentic materials to give insights into the culture-bound and multimodal character of communication. A critical part of the workload is in the task of each partner to create material that reflects the specific communicative behaviours (university situations and every day life) in each country.

The needs analysis survey

A needs analysis was conducted by means of a common questionnaire, basically developed in the Euromobil 1 project and revised for Euromobil 2 by the project partners, which was administered to foreign students in each country at the beginning of academic year 2005-06. In France, the respondents were 80 students in the four universities in Bordeaux who had been in the country for up to two semesters. In addition several face-to-face interviews with students and with persons responsible for student mobility in Bordeaux Universities were conducted.

The questionnaire[4] consisted of four sections:

- Background questions (sex, age, home country, mother tongue, studying subject and duration of stay in host university, reason for studying abroad; way of and reason for coming to host country, surprises, most and least enjoyable things)

- It also asked about the students' familiarity with the culture and proficiency in the language of the host country on arrival, on their ability to manage practical matters, and on their need for the language of the host country.

- The questions about studying asked about the amount of information they had had before their arrival, the studying language in the host country, the differences in style of studying compared to their home country, and about the situations where communicative problems had been encountered.

- The questions about social life and leisure asked which language was used with local and foreign students, about the students' own leisure activities in the host country and about the experienced breach of rules, conventions, taboos.

Finally, students were asked to suggest important words and expressions and were free to add personal comments concerning specific problem areas.

In the next sections of this paper, an overview of the needs analysis results from all new partners will be given; it will be followed by interpretation of part of the French data only.[5]

The results

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[3] In addition to the United Kingdom, Hungary, Finland and Germany; see EUROMOBIL 1 (www.euro-mobil.org
[4] The questionnaire can be found in Appendix 1.

Foreign students study a wide variety of subjects, but mostly their major subject. The great majority come to learn the language, as Figure 1 shows[6].The largest numbers are to be found within the Erasmus exchange programme. In France they come from many different countries, and especially from the EU; the majority stay in France for two semesters and some for only one semester. As this figure shows, the highest percentage of students coming to learn the language can be observed for France.
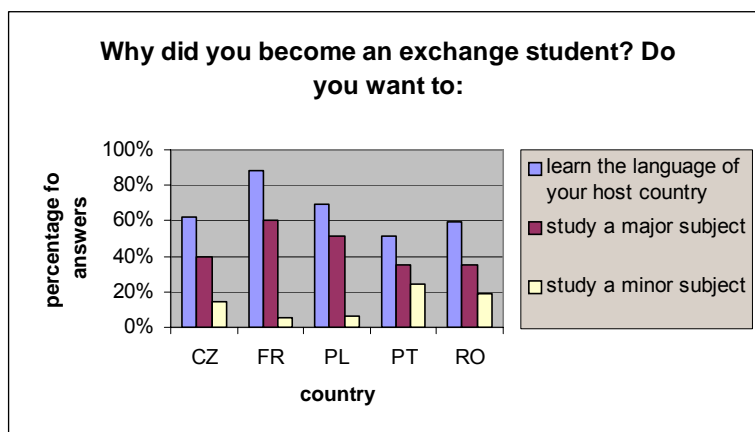

Figure 1.Why did you become an exchange student?

One should note that the requirements relating to university studies in the target countries are different from one country to another. The problem is that in France students have to study in French. And of course, they can do so only with some proficiency in the language. (In contrast, students who aim to study in CZ, PL, or RO can manage with only survival skills in the languages of their host countries.) Figure 2 shows the differences between the five countries.
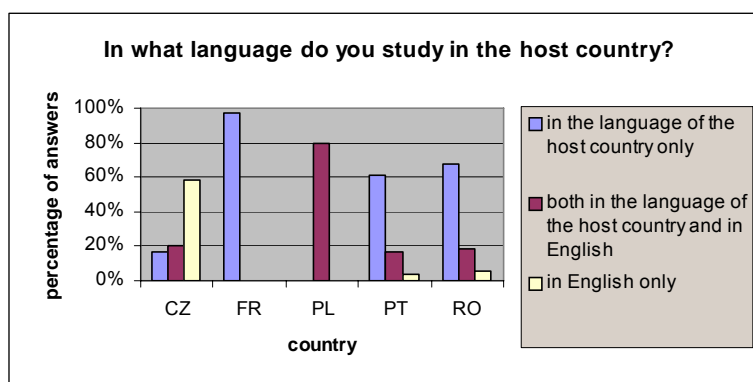

Figure 2 Language of study in the host country.

Besides, the foreign students in the survey in Bordeaux also reported using mostly French when communicating with other students, whether French or foreign, as Figure 3 shows.
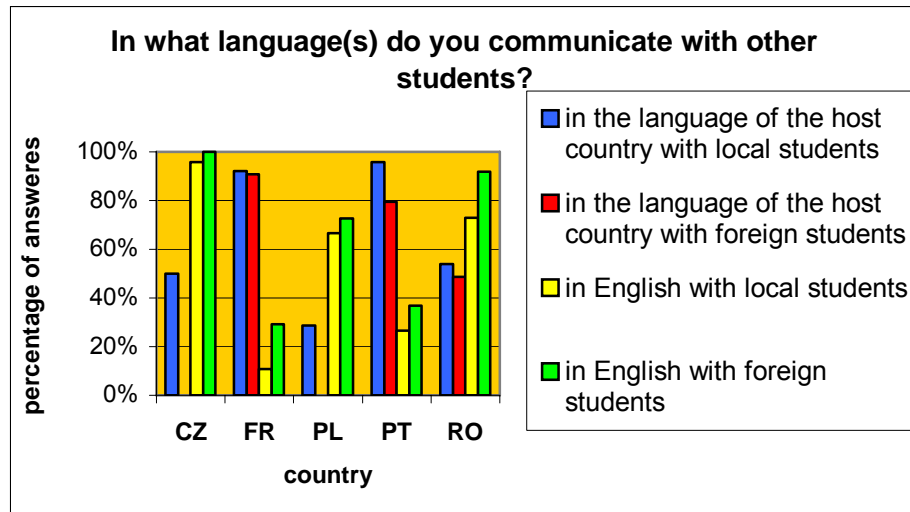

Figure 3. Language used with other students.

However, when asked to evaluate their own language proficiency on their arrival, 27% of the students said they had none or it was (very) poor. Figure 4 presents these results.
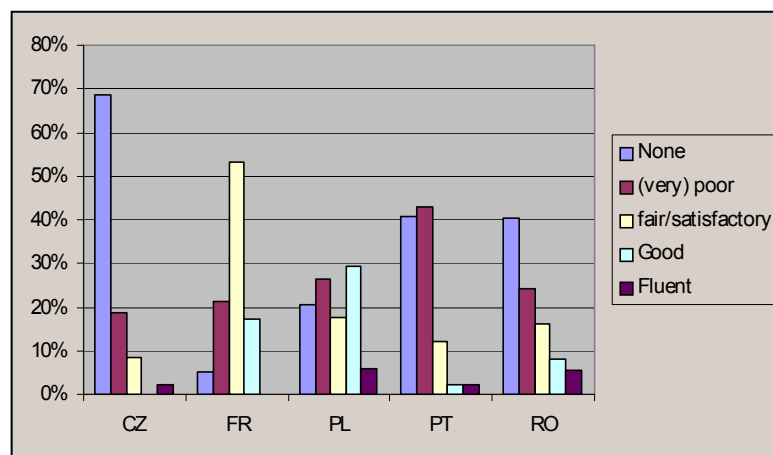
Figure 4. Self-evaluation of language proficiency upon arrival.

According to the respondents in the French survey, their problems lie mainly in oral comprehension (conversations, media) and in oral production in context (participation in conversations). The survey revealed, however, very heterogeneous levels of proficiency. The treatment of the answers also revealed poor written comprehension and written production, even if these were rarely explicitly mentioned in the students' answers.

As for the differences in academic culture across countries, the results also show a certain amount of variation, with a total of 84% of the respondents in Bordeaux stating that there are differences. Figure 5 presents these results.
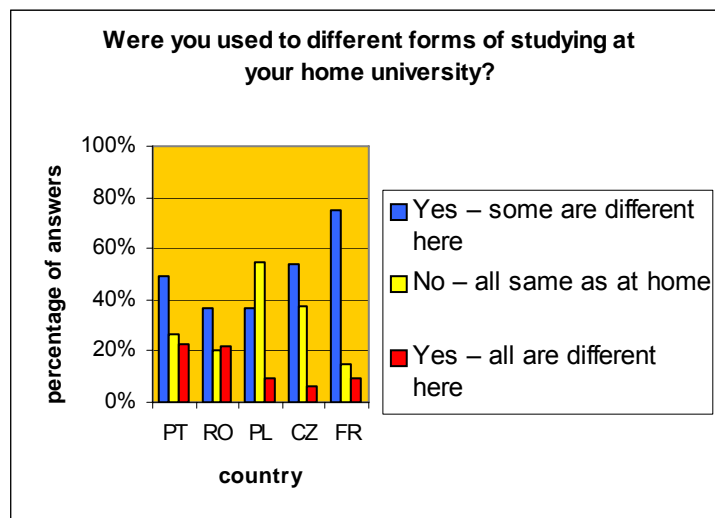
Figure 5. Perceived differences in academic cultures.

Concerning these differences, the students' comments indicated that they needed 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…

Finally, a number of respondents stated that they had actually found themselves in a situation in the host country that was funny or embarrassing because they broke a cultural convention (25% of the respondents in France). The results are presented in Figure 6.

Figure 6. Breach in cultural conventions.

Let me summarise some of these results:
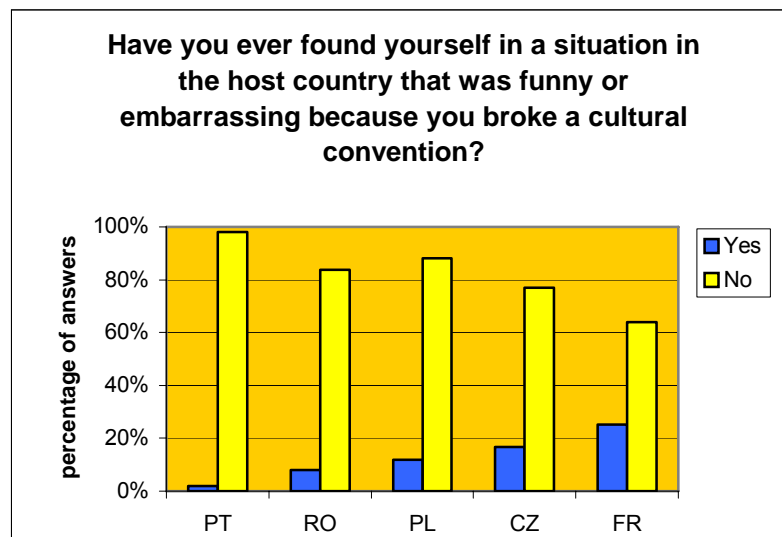
The survey has pointed to some critical aspects in academic mobility: 1) for all the countries involved in the survey, the students attach great importance to **improving their language skills**, 2) there are differences in **role relationships** in the academic domain (that is, cultural differences that may make it difficult for students to adopt appropriate strategies to communicate with the teaching and administrative staff), 3) for France, since the students are going to be studying in French only, they need to acquire of **elaborate written skills** and **specific discourse conventions**.

I will now show how the material being developed uses the results of the needs analysis questionnaire in order to fulfil its goal to support student mobility. Again, the examples that will be given are taken only from the French data and material. Also, because the development of writing skills will be attended to only in the second phase of the project, I will not mention it here.

The design of the material

Specific competences

The results of the survey in France showed the importance of student-specific linguistic and cultural competences, and in designing the resources, great attention

was paid to the information collected in this survey and to the fact that students have to use French at the university.

In order to provide this specific information and competence, the content and structure of the CD-ROM have been organised into three units presenting information on French university life and the situations in which the students find themselves there within a **chronological** set of themes. The start page of the French CD reflects these choices.
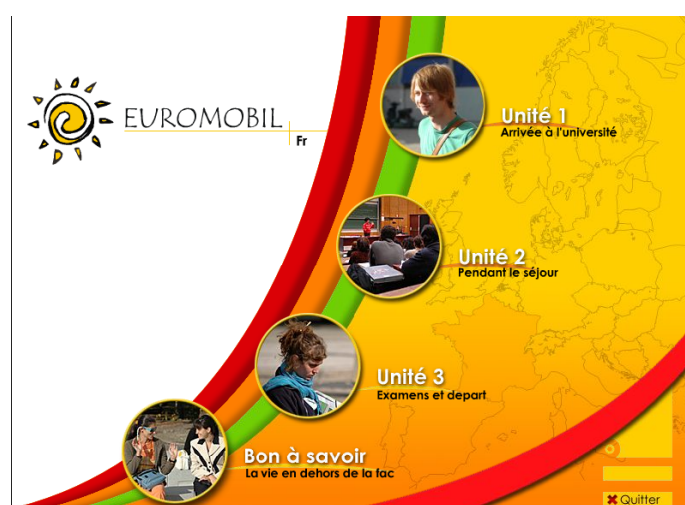
Figure 7. Homepage of the French CD-ROM.

Everyday life

Being a foreign student in France also requires, of course, some knowledge of social and cultural norms and conventions outside the university. In addition to the student-specific information in the three Units of the CD-ROM, the users have autonomous access to a "Good to know" section (*Bon à Savoir*), in which the topics within each theme (banking, health, etc.) were also selected on the basis of the problems most frequently mentioned in the survey. This part of the CD-ROM includes information on:

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

That is, on those aspects of French life outside the university activities that foreign students are exposed to in their daily lives. Figure 8 shows the Good to Know home page with one of the links activated .

Figure 8. The Good to Know (*Bon à savoir*) Section

Linguistic heterogeneity

It was clear that the French CD-ROM programme has to provide material on an advanced level in order to enable students to get a good idea about the level of linguistic competence required in the target language before they start their university courses in France. But because of the heterogeneity of the users in terms of language proficiency upon arrival, the pedagogical team decided to propose for each supportive material **three levels of activities** in the Units, coded with different colours, with all three levels aiming at conveying the same information (i.e., the same content). The individual user can thus choose the level at which he wants to access the material (beginner, intermediate, expert). Figure 8 shows how each level can be accessed.

Figure 8. Three levels of language proficiency.

The heterogeneity and the expressed needs of the target group also motivated the decision to make the Good-To-Know section accessible either by clicking on the item in the Menu or by hyperlinks in the documents or the activities themselves.

Heterogeneity was also behind the choice of presenting the material in two forms, **informative** (i.e., providing information in answer to the survey's identified needs) and **language training activities** (contextualised language learning activities),both following closely the topics indicated by students as problem areas. It also justified the provision for linguistic and cultural help with hyperlinks accessible upon request. Within the units, choosing one's level corresponds to accessing more or less help and adapted sets of activities.

A constructivist approach

The structure of the CD-ROM and the possibility of accessing help have been thought out with the needs analysis in mind. All the sections of the CD-ROM adopt a constructivist approach (Piaget 1950; Tardif 1992), that is, take into account the students' previous experience, or lack of it, to help him or her construct new knowledge and competencies.

In the three units (of which only part of Unit One has been completed so far) as well as in the Good-To-Know section (which also stages real life oral communication practices) the focus is on social practices and interactive oral skills; information and

activities are presented interactively, in order to help the student find out the level at which he wants to access the activities.

In this programme, **interactivity** means, among other characteristics:

- That feedback is provided for both right and wrong answers; in the case of an error, links are proposed to hints helping to find the correct answer.

- That the users can adopt different routes in the resources by choosing different actions on the material.

The construction of the **glossary**, which has not been mentioned yet, adopts the same approach: concretely, this means that it presents operational definitions of terms, not just dictionary-like entries, and that all the glossary entries are explicitly related to the part(s) of the material where they appear in context.

Illustrations of the constructivist approach can be found in the overall architecture of the CD, but also more specifically in the Help Section. This Section, as Figure 9 shows, includes **three types of help** (linguistic, methodological and technical), each accessible at any time and from anywhere in the CD upon request, and therefore taking into account the user's previous knowledge and his or her present cognitive problem.

Figure 9. The Help Section

The **methodological** help includes explanations in the following areas:

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

In addition, the student will not have to comply with a pre-set order to get to the information or to the activities. He or she will be free

- to choose his/her point of entry into the CD, both in terms of level of competence and in terms of content
- to use the Help files or not
- to check his/her answers one at a time or after completion of a given activity.

Project work is still in progress, and a number of problem areas as revealed in the survey will be attended to only in the second phase of the material development. In particular, information and activities on written skills and specific discourse conventions will appear only in Unit 2.

In the second phase of project work, communication between students *via* a forum will also be developed; it is expected that specific questions and needs will be dealt with collaboratively at that stage and that it will provide additional effective support (as argued in Forgues.2000) to the acquisition of competences supporting student mobility.

For the time being, we have felt that the needs analysis has really helped us decide how we could best help the target users. We hope that the EUROMOBIL programmes, when completed, will really support student mobility by providing, before their departure, more familiarity with the academic, social and cultural "strangeness" they are bound to encounter. It is not intended as just one more language course or one more set of cultural information geared to a specific target group. The contents have been designed on the basis of the foreign students' own statements when in the host country, they are contextualised with authentic material directly related to the identified problem areas, and include activities with operational objectives ("What do they have to know before leaving?"; "What activities should we devise for them to make them able to communicate in French in a specific context?").

The challenge is to be able to deliver necessary and essential information as well as to help them develop communicative skills in the language of the host country before their arrival, and to motivate them to get that information by making the product both

attractive and useful - and in the case of the French CD, to do this using only the French language.

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QUESTIONNAIRE

EXCHANGE STUDENTS' EXPERIENCES OF STUDYING AT THE HOST UNIVERSITY
Expériences des étudiants étrangers dans une université française

A. Background questions – *Identification et historique*

1. Sex/*Sexe*   Female /*F*   Male /*M*

2. Age _____

3. Home country   *Pays d'origine_____*

4. Mother tongue   *langue maternelle_____*

   What do you study at the host university? In which department/departments? *Qu'étudiez-vous dans l'université d'accueil? Dans quelle(s) faculté(s)/ UFR/ école(s) ?_____*

5. How long have you been staying in the host country? *Depuis combien de temps êtes-vous en France* _____ months /*mois*

6. How long are you going to stay in the host country? *Combien de temps allez-vous rester?* ___months/*mois*

7. Why did you want to become an exchange student? Do you want to (you can choose more than one):
   Pourquoi êtes-vous venu étudier ici? Voulez-vous (vous avez plus d'un choix possible) :
   ❏   study a major subject/ *étudier dans votre spécialité*
   ❏   study a minor subject/ *étudier une autre spécialité*
   ❏   learn the language of your host country/*apprendre la langue*
   ❏   something else/ *autre raison: _____*

8. How did you come to the host country? *Comment êtes-vous venu?*
   ❏   Within an exchange programme (Which?)/ *Programme d'échange (lequel?) _____*
   ❏   On your own initiative/ *De votre propre initiative*

   Why did you decide to come to the host country as an exchange student? *Pourquoi avez-vous décidé de venir étudier ici ?_____*
   _____
   _____
   _____

9. What has surprised you most about the host country? *Qu'est-ce qui vous a le plus surpris dans ce pays?*
   _____
   _____
   _____
   _____

10. What have you enjoyed most about the host country? *Qu'est-ce que vous aimez le plus dans ce pays?*
    _____
    _____
    _____
    _____
    _____

11. What have you enjoyed least about the host country? *Qu'est-ce que vous aimez le moins dans ce pays?*
    _____
    _____
    _____
    _____
    _____

B   Familiarity with the culture and proficiency in the language of the host country – *Familiarité avec la culture et connaissance de la langue française*

1.   Please evaluate your language proficiency on your arrival in the host country: *Évaluez votre connaissance de la langue française avant votre arrivée dans le pays :*

Fluent	Good	fair/satisfactory	(very) poor	None
Très bonne	*Bonne*	*assez bonne*	*(très) médiocre*	*nulle*

2. To what extent do you have difficulties in the following areas? *Quelles difficultés avez-vous dans les domaines suivants?*(0 = none,/*aucune* 1 = a little/*peu*, 2 = moderate/*quelques-unes*, 3 = a lot/*beaucoup*, 4 = very much/*énormément*)

a.	understanding the speech of teachers and room mates (fast, inarticulate, dialectal speech)/ *pour comprendre les professeurs ou des étudiants (ils parlent vite, conversations informelles, accents)*	0 1 2 3 4
b.	understanding complex sentences (the word order differs from that in your mother tongue)/ *pour comprendre des phrases complexes (ordre des mots different de ma langue maternelle)*	0 1 2 3 4
c.	understanding the content (too little advance information)/ *pour comprendre le contenu (je ne connais pas assez le sujet)*	0 1 2 3 4
d.	understanding the connecting thought (difficulties in understanding the structure of a lecture/ conversation)/*pour comprendre la logique du discours (problèmes avec la structure d'un cours ou d'une conversation)*	0 1 2 3 4
e.	participating in a discussion (conversational conventions differ from those in a mother tongue, insufficiency of the vocabulary)/ *pour participer à une discussion (les conventions de la conversation sont différentes, ou vous n'avez pas assez de vocabulaire)*	0 1 2 3 4

3. In which situations have you had communicative problems? *Dans quelles situations avez-vous eu des problèmes de communication ?*(0 = none,/*aucune* 1 = a little/*peu*, 2 = moderate/*quelques-unes*, 3 = a lot/*beaucoup*, 4 = very much/*énormément*)

finding/renting a flat:/ *pour trouver ou louer un logement*	0 1 2 3 4
at the cafeteria/in the restaurant/ *au restaurant, à la cafeteria*	0 1 2 3 4
at the doctor/dentist/ *chez le docteur, le dentiste*	0 1 2 3 4
at the hairdresser/ *chez le coiffeur*	0 1 2 3 4
in shops/ *dans les boutiques*	0 1 2 3 4
at the post office/ *à la poste*	0 1 2 3 4
at the bank/ *à la banque*	0 1 2 3 4
at the travel agency/ *à l'agence de voyages*	0 1 2 3 4
at the railway/bus station/ *à la gare de trains ou de bus*	0 1 2 3 4
at the museum/ *au musée*	0 1 2 3 4
at the theatre/movie theatre/in concert/ *théatre, cinéma, concert*	0 1 2 3 4
at the swimming pool/ *à la piscine*	0 1 2 3 4
when renting equipment (bike, ski...): *pour louer du matériel (vélo, skis…)*	0 1 2 3 4
in following media (radio, TV, newspapers)/*pour comprendre les médias (journaux, radio, TV)*	0 1 2 3 4
in any other situations? Which? / *dans d'autres situations ? lesquelles ?*	0 1 2 3 4

4. Please describe one (or some) of the problems. *Décrivez un ou quelques-uns de ces problèmes*

_____
_____
_____
_____
_____

5. Have you had any difficulties in dealing with practical matters or getting to know the university? /*Avez-vous eu des difficultés d'ordre pratique ou pour vous familiariser avec l'université?* Yes ❏ No ❏

6. If you answered YES to the previous question, please specify the problem areas:/ *Si vous avez répondu OUI, précisez dans quels domaines*
- ❏ Registration/ *Inscription*
- ❏ Housing/ *Logement*
- ❏ Banking services/ *Services bancaires*
- ❏ Finding your way around the campus/ *Vous y retrouver sur le campus*
- ❏ Using the library/ *Utilisation de la bibliothèque*
- ❏ Computing centre services/ *Salles informatiques*
- ❏ Health care services/ *Médecine preventive, Services de santé*
- ❏ Meals/ *Repas*
- ❏ Other (please specify) *Autres (précisez)*_____

7. What are, in your opinion, the most important needs to know the language of your host country ?/*Quels sont à votre avis les domaines dans lesquels vous avez le plus besoin de la langue française ici ?*

_____

8. What, in your opinion, is particularly difficult in the language of your host country?/ *A votre avis, qu'est-ce qui est particulièrement difficile dans la langue française?*

_____
_____
_____
_____
_____

C. Questions about studying/ Questions sur les études

1. Are you studying in your host country / *Dans quelle langue étudiez-vous ici?*
   - ❏ in the language of the host country only/ *seulement en français*
   - ❏ both in the language of the host country and in English/ *en français et en anglais*
   - ❏ in some other language way (please specify)/ *dans une autre langue (précisez)*_____

2. What forms of academic activity are you involved in at your host university? / *A quelles formes d'activités universitaires participez-vous ici?*
   - ❏ Lectures / *Cours magistraux*
   - ❏ Seminars/ *Séminaires*
   - ❏ Practical training/ *TP*
   - ❏ Laboratory work/ *TD*
   - ❏ Written examinations/ *Examens écrits*
   - ❏ Oral examinations/ *examens oraux*
   - ❏ Language courses (which?)/ *cours de langue (lesquels?)*
   - ❏ Other (please specify) *autres (précisez)* _____

3. Were you used to different forms of studying at your home university?/ *étiez-vous habitués à d'autres formats de travail dans vos études chez vous?*
   - ❏ Yes – all are different here/ *Oui, tout est différent ici*
   - ❏ Yes – some are different here/ *oui, il y a des différences*
   - ❏ No – all same as at home

4. If you answered YES to the previous question, please explain in what way(s) studying in the host country is NEW for you and differs from studying in your own country. *Si vous avez répondu OUI à la question précédente, expliquez ce qui est nouveau pour vous et en quoi les études ici sont différentes*

_____
_____
_____
_____
_____

D. Social life and leisure/ *Vie sociale et loisirs*

1. What language(s) do you use when you communicate with local students? /*Quelle(s) langue(s) utilisez-vous avec les étudiants d'ici?*_____

2. What language(s) do you use when you communicate with foreign students? /*Quelle(s) langue(s) utilisez-vous avec d'autres étudiants étrangers?*_____

3. What leisure activities do you participate in?/ *Quelles sont vos activités de loisirs?*

    _____
    _____
    _____
    _____

4. Is it necessary to know the target language in order to obtain information about these activities or to participate in them? Why? / *Doit-on connaître le français pour obtenir des informations sur ces activités ou pour y participer? Pourquoi ?*

    _____
    _____
    _____
    _____

5. Have you ever found yourself in a situation in the host country that was funny or embarrassing because you broke a cultural convention? *Vous êtes-vous déjà trouvé dans une situation drôle ou gênante parce que vous n'avez pas respecté une convention culturelle ?*   Yes ❏ No ❏

6. If YES, please describe the situation. *Si OUI, décrivez la situation*

    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____

E. Important/essential vocabulary/ *Vocabulaire important/ essentiel*

1. Can you think of any basic phrases in the target language that would be useful to know before coming to the host country? Write down **ten** phrases that would have been of use to you when you arrived. You do not need to put them in any order of importance. /*Pouvez-vous penser à des expressions de base qu'il vous aurait été utile de connaître avant votre arrivée en France ? Écrivez **dix** expressions qui vous auraient été utiles quand vous êtes arrivé(e). Vous n'avez pas besoin de les classer par ordre d'importance.*

    1. _____
    2. _____
    3. _____
    4. _____
    5. _____
    6. _____
    7. _____
    8. _____
    9. _____
    10._____

2. Other comments/ *Autres commentaires* :

    _____
    _____
    _____
    _____
    _____
    _____
    _____

Appendix 2. Results of the needs analysis survey

Table 1. Reasons for studying in another country.

Why did you want to become an exchange student? Do you want to	CZ	FR	PL	PO	RO
• learn the language of your host country	62,50%	**88,00%**	69,69%	51%	59,46%
• study a major subject	39,58%	60,00%	51,51%	34,69%	35,13%
• study a minor subject	14,58%	5,30%	6,06%	24,49%	18,91%

Table 2. Language of study in the host country.

Are you studying in your host country	CZ	FR	PL	PO	RO
• in the language of the host country only	16,66%	**97,30%**	0,00%	61,22%	67,56%
• both in the language of the host country and in English	20,83%	0,00%	79,41%	16,33%	18,92%
• in English only	58,33%	0,00%	0,00%	4,08%	5,40%

Table 3. Language used when communicating with other students.

What language(s) do you use when you communicate with other students?	CZ	FR	PL	PO	RO
• the language of the host country with local students	50,00%	**92,00%**	28,57%	95,92%	54,05%
• the language of the host country with foreign students	0,00%	**90,70%**	0,00%	79,59%	48,65%
• English with local students	95,83%	10,70%	66,67%	26,53%	72,97%
• English with foreign students	100,00%	29,30%	72,73%	36,73%	91,89%

Table 4. Language proficiency

Please evaluate your language proficiency on your arrival in the host country	CZ	FR	PL	PT	RO
• (very) poor	18,75%	21,30%	26,47%	42,86%	24,32%
• fair/satisfactory	8,33%	53,30%	17,65%	12,24%	16,22%
• good	0,00%	17,30%	29,41%	2,04%	8,11%
• fluent	2,08%	0%	5,88%	2,04%	5,41%

Table 5. Differences in academic culture across countries.

Were you used to different forms of studying at your home university?	CZ	FR	PO	RO	PL
• Yes – some are different here	54,17%	**74,70%**	48,98%	36,73%	36,36%
• No – all same as at home	37,50%	14,70%	26,53%	20,41%	54,55%
• Yes – all are different here	6,25%	9,30%	22,45%	21,62%	9,09%

Table 6. Breach in cultural conventions.

Have you ever found yourself in a situation in the host country that was funny or embarrassing because you broke a cultural convention?	CZ	FR	PO	RO	PL
• Yes	16,67%	**25,30%**	2,04%	8,11%	11,76%
• No	77,08%	64,00%	97,96%	83,78%	88,24%