

# INTERNATIONAL STUDENTS' USE OF TECHNOLOGY FOR LINGUISTIC AND ACADEMIC RESEARCH: A NEEDS ANALYSIS

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# INTRODUCTION

Our larger project

# Global Gateways Program

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- Prevalent, profitable, and necessary
- Naturally interdisciplinary
- Need to develop language skills AND English-language academic practices

GOOGLE

Everybody's doing it

# GALL

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- Emerging field of research in SLA
  - ▣ Corpus (Varley, 2009; Sha, 2010)
  - ▣ Phraseology (Geluso, 2011)
  - ▣ Translation (van Rensburg et al., 2012)

*Let's maximize this resource!*

# Google & academia

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- Effectiveness of Google Scholar (Walters, 2007)
- Prevalence of Google Scholar in universities (Neuhaus et al., 2008)
- Evaluation of sources (Stapleton et al., 2006)

# Research Questions

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- How can Google tools be used both to develop **information literacy** and **language skills**?
- Can we develop **interdisciplinary curriculum** that teaches these skills?
- Can we encourage a linguistic perspective in **librarian instruction** and a focus on information literacy skills in **linguistic instruction**?

# NEEDS ANALYSIS

“A basis for determining what and how learners need to learn”  
~Lambert, 2010



# Needs analysis

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- Needs, wants, & lacks to inform pedagogy
- Common in ESP (Nation & Macalister, 2010)
- Combination of qualitative and quantitative methods (e.g., Long, 2005)

# OUR NEEDS ANALYSIS

Questions, materials, execution

# Needs analysis research questions

- How are students currently using Google for their **language learning**?
- How are students currently using Google for **research**?
- What are teachers' perceptions of these **learners' needs**?
- What are teachers' perceptions of the ways that students are **currently using Google**?
- What is the focus of current **curriculum** and is it addressing these needs?

# Needs analysis

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- Triangulation of sources (Holme & Chalauisaeng, 2006)
  - ▣ Questionnaires
  - ▣ Interviews
  - ▣ Curriculum analysis
  - ▣ Observation
  - ▣ Writing samples
  - ▣ Program statistics

# Target situation & population

- Differing situations
- Many target disciplines
- Feedback from *insiders & outsiders* (Long, 2005)
- Insiders
  - ▣ students
  - ▣ ESOL instructors
- Outsiders
  - ▣ librarians
  - ▣ program administrators
  - ▣ non-ESOL faculty

# RESULTS

What will we do with them?

# Future directions

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- Supplementary program assignments
- Course development
- Teacher training (ESOL and non-ESOL)
- Librarian training/workshops

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