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

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- Prevalent, profitable, and necessary
- Naturally interdisciplinary
- Need to develop language skills AND English-language academic practices
Everybody's doing it
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

- 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

- 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

- 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

- 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

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


