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

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INTRODUCTION

Our larger project

Global Gateways Program

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

GOOGLE

Everybody's doing it

GALL

- 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

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