

# NEEDS ANALYSIS FOR ROMANIA

## ***ESEDI: ESCENARIO EUROPEO DE IDIOMAS*** (511451-LLP-1-2010-1-ES-KA2-KA2MP)

### **Preamble:**

*The Needs Analysis is carried out by the partnership in each project country and it is aimed at identifying the needs of the target group in the area of Spanish language teaching and learning. The Needs Analysis will stay at the basis of the development of the content of each act of the final product, i.e. the theatre play. What follows represents a quantitative and qualitative (recommendations) analysis of the findings.*

### **Respondents**

*There were two categories of respondents involved in the process of collecting data for the elaboration of the Needs Analysis in Romania: teachers of Spanish and high school students (grades 9<sup>th</sup> – 11<sup>th</sup>, aged 15 – 18). As far as the numbers are concerned, there were 6 teachers and 21 students participating in the data collection process. The level of Spanish of students ranked between A2 and B2.*

### **Methodology and tools used:**

*The selection of the respondents was carried out in two stages: the teachers were selected with support from the Spanish inspector at Iasi County School Inspectorate and the students were selected by each teacher from among their students in the Spanish classes.*

*The instruments used for data collection were two separate questionnaires, one addressing teachers and one addressing students. The questionnaires were developed jointly at the level of partnership in English and then were translated into Romanian to facilitate their use by non-English speaking respondents.*

### **Calendar:**

*The Needs Analysis was implemented in Romania between 11 May – 10 June 2011.*

## I. DATA COLLECTED FROM TEACHERS

1. What objectives or aims do the students mention when they start your courses?  
(Score from 0 to 10) (from not mentioned to the most habitual)

Ranking (quantitative analysis) according to the answers received from teachers:

- Get to know Spanish-speaking cultures (more in depth) (1)
- Spanish certificate or exam (2)
- Compulsory course (3)
- Travel and/ or holidays (4)
- Communicate in Spanish-speaking circles (5)
- Improve self-assurance by speaking another language (6)
- Improve their CV (7)
- Communicate in Spanish-speaking countries (8)
- Required for work purposes (9)
- Need a new hobby / interest (10)

Conclusions (qualitative analysis):

- the highest ranked reason for learning Spanish is knowing more about the Spanish culture, which is an interesting finding, as it shows that the content of the play needs to also focus on cultural aspects;
- whereas extrinsic motivation (exams, compulsory courses) is in the top, students also learn Spanish for travel purposes and to communicate in Spanish speaking environments; as a consequence, the content needs to also focus on teaching functional, easy to use and every-day language structures.

2. Do these aspects influence the motivation of the student in class?  
(Score from 0 to 10)

Ranking (quantitative analysis) according to the answers received from teachers:

- Easy and relaxed atmosphere (10)
- Student involvement in the activity (9)
- The student feels comfortable and accepted (8)
- Possibility of choosing central topics, according to tastes and needs (7)
- The student understands the use and purpose of the activities (6)
- Interaction amongst the students (5)

- The course level is appropriate for the student (4)
- Direct student participation (3)
- Feeling of progress or improvement in one's own competency (2)
- The activities catch the student's interest (1)
- Competitiveness with the fellow students (0)

Conclusions (qualitative analysis):

- there was no surprise in the findings to this question, as it is obvious that a friendly environment, where each student is valued and activated, represents a motivation boost in itself.

3. Other aspects which could influence the student's motivation?

- having the appropriate level of language;
- participating in classes where their friends are
- having a family member settled in Spain (quite common in Romania nowadays)

4. Can you indicate some of the most common aspects which, in your opinion, could lead to loss of student motivation?

- out-dated materials and topics
- inappropriate level of language
- inappropriate involvement

5. Do you use these didactic tools or techniques in your classes?  
(Score: 0 = never; 1 = rarely; 2 = sometimes; 3 = frequently)

Ranking (quantitative analysis) according to the answers received from teachers:

- Structure exercises and vocabulary (3)
- Listening exercises (2)
- Songs (1)
- Board games (1)
- Role-plays or drama activities (2)
- Oral presentations (3)
- Discussions and debates (2)
- Individual production of texts (2)
- Creating stories in a group (1)
- Films, documentaries or adverts (1)

- Tests to assess the level (3)
- Reading short texts with a current and cultural subject matter (2)
- Reading newspapers, novels or comics, etc. (1)

Conclusions (qualitative analysis):

- the scores provided by teachers clearly show that in school teaching the traditional approach and methodology is still widely used. This might be the result of lack of sufficient freedom in the school curriculum, inappropriate teaching materials, other school related constraints. The conclusion is that the ESEDI approach and methodology perfectly answers this gap and thus we do hope the teachers and students will be very motivate to participate in classes that will include drama, will be active, up-to-date and dynamic.

6. Can you indicate other tools and techniques you use in class?

N/A

7. Do you use the applied didactic tools or techniques at all levels?

Yes (X) No ( )

If no, could you specify which tools or techniques you use exclusively at one or other level? Could you reason why?

N/A

8. According to the experience of your courses, do specific problems belong to each level? Yes (X) No ( )

If yes, what would these problems be?

- A 1

- difficulties in writing and listening / reading comprehension

- A 2

- difficulties in writing and understanding longer texts

- B 1

- difficulties with spelling and pronunciation

- B 2

- difficulties with spelling and pronunciation

- C 1

N/A

- C 2

N/A

9. Do you have any experience in theatre? What type?

Whereas most of the teachers do not have much or any experience in theatre, we were able to identify one that has some relevant experience in the area of using drama techniques to teach foreign languages: she is both a teacher of Spanish and English at the Arts High School in Iasi. She will be the teacher that will collaborate with Eurod throughout the whole project life for the implementation of ESEDI.

10. In the case of applying role-plays or drama activities in your classes, what aspects of these games contribute to increasing student motivation?

- comic situations, mimics, stage movement, costumes and settings

- What barriers or handicaps might we be confronted with when it comes to putting them into practice?

- lack of appropriate resources for costumes, equipment, place to practice etc.

11. If you have applied theatre as a didactic technique, can you evaluate how it went?

Drama has always been very efficient, especially in the case of foreign language learning and teaching, as it gives freedom to both teachers and students to be creative and thus enjoy the process. Characters are perfect 'disguises' to introduce cultural issues, as well.

## **II. DATA COLLECTED FROM STUDENTS**

### **1. Why did you enrol in the course in Spanish?**

(Please underline the correct statement/s.)

Ranking (quantitative analysis) according to the answers received from teachers:

- Compulsory course (1)
- Spanish certificate or exam (4)
- Required for work purposes (6)
- Need a new hobby / interest (5)
- Communicate in Spanish (2)
- Get to know Spanish-speaking cultures (more in depth) (3)
- Other .....

Conclusions (qualitative analysis):

- as the students participating in the data collection process are high school students and they take Spanish courses as part of their school curriculum, they ranked no. 1 the compulsory aspect. However, if we eliminate this item we notice that they are interested to learn Spanish so that they can communicate. As a consequence, the prerequisite for the successful motivation of students to participate in the project are in place, as the play will focus on developing communicative skills.

### **2. What course book do you use for learning Spanish?**

(e.g., Gente, Prisma, Nuevo Ven, Español 2000, etc.)

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None of the above. The coursebooks used are developed by Romanian authors.

### **3. What supplementary materials do you or does your teacher use as complimentary to your course book?**

(e.g. video, internet, songs, newspapers, radio programs, contacts with natives, etc.)

- internet, video, contacts with natives, cassettes

### **4. What is the duration of each class?**

(e.g. 3 astronomic/academic hours)

- 1 hour (2 hours per week)

**5. What is the total duration of the course you are involved?**

(e.g. 90 astronomic/academic hours)

- 70 hours (2 hours per week x 35 weeks in the academic year)

**6. Is this your first time when you are engaged in a training course of Spanish?**

(Please underline the correct statement.)

YES NO X

If NO, please mention the reason in case you dropped from a course.

All students participating in the data collection process took Spanish classes previously at school (none of them was A1 level).

**7. Does the teacher always use Spanish during your classes?**

(Please underline the correct statement.)

YES NO X

If NO, please mention in which situations s/he uses other language

Considering there are students with a lower level of language ((e.g. A2), teachers use Romanian most of the times to transmit instructions and guidelines.

**8. Do these aspects influence your motivation in class?**

(Score from the lowest 0 to the highest 10)

Ranking (quantitative analysis) according to the answers received form teachers:

- Easy and relaxed atmosphere (10)
- You are involved in the activities (9)
- Possibility of choosing central topics, according to your tastes and needs (8)
- You feel comfortable and accepted (7)
- The course level is appropriate for you (6)
- Interaction with the other students (5)
- You understand the use and purpose of the activities (4)
- Feeling of progress or improvement in your own competency (3)
- Competitiveness with the fellow students (2)
- Other ..... (0)

Conclusions (qualitative analysis):

- students prefer a relaxed, friendly, active atmosphere, being more interesting in these attributes of the Spanish classes than the actual progress.



**9. In the process of learning Spanish, the acquisition of which of the basic language skills (reading, writing, listening and speaking) is the most difficult for you.**

(Please arrange the four skills starting with the most difficult and moving to the easiest.)

Ranking (quantitative analysis) according to the answers received from teachers:

- 1 Writing
- 2 Listening
3. Speaking
- 3 Reading

Conclusions (qualitative analysis):

- no variation from other languages is seen here, and thus it clearly shows that the play needs to be focused on developing spoken interaction, and production and listening skills.

**10. During the lessons teacher attaches the greatest importance to:**

(Please rank each of the actions. 1 is the most important and 6 is the less important)

Ranking (quantitative analysis) according to the answers received from teachers:

- 1..... exercising speaking (1)
- 2..... exercising reading (2)
- 3..... exercising listening (3)
- 4..... teaching vocabulary (4)
- 5..... exercising writing (5)
- 6..... teaching grammar (6)

Conclusions (qualitative analysis):

- students consider least important for them exercising writing and grammar. As a consequence, the content and approach in ESWEDI should focus on the other aspects rather than on these ones.

**11. Do you feel unproductive during Spanish classes?**

(Please underline the correct statement.)

YES    SOMETIMES X                      RARELY    NO

**12. Do you feel bored during Spanish classes?**

(Please underline the correct statement.)

YES            **SOMETIMES X**            RARELY            NO

**Please, explain why?**

- students participating in the data collection process stated they feel sometimes bored, the main reasons identified being: the teacher, the topic (not interesting), the level (too high or too low).

**13. What kind of exercises do you prefer for developing desired skills?**

(e.g. filling gaps, dialogs, role plays, short presentations, writing essays, listening texts and songs, etc.)

- dialogues, role plays, listening songs, internet

**14. Is there enough information within the Spanish course about the culture and customs in the Spanish-speaking countries?**

(Please underline the correct statement and give examples.)

YES    **NO X**

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**15. Are you interested in joining a course in Spanish, using theater for the purposes of language learning?**

(Please underline the correct statement.)

YES X            NO