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# What is the impact of European activities to support mobility and current key competences?

## Results of a feedback analysis: the case of EUROMOBIL (Socrates/Lingua)

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## Research Questions

1. Who uses EUROMOBIL and why?

2. How is EUROMOBIL employed by its users?

3. How is EUROMOBIL evaluated by its users and is there a difference in the acceptance of the materials designed for beginners and advanced learners?

4. How do the users judge the impact of EUROMOBIL in terms of supporting mobility and the improvement of their language and IT-skills?

5. For which other languages should EUROMOBIL also exist?

## Background
- Since the late eighties, the European Union has supported mobility, language learning, and the development of IT-skills in several programmes (Erasmus 1987 -, SOCRATES 1994-2006, LLL 2007-2013)

## Objective
- To explore the impact of such programmes by focusing on one product developed with the support of the European commission (Socrates/Lingua) as an example: EUROMOBIL

## The Project under Investigation
- EUROMOBIL is a multimedia language learning and information software to support student mobility (see: www.euro-mobil.org)
- Free download of nine programmes via the project website
- Innovation and Creativity silver award in the Lifelong Learning Programme 2009 (see: http://www.llp-conference.eu)

## Distribution
- Password or CD-ROM orders July 2004- July 2009:
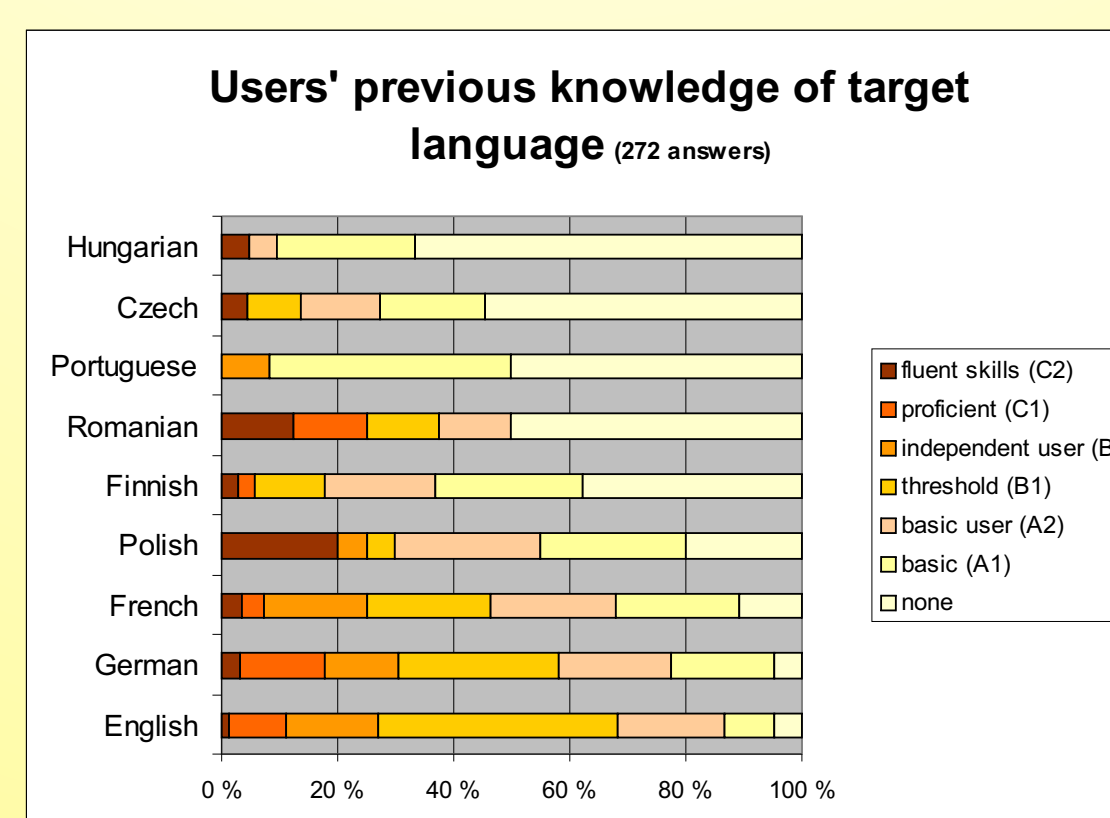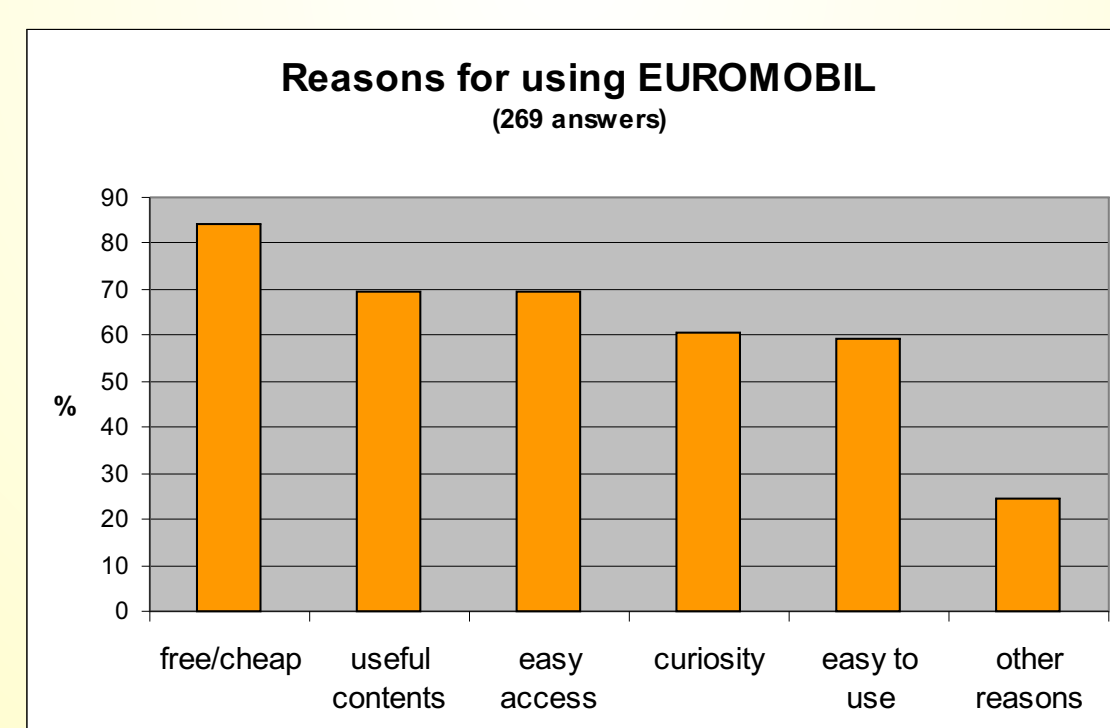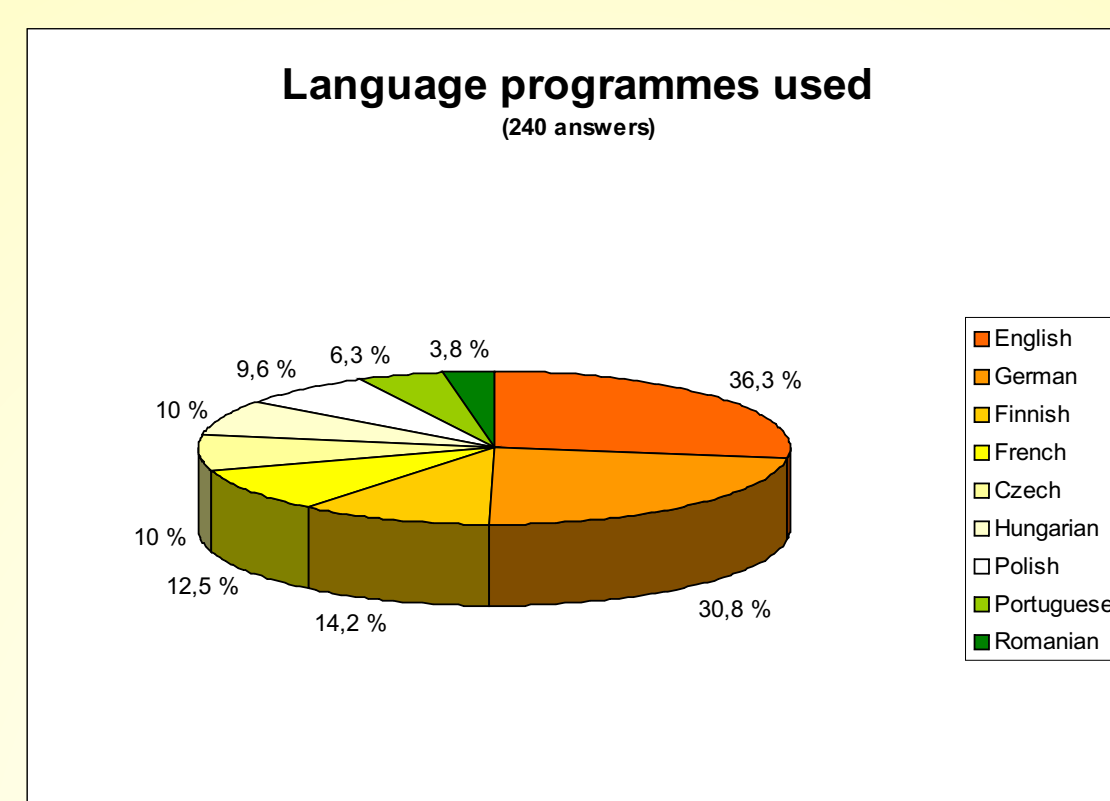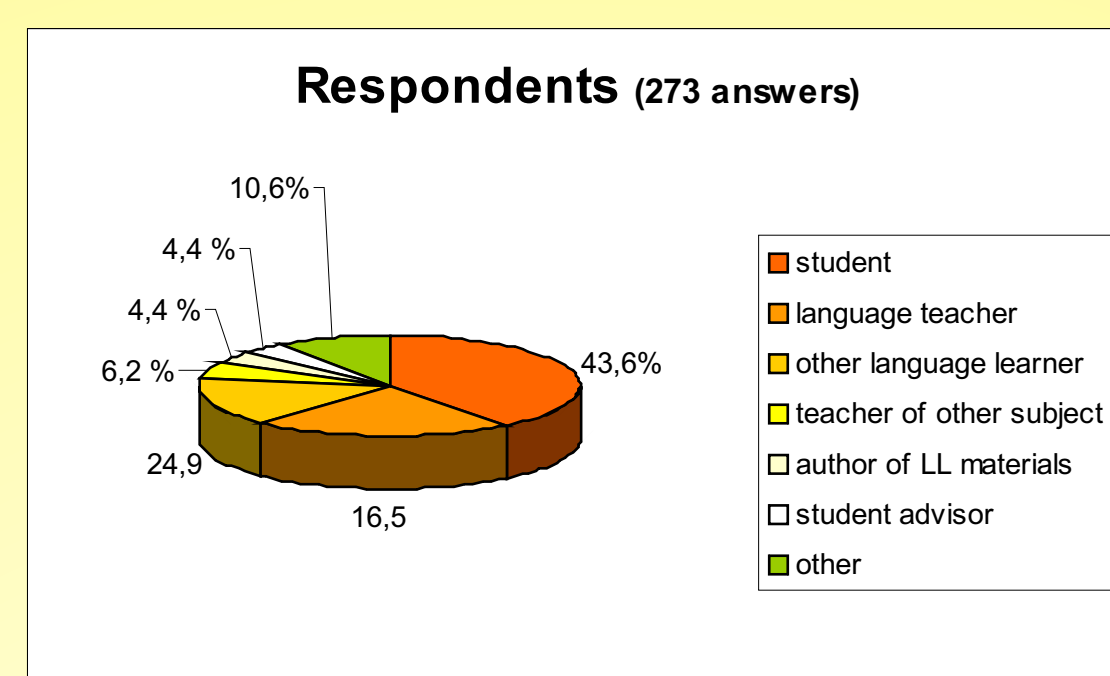= 6458 altogether
Multiple orders (> one language)

## Survey
- Online questionnaire
- 17.6. - 6.8.2009
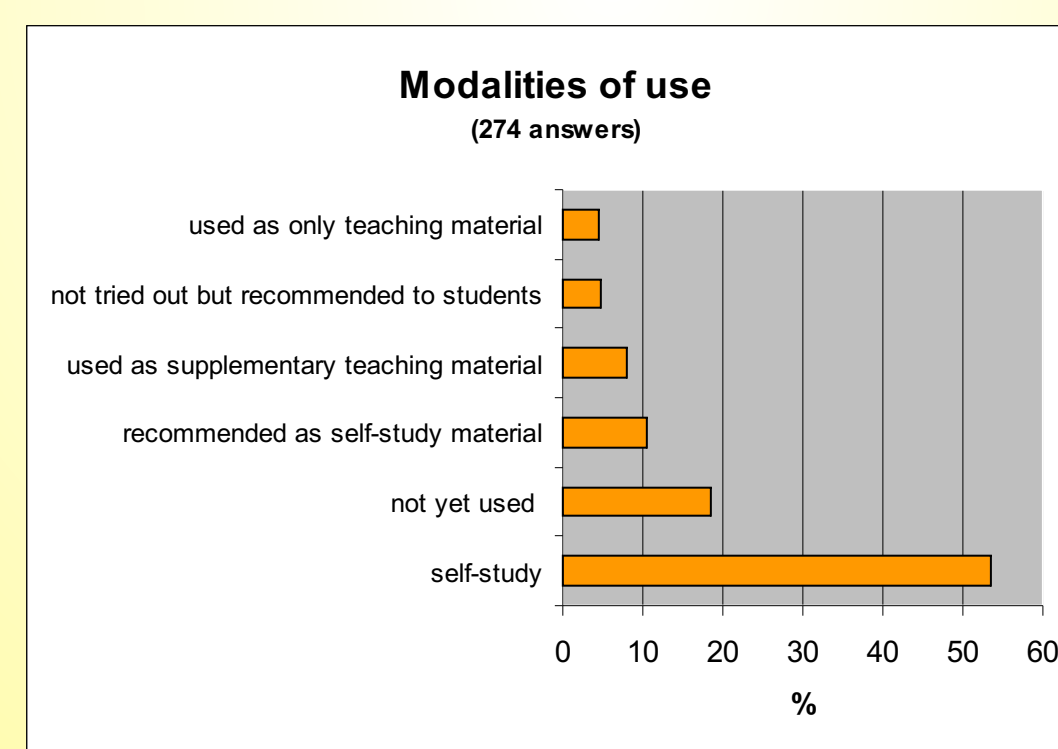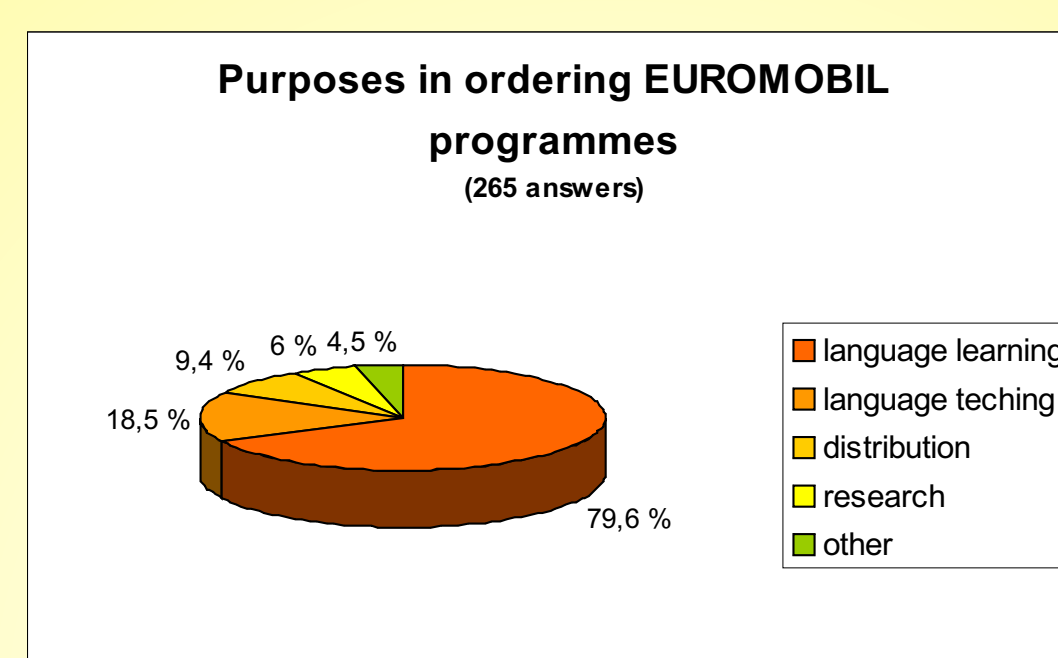- Sent to a total of 5201 users

## Respondents
- 274
- Response rate = 5,3%
- Reason for low response rate (among others) = many e-mail addresses had expired: "Delivery Status Notification (Failure)"
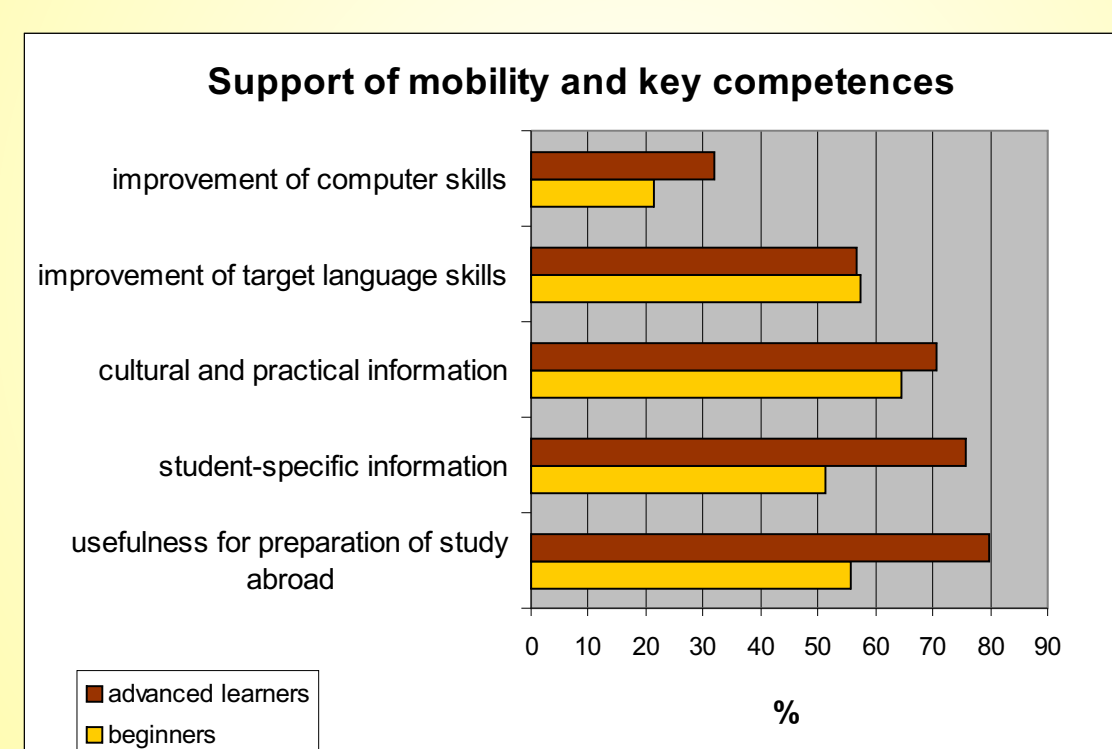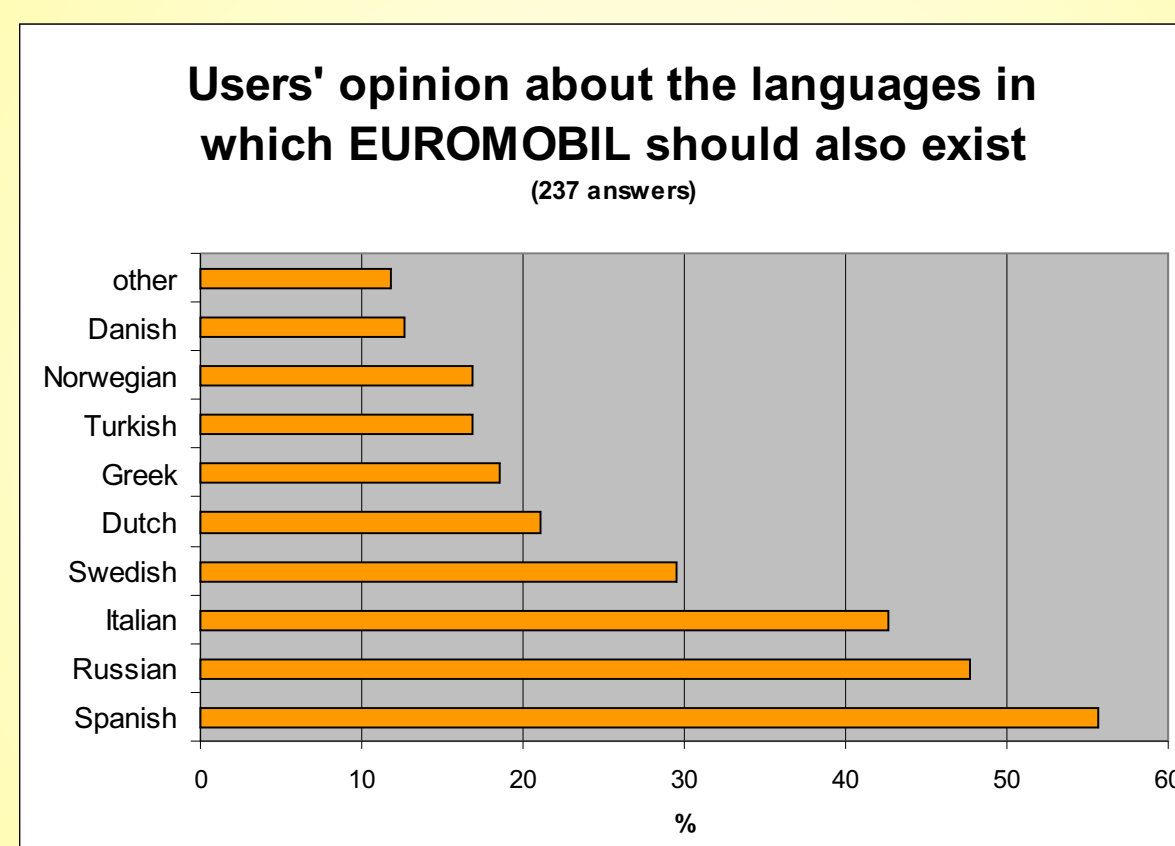
## 1. Who uses EUROMOBIL and why?

**Respondents** (273 answers)
10,6% ; 4,4% ; 4,4% ; 6,2% ; 24,9 ; 16,5 ; 43,6%
student / language teacher / other language learner / teacher of other subject / author of LL materials / student advisor / other

**Language programmes used** (240 answers)
9,6% ; 6,3% ; 3,8% ; 36,3% ; 10% ; 10% ; 12,5% ; 14,2% ; 30,8%
English / German / Finnish / French / Czech / Hungarian / Polish / Portuguese / Romanian

**Reasons for using EUROMOBIL** (269 answers)
free/cheap / useful contents / easy access / curiosity / easy to use / other reasons

**Users' previous knowledge of target language** (272 answers)
Hungarian / Czech / Portuguese / Romanian / Finnish / Polish / French / German / English
fluent skills (C2) / proficient (C1) / independent user (B2) / threshold (B1) / basic user (A2) / basic (A1) / none

## 2. How is EUROMOBIL employed by its users?

**Purposes in ordering EUROMOBIL programmes** (265 answers)
9,4% ; 6% 4,5% ; 18,5% ; 79,6%
language learning / language teching / distribution / research / other

**Modalities of use** (274 answers)
used as only teaching material / not tried out but recommended to students / used as supplementary teaching material / recommended as self-study material / not yet used / self-study

## 3. How is EUROMOBIL evaluated by its users?

**Global evaluation of materials**
motivating / usefulness for preparation of study abroad / overall quality of programmes / learner-friendly
beginners / advanced

**Usefulness of different modes of presentation of oral and written language learning material**
vocabulary training / listening comprehension / video transcripts / glossary / spoken language / EN language support
beginners / advanced

**Users's reactions to the programme features induced by the specificity of the media**
voice recording / audio files / free choice of navigation / variety of content / multimodality / optional help
quite / very useful

**Online components of programmes**
forum: very useful / forum: not used / FAQ file: not noticed / links on the web: useful / links on the web: not noticed / FAQ file: not needed
beginners / advanced / all respondents

## 4. How do the users judge the impact of EUROMOBIL in terms of supporting mobility and the improvement of their language and IT-skills?

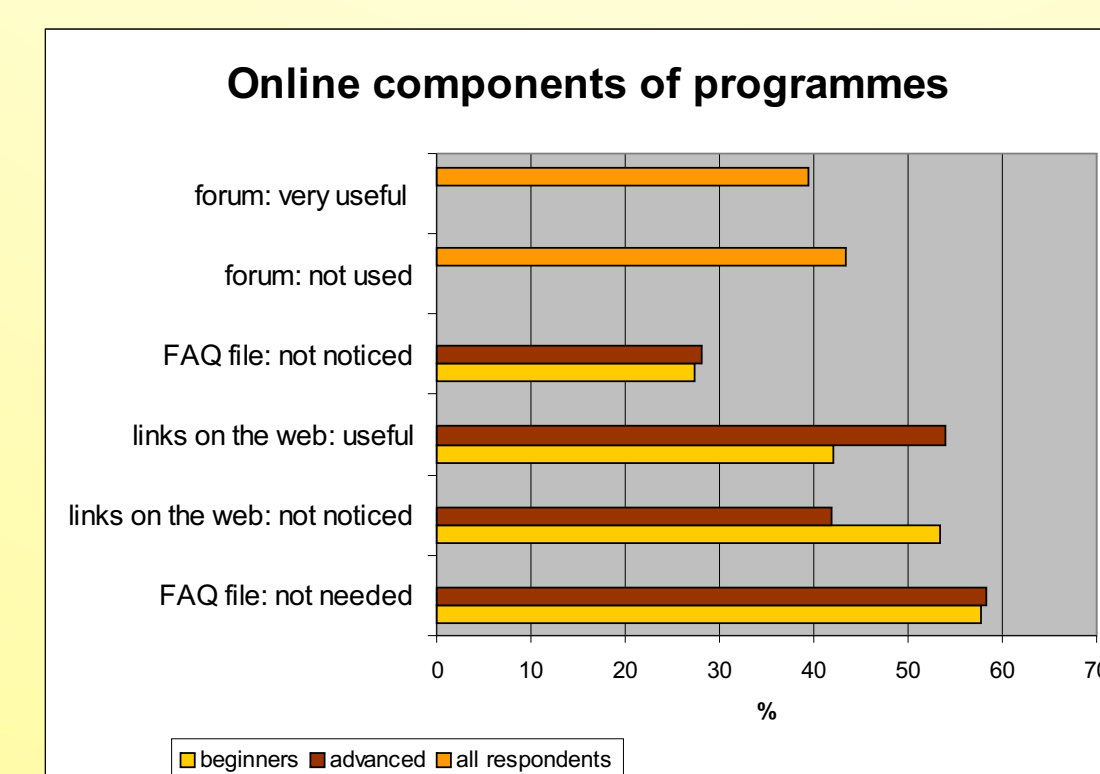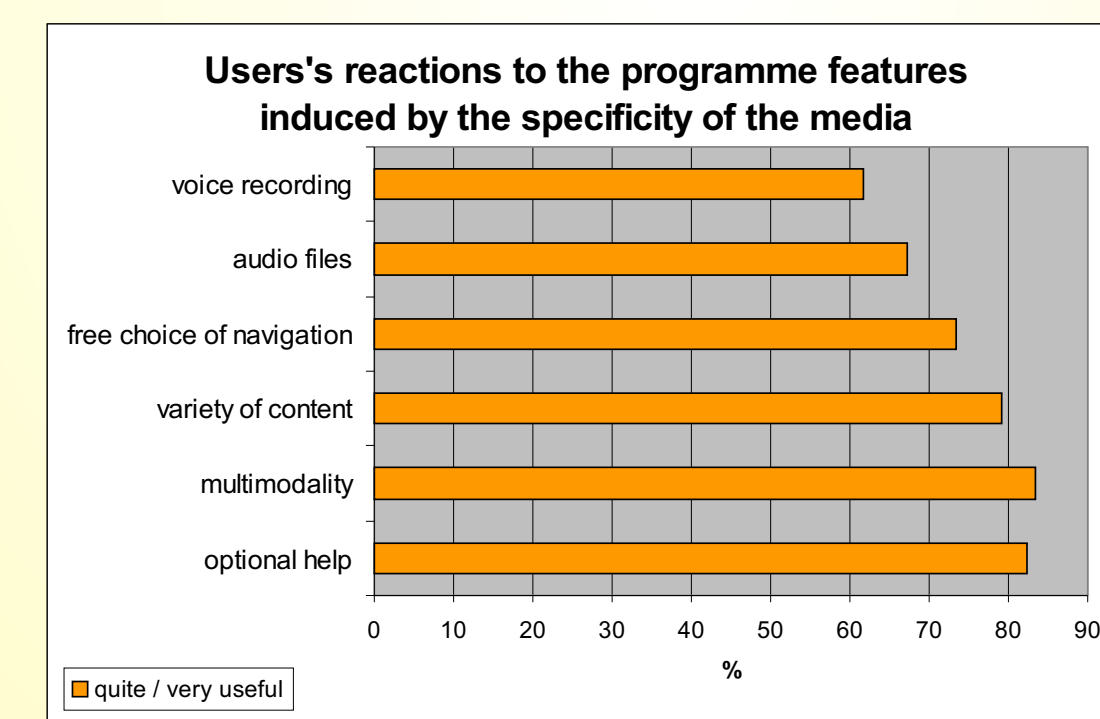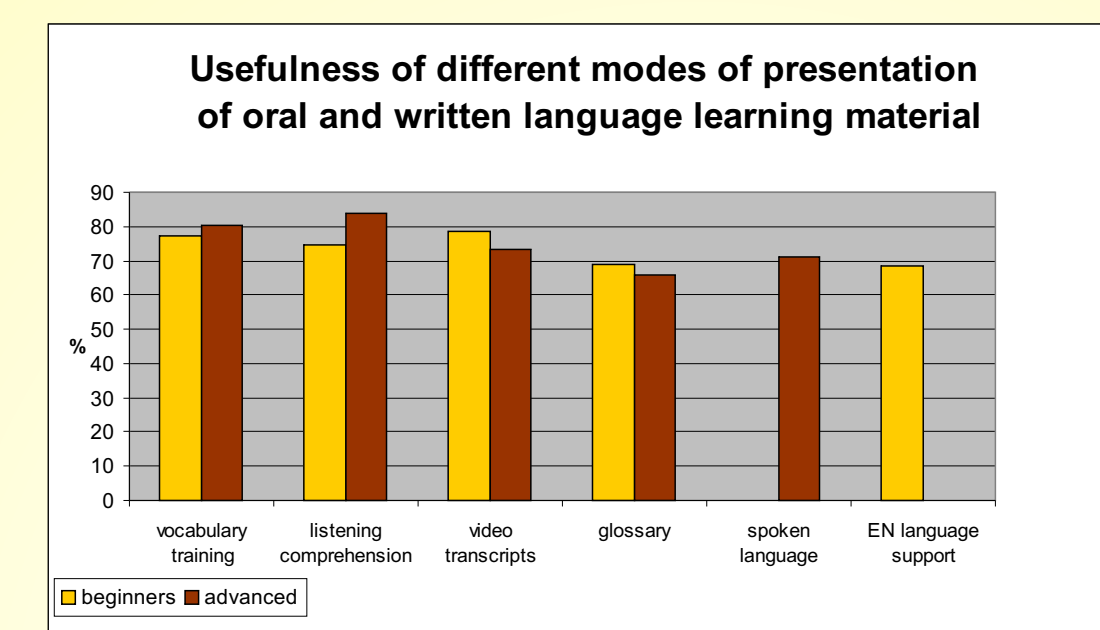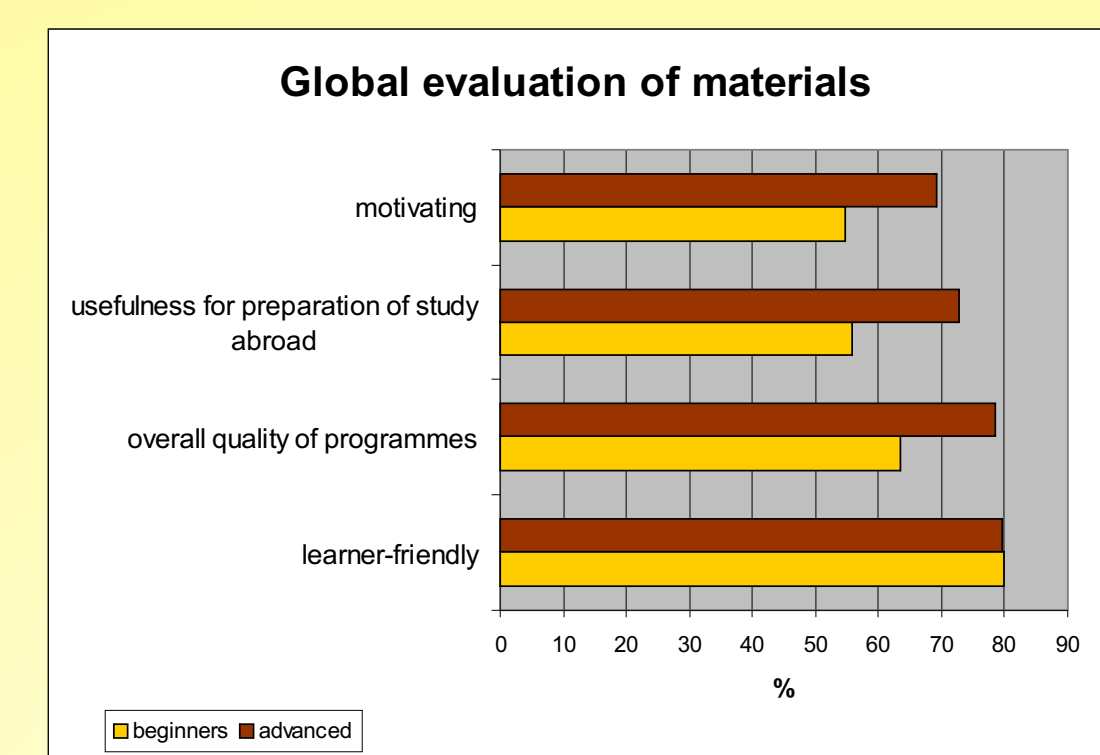**Support of mobility and key competences**
improvement of computer skills / improvement of target language skills / cultural and practical information / student-specific information / usefulness for preparation of study abroad
advanced learners / beginners

## 5. For which other languages should EUROMOBIL also exist?

**Users' opinion about the languages in which EUROMOBIL should also exist** (237 answers)
other / Danish / Norwegian / Turkish / Greek / Dutch / Swedish / Italian / Russian / Spanish

Other (mentioned more than once):
Catalan, Chinese and Japanese, among others

"I think it could have a reason to exist for any language, but specially for those which are not so spread and potential students could have more problems to find studying methods (i.e. Catalan, Maltese, SerboCroatian...)."

### Why have you used EUROMOBIL?

"The range of languages it offers. It's not easy to find materials about European non-Indoeuropean languages like Finnish or Hungarian."

"I needed a program in the Czech language, but they were difficult to find in Finnish, and the good thing about this was that it was cheap/free."

"I needed a program for a language, Romanian, and such programs are not easy to find."

"I think it is the best finnish learning programme, I have already tried other programmes and they just made me angry."

### Why have you used EUROMOBIL?

"At the time there weren't many Computer Assisted Learning packages for Finnish about. So I was curious to try this out."

"We haven't a lot of the materials on web sites for learnes of czech language, neither didactic videos."

"I am in an Erasmus course in Portugal, Lisboa and we are working with this program in school. I really like the program a lot."

## Summary of results:
- Materials are mostly used for self-study
- Materials for advanced learners have more users, and are judged more useful for preparation to study abroad than those for beginners
- Target language skills are better improved with programmes for beginners than with programmes for advanced learners
- The combination of language learning and target group-specific information (content learning) is relevant
- Users enjoy free navigation in the learning and informative materials
- Online components are under-used

## Needs and challenges:
- Need to develop materials adapted for self-study also for other languages
- Learner-friendliness is a priority because free navigation and free choice of activities is what users enjoy
- More guidance is required in order to help users combine online and offline materials

Layout: Mari Kivelä, Jyväskylä, Finland