



PROJECT HELP

01 Needs Analysis - Conclusions



12. 05. – 13. 05. 2015 Klaipeda

Conclusions/ a



Q1: strong need to develop learning material of English language dedicated to future and current healthcare staff (63 of our respondents did not have experience with staying abroad using English for communication as a common tool)

Q2: The majority had experience from Erasmus programme or internship

Conclusions/ a



Q3: we obtained answers mostly from people with

practical skills and know-how (70% of our respondents had experience with foreign patients)

Q4: we were looking for answers in the field of respondents in practice with intercultural environment (82%)

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Conclusions/ a

Q5: Our presumption was re-confirmed and English

learning material is needed. More than 53% of participants rated their English preparation not very highly.

Q6: Respondents (59%) rate their intercultural preparation as low (and our material will cover also intercultural preparation (expressed strong interest in these topics).

Conclusions/ a



- Q7: respondents mostly used non-formal education and online learning materials = one of the goals of our HELP project. Learners are eager to make use of new online materials.**
- Q8: More than 57% of respondents had or have Internet access with mobile device. It means that online learning material with possibility to learn through mobile device will be very good and easy way to improve English language and intercultural knowledge.**

Conclusions/ a



Q9: Respondents answered they used Internet to learn English frequently (33,47%) and sometimes (30,28%). Their answers confirmed we have to dedicate our attention in frames of HELP project to **online learning material, because **there is high percentage of learners which will use this form of learning material.****

Q10: **YouTUBE is the most used resource for improving **listening** skills.**

Conclusions/ a



Q11: Google Translate service is the most used tool to improve **writing** capacities.

Q12: Most common answers for reading:
medical journals, scientific papers,
PubMed publications, common newspapers,
etc...

There was **no exact preference of one resource.**

Conclusions/ a



Q13: Internet resources for speaking: Google Translate service, social networks and Skype tool.

Q14: More than 60% of our respondents are not familiar with the learning platform Moodle. Here we see great challenge concerning creation of new attractive and user-friendly e-learning platform.



Conclusions/ a

Q15: Learner like wide range of materials to improve their English language skills. Textbooks, CDs, DVDs, Internet and e-learning materials.

Internet is rated as resource number one.



Conclusions/ a

Q16: Our survey proved that current healthcare trends, user-friendliness, appropriate number of communicative exercises, use of audio-visual tools, connection to Internet sources and possible use on mobile devices are lacking.

The presumptions of HELP project team were correct.

Conclusions/ a



Q17: more than 57% respondents consider their professional intercultural preparation adequate
It is very important to improve intercultural preparation, knowledge and skills.

Q18: Most outstanding intercultural differences were detected in the field of communication, religion and body language. These three before mentioned themes will be given greater space in our new learning material.

Conclusions/ a



- Q19: There is a **strong need to address all selected topics**: hospital procedure, documentation, physical examination, hospital equipment, hospital wards and healthcare specifics at different places of work, human anatomy, body systems, diseases, drugs, wounds and injuries, taking care of patients, safety measures, healthy lifestyle and prevention, ethics, knowledge about specific intercultural differences, building of respect for diversity and differences and formation of behavioural flexibility.

Conclusions/ a



Q20: The answers yes or probably yes were chosen to **all provided options of methods and tools how to help to develop intercultural competences in the prospective material.**



HELP?

Conclusions/ a

Q21: In the material should be included **different tools** to improve preparation for professional mobility in general. Learners expressed **a lot of possibilities**.

Q22: **Interactive approach and user-friendliness** were highlighted.

Conclusions/ b



Q1: Great majority of our respondents stated that their **teaching programmes follow the criteria of Common European Framework of Reference for Languages.**

Q2: **Teachers of English for healthcare purposes **rated good (75,71%) the linguistic preparation** in relation to the challenges in the workplace abroad.**

Conclusions/ b



Q3: The rating of quality of intercultural preparation is not as high as a rating of language preparation. Needs of preparing programme covering also themes of intercultural preparation.

Q5: 47,06% have always access to Internet connection in the classroom. 27,94% have frequently access to Internet connection. IT tools are common and used methods how to teach English language.

Conclusions/ b



Q6: Only 10,45% of our respondents do not use Internet to teach English language.

HELP project team will prepare multimedia tools to address these preferences and possibilities.

Q7: Internet resources for listening:

Most common answer was YouTube videos.

Conclusions/ b



Q8: Internet resources for writing:

Most frequent answers: downloading materials from Internet from e.g. onestopenglish.com, PubMed, cambridge.org.br/for-teachers/english-for-specific-purposes.

**Q9: Internet resources for reading:
very similar**

Conclusions/ b



Q10: Internet resources for **speaking: **similar****

Q11: More than **62 percent of respondents are **not familiar with Moodle** at all.**

These results are very challenging and related gaps in teaching have to be addressed, for example by our new learning platform developed in frames of HELP project

Conclusions/ b



Q12: Concerning students and teachers we face similar level of (un)familiarity with Moodle.

One of the goals of our project is to develop new user-friendly platform to teach and learn English language.

Q13: More than 68% of teachers never use Moodle for teaching English. We are going to develop multimedia tools to help to fill gaps.

Conclusions/ b



Q14: More than 63% of teachers do not use other learning platforms than Moodle. We have to pay big attention to our multimedia tools to engage teachers without previous experience with e-learning platforms.

Conclusions/ b



Q15: Major part of participants: use self-developed materials or parts of materials dedicated to students of medicine. Teachers are eager to substitute current materials by one developed especially for them.

Conclusions/ b



Q16: most commons for reading are commercial textbooks, but only parts of them and articles downloaded from Internet. Again these answers reflected the need for one material for teachers of English for another healthcare profession than physicians.

Conclusions/ b



Q17: materials to teach writing: Mix of commercial and self-developed materials.

Q18: materials to teach speaking: combination of commercial and self-developed materials.

It is necessary to develop programme for teachers of English for healthcare purposes.

Conclusions/ b



Q19: 47,62% of teachers would agree to use their self-developed materials (with reference to their authorship) in HELP project.

We get contacts to teachers e.g. in Poland, Czech Republic, Lithuania

Conclusions/ b



Q20: in the currently available materials used for teaching English language is lacking: current healthcare trends, appropriate number of communicative exercises, use of audio-visual tools, connection to Internet resources and possible use on mobile devices.

Our project team will address these needs and will focus on preparing material covering above mentioned preferences.

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Conclusions/ b

Q21: following themes are now lacking in the materials:

knowledge about specific intercultural differences (80%), building of respect for diversity and differences (79,2%), disabled and deepening of empathy (72,9%), ethics (71,4%) and formation of behavioural flexibility (58,3%).

Taking into account the opinion of our respondents, five before mentioned themes are key themes for our new teaching material.



Conclusions/ b

Q22: 51,56% of teachers are preparing their students to deal with situations arising from intercultural differences and 48,44% are not.

HELP project: intercultural differences became increasingly important

Conclusions/ b



Q23: to prepare students for intercultural differences:

**Most common: self-developed materials,
articles from Internet,
YouTube videos.**

**Q24: the remaining areas: physical contact, religion,
authority, time concepts and gender will be key
areas to cover by our new teaching material.**

Conclusions/ b



Q25: following intercultural topics should be more included in the teaching programme:

communication, physical contact, nutrition, gender and body language. These topics will be covered by our new teaching material.

Q26: Answers to this question confirmed the presumptions of HELP project team.

All selected areas should be included.



Conclusions/ b

Q27: Any further comments to help us:

“The course needs to be integrated into the lifestyle of the student and it must respond as such.”

“Don't beat about the bush. Be as concise and accurate as possible.”

“Self- training possibility and pdf download format are the crucial elements.”

Conclusions/ b



Q29: most represented groups of teachers with the total length of professional pedagogical practice for: **11-15years, 5-10 years and more than 20 years.**

Q30: More than 70% of teachers had 5-10 years or less than 5 years of professional pedagogical practice in the field of health care.



Conclusions/ b

Q31: 53% of teachers have not personal experience with longer stay abroad

Q32: more than 71% had multi-cultural environment experience regarding their stay abroad

Thank you

