



Lifelong  
Learning  
Programme



## **Project LiME - Languages in Media**

**WP4 Test and validation**

### **Overall Pilot Report**

**Data interpretation for the questionnaires  
addressed to the participants of the test of Interactive Tools**

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## Introduction

The piloting of LiMe resources and platform took place between June and October 2014 in Germany, Spain, Italy, United Kingdom and Poland.

The objective of the pilot was to collect the feedback of the L2 teachers and migrants on how to improve the Lime platform and the resources presented on it. 10 teachers/teacher trainers and 30 language learners had to participate in the pilot of LiMe tools in each country.

Pilot took part in some situations in a self-learner environment and in four instances with teacher guidance. Some teachers used the Moodle platform and as a group they went through the platform and completed resources. In another case the teacher used a computer lab and each student was able to complete activities individually. In some cases learners took home their login information and completed additional learning from home before filling in the questionnaire, other learners took part in courses on the partners premises and in some instances the pilot took part in private institutions.

Two different feedback questionnaires have been used in order to collect the comments and suggestions of the language learners and the L2 teachers. The feedback questionnaires were filled in partly online with use of the Survey Monkey programme and partly in paper version. In case of A2 level migrants, the teacher had to help them with the compilation of the questionnaires. In some circumstances it was not possible to collect questionnaires from the learners due to the fact that the teachers failed to provide the learners with individual copies or the learners were unable to independently fill in the questionnaire. In some cases teachers were not able to fill in the questionnaire, but rather provided verbal feedback or written feedback. The written feedback has been documented along with the questionnaires.

## PART I. Analysis of the teachers' feedback

### 1. Personal details

#### 1.1. Language

<i>Language</i>	<i>Number of responses</i>
Italian L2	10
Spanish	9
German	5
Polish	11
French	1
English	8
<b>Total number of participants:</b>	<b>44</b>

#### 1.2. Role

<i>Role</i>	<i>ITA</i>	<i>ES</i>	<i>DE</i>	<i>PL</i>	<i>EN</i>	<i>TOT</i>
Teacher	9	5	9	11	3	37
Teacher Trainer	1	0	2	8	1	12
Future Teacher	0	0	0	0	0	0
Other ( <i>please list the replies</i> )	0	3	1 (Professor of Linguistics 1)	0	1 Materials Developer 1 Tester	6
<b>Total number of participants:</b>	<b>10</b>	<b>8</b>	<b>10</b>	<b>11</b>	<b>4</b>	<b>43</b>

#### 1.3. Type of educational institution

<i>Type of educational institution</i>	<i>ITA</i>	<i>ES</i>	<i>DE</i>	<i>PL</i>	<i>EN</i>	<i>TOT</i>
<input type="checkbox"/> school: primary / secondary (circle as appropriate)	0	1	1	0	0	2

further education	1	0	0	11	0	12
<input type="checkbox"/> vocational Education	0	0	2	0	0	2
<input type="checkbox"/> adult educational	4	2	9	0	3	18
<input type="checkbox"/> other types of educational establishments (please specify)	5 -Social co-operative -Social co-operative -Social co-operative -Social co-operative aimed to training/teaching (Italian L2, IT didactic) for adults as well as kids migrants. -IIC	5 - Official School of Languages	1 -University	0	1 MoD Training Facility 1 University	17

#### Additional comments and analysis of the replies:

44 persons, who teach Spanish, Italian, German, English, Polish and French as a second or foreign language in different institutions and levels, have assessed the LiMe educative platform with students from different countries, with a heterogeneous cultural and social backgrounds and educative level.

The majority of them were teachers (37 out of 44), 12 were teacher trainers and the remain part had different roles (from Professor of Linguistics to Materials developer).

In detail, only two of them taught in a Primary or Secondary School, 18 in adult education centres, 12 in further education, 2 in vocational education and the rest (17) in other institutions such as Official Language Schools, Non Governmental Organizations, Universities or social cooperatives.

## 2. Media use in language learning

The resources that the respondents already use in their teaching/training

<i>Resource:</i>	<i>ITA</i>	<i>ES</i>	<i>DE</i>	<i>PL</i>	<i>EN</i>	<i>TOT</i>
Movie Trailers	2	5	7	1+1(Film not film trailer)	1	17
TV Soap opera	0	7	2	2	1	12
Radio Traffic	1	0	3	0	0	4
Newspapers	10	5	6	11	4	36

Radio News	3	4	3	5	3	18
Music video	7	5	3	1	1	17
YouTube video	4	4	5	3	4	20
Photography	3	7	6	11	3	30
Social Networks	0	2	2	1	3	8
Billboards	1	1	1	2		5
Music	4	6	5	10	3	28
Magazine Print	4	4	5	<b>10</b>	3	26

### 3. Observations during testing

		1 = strongly disagree (more negative) to 5 = strongly agree (more positive)				
		1	2	3	4	5
3.1	Learners were able to follow instructions without needing to ask clarifying questions	3	3	8	14	9
3.2	Learners exhibited a high level of engagement / concentration throughout the testing exercise	0	1	4	14	17
3.3	Initial feedback (comments) from learners was positive	2	1	4	9	19
3.4	Learners appeared to 'enjoy' using the resources	1	1	3	10	21
3.5	Learners appeared to be positively motivated by the resources	0	2	2	8	24

Other learner-related observations made during the testing exercise(s):

Spain

*Learner-related observations:*

*1 - Nothing remarkable.*

*2 - They struggle to follow a conversation. My students' level is low, so every task needed a lot of preparation.*

*3 - The main problem was the lack of knowledge and language. They don't know, or know a little of Spanish culture and tradition, so the evaluation was more difficult than I had expected.*

*Moreover, the students' level is even lower than A2, the minimum required for the project, which made things even worse when it came to understand the different kinds of media. They demanded much teacher's help.*

*4 - They don't know much about Spanish culture. Besides, our students have a low educative and ICT level. In spite of this, it was a positive experience.*

*5 - Activities could take a long time that we didn't have. There would have been no problem without this pressure.*

*6 - It is too much to assess six media in such a short time.*

Germany

*One teacher shared her experience about working with learners in a computer lab. She was nervous about the experience since she was unable to see what the learners were working and their mimics were limited so she was not sure if all the learners were on the correct activity, page etc.*

*She decided to go behind the students and work from that position in order to navigate with the learners in the lesson. This helped the situation. ---NOTE: This may be a topic which should be added to the Training Package – working in a computer lab with learners.*

*Another teacher noted that this was a chance for students to share and build on current knowledge in specific topics and this led to group discussions especially when it came to specific vocabulary.*

*Another group discussion was initiated with the extension activities.*

*A third teacher made specific notes about three resources which she had tested, they are the following:*

- *Film trailer: the subject matter is something which is always relevant and it interested her learners. Some of the learners were asylum seekers and they were unaware that Germany was at one time two separate countries.*
- *Soap Opera: the selected soap opera was an unfamiliar to all of the learners. The teacher can imagine that after several reviews of the materials the learners will become more familiar with the soap opera.*
- *Radio traffic: students enjoyed this especially the additional information about driver's license in Germany since this is a topic which is something very special to the students. The recordings were well done, but the sometimes there were technical problems.*

#### **Italy**

- *The platform is varied and rich*
- *Not all students know how to use the computer*

#### **Poland**

*1) Not everybody likes soap operas.*

*2) Students were very satisfied that the classes were different than regular classes. Interactive exercises were extremely positively received.*

*3) Materials must not contain grammar errors.*

*4) It would be advisable to use different aspects of presenting resources (not only one).*

#### **UK**

*I teacher did not comment as they did not use the resources with students.*

*Another, who again did not use the resource with students, provided the following comments: Huge potential but feel rubrics need to be clarified and the links between assignments made more obvious. Some of the activities could be a lot more staged in order to support learning.*

*I like the links. It gives me a lot of information about the UK, especially the links to movies and soap operas. It does arouse my interests to watch and learn.*

#### **Analysis of the replies:**

#### **Spain**

*As far as the teachers' observations during the testing are concerned, most students needed some kind of clarification to understand the instructions. Despite this and the fact that initial feedback was not notably good or bad, it seems that learners enjoyed the resources, felt motivated and became engaged in the activities.*

*The teachers made comments worth mentioning (see above). Many of them highlighted the low linguistic level of the students, sometimes below A2, and their lack of cultural knowledge about their host country, in this case, Spain. The lack of time obliged them to work under pressure and some activities required a lot of preparation and help from the teacher. However, other comments suggest that the experience was generally positive and most problems could have been solved with some more time to test the different resources.*

#### **Germany**

Pilot report\_Interactive tools

Project number: 530866-LLP-1-2012-1-DE-KA2-KA2MP, Agreement: 2012-5367/001 – 001

*It is important to note here that not all of teachers used the materials in with learners in a classroom with learners. Those teachers who did not work with learners left this section empty as directed by the partner.*

*Overall, all of the points were rated rather highly. The lowest rated point was that about students being able to navigate the platform and resources without needing any additional explanations, two teachers were indifferent, but three agreed that learners were able to do this without needing additional assistance. It is apparent that at times there were technical problems and not all students are expert computer users, thus they may be a reason why there were some difficulties. Here it is notable to mention that a teacher wrote, “the learners were competent in computer use and this made exercises easier”.*

*The experience with the LiMe Moodle platform was enjoyable for both the teachers and the learners. The scores and remarks were evident of this.*

#### **Italy**

*All teachers have used “Newspapers” in their previous teaching. Nobody has used “TV Soap Opera” and “Social Networks”. Almost nobody has used “Radio Traffic”, “Billboards” and “Movie Trailer”.*

*According to the teachers’ replies, the migrants appeared to enjoy using the resources and to be positively motivated by them. However, some students needed to get additional help regarding the instructions on Platform use, also because there were some migrants who didn’t know how to use computer.*

#### **Poland**

*According to teachers’ opinions students demonstrated very high engagement and were very satisfied with the materials, especially with the interactive exercises. Nevertheless, instructions need further improvement as it was evaluated poorly.*

#### **UK**

*The teachers were generally very positive regarding the use of the resources with students. The key area it was felt that could be improved was in relation to instructions and links between assignments to support learning.*

#### **OVERALL:**

Nevertheless the questionnaires confirmed that the main part of the teachers used media resources in their teaching, it is evident that there are some resources “unknown” for the teachers, such as: Radio Traffic, Bilboards and Social Networks, which were used by very few teachers.

Overall, all of the points were rated rather highly. The lowest rated point was that about students being able to navigate the platform and resources without needing any additional explanations,

The experience with the LiMe Moodle platform was enjoyable for both the teachers and the learners.

## **4. Resource**

The resources that have been tested

<b>Resource:</b>	<b>IT</b>	<b>ES</b>	<b>DE</b>	<b>PL</b>	<b>EN</b>	<b>TOT</b>
Movie Trailers	9	6	2	2	3	22
TV Soap opera	7	6	3	3	2	21



Radio Traffic	8	4	2	3	0	17
Newspapers	6	6	3	2	3	20
Radio News	7	5	1	2	0	15
Music video	7	5	0	3	0	15
YouTube video	0	6	0	0	1	7
Photography	0	7	0	0	0	7
Social Networks	0	5	0	3	0	8
Billboards	0	5	1	0	1	7
Music	0	6	1	0	1	8
Magazine Print	0	5	1	0	0	6

		1 = strongly disagree (more negative) to 5 = strongly agree (more positive)				
		1	2	3	4	5
4.1	The level of the materials and activities presented are <b>appropriate to the specified level(s)</b> .	1	2	6	21	16
4.2.	I found that there was <b>appropriate progression between the different levels</b> (if you tested resources across levels).	1	0	6	16	16
4.3	The materials and activities presented are likely to lead to <b>effective language learning</b> .	1	3	2	17	23
4.4	The materials and activities presented provide <b>relevant cultural knowledge</b> .	0	1	4	14	26
4.5	The materials and activities presented are likely to <b>engage learners and increase motivation</b>	0	1	5	17	22
4.6	I found the materials and activities presented to be <b>interesting</b>	0	0	4	13	29
4.7	The materials and activities presented <b>make good use of MEDIA examples</b> .	0	0	8	7	32
4.8	The materials and activities presented make <b>effective use of the interactive platform</b>	1	4	3	18	19
4.9	The way that the materials and activities have been designed and presented is <b>innovative</b> .	1	2	8	20	14
4.10	The materials and activities presented could be <b>incorporated effectively into my current language teaching syllabus (or programme)</b> .	1	3	8	12	21
4.11	There is a good <b>balance between teacher-led activities and student-led activities</b> .	0	3	4	22	16
4.12	I would <b>recommend these resources</b> to colleagues	0	1	5	14	26
4.13	The resources inspired me to develop similar activities	0	2	12	16	15
4.14	Overall I think that the <b>resources are of a high standard</b>	1	1	9	17	18

4.15	Overall I think that the resources make <b>effective use of MEDIA examples within a language learning context</b>	0	1	5	14	25
4.16	I am likely to <b>incorporate the LiMe resources</b> within my own teaching	1	3	5	15	22
4.17	I feel confident that <b>I can develop my own language learning resources based on the use of MEDIA examples.</b>	1	1	13	15	16
4.18	Overall I would <b>recommend the LiMe resources to colleagues</b>	2	2	3	14	25

Recommendations on LiMe resources improvement:

<p>Italy</p> <p><i>You did a great job!</i></p> <p><i>Deliveries of the exercises - even if mediated by the teacher - I found them particularly difficult and hardly "controllable" because much of the work is done on the productive skills, both oral and written, I wondered how students can get feedback on their production both oral and written (also because they are often required to give open-ended responses.</i></p> <p><i>I felt that, especially with regard to the A2 level, the activities proposed were a little bit difficult and presupposed the high skills with regard to writing skills.</i></p> <p><i>Strengths: diversified development of " input texts" even in the sections which seem to lend themselves less for varied activities (such as Radio Traffic); use of resources, such as music, as a cultural vehicle in the broad sense.</i></p> <p><i>Weaknesses: some audios of certain sections (such as the level A2 News Radio) does not seem to me entirely appropriate to the reference level (specifically, more suited to a level B1, in this case the speed of the presentation of the news, provided that the authenticity of the input - in this case, listening - is important in view of effective teaching related to everyday life).</i></p> <p><i>Music Video - the resource is basically good, to revise some exercises with an initial level A2. The complete resource is very long, may be cut off some exercise? In the student version of the platform there are activities to be carried out with mates.</i></p> <p><i>Radio Traffic - although the resource is authentic and appropriate to the level, I would change the grammar section. The video on cultural differences had a great success, perhaps one similar video could be added to each resource as an additional activity. I would insert the map of Italy on the platform (in the introductory part). Regarding the morphosyntactic explanation: it should be deeper or should have more links in the tables to be projected.</i></p> <p><i>Movie Trailer - the students liked it really a lot, the level was adequate, but the part of grammar exercises and material for morphosyntactic reflection were poor. It necessary to add tables that can be projected by the teacher during the lesson for explanation and to allow the students a reflection before pass to the past tense complexes (past tense reflexive verbs, irregular, regular). Then revise the progression on the part of the morphosyntactic structures. Moreover I would suggest to add one more activity about the cultural aspects.</i></p> <p><i>Newspapers - good for vocabulary, although it is not a media that students use a lot. I kind of reading of appropriate level may be suggested, with a list of links.</i></p>
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*Soap Opera - too short the piece of Soap Opera to watch. The lexical part is very good, but the exercises are too complex for a self-learning. The part of the morphosyntactic structures like in the trailer for the film should be improved: there is no gradual reflection on the structures, tables with the explanation are missing, the exercises should be appropriate and progressive. Cultural aspects should be extended (Naples? Italy South? Family?).*

*Radio news – the audio is definitely not adequate for an initial level of A2, it is too rich of inputs and fast: should be proposed at the end of a path of A2 or should be cut or slowed down. I believe that the cultural content are a little mundane and repetitive (already addressed in the resource NEWSPAPERS and still very used in other educational materials) and I do not know if in multicultural and multireligious classes I would propose the theme of the Church and the Pope. "*

Spain

### **TV soap operas**

*To begin with:*

*Exercise 1: Personally, I think it's very interesting. The only problem is that my students don't watch many TV series, except for "Cuéntame" and "La que se avecina" they don't know any others.*

*Exercise 2: good. They can work in pairs and then as a whole class.*

### **Exercises and tasks:**

*Exercises: too basic for B2 level*

*I love this exercise. Time information could be included.*

### **Attachments and activities:**

*Attachment 2: vocabulary: appropriate. The students can be asked to explain the word or include it in a sentence. I suppose they know them all, except for "atiborrarse".*

*Attachment 3: cultural content: I like the section "Did you know...?" very much*

### **Interface and navigation**

*could be improved. For example, it is not possible to move from one exercise to the next without going backwards. It should be possible to change activities without this step.*

*Structural exercises are presented in a poor and old fashioned way. Relation exercises in charts are not easy, since they move and the result is not tidy.*

*Sometimes, as in Social Networks, **topics do not match with the media** in which they are supposed to appear. When dealing with Easter, there is no information about "cuaresma", but students are asked about it at the end.*

***Expanding contents in each level.** Basic level students need a lot of hours of language exposition before moving to the next level.*

*- In my experience, I would have preferred a lower level, adapted to people who do not know the language or customs of their host country.*

*- Level should be better adapted. A2 was too difficult for my students.*

Germany

*The comments here have been split between the Resource section for suggestions of improvement and here. The following are addressed more specifically to the individual resources:*

*- The basic knowledge about some of the themes is not present with asylum seekers, which may lead to difficulties.*

*- There were sometimes discrepancies between the learner and teacher pages.*

*- The materials can only be added to courses which I already have, but only if the topic is apparent in the course.*

*Specific information about individual resources:*

- *Radio news: A2) the vocabulary should be revised; link to [wetter.de](http://wetter.de) is a good idea. B1) Check Aufgabe 3 – learners listen to the radio because of music; Preposition and passive activity may be more appropriate for level B2. B2) das/dass activity may fit better to B1 level, but with a less difficult text.*

- *Radio traffic: B1/B2) the listening files were not available; offer a way to provide the students with the correct answers.*

- *Film trailer: Not enough exercises overall, add more exercises about spoken language vs. written language, perhaps with phonetics. A2) level is too difficult.*

- *Signage: add more signs which students may see daily, i.e. B1. Tollwood photo should be enlarged.*

*NOTE: Sometimes there are more than ten responses to the questions because one teacher took it upon herself to go through and rate four the resources individually. Some teachers did not provide any responses. Therefore, the column “NA – not applicable” has been added.*

**Poland**

*1) to correct few misprints, change order of some exercises*

*2) to add more interactive and grammar exercises*

*3) to simplify and standardize exercises’ instructions*

**UK**

*A broader range of videos could be added but additional resources can be added by the tutor regardless.*

*‘This is Britain – School’ represents a very quintessential way of life on Britain – it isn’t as realistic in terms of behaviours – however, I can see that the video is helpful in introducing school structures in a typical school and the conversations are clear and concise.*

*Staging of instructions should be more specific*

*The movie should be clearer.*

The LiMe resources that the teachers had not considered using before but would consider using now

<b>Resource:</b>	<b>ITA</b>	<b>ES</b>	<b>DE</b>	<b>PL</b>	<b>EN</b>	<b>TOT</b>
Movie Trailers	7	1	0	4	1	13
TV Soap opera	4	2	2	1	2	11
Radio Traffic	3	5	3	3	2	16
Newspapers	0	2	1	0	0	3
Radio News	2	3	2	0	0	7
Music video	0	1	0	2	1	4
YouTube video	0	4	0	0	0	4
Photography	0	0	0	0	1	1
Social Networks	3	4	0	2	0	9
Billboards	0	4	1	0	3	8
Music	0	3	0	0	0	3

Magazine Print	0	0	0	0	1	1
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#### Analysis of the replies:

##### Spain

*TV soap opera and photography were the most frequently used resources before testing the platform. These were followed by music, movie trailers, newspapers, music videos, radio news, YouTube and magazine prints. Social networks and billboards were not very popular and no one used radio traffic in their lessons.*

*Seegraphics 3, 4 & 5*

*However, as we can see in the graphics, teachers worked on all the resources available in the platform. Photography and billboards were the most and least tested, following the general preference tendency showed at the beginning of this report, although there is not a big difference between them.*

*Regarding the assessment of the different resources, the teachers consider that the level and its progression are appropriate. Materials and activities are generally quite engaging, interesting and innovative. They are good examples of the use of Media and were well adapted to the virtual platform. Besides, they were also usually relevant for their syllabi. They stated that they would recommend them to colleagues and implement the platform in their lessons, since they felt inspired to create their own resources based on these media examples.*

*Most teachers found the activities included in each resource interesting and engaging. However, taking into account the reality of the classroom, they were not as advantageous as they should be. Once again, the students' lack of linguistic abilities made it difficult to perform the tasks successfully. In his sense, the A2 level was too high. Students needed a lot of cultural knowledge to understand some sections. Besides, there are some interactive exercises that do not work correctly or could be presented in a more attractive way. Navigation through the platform is not always easy, especially when trying to change sections of activities. As a teacher pointed out, some of these drawbacks could be overcome by changing the activities to each individual classroom and the level of its students.*

##### Germany

*A wide array of resources was tested by the teachers which were helpful in collecting feedback. Four resources were not tested since the materials had not yet been uploaded to the platform.*

*Overall the teachers marked the individual questions 5.1-5.18 with high marks. The lower marked points reasonable in regards to the feedback the teachers provided. For example, teachers are not able to use all of the resources in their courses due to limitations, the language level of their learners, the status of the learners etc. Some resources the teachers did not fit the level of their students so this too was not always highly marked. This has been noted and will be reviewed by the German language resource team since this was in regards to only the German resources.*

*In regards to 5.3 and 5.4 they both have been rated a two but this is in regards to an individual resource which the teacher found lacked information about daily life, she made some suggestions which the German teams will take into consideration. She also presented the only score of 1 to this same resource in category 5.16, but she made the note that in her integration courses these resources may be difficult to implement, but if she had another type of course then it would be feasible.*

*Almost all of teachers (90%) strongly agreed they would recommend the resources to their colleagues. All of teachers agreed or strongly agreed that the resources will lead to effective language learning, provide relevant cultural knowledge, are interesting and engaging, make good use of media examples, are innovative and are likely to incorporate the materials in some form into their classrooms.*

*As mentioned above, those areas which were not scored very highly or several teachers were indifferent about, for example the high standard of the materials, will be revised. Many of these scores are due to discrepancies in the resources and must be revised.*

#### **Italy**

*The first 6 resources were tested in Italy by teachers.*

*All teachers have found the Resources: interesting, leading to effective language learning and making good use of media examples.*

*They would likely incorporate the Lime resources within their own teaching and would recommend them to colleagues.*

*Some teachers are signalled that not all activities are appropriate to the specified level, even if progression between the different levels seems appropriate.*

*One teacher remained not satisfied with effectiveness of use of the interactive platform.*

*The innovative aspect was evaluated as medium.*

*Another aspects that still can be improved according to the teachers' opinion are the following:*

- *balance between teacher-led activities and student-led activities,*
- *cultural knowledge.*

*Thanks to the LIME project, teachers would consider using now the following resources they had never used before:*

- *Movie Trailer*
- *Soap opera*
- *Radio Traffic*
- *Social Networks*
- *Radio News.*

#### **Poland**

*The tested resources were evaluated quite positively (mostly answers "4" and "5"). However, the lowest marks were given to the problems of incorporation of materials into own courses and creation of new materials inspired by LiMe resources. The number of new types of media incorporated to teachers' courses after piloting is also very limited. On the other hand, all teachers are ready to recommend LiMe resources to their colleagues.*

#### **UK**

*The responses from teachers were generally positive. One of the most strongly agreed with statement was in relation to the use of the resources to engage and motivate learners. Other positive responses were in relation to the resources being interesting, making effective use of the platform and good use of media examples.*

*It appears that there are some doubts regarding the innovative nature of the resources as teachers agreed less strongly with the statement. Less positive responses were also given in relation to creating resources themselves.*

*A number of specific recommendations were made including the use of broader videos and clearer instructions.*

*It also appears to have motivated teachers to use other forms of media in their teaching: movie trailers; TV soap operas; radio traffic; music video; photography; billboards; magazine print.*

#### **Overall:**

*All 12 resources have been tested. The first six (Movie Trailer, TV Soap Opera, Radio traffic, Music video, Radio news and Newspapers) were tested by a bigger number of the*

teachers.

The main part of the testers agreed that the Materials and activities:

- lead to **effective language learning**
- provide **relevant cultural knowledge**
- presented are likely to **engage learners and increase motivation**
- are **interesting**
- **make good use of MEDIA examples**
- make **effective use of the interactive platform**
- **are balanced between teacher-led activities and student-led activities**
- make **effective use of MEDIA examples within a language**

39 teachers participated in the pilot would **recommend these resources** to colleagues and 37 would **incorporate the LiMe resources** within their own teaching, even if not all of the teachers were inspired to develop similar activities or to incorporate Lime materials effectively into their current language teaching syllabus (or programme).

But even if the feedback was generally very positive, there were evidenced some aspects that still can be improved, namely:

- The level of the materials and activities could be more **appropriate to the specified level(s)**.
- **The progression between the different levels** could be more appropriate

The top 5 resources among those that the teachers declared that had not considered using before but would consider using them now, after the test, are the following:

- Radio Traffic (16)
- Movie Trailer (13)
- TV Soap Opera (11)
- Social Networks (9)
- Billboards (8)

## 5. Platform

		1 = strongly disagree (more negative) to 5 = strongly agree (more positive)				
		1	2	3	4	5
5.1	I found that overall the interactive platform is <b>easy to navigate</b>	2	0	5	12	25
5.2	I found <b>access to individual resources</b> on the platform to be clear and logical (intuitive).	1	2	6	12	23
5.3	I found the instructions on how to use the platform <b>to be helpful</b> .	1	1	6	15	20
5.4	I found the instructions on how to use the platform <b>to be necessary</b> .	1	0	11	12	19
5.5	I think this is a <b>good example of an interactive learning platform</b> .	0	0	4	21	19
5.6	Overall I would <b>recommend the LiMeplatform to colleagues as a good example of interactive learning</b>	0	2	2	14	26

## Recommendations on LiMe Platform improvement:

### Italy

*The platform can be a valuable resource for the teacher to exploit more intensively the potential of the media.*

*The platform contains many interesting ideas.*

*I have encountered some problems using some links related to the exercises (tested as a teacher), especially in the section Movie Trailer (exercises on vocabulary A2 level) and in the News Radio (it was not possible to put the answers in the correct order in the exercise B of the level A2 and in the exercise B of the level B2) despite having logged on to the platform across different browsers (imputing maybe not complete operation "technical" problems).*

*It must be considered a target of immigrant students who are not familiar with the PC, so the instructions should be facilitated and the tool made intuitive. Moreover, in many classes we have no computers for all students; therefore it would be helpful to have a paper version of the material downloadable from the platform (without instructions to the teacher), so that it can be easily downloaded by the teacher and usable in any context.*

*Some exercises are not yet finalized for the platform (some formats are not recognized, or do not work).*

*It should contain a section for the collection of useful links on the specific information for each country on the integration of foreigners, for example a link to information for health, for documents, courses in Italian, the rules of residence permits.*

*The graphics of the platform is not very motivating (there are no different forms or colors)*

### Spain

*1 - I think it's fine.*

*2 - I think that web browsing and resources should be significantly improved. It doesn't allow you to move forward, since it takes you back to the menu, so it's necessary to keep going backwards or have an open tab with the general menu.*

*The menu on the left is very chaotic and it's hard to find things there*

*Sending messages can be confusing. There is no message warning and it's difficult for the students to find it*

*Instructions should be easier, regarding the A2 level. Sometimes they can't be understood*

*As for interactive learning, the combination of individual (written) and group activities (oral) makes it difficult to implement them in the classroom. There are different learning rhythms and the advantages of online learning are lost when the students have to wait for their classmates to comment a video or photo. Going back to the combination of oral and written or individual and group activities, it is not practical, since students should be moving to and fro between the classroom and the laboratory (where they can work with headphones, etc.) in order to complete all the activities. It is not entirely for individual or group work, unless you skip or modify some of the exercises.*

*3 - The platform is well developed and easy to navigate.*

*4 - It is difficult to use this kind of platform if students lack a minimum knowledge.*



5 - The platform should be adapted to the different levels. Some cultural questions would be difficult to answer, even for a native speaker. Women in this centre can hardly read and write.  
6 - It should be possible to move from one activity to the others without going backwards and remember the exercises that you have already done.

#### Germany

The comments here have been split between the Resource section for suggestions of improvement and here. The following are addressed more specifically to the platform itself:

- There were technical problems with the platform, for example audio files could not be played.
- When comparing the English platform with the Spanish platform, the Spanish platform has a less appealing student page since there are not many opportunities for interaction.

#### Pilot report\_Interactive tools

Project number: 530866–LLP–1-2012-1-DE-KA2-KA2MP, Agreement: 2012-5367/001 - 001

- The platform and learning approach is something which needs getting used to.
- In regards to activities where it says “Test jetzt durchführen” avoid the word test and use something like “Complete the exercise”.
- Suggestions for MPO: für Lehrer
- Suggestion for MS: zum Lernen

#### Specifics regarding Moodle

- The results which are presented may confusing when it says: “Punktstand 18%”
- The possibilities of Moodle platform are limited; a more versatile platform may have been more beneficial.
- There were technical problems with the platform, for example audio files could not be played.
- English terminology needs to be translated and edited onto the various country specific platforms.

Spanish platform: The student section is a bit over-bearing with the critical description of contacts at the beginning of the lesson. I would also add more hot-potato activities.

#### Poland

- 1) to increase graphical attractiveness of the platform by adding photos and icons
- 2) to increase diversity of tasks on the platform

#### UK

The platform could look visually/graphically more interesting otherwise no other improvements. Make rubrics clearer and state reasons for an activity.

Avoid having to scroll when doing an interactive exercise.

Have a clear forward/backward/next button to go from assignment to assignment.

Clearer instructions on how to use links, e.g. read etc.

Generally much more instruction, e.g. on film trailer: First watch the trailer, then choose your level. Once you have done that, answer the questions.

Have an explicit reason in exercises state why they are doing an exercise, referring back to previous assignments if possible.

#### Analysis of the replies:

#### Spain

The answers to the platform questionnaire are significantly positive. Teachers found the platform easy to navigate, due to the accessible resources and the helpful and necessary instructions included. It is thought to be a good interactive learning tool that they would strongly recommend.

*However, additional comments give some hints for improvement. It seems that moving back and forth and from one activity to another is not very comfortable, since you are directed to the general menu. For some teachers, the wide range of activities with different purposes can be quite confusing, since they are not sure whether they should use the platform in class or for autonomous learning. Other details like clearer menus or message warning windows would make the platform more user-friendly. Another general problem seems to be the students' low cultural, linguistic and technological level, which frustrates the proper use and evaluation of the platform. Finally, and probably as a result of this lack of linguistic skills, instructions were difficult to understand. Some teachers claimed that the level should be a bit lower.*

#### **Germany**

*Overall the platform was rated highly, but some teachers who are not use to the Moodle platform said it needed some getting used to, which is legitimate. Most of the teachers in the WP2 report did not make mention that they use Moodle or computers often in the classroom, so this was an ideal opportunity to bring about new learning means and teach trainers to use Moodle.*

*Half of the teachers rated the instructions on using the platform a 3, but this is understandable since the initial instructions were based on the prior platform. The VHS Cham had already been aware of this and solution of using a step-by-step video with screenshots from the revised will be discussed during the next partner meeting.*

*The individual feedback from the teachers will be taken into consideration in order to make the platform better.*

#### **Italy**

*The teacher have highly evaluated the platform and confirmed the necessity of the instructions, which were considered as very helpful.*

*The platform is easy to navigate for all 10 teachers, but the access to individual resources on the platform is not intuitive enough and can be improved.*

#### **Poland**

*Platform was recognized as easy in navigation. It was evaluated as a good example of interactive learning tool and thus all teachers would like to recommend it to their colleagues.*

*Instructions "How to use platform" were as not exactly necessary.*

#### **UK**

*The responses regarding the platform were mixed.*

*Generally positive responses were received in relation to the instructions being necessary. This, however, could indicate that testers found the platform difficult to navigate and relied on the instructions, rather than using it intuitively. Teachers also appeared to think that the platform was a good example of an interactive platform and would recommend it to colleagues.*

*Some less positive responses were received in relation to the platform being easy to navigate, with one teacher strongly disagreeing with the statement.*

*It appears that access to individual resources is also an issue for some and that the instructions are not as helpful as they could be.*

*Recommendations focussed predominantly on the need for clearer instructions and easier and clearer navigation. These are not surprising given the responses to the statements.*

#### **Overall:**

*The answers to the platform questionnaire are significantly positive. Teachers found the platform easy to navigate, due to the accessible resources and the helpful and necessary instructions included. It is thought to be a good interactive learning tool that they would*

strongly recommend.

Recommendations focused predominantly on the need for clearer instructions and easier and clearer navigation, as well as on the necessity to have an intuitive access to individual resources on the platform. Also other details like clearer menus or message warning windows would make the platform more user-friendly

## 5. Conclusions

### Spain

*Gexcall group (UEx partners) along with eight teachers from different institutions, have conducted the piloting of the LiMe platform and resources.*

*During the testing everything went without any divergences, although it is noticeable that most students are under A2 and that has caused problems of understanding due to the lack of knowledge and language. It is also remarkable they did not have enough time to assess media resources without pressure, activities take a long time to be done.*

*Teachers suggest some minor changes which would be taken into account. Most of them deal with the interface, navigation and structural exercises which can be improved adding a label system, changing the interface and creating buttons to avoid moving back and forth from one activity to another. The platform is thought to be a good interactive learning tool that they would strongly recommend.*

*Most teachers found the activities included in each resource interesting and engaging and they have considered using more media resources they had used before the piloting.*

### Germany

*For the most part the Resources were rated highly by the teachers. Some teachers made the notes lower than expected due to the limitations of the classroom teaching topics and facilities. This is understandable, but it is important to note that the majority of the teachers were prepared to use at least one of resources in their classroom teaching. The teachers also noted either verbally and/or in notes that they are looking forward to the activation of the website for the public to start using with their classes, to share with their learners or because learners want to share this information with their friends and relatives.*

*Some teachers also felt that the materials were not very interactive. This is probably in relation to the limited number of exercises for students. Such as the comment from two teachers that there were not many exercises for learners on the Spanish page or that by the Film Trailer (DE) there was a limited number of exercises.*

*Overall the teachers' marks which were 3 and under are reasonable. The partners will take into account the suggestions for improvement in order to make the individual points more user-friendly and adapt the resources accordingly.*

*It is also notable here to mention that one of the teachers who evaluated the materials is also an ELTON judge by the British Council and he commended the work the partners dedicated and the use of the materials. He said to think about submitting the materials by the next evaluations.*

### Italy

*The teachers have advised some improvements that should be considered during the final version of the Interactive tools preparation.*

*The Italian version of the resources should be modified as specified in the recommendations of p.4 of the present report (the recommendations are divided by resources). Also the **level** of some resources and the **grammar area** should be revised.*

*Some **technical problems** with the access to the exercises in Movie Trailer and Radio News*

*(Italian version) should be solved.*

*The teachers also advise to:*

- *decrease the number of the **exercises with open-ended responses** or those that required using of **productive skills** (both oral and written), as hardly controllable by self-learners*
- *add to the Platform a section for the collection of **useful links**.*
- *improve the **graphic** of the platform*
- *make the Platform more **intuitive***
- *provide a **PDF version of the materials** (students' version) ready for download*
- *improve the **grammar section***
- *check the **level of the activities***
- *solve the **technical problems** (links that don't work)*

**Poland**

*The piloting of LiMe resources and platform took place between 3rd and 10th October 2014 at the University of Lodz's School of Polish Language for Foreigners. In total 11 teachers of Polish, including 8 of them being teacher trainers, were involved in the piloting.*

*The resources and platform were evaluated very positively and teachers would like to recommend them to their colleagues.*

*The most interesting suggestion on "how to improve LiMe resources" seems to be "to standardize exercises' instructions."*

**UK**

*The teachers were all teachers of English, with 2 having additional roles. All work within adult education, whilst 1 also works within training in the defence industry.*

*Whilst the teachers were generally very positive regarding the use of the resources with students, the key area they felt that could be improved was in relation to instructions and links between assignments to support learning.*

*Feedback regarding the resource was more positive than those regarding the platform and it appears to have motivated teachers to use other forms of media in their teaching: movie trailers; TV soap operas; radio traffic; music video; photography; billboards; magazine print.*

*It was felt that the resource was a good tool to provide engagement and motivation to learners, was interesting, and also made effective use of the platform and good use of the media examples included.*

*However, there appear to be some doubts regarding the innovative nature of the resources and in relation to the independent creation of resources.*

*A number of specific recommendations were made including the use of broader videos and clearer instructions.*

*The responses regarding the platform were more mixed than those for the resource.*

*It was felt that the instructions were necessary, which could indicate that testers found the platform difficult to navigate and relied on the instructions, rather than using it intuitively. Teachers also appeared to think that the platform was a good example of an interactive platform and would recommend it to colleagues.*

*It appears there are some issues with the navigation of the platform, accessing of individual resources and the helpfulness of instructions.*

*Not surprisingly, given the feedback, recommendations focussed predominantly on the need for clearer instructions and easier and clearer navigation. These are not surprising given the*

*responses to the statements.*

**Overall:**

Teachers suggest some minor changes which would be taken into account by the partners in order to make the individual points more user-friendly and adapt the resources accordingly. Most of them deal with the interface, navigation and structural exercises which can be improved adding a label system, changing the interface and creating buttons to avoid moving back and forth from one activity to another. The platform is thought to be a good interactive learning tool that they would strongly recommend.

Most teachers found the activities included in each resource interesting and engaging and they have considered using more media resources they had used before the piloting.

## **PART II. Analysis of the learners' feedback**

### **1. Personal details**

<i>Country of origin:</i>	<i>Number of responses</i>
<b>Belarus</b>	<b>32</b>
<b>Angola</b>	<b>19</b>
<b>Ukraine</b>	<b>14</b>
<b>China</b>	<b>12</b>
<b>Brazil</b>	<b>9</b>
<b>Romania</b>	<b>7</b>
<b>Italy</b>	<b>6</b>
<b>Morocco</b>	<b>5</b>
<b>Czech Republic</b>	<b>4</b>
<b>Kazakhstan</b>	<b>4</b>
<b>Spain</b>	<b>4</b>
<b>Russia</b>	<b>4</b>
<b>France</b>	<b>3</b>
<b>Germany</b>	<b>3</b>
<b>Island</b>	<b>3</b>
<b>Tunisia</b>	<b>3</b>
<b>Albania</b>	<b>2</b>
<b>Bulgaria</b>	<b>2</b>
<b>Cuba</b>	<b>2</b>
<b>Georgia</b>	<b>2</b>
<b>Nigeria</b>	<b>2</b>
<b>Peru</b>	<b>2</b>
<b>Philippine</b>	<b>2</b>
<b>Saudi Arabia</b>	<b>2</b>
<b>Senegal</b>	<b>2</b>
<b>US</b>	<b>2</b>
<b>Argentina</b>	<b>1</b>
<b>Armenian</b>	<b>1</b>

<b>Australia</b>	<b>1</b>
<b>Dania</b>	<b>1</b>
<b>Eritrea</b>	<b>1</b>
<b>Greece</b>	<b>1</b>
<b>Japan</b>	<b>1</b>
<b>Mexico</b>	<b>1</b>
<b>Mongolia</b>	<b>1</b>
<b>Poland</b>	<b>1</b>
<b>Sri Lanka</b>	<b>1</b>
<b>Syria</b>	<b>1</b>
<b>Tasmania</b>	<b>1</b>
<b>Togo</b>	<b>1</b>
<b>not answered</b>	<b>5</b>

## 2. Resource Feedback

### 2.1. The resources that have been tested

<b>Resource:</b>	<b>Number of responses</b>					
	<b>IT</b>	<b>ES</b>	<b>DE</b>	<b>EN</b>	<b>PL</b>	<b>Total</b>
Movie Trailers	22	16	24	3	19	84
TV Soap opera	21	17	11	1	16	66
Radio Traffic	17	8	16	2	19	62
Newspapers	21	12	11	1	19	64
Radio News	22	5	6	0	17	50
Music video	15	12	0	3	14	44
YouTube video	0	9	1	11	0	21
Photography	0	24	4	4	0	32
Social Networks	0	21	2	4	14	41
Billboards	0	11	4	1	0	16
Music	0	15	3	3	0	21
Magazine Print	0	10	0	2	0	12

### 2.2. The level or levels of the resources that have been tested

<b>Level:</b>	<b>Number of responses</b>					
	<b>IT</b>	<b>ES</b>	<b>DE</b>	<b>EN</b>	<b>PL</b>	<b>Total</b>
A2	16	15	21	7	19	78
B1	11	3	14	7	33	68
B2	3	13	4	2	14	36
<b>Total</b>	<b>30</b>	<b>31</b>	<b>39</b>	<b>16</b>	<b>66</b>	<b>182</b>

### 2.3. The language of the resources that have been tested

<b>Language:</b>	<b>Number of responses</b>
EN	23
DE	28
IT	30
PL	66
ES	31
<b>Total</b>	<b>178</b>

#### Additional comments and analysis of the replies:

##### Spain

*31 migrant students (See graphic 6) have assessed the LiME platform and resources in Spanish. Our main aim has been trying to represent all types of immigrants settled in Spain. As you can see, different are the countries of those who took part in the piloting, being Moroccan and Rumanian the nationalities which offer more representatives followed by Brazilian, German and a variety of different European countries, America, north and south, Australia, Africa, etc. As shown in graphic 6, the lowest level (A2) has been tested by those more illiterate students (15), who are the biggest migrant population in Spain, and coming from Morocco, Romania and Africa among others to look for better living conditions. There are also some belonging to the literate group with lower language knowledge, for example, a Chinese student who takes A2 too.*

*However, higher levels (B1 & B2) have been tested mainly by (1) those who have come to Spain under different academic exchange programs such as Erasmus and (2) migrants from more developed countries such as The US, Germany, Italy, Australia, France, etc. reaching a total of sixteen students testing B1 and B2 levels.*

*Concerning migrants' preferences when choosing the media resources to be tested (at least six resources per student), 24 immigrant users have chosen photography, 21 social networks, 17 soap operas, 15 trailers & music, 12 newspapers, 12 music video, 11 magazines & billboard, 9 video for youtube, 8 radio traffic and 5 radio news. They seem to be more interested in resources related to TV, music and news than in radio resources.*

##### Germany

*A total of 33 learners took part in the piloting. These learners come from an array of backgrounds. The majority of learners (64%) tested A2 materials, 42% tested B1 and only a few (12%) tested B2. As it above is apparent, learners were able to test not only German version but some learners also tested the English resources*



## Italy

30 people have been involved within the pilot of the materials. The big majority 33% (10) of the attendees were Chinese, and the remaining 20 people were equally distributed in other 13 country (South America, Africa, Europe, Asia). The resources more tested were the Movie Trailers and the Radio news (22 people upon a whole of 30) followed by TV soap opera and Newspaper (21). The Level more attended were the A2 (16/30) and after that the B1 (11/30). The B2 level has been just attended by 3 people.

## Poland

Part of participants were lost with categories of the media resources. As a result they marked incorrect resources but teachers who run the classes were able to count real number of participants of every resource and every level classes. It was also necessary to complete names and origin countries of few participants according to the school's documentation because they did not wrote their details in the questionnaires.

## UK

The students were from a wide range of countries and all but one tested the English version. One student tested the German resources. All resources, except for radio news, were tested. Predominantly levels A2 and B1 were tested.

### **Overall:**

Totally 178 migrants/learners of 40 nationalities have participated in the pilot of the Platform and Resources. The main part of them had A2 level (78 persons) in target languages. The number of the learners with B1 level was lower but not for much (68 persons).

All 12 resources have been tested. The first six (Movie Trailer, TV Soap Opera, Radio traffic, Music video, Radio news and Newspapers) were tested by a bigger number of the migrants.

### **3. LIME resources**

		<b>1 = strongly disagree</b> (more negative) to <b>5 = strongly agree</b> (more positive) in relation to the information within the Lime resources				
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
3.1	The level of the resources is suitable to my level	4	10	28	65	69
3.2	The resources will improve my language learning	4	7	26	51	89
3.3	The resources can teach me a lot about culture	1	11	32	50	102
3.4	The resources made me want to learn more	3	12	28	55	78
3.5	The resources and their subjects are interesting to me	5	9	31	44	87
3.6	The resources help me to understand about language and culture through the use of media	2	10	28	54	82

3.7	The resources are good examples of interactive / computer learning	1	11	27	49	89
3.8	The resources take an innovative approach to learning	3	11	28	58	75
3.9	I would recommend these resources to my friends	3	13	21	50	88

### What did you like most about the resources?

#### Spain

25 immigrants have answered this question against six who skipped it.

- The incorporation of culture elements within the resources and the acquisition of daily vocabulary.
- Cultural information, videos and photos. There are a lot of varied materials to learn.
- Cultural section because I master the language but my culture is totally different and culture learning can help me integrate in the labour market and find a job.
- It is very useful and there are lots of interesting facts about Spain. A great variety of exercises.
- What I like most are the interactive exercises but it should contain more.
- Using the computer and Internet to study the language.
- Different types of media resources. My favourite is music.
- Resources are appropriate to my level and help me improve my Spanish. Using the computer to learn a language is fascinating.
- I like the creation of a video within the category Video for YouTube.
- Music & video music are the best although I would choose better songs.
- Watching a film or trailer and answer the questions.
- Current topics/events and breaking news designed to young people, for example, social networks' resource.
- Messaging section (within social networks' resource).
- The idea is wonderful but the webpage needs to be improved and smartened up.
- Newspapers are quite entertaining, there are interesting and useful pages. As for photography what I like most is how to analyze an image/photography. The best section is 'Did you know...?' which summarizes and teaches interesting and useful facts and events worthwhile. Music resource is stimulating and appealing, easy way to study without getting bored.
- Wide variety of exercises. We can read and learn breaking and daily topics. Besides, we can keep on studying with our computer at home. I also like the increasingly complex and varied vocabulary which makes us develop our writing and understanding. This is a project which helps us learn the language. Very useful!
- Great idea using media elements as a guide to design and develop activities: very engaging and appealing to learn through elements we use every day. I like to surf the Internet, look for information and write about it.
- Innovative topics which allow students to write realistically. The writing skill is usually repetitive in other courses, however, LiMe offers a wide variety of tasks and examples with well-identified topics.
- The cultural section, particularly, the Spanish food and the difference between Iberian ham (JamónIbérico) and serrano ham (Jamónserrano), etc.
- What I like most is the trailer resource.
- Spanish culture learning (singers, holidays, timetables, customs). The selected material is worthwhile. Also I improve my writing and understanding in social networks. Exercises planned without the supervision of the teachers are innovative. Lastly, the cultural section is great.
- Complex and interesting materials.

- Videos, songs and some links too.
- Interactive exercises, videos, music and soap operas.

### **Germany**

- *I gained a better understanding about culture and history in Germany. (x4)*
- *The variety of activities.*
- *Listening activities by the radio traffic. (x5)*
- *The film Good-bye Lenin.*
- *The different tests by Film-Trailer.*
- *Moodle platform, it was something new and interesting to learn how to use it.*

### **Italy**

- *The video on the Italian culture and the movie trailer on the difference between north and south Italy*
- *Fun scenes in the movie, I remembered when I lived in Naples*
- *Music and video music*
- *Everything but especially the radio news*
- *Everything*
- *The movie trailer*
- *Italian music, music video*
- *The music video*
- *Music video*
- *Everything was good to me, especially the video on the Italian culture*
- *Everything very fun, especially the video on the Italians*
- *First of all the soap opera because I learnt the imperfect but also the newspaper because I learnt lots of new words.*
- *It has been interesting to know more on the Italian culture*
- *I can make everything by my home*
- *Easy to use*
- *Lots of resources*
- *Useful and fun*
- *It's easy to use*
- *I learnt a lot on the italian culture*
- *The movie trailer has been fun and the platform was user friendly*
- *Soap opera was good but it was also too brief*
- *Newspapers*
- *I can use everything by home*

### **Poland**

- 1) *Very appropriate materials for learning language – 16*
- 2) *Using authentic media materials. - 11*
- 3) *Using innovative educational materials which engaged learners - 9*
- 4) *Interactive exercises – 8*
- 5) *Develop of communication skills. - 6*
- 6) *New vocabulary - 5*
- 7) *Film trailer resource – 5*
- 8) *Way of leading classes by teacher. - 4*
- 9) *I like everything - 3*
- 10) *Lesson is very interesting – We can learn more about world and culture thanks to current material (soap opera) - 2*
- 11) *I like there were not too much writing exercises (radio news) – 2*
- 12) *Newspapers resource*

- 13) Easy access to the material and platform.  
 14) Interesting topics  
 15) Opportunity of self-learning and learning other languages.  
 16) I have an opportunity to be introduced to an/the educational platform.

## UK

- The school
  - I liked YouTube because it is useful and helpful
  - Learning about culture
  - Videos
  - Resources are suitable for the purpose of interactive/computer learning and easy to navigate
  - Speaking
  - The simplicity of the English - the people spoke very clearly
  - Shows a bit about culture
  - The activities with media and songs
  - The way that I can learn about the British culture
  - Activities with different media examples
  - Interactive, educative and informative
  - It was practical, operative and fast
- Their diversity: you can choose if you want to read, listen, show pictures...

## What did you like least about the resources?

### Spain

26 immigrants have answered this question against five who skipped it.

*-In general terms, I reckon that the resources are well- analyzed. However, in my view there are too many writing exercises. In some occasion I found it difficult to interpret images, for example, in a task about Easter where we had to match religious images with the city where it is famous.*

*-It is difficult to do some exercises which are very long and occupy the whole screen. Charts are a bit confusing. I haven't found instructions about the platform.*

*-I don't understand some exercises, some of them are difficult.*

*-I like everything.*

*-It is necessary to have Internet connection to do the activities.*

*-Long tasks which do not provide answers.*

*-Some exercises are repetitive and boring.*

*- Each media contains lots of exercises. After doing two or three exercises I was bored.*

*-Resources haven't taught me a lot of Spanish culture. I wouldn't recommend these resources to my friends.*

*-I didn't like social networks. It was boring for me but probably interesting for others.*

*-Sports, particularly social networks and the exercise about football players.*

*- Similar exercises.*

*-I like everything.*

*-What I like least were: music, video for youtube, photography and trailers.*

*-Some instructions are not clear enough. There are lots of writing exercises. The interface is old-fashioned. Some matching exercises do not work. I was not able to click on true and false sentences. Few interactive exercises. There is not a version for mobile phones, smartphones or tablets.*

*-Many oral and pair exercises. In case of autonomous learning, how should I do those tasks?*

*-Unpleasant interface and design. Exercise 1.1 from magazine is poorly explained. Pictures and sentences are illegible in social networks. Some exercises contain both languages, English and Spanish. When I want to continue and I click on the arrow, it does not work. It is necessary to come*

*back to the main page each time we finish an activity, it would be better to have a button to continue.*

*-We don't have enough time to do all resources appropriately.*

*-I did not like Photography because I expected a more linguistic topic not so visual. Besides, I do not find religious issues interesting because not all immigrant students are Christians.*

*I expected more listening activities within Video for YouTube, I spent most of the time reading maps and writing touristic routes about my city.*

*-Older students (as me) are not interested in technological topics, I'd rather use literature instead of virtual communities. Regarding navigation, the programme does not work properly because when I finish an exercise I have to come back MSeS, select the level, and then activity.*

*-My feedback is the following:*

*1- There are few self-learning tasks*

*2- Too much reading information.*

*3- Plain interface which does not attract our attention.*

*4- Icons are not very descriptive, if you do not identify the resource and you pass the mouse over them, media resources are in English.*

*5- Pages badly-distributed, too many gaps in some parts and others full of texts.*

*6-Movie trailer is not appropriate for culture learning, it shows an old, racist & sub-developed country.*

*-What I like least are the questions related to culture because I do not understand them. I speak Spanish fluently but I find it difficult to write and to understand cultural elements.*

*-Many activities are not interactive. You need a teacher to assess tasks, sometimes it is like a book.*

*-In general terms, I find it very interesting.*

*-High language level for me, especially those cultural activities.*

*-I did not like the way activities are presented, some of them are boring and repetitive others are not quite stimulating. Activities sometimes were higher in level, C1, for example, the difference between the Spanish of Spain and America. Also, I do not like the platform, there is no way to copy and upload documents, what's more we need an external tool to record.*

*-Newspapers.*

## **Germany**

- The technical problems. (x2)*
- The topic marketing in Signage.*
- The discussion questions by Film-Trailer.*

## **Italy**

- Few grammar exercises*
- Nothing*
- Too easy exercises*
- I wouldn't know!*
- It's all good*
- The present perfect*
- Too hard for me*
- It's all ok*
- It was too difficult for me*
- I wouldn't know*
- Too difficult the radio traffic audio*
- Radio news too difficult for me and some problems also with the soap opera which was too brief*
- I couldn't make some online assignments because of they weren't active*
- Some resources were developed better than others*
- It was all good*

- *Radio news were too hard*
- *Radio news were demanding e too fast*

#### Poland

- 1) *I like everything – no weak points - 23*
- 2) *Too fast speed of speaking in film trailer - 2 and traffic radio. - 5*
- 3) *Technical problems. – 4*
- 4) *The resource of film trailer – 3*
- 5) *Traffic radio resource - 2*
- 6) *B1 level was too easy for me – 2*
- 7) *It was a little boring. - 2*
- 8) *Not current soap opera material*
- 9) *Too small letters*
- 10) *Soap opera is not good choice of resource*
- 11) *Too less cultural information (Newspapers resource)*
- 12) *Grammar (declination)*
- 13) *No time to speak.*
- 14) *I like everything except technical problems.*
- 15) *Design and fonts of the platform*
- 16) *Material (radio news)*
- 17) *Teachers style.*

#### UK

- *English speaking*
- *Some defects*
- *Some technical problems*
- *Listening*
- *It was too simple*
- *Links didn't work very well*
- *It is a little difficult to navigate and understand*
- *Links didn't work well*
- *Layout not very good - don't go to the other assignments automatically*
- *Didn't teach about culture*
- *Sometimes failed*
- *There seem to be still some problems: no resources in YouTube or Photography B2 German.*
- *Mistake in Movie Trailer questions B2 German, Frage 3.*
- *Difficult to find the tests, many steps until arrive.*
- *Always changes to German language, even selecting English.*
- *When selecting one theme (film, photo, social, etc) Each time I finish one exercise, the screen comes back to the theme selection, not to the exercise selection.*
- *Some pictures are missing.*

#### How do you think the resources could be improved?

##### Spain

24 immigrants have answered this question against seven who skipped it.

*-Probably adding texts or exercises to complete with new expressions, definitions or simply matching words and images.*

*- New distribution of information following Internet standards. Revise mistakes and improve and create new buttons.*

*- I'd rather add more cultural questions and I'd create resources providing only culture for*

*Spanish American students.*

*-Nothing remarkable. It's ok.*

*- Adding more interactive and easier exercises to my level.*

*-A more attractive platform. Now I learn with 'Calle Mayor', I like it.*

*-More Spanish culture, more exams and vocabulary.*

*- I don't know.*

*-Creating an appendix of words.*

*- Adapting levels.*

*-Insert the time students should spend in each exercise.*

*-Change the web name for [www.lime.eu](http://www.lime.eu) or [www.limeproject.eu](http://www.limeproject.eu) because the current address is too long and has two underscores.*

*-The interface and designed of the web is horrible and does not attract students' attention.*

*Navigation should be improved.*

*-Take some writing exercises away and add more matching exercises.*

*- Activate the possibility of recording the voice in the same page without an external tool (an automatic system).*

*- Summarize information and provide less content. Some exercises cannot be completed because my screen is very small. The learning platform is old-fashioned. The user name is long and difficult to remember.*

*-It is good working in pairs because we can help us. It will be useful to have more grammar in exercises. Besides, it would be great and fun to have online games of our level to make it more amusing.*

*-Connect better the titles and instructions with the media under analysis. I would like to analyze a real photo not Jesus Christ's passion in the media photography. Divide media into well-defined sections: listening, writing, speaking, grammar and vocabulary. For example, Button 1 can contain exercises and resources, button 2 vocabulary and button 3 online resources, audios, videos, etc.*

*- I don't find radio traffic pedagogic. I wouldn't have understood anything even in English, my mother tongue.*

*-Re-design the interface, adding new contents related to the current generation and more autonomous exercises.*

*- Lowering levels.*

*- More interactive and autonomous exercises which can be assessed without teacher supervision.*

*Improve the interface.*

*-Extend materials. It could be nice to deepen in some prime time topics.*

*-Adapt media to immigrants' levels. We don't master the language.*

*-Organizing exercises and elements within each media resource clearly.*

*-More interactive exercises, more exercises with input, fewer long activities and fewer writing tasks. What we really need is to talk and understand, we only want to learn a basic writing.*

## **Germany**

*- Fixing technical problems. (x3)*

*- Add in more topics about school, work, travel, illness and festivals.*

*- The film trailer was quickly spoken. It may be helpful to have an option to turn on subtitles.*

*- Audio files did not always work. (x4)*

*- Sometimes it was unclear how to access the exercises.*

*- Add more practical questions to Film-Trailer.*

## **Italy**

*- More grammar exercises*

*- It is all ok*

*- Exercises more demanding*

*- Everything is right*

- *I wouldn't know*
- *I wouldn't know*
- *Maybe by adding the Chinese translation for the instructions*
- *I don't know*
- *I don't know*
- *I would do more homework because I have to quickly learn Italian before start the high school*
- *Some exercises were too difficult, I can't make them by myself*
- *More grammar for the movie trailer*
- *I don't know*
- *More exercises*
- *Few exercise, you have to add something*
- *I need more exercises*
- *I think the resources are already good as they are*
- *I wouldn't know*
- *The way of speaking has to be slower*
- *The resources are already good*

### **Poland**

- 1) *All materials are good. – 20 I would like to spend more time with it - 5*
- 2) *Add more practical exercises for learners - 9*
- 3) *Add listening tasks. – 4*
- 4) *To use the most current materials – e.g. soap opera from 21<sup>st</sup> century - 3*
- 5) *Solve technical problems - 3 and add more curios. -3*
- 6) *Add more grammar materials – 3*
- 7) *Add C1 and C2 levels and new languages. - 3*
- 8) *Add other topics – e.g. sport or theatre - 2*
- 9) *Traffic radio – for A2 - they speak too fast - 2*
- 10) *Change film trailer for A2 – they speak too fast – 2*
- 11) *Add some dialog exercises*
- 12) *Use bigger size of letters*
- 13) *I don't know.*
- 14) *No sense to improve it.*
- 15) *Add Polish subtitles to film trailer.*

### **UK**

- *Speak and listen*
- *Correct defects*
- *Add some additional languages such as Arabic*
- *The platform could include more variation in the type of assignments*
- *Use different examples - change the subject of the videos*
- *use different, more complex examples*
- *Links working*
- *Keeping a sequence between questions and answers*
- *Easier to find the lessons*
- *Improve links*
- *Improve layout and make more interactive*
- *Quantitative information from other sources*
- *Easier to find the website*
- *At the end of each exercise I didn't know on which link to click to pick up another exercise, it would probably be helpful to insert such direction links.*



Additional comments and analysis of the replies:

### **Spain**

*The responses about what they like most about the resources were evaluated positively by the majority of the students, being the cultural section the most remarkable among students. Although it seems one of the strongest points within the learning platform, some of the student respondents agree that the level of the cultural section is sometimes high for A2. Lower students do not understand it because to some extent culture needs mastering the language to comprehend subtle elements which are embedded in any language. More advantageous students suggest this section is worthwhile because it can help them integrate in their labour market.*

*As for interactive exercises, everybody agrees this is another strong point within the platform because it is an amusing way to learn, different from the formal learning in class. However, they appeal for more interactive activities or activities providing input and complain about writing and long reading activities. In this sense, there are those who express there are a too wide number of activities.*

*Using the computer and Internet to study the language and the designed of autonomous activities for learning is appreciated among one group of immigrants. Likewise, they claim an updated version for mobile phones, smartphones or tablets. This group is perfectly identified as literate immigrants settled in Spain who has B1 or B2 level. Nevertheless, there is also another group of illiterate immigrants who has an opposite view. They came looking for better living and working conditions, they are learning the language but they do not have an financial stability, so they have neither Internet connection nor computers to do the activities at home. They'd rather study this course with a teacher supervision because they need to be supported due to their language gaps and because they do not find useful autonomous speaking exercises. Most respondents prefer self-assessed activities when we face autonomous learning.*

*Checking the degree of complexity introduced in each level is also a major issue introduced by participants*

*As in the case of teachers, navigation and the interface are not highly scored: moving back and forth and from one activity to another (you are directed to the general menu) seem not to be comfortable.*

### **Germany**

*The teachers had provided feedback that the students asked about when the platform will be open to the public. Therefore, it was a positive critique that the learners are prepared to use the platform in their free-time and also suggest Moodle to their friends and family.*

*Over 80% of the learners strongly agreed or agreed to all but one of the questions. That means they felt that:*

- *The resources will improve their language learning;*
- *The resources can taught them a lot about culture;*
- *The resources made them want to learn more;*
- *The resources and their subjects are interesting to them;*
- *The resources helped them to understand about language and culture through the use of media*
- *The resources are good examples of interactive / computer learning*
- *They would recommend these resources to my friends*
- *The resources take an innovative approach to learning*

*The one point which received only 63% agreement was the point of appropriateness of language level. Students tested a level which they found appropriate for their language class; depending on individual language level the said tested level was too difficult and/or too easy.*

## **Italy**

*Asev has collected a very high evaluation concerning the LiMe resources. On a scale from 1 (minimum) to 5 (maximum) the average score reached by each evaluated resources point has been between 4 and 5. It is meaningful that the sentence 3.5 “The resources and their subjects are interesting to me” have reached at the same time the largest number of votes and the highest grade (5) by the pilot participants: it doubtless means that the purpose of the project has been accomplished because the created materials turn out to be useful and effective as learning outcome.*

## **Poland**

*Generally LiMe materials were very highly evaluated by Polish language migrant-learners. The scores given to every evaluated item were never lower than 80% of maximum points and the average score was about 85%. However, it seems more can be done in the field of learning culture as well as motivating to self-learning (about 82 – 83% maximum points).*

*On the other hand, since limited equipment was used (one computer and one multimedia projector) some notes about technical problems were collected (4 out of 66 participants). It proves then the initial thesis, that LiMe platform might be useful even in small schools struggling with interactive equipment limitations.*

*The pilot also shows that more and more interactive educational platforms based on real media materials are necessary in teaching practice in Poland.*

## **UK**

*The most positive responses were in relation to the resource wanting to make them learn more, it being a good example of interactive learning, and its innovative nature. A large number of students also agreed or strongly agreed that they would recommend the resource to their friends.*

*A small number of students disagreed or strongly disagreed that the resources were suitable for their level, that they would help them with language learning, would encourage them to learn more and that the resources and subject areas were interesting.*

*Popular elements were wide-ranging and included cultural learning, media focus and speaking/listening skills.*

*The least popular elements were predominantly in relation to navigation and technical issues. One student also mentioned that it didn't help them learn about culture.*

*Recommendations included improving the navigation, additional and different resources and correcting the technical issues.*

## **Overall:**

The feedback of the students was positive in all countries.

More than 2/3 (130-140 out of 178) of the migrants who participated in the pilot declared that:

- The level of the resources is suitable to their level
- The resources improved their language learning
- The resources taught them a lot about culture
- The resources and their subjects were interesting to them
- The resources were good examples of interactive / computer learning
- They would recommend these resources to their friends

The characteristics of the resources that the migrants appreciated more than others

were:

- Cultural information
- The variety of activities
- Interactive way to learn
- Opportunity of self-learning

However, some recommendations were provided on how to improve the resources. The final selection of the recommendations is available at the end of the present report.

#### 4. About the LIME platform

**1 = strongly disagree** (more negative) to **5 = strongly agree** (more positive) in relation to the information within the Lime platform

	1	2	3	4	5
I found the web site easy to get around (navigate)	8	13	27	61	55
I found the instructions on using the web site to be helpful	6	8	31	48	69
I think the visual design is appealing (good)	8	12	35	49	59
I think this is a good example of an interactive computer learning platform.	4	13	21	52	73

Additional comments and analysis of the replies:

Spain

*As for the platform, and though in most items the highest scored answers reach more than 50% (those getting to 4 /5 points from the scale), there is a number of students who find difficult to navigate and follow the instructions to get around, more than 30% of interviewee give the lowest scores (1 /2 points from the scale) to navigation and instructions.*

*Regarding the design and interactiveness of the platform, similar results are found: around 35% percent of participants give less than 3 points when assessing these two items (visual design and good example of interactive computer platform). Likewise, the results reach more than 50% of those who score the platform with the highest valoration (4 / 5 points from the scale)*

*We partly agree with the results obtained in this section since we coincide with some of the comments participants give, mainly those referring to navigation, the lack of visual design and assumption of the platform as an example of an interactive computer platform ( a great deal of activities are not interactive).*

*So, comments such as the need to include more interactive activities, the fact that some activities and tasks are defined as boring and not stimulating by participants could partially takes away credibility to our platform as an interactive medium to deliver online formation. In the same way, the opinions supporting the suitability to promote more autonomous practices and learning recommend us to redesign the presentation and assessment of some tasks and include more self-assessed activities which can be done outside the classroom or without the help of instructors.*

*The opinion referring to the lack of design of the platform points directly to the visual design and the interface, aspects which point directly to the navigation and the final communication with the user.*

Germany

*Although the scores may have been individually marked sometime lower, it is positive to see that over 90% of the learners found LiMe Moodle platform to be a good example of an interactive computer learning platform.*

*The partners will take into consideration the 12 marks which rated the appeal of the platform 3 or lower in order to make sure the platform is adapted. For example, the implementation of the pictograms will enhance the attractiveness along with the adaptations of layout. The 10 persons who rated the instructions on using the website 3 or below will find a more detailed and informational how-to access the platform video or instructions in the final version of Moodle. These points will be addressed at the next partner meeting.*

#### **Italy**

*Concerning the Platform as the Resources we collected positive feedback.*

*Two migrants evaluated with grade 1 the first and the second sentences because they are not able to use the PC.*

*The grade 4 is the one which collected the largest number of votes. In particular it has raised that the migrants have appreciated the web site usability and the platform as an interactive tool to learn a language.*

#### **Poland**

*Not all participants filled the whole evaluation questionnaire. One of the reasons might be the limited number of equipment used to pilot the materials. Therefore some students simply did not have a chance to use the platform themselves. However most of the answers are highly positive. On the other hand users' opinions on the visual aspect of the platform is less positive and thus it needs further improvements. What is more some learners note that letters are too small and design could be more attractive.*

#### **UK**

*Students' feedback regarding the platform was generally positive.*

*The most positive responses were in relation to the visual design and it being a good example of an interactive platform. However, small number of students did disagree with these statements.*

*More than half of students agreed or strongly agreed that the platform was easy to navigate and that the instructions were useful. However, again, some students were undecided or disagreed.*

## **5. Conclusions**

#### **Spain**

*The platform and resources have been positively assessed by the students who have taken part in the piloting. However, the identification of weak points from Individual learners should be discussed by the Consortium and consequently and take the necessary decisions to adapt them to the requirements as far as possible.*

*Resources have been evaluated positively by the majority of the students, being the cultural section one of the most appealing content for most students, except from those who claim not to understand it because of their low level (language and culture), circumstance which may prevent them from comprehending subtle elements embedded in any language.*

*Though interactiveness is agreed by most respondents as a strong point within the platform, conveying an amusing and appealing way to learn, there are those who claim for the inclusion of more interactive activities, self- checked tasks and a better balance between teacher /students led activities.*

*Regarding the platform and its need to become a more user friendly environment and to improve its communication and interaction with users, a brief description of each task (e.g. “read the following....; listen to this song and answer; etc. “could be added to the link of each task. Besides, the introduction of a coding /labelling system which identifies skills, type of activities, even sections will help the platform to look more interactive, appealing and communicative.*

### **Germany**

*Overall, the resources and the platform were positively accessed by the majority of the learners who took part in the piloting. Individual feedback from the learners in regards to resources will be taken into consideration by the LiMe team and any necessary adaptations to the resources will be made. One of the most important points of feedback from the pilot are the technical difficulties which the learners and teachers experienced. The consortium must take action and discuss suitable solutions in order to make the LiMe-Moodle platform user-friendly, although it is notable that some technical malfunctions are not only limited to what the LiMe consortium can control.*

### **Italy**

*Asev within the Pilot phase has involved 30 people coming from 13 different countries and the majority was from China. The level of the language more was mostly the A2. The resources more appreciated were the Movie trailer, the Radio News and the Soap Opera. The migrants have really esteemed these resources as it proved within the comments for the question “what did you like most about the resources?”*

*Concerning the other two boxes to collect comments by the attendees it is interesting to underline that both for the “things less liked about the resources” and for the “suggested improvements” it has raised the need for more grammar exercises.*

*The evaluation for the resources has been very positive. The attendees have clearly noticed the usefulness of the materials and the benefits that could arise from their implementation. By reading the evaluation from the participants we can surely state that the project and the created materials are heading in the right direction.*

*In general migrants have also appreciated the platform and its usability. It has been considered as a good tool to learn a language.*

*According to the migrants’ replies:*

- the Italian version of the **Radio Traffic** should be reviewed and simplified*
- some **grammar exercises** should be add*
- the number of activities in **Soap Opera** should be increased*
- the links (**technical aspect**) should be checked, as sometimes they don’t work*
- the **design of the Platform** should be improved*
- **instructions on using the Platform** should be easier and the **navigation** more intuitive*

### **Poland**

*General opinion of the testers on the LiMe resources is very positive. It is an evidence that LiMe materials could be exploited even when there is a limited number of interactive equipment used. Learners asked for more interactive exercises (also for listening skills) and more self-learning materials. The cultural impact of LiMe materials is still not developed enough. Using authentic media materials for learning language purposes was evaluated very high. On the other hand learners argue that not material themselves but teachers’ skills and way of conducting classes are the most important.*

*When it comes to the LiMe platform, the general opinion is also highly positive but still some graphic improvements would be advisable. Some materials were evaluated as too difficult (e.g. too fast exercises of speaking at A2 level) but at the same time other learners appreciated these exercises. It proves that learners’ opinion highly depends on a particular learner’s language competencies.*

UK

*The students were from a wide range of countries and all but one tested the English version. One student tested the German resources. All resources, except for radio news, were tested. Predominantly levels A2 and B1 were tested.*

*In relation to the resource, the most positive responses were in relation to the resource motivating them to want to learn more, the resource being a good example of interactive learning, and its innovative nature. A large number of students also agreed or strongly agreed that they would recommend the resource to their friends.*

*However, a small number of students disagreed or strongly disagreed that the resources were suitable for their level, that they would help them with language learning, would encourage them to learn more and that the resources and subject areas were interesting.*

*Popular elements were wide-ranging and included cultural learning, media focus and speaking/listening skills.*

*The least popular elements were predominantly in relation to navigation and technical issues. One student also mentioned that it didn't help them learn about culture.*

*Recommendations included improving the navigation, additional and different resources and correcting the technical issues.*

*Students' feedback regarding the platform was generally positive.*

*The most positive responses were in relation to the visual design and it being a good example of an interactive platform. However, small number of students did disagree with these statements. More than half of students agreed or strongly agreed that the platform was easy to navigate and that the instructions were useful. However, again, some students were undecided or disagreed*

**Overall:**

Totally 178 migrants/learners of 40 nationalities have participated in the pilot of the Platform and Resources. All 12 resources have been tested.

Resources have been evaluated positively by the majority of the students, being the cultural section one of the most appealing content for most students, except from those who claim not to understand it because of their low level (language and culture), circumstance which may prevent them from comprehending subtle elements embedded in any language. Using authentic media materials for learning language purposes was evaluated very high. Individual feedback from the learners in regards to resources will be taken into consideration by the LiMe team and any necessary adaptations to the resources will be made.

When it comes to the LiMe platform, the general opinion is also highly positive but still some graphic improvements would be advisable. The consortium must take action and discuss suitable solutions in order to make the LiMe-Moodle platform user-friendly, although it is notable that some technical malfunctions are not only limited to what the LiMe consortium can control.

## **PART III. General conclusions and suggestions on how to improve the Lime tools and the Platform**

### **Spain**

*Overall, the platform and the resources have been positively assessed by the majority of participants in the piloting. In higher percentages both teachers and students have found the activities included in each resource interesting and engaging, and the platform, a good example of interactiveness, easy to navigate with helpful and adequate instructions. It is thought to be a good interactive learning tool they would recommend in most cases.*

*However, feedback from teachers and learners pointing to weak points should be taken into consideration by the LiMe team:*

*As for the resources and tools, the participants offer a detailed feedback which could be summarized as:*

- The need of more interactive tasks*
- The introduction of a greater number of tasks designed for autonomous learning (introducing a higher number of self-checked tasks and decreasing the number of open-ended activities and those which require the use of productive skills)*
- To improve the balance between teacher-guided and student-oriented activities*
- Check minor (spelling /format) mistakes*

### **Regarding the platform**

*Though a great deal of migrants enjoyed using the resources and claim to be motivated to get around, there is a significant target group that needs additional help to navigate and to follow the instructions on the platform use (there are participants who don't know how to use computers instructions, or even those who don't have computers at home).*

*Points to improve:*

- the communication aspect of the platform (description of tasks, introduction of a coding systems, etc.)*
- navigation if possible (go back and for, elements appearing on a different windows, etc.).*

*As a conclusion, partners should discuss and find solutions to make the LiMe platform a more user-friendly and communicative tool*

### **Levels**

*Some activities are identified as too difficult for some levels, especially for A2 students with lower degree (even lack) of literacy.*

*Special recommendations point to include A1 media for those migrants whose level in language and culture is extremely low (around 30% of our sample).*

*Despite all the fruitful comments and feedback, participants have clearly assessed the usefulness and benefits of the materials for language and culture learning, general feedback which could make us think we are moving in the right direction.*

### **Germany**

*The piloting of the LiMe Moodle platform was not only positive experience but also rather fruitful. The participants, learners and teachers, offer very relevant and detailed feedback which the*

consortium and individual partners should keep in mind. Not all of the feedback received during this experience was in written form, but also in verbal form. The praise from a judge of British Council in regards to the innovativeness was well accepted; he provided the tip to work on the appearance and the consistency between the country resources. Additionally, not only are teachers prepared to work with the platform but also learners are looking forward to the premiere of the LiMe Moodle Platform. The following coming have been made by learners and teachers and will re-assessed by the consortium and proposals for enhancements will be presented at the next meeting by the VHS Cham. The following are the suggestions:

- Test all audio files
- When comparing the English platform with the Spanish platform, the Spanish platform has a less appealing student page since there are not many opportunities for interaction. Eliminate discrepancies between platforms.
- Create a more useful how-to access and utilise the platform
- In regards to activities where it says “Test jetzt durchführen” avoid the word test and use something like “Complete the exercise”.
- Change the MPO and MS terms: suggestion for MPO: für Lehrer; suggestion for MS: zum Lernen

Specifics regarding Moodle

- The results which are presented may confusing when it says: “Punktestand 18%”
- Change all english terminology to country specific terminology on the various country specific platforms.

Spanish platform: The student section is a bit over-bearing with the critical description of contacts at the beginning of the lesson. I would also add more hot-potatoe activities.

- The basic knowledge about some of the themes is not present with asylum seekers, which may lead to difficulties.
- There were sometimes discrepancies between the learner and teacher pages.
- The materials can only be added to courses which I already have, but only if the topic is apparent in the course.

Specific information about individual German resources:

- Radio news: A2) the vocabulary should be revised; link to [wetter.de](http://wetter.de) is a good idea. B1) Check Aufgabe 3 – learners listen to the radio because of music; Preposition and passive activity may be more appropriate for level B2. B2) das/dass activity may fit better to B1 level, but with a less difficult text.
- Radio traffic: B1/B2) the listening files were not available; offer a way to provide the students with the correct answers.
- Film trailer: Not enough exercises overall, add more exercises about spoken language vs. written language, perhaps with phonetics. A2) level is too difficult.

Signage: add more signs which students may see daily, i.e. B1. Tollwood photo should be enlarged.

Italy

Uniting the teachers’ and the migrants’ feedback, ASEV would advise to consider the following improvements:

1. Resources:

- decrease the number of the **exercises with open-ended responses** or those that required using of **productive skills** (both oral and written), as hardly controllable by self-learners
- improve the **grammar section** (ad exercises and make the morphosyntactic deeper providing more links in the tables to be projected).
- check the **level of the activities**

2. Platform:



- improve the **graphic design** of the platform (it should be motivating, with different forms or colors)
- make the Platform more **intuitive**
- simplify **the instructions** on using the Platform for the students who are not familiar with the PC
- provide a **PDF version of the materials** ready for download (It would be helpful to have a paper version of the material downloadable from the platform (without instructions to the teacher), so that it can be easily downloaded by the teacher and usable in any context)
- add to the Platform a section for the collection of **useful links** on the specific information for each country on the integration of foreigners, for example a link to information for health, for documents, courses in Italian, the rules of residence permits
- solve the **technical problems** (some links that don't work)

The recommendations specific for the Italian material (p.4 and 5 “teachers” and 5 “migrants”) should be taken into consideration only by ASEV.

### Poland

The pilot testing of LiMe resources and platform took part in the University of Lodz between 3<sup>rd</sup> and 10<sup>th</sup> October 2014. In total 11 teachers and 66 migrant learners were involved in these tests. Migrant learners came from 5 countries (Belarus, Ukraine, Angola, Kazakhstan and Russia). There were 7 resources tested (Movie Trailer, Traffic Radio, Newspapers, Music Video, Radio News, Soap Opera, Social Networks)

General opinion of the pilot participants on the LiMe resources is very positive. The pilot shows that they can be used with positive results even with extreme limitation of interactive equipment (only one computer and multimedia projector or TV-set).

However according to piloting participants still some aspects of the resources and platform need further development. The most often suggestions related to:

- 1) Enlarging number and variety of exercises, especially for self-learning.
- 2) Add more cultural information.
- 3) Standardize instructions of exercises.
- 4) Add more grammar exercises
- 5) Improve graphic and design side of the platform

### UK

Overall, more positive responses were given in relation to the resource than the platform.

Whilst the teachers were generally very positive regarding the use of the resources with students a number of suggestions were given.

The responses regarding the platform were more mixed than those for the resource.

It appears there are some issues with the navigation of the platform, accessing of individual resources and the helpfulness of instructions.

Recommendations from teachers:

- Rubrics need to be clarified and the links between assignments made more obvious
- Some of the activities could be a lot more staged in order to support learning
- Improved instructions and links between assignments to support learning
- Broader range of videos could be added
- Staging of instructions should be more specific
- The platform could look visually/graphically more interesting
- Make rubrics clearer and state reasons for an activity

- Avoid having to scroll when doing an interactive exercise
- Have a clear forward/backward/next button to go from assignment to assignment.
- Clearer instructions on how to use links, e.g. read etc.
- Have an explicit reason in exercises state why they are doing an exercise, referring back to previous assignments if possible.

*In relation to the resource, the most positive responses from students were in relation to the resource motivating them to want to learn more, the resource being a good example of interactive learning, and its innovative nature.*

*However, a small number of students disagreed or strongly disagreed that the resources were suitable for their level, that they would help them with language learning, would encourage them to learn more and that the resources and subject areas were interesting.*

*Students' feedback regarding the platform was generally positive.*

*The most positive responses were in relation to the visual design and it being a good example of an interactive platform. However, small number of students did disagree with these statements. More than half of students agreed or strongly agreed that the platform was easy to navigate and that the instructions were useful. However, again, some students were undecided or disagreed.*

*Recommendations from students:*

- Speaking and listening activities
- Correct defects
- Add some additional languages such as Arabic
- More variation in the type of assignments
- Use different examples - change the subject of the videos
- Use different, more complex examples
- Links working
- Keeping a sequence between questions and answers
- Easier to find the lessons
- Improve layout and make more interactive
- Quantitative information from other sources
- Easier to find the website
- Insert direction links

## Overall recommendations on how to improve:

(\* the country specific recommendations are not included in this list)

### 1. Resources

<b>Country</b>	<b>What should be improved</b>	<b>How</b>
	<b>Level of the activities</b>	
IT, ES		Check again and/or create A1 level exercises
	<b>Errors</b>	
ES		Proof reading/revising mistakes
	<b>Exercises</b>	
IT, ES, DE		More interactive
IT, ES		Decrease number of open-ended activities and those which require the use of productive skills

IT, ES, PL		Enlarge number and variety of self-checked tasks
IT, ES, PL		Add grammar exercises
IT, PL		More exercises on culture or cultural information

## 2. Platform

<i>Country</i>	<i>What should be improved</i>	<i>How</i>
	<b>Interface, design and navigation</b>	
IT, ES, PL, UK		Improve the graphic design of the platform
ES, UK		Creating buttons to avoid moving back and forth from one activity to another
ES, IT		Make the menu on the left clear
ES		Use message warning windows
IT		Make the access to the individual resources more intuitive
ES, DE, UK		Present the interactive exercises in more attractive (user-friendly) way
DE		Change the MPO and MS terms
IT, DE		Solve technical problems (test all audio files)
ES, DE		Add description of the icons in national languages and change all English terminology to country specific one
ES, IT		Add a possibility to copy and upload documents Provide a PDF version of the materials for downloading.
DE		Eliminate discrepancies between platforms
	<b>Instructions for exercises</b>	
ES		Make them easier (A2 level)
ES, UK		Add an explanation whether the platform is for autonomous learning or in class
	<b>Instructions for platform</b>	
ES, UK		Add instructions for students. Specify how to access the exercises
DE, UK		Create more useful instructions on how to access and utilise the platform

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