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## 06

# PILOTING AND VALIDATION

[To report on the results of the pilot phase.]

by University of Coimbra

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SupEFL Project

Supplemental Self-help in English as a Foreign Language for Learners with  
Specific Learning Differences/Difficulties

2014-1-DE02-KA200-001093

August 2017

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## Introduction

The SupEFL, "Supplemental Self-Help in English as a Foreign Language for Learners with Specific Learning Differences", is a project funded by an Erasmus+ Program of the European Union directed at learners of English as a Foreign Language (EFL) who are experiencing difficulties with one or more of the four language systems (reading, writing, listening and speaking).

The project includes a consortium of 7 partners (Portugal, Finland, Lithuania, Bulgaria, Hungary, Germany - English at work and E-training solutions), who intend to develop Self-help Open Educational Resources (OER) for learners of English with special needs in one or more of the following areas: reading, writing, speaking, listening, memory, motivation and/or learning in general. The key project audience are learners with Specific Learning Difficulties (SpLDs). Dyslexia, specific learning difficulties, attention and hyperactivity disorders, autism spectrum are some examples of the set of specialities that seem to be most frequently diagnosed.

The SupEFL project produced outputs that are completely new in terms of learning opportunities. A dyslexia friendly website at [supefl.eu](https://supefl.eu) provides resources to learners of English as foreign language (EFL) with Special Learning Difficulties (SpLDs), such as guidance, guidelines, resources, links, a glossary and specific learning tips. A standard website for teachers and other interested parties can be visited at [project.supefl.eu](https://project.supefl.eu). Both websites will direct you to the self-help learning platform that includes all the web-based educational modules, each based on a specific topic as follows:

Module 1 - Reading and Listening

Module 2 - Memory: Techniques to Learn Vocabulary and Improve your Memory

Module 3 - Writing

Module 4 - Motivation: Intercultural Communication and Motivation

Module 5 - Learning: Strategies for Better Learning

Module 6 - Speaking: Interpersonal Communication

Module 7 - Public Speaking

## Methodology

The O6-A1 Piloting and Validation Methodology was coordinated by University of Coimbra (UC), Portugal. This included the coordination of the evaluation process, gathering information from the target groups, the analysis of outcomes and the writing of report.

The **main objective** of the piloting / validation methodology is to analyse the quality of the online training, based on evidence from different indicators and target groups. The aim of pilot study focuses on developing evaluation methods and procedures to evaluate the *Self-Study programs* that include the seven *online* educational modules developed by the partners. Written reports were elaborated to offer an overview of the evaluation outcomes of the *Self-Study programs*.

The SupEFL project has developed web-based educational modules, each based on a specific topic as the following self-study modules:

Module 1 - Reading and Listening

Module 2 - Memory: Techniques to Learn Vocabulary and Improve your Memory

Module 3 - Writing

Module 4 - Motivation: Intercultural Communication and Motivation

Module 5 - Learning: Strategies for Better Learning

Module 6 - Speaking: Interpersonal Communication

Module 7 - Public Speaking

Each module is considered to be an individual course, and a learner may complete as many modules as s/he chooses. The modules provide learners with SpLDs with specific tools and techniques that they can readily implement to improve their skills and overall competence in the specific area(s) in which they are weakest. An online Self-Assessment Tool was created which enables the users to assess which of the modules are best suited for them

**To access this Self-Study program**, learners needed a computer or a mobile device with internet access, running any of the major operating systems. Each module includes at least 2-4 hours of self-study and activities. Upon completion, learners can contact English at Work to receive a certificate indicating the learning outcomes to motivate them further.

The evaluation of each module is grounded on Kirkpatrick's Evaluation Model, where the focus of evaluation will rely solely on level 1 (satisfaction).

## Target Audience

The target group of this project are learners who have significant difficulties in one or more of the four language systems in their mother tongue (reading, writing, listening and speaking), who will inevitably experience difficulties in learning a foreign language. Those who have difficulty in most or all of the four language systems are likely to experience the most problems in learning English. Besides this target group, the project also aimed at teachers and the educational institutions who they work for, as a secondary target group.

## Methods and Procedures

### 1. Piloting and validation phase

The **piloting and validation phase** of the Self-Study program intended to evaluate the SupEFL training by the target group using the **online version** as well as **using the pdfs** of the modules.

The **piloting and validation phase** took place at each partner country. Each partner was responsible for the testing validation of a certain module. About 20 participants (teachers or learners), per partner country, participated in the testing of the phases. Half of these could test the pdf version and half the online version, in the classroom.

During the months of June, July and August 2017, the following partner countries were involved in the testing/validation of the self-study program with respective modules for testing (see table 1):

*Table 1. Testing/Validation Phase*

<b>Partner Country</b>	<b>Module tested in the Pilot Phase</b>
Hungary	Module 1 – Reading and Listening
Bulgaria	Module 2 – Memory: Techniques to Learn Vocabulary and Improve your Memory
Hungary	Module 3 – Writing
Germany	Module 4 – Motivation: Intercultural Communication and Motivation
Portugal	Module 5 – Learning: Strategies for Better Learning
Lithuania	Module 6 – Speaking: Interpersonal Communication
Lithuania	Module 7 – Public Speaking
Finland	All Modules

After this, all recommendations of each partner country were summarised and changes made to the modules, if necessary.

According to the SupEFL project proposal, the adequacy of the developed Training Programme should be evaluated by the target group, during the testing phase, on the basis of the following:

**a. Relevance of the Content:**

- General level of satisfaction with content of the Programme;
- Number of missing items/content mentioned;
- Mix of activities of the Programme (theory/best practice/support/etc.);
- Perceived adequacy to the needs of dyslexic learners.

**b. Adequacy & Applicability of the E-Learning Environment:**

- Average time spent on the e-learning platform;
- Perceived level of complexity, user-friendliness and accessibility;
- Perceived added value in relation to other components of the Programme;
- General level of satisfaction with the platform

The target groups completed the respective self-study module(s) in each partner country. The feedback from the learners addressed the following three questions that are at the heart of any training evaluation:

**Did they like it, did they learn from it, did they change?**

These questions are directly linked to Kirkpatrick's Evaluation Model. Other dimensions addressed in the evaluation questionnaire included: How do trainees evaluate their satisfaction with the online course (available resources, guidelines, links, learning tips, etc.)? What can be improved in the course? Suggestions and recommendations to be implemented each of the modules? These are some of the questions that the project team aimed to be answered, during the piloting and validation phase of the project.

**2. Design of the Questionnaire**

For evaluating the pilot as well as the online courses, a comprehensive set of evaluation tools for training programmes were analysed and explored. The evaluation questionnaire aimed to assess learner's expectations and satisfaction and to identify the strengths and weaknesses of the material developed by the partners. Based on this feedback, partners revised the course's concepts and materials.

The questionnaire (see Annex 1) developed for the testing/validation phase includes 3 parts:

Part I - General information,

Part II - Before testing/validation, and;

Part III - After testing/validation.

Participants were given specific instructions before filling out the questionnaire.

The first part of the questionnaire (Part I) included personal information such as gender, age and type of participant (learner or teacher). In case the participant was a teacher, s/he indicated how many years of teaching or training and also what is his/her experience working with people with specific learning difficulties. If the participant was a student, s/he self-assessed and indicated their level of English, according to the Common European Framework of Reference for Languages (included at the end of the questionnaire). Besides this, s/he also specified what kind of learning difficulties s/he has (reading, writing, listening, speaking) and due to what (Difficulties in Attention, Hyperactivity, Autism or Social Behaviour Difficulties, or Others (blank space)). The first part of the questionnaire aimed, mainly, to characterise the participant and assure that the project meets its target group.

The second part of the questionnaire (Part II) was aimed at the evaluation of participants' expectations with regard to the Self-help Module and the overall online training. The following table presents some of the dimensions included in the questionnaires to explore the target group's expectations (see Table 2):



*Table 2. Evaluation of Expectations (before the training)*

	<b>Dimensions of the Questionnaire</b>
<b>Before the Testing/Validation of the Module</b>	<ol style="list-style-type: none"> <li>1. Current level of expertise/knowledge of the skills that are trained in the Module.</li> <li>2. Main things that participant expects to learn in the Module.</li> <li>3. Issues regarding the training programme: <ul style="list-style-type: none"> <li>• Overall training</li> <li>• Objectives clear</li> <li>• Content relevance</li> </ul> </li> <li>4. Issues regarding expectations on the impact of the training on the participant: <ul style="list-style-type: none"> <li>• Increase confidence to learn English</li> <li>• Better preparation to understand and use English</li> <li>• Improve communication with others</li> </ul> </li> </ol>

The third and last part of the questionnaire (Part III) was aimed at the evaluation of participants' satisfaction with the Module and the overall online training (corresponds to level 1 of Kirkpatrick's model). The following table presents some of the dimensions included in the questionnaires to measure the target group's level of satisfaction with the online training and the modules. Besides this, several open questions were added that aimed to collect information and feedback from the target group in regard to what they found most useful and less useful, what was more innovative and what could have been done differently. All these contributions from the target group allowed adjustments to the final version of the modules and the online training.

*Table 3. Evaluation of Results (after the training)*

	<b>Dimensions of the Questionnaire</b>
<b>After the Testing/Validation of the Module</b>	<ol style="list-style-type: none"> <li>1. Open questions regarding satisfaction with the Module: <ul style="list-style-type: none"> <li>• Most useful in the module</li> <li>• Less useful in the module</li> <li>• Innovative in the module</li> <li>• Tools and techniques learned</li> <li>• Suggestions for improvement</li> </ul> </li>   <li>2. Issues regarding the satisfaction with the training programme: <ul style="list-style-type: none"> <li>• Overall training</li> <li>• Objectives clear</li> <li>• Content relevance</li> <li>• Average time spent</li> <li>• Organization of module</li> <li>• Available resources</li> <li>• User interface</li> <li>• Activities of the module</li> </ul> </li>   <li>3. Issues regarding the impact of the training on the participant: <ul style="list-style-type: none"> <li>• Increase motivation to learn English</li> <li>• Better preparation to understand and use English</li> <li>• Improve communication with others</li> <li>• Recommend the training to others</li> </ul> </li>   <li>4. Level of expertise/knowledge of the skills after the Module.</li> </ol>

The questionnaires were applied by all partner countries during the testing/validation phase, in the classroom, with teachers and/or learners. An online version of the questionnaire was created to be filled-out for the online testing of the modules. All results were automatically summarised and Portugal had access to these results. A scanned copy of the filled out questionnaires, after testing is completed of the pdf modules, was sent to Portugal.

## Results

Findings achieved from the application of the questionnaires in each of the six partner countries will be described in this section. It aims to report on the results of the pilot phase. It includes the participation of all partner countries in its elaboration.

*Table 4. The participants| The target group*

Partner	Module(s)	Responses	Teacher	Learner
PT	<b>M5: Better Learning</b>	17	15	2
HU	<b>M1: Listening and reading</b>	6	3	3
	<b>M3: Writing</b>	10	5	5
DE	<b>M4: Motivation - Intercultural</b>	19	10	9
BG	<b>M2: Memory</b>	32	6	26
LI	<b>M6: Interpersonal communication</b>	14	4	10
	<b>M7: Public speaking</b>			
FI	<b>M1, M2, M3, M4, M5, M6, M7, M8</b>	23	12	11
	<b>Total</b>	<b>121</b>	<b>55</b>	<b>66</b>

Table 4 gives a detailed overview about participants, tasks, and distribution of responsibilities. 55 teachers and 66 students or trainees with special needs participated actively filling in the questionnaires.

## Part I - General Information

The participants of all partner countries, teachers and trainees, completed the questionnaire.

### 1. Gender

Table 5. The participants | gender

Partner	Female	Male	Total
PT	15	2	17
HU	8	8	16
DE	11	8	19
BG	18	14	32
LI	6	8	14
FI	16	7	23
	<b>58%</b>	<b>41.9%</b>	

We can affirm that the great majority were women (Table 5) although males were well represented.

### 2. Age

Table 6. The participants | age

Partner	18 to 25	26 to 35	36 to 45	46 to 55	+ 55
PT					
HU	16.7%	33.3%		33.3%	16.7%
DE	5.25%	31.6%	31.6%	26.3%	5.25%
BG	81.3%	4.65%	9.4%	4.65%	
LI	21.4%	57.1%	21.4%		
FI	34.8%	17.4%	26.1%	13%	8.7%
	<b>31.89%</b>	<b>28.81%</b>	<b>22.12%</b>	<b>19.31%</b>	<b>10.21%</b>

We can affirm that the great majority were participants from 18-25 years old (81.3%, BG) (Table 6) although participants from 26-35 (LI, 57.1%) and 36-45 (DE, 31.6%) were well represented.

### 3. Participant type

*Table 7. The participants| type*

Partner	Teacher	Learner
<b>PT</b>	88.2%	11.8%
<b>HU</b>	50%	50%
<b>DE</b>	52.6%	47.4%
<b>BG</b>	18.8%	81.3%
<b>LI</b>	28.6%	71.4%
<b>FI</b>	52.2%	47.8%
	<b>48.4%</b>	<b>51,61%</b>

As we can see (Table 7), it's possible to affirm that the participants were, in an equivalent proportion, Teachers (48,4%) and Learners (51,6%) although, for instance, in Portugal we have 88.2% teachers and only 11.8% students, and in Bulgaria we have 18.8% teachers and 81,3% students

### 4. Teachers

#### 4.1. Years of teaching/training

*Table 8. Teachers| years of teaching*

Partner	0 to 5	6 to 10	11 to 15	16 to 20	21 to 25	26 to 30	+ 30
<b>PT</b>				33.3%	20%	6.7%	40%
<b>HU</b>	100%						
<b>DE</b>		40%	20%	20%	10%		10%
<b>BG</b>		33.3%		16.7%	50%		
<b>LI</b>	25%	50%	25%				
<b>FI</b>		25%	41.7%		8.3%	16.7%	8.3%
	<b>62.5%</b>	<b>37.07%</b>	<b>28,9%</b>	<b>23,3%</b>	<b>22,07%</b>	<b>11.7%</b>	<b>19,43%</b>

As we can see (Table 8), it's possible to affirm that the teachers were, mostly, teachers with experience between 5 to 10 years of teaching, although, for instance, we have quite experienced teachers between 11-25 years of teaching with an average percentage around 20%.

#### 4.2. Experience with people with specific learning difficulties:

Table 9. Teachers| experience with Specific Learning Difficulties

Partner	1 [No experience]	2	3	4	5	6	7 [Great experience]
PT	1	0	1	1	5	4	3
HU							
DE	0	0	0	6	3	1	1
BG							
LI				1	0	1	2
FI	1	4	1	3	2	1	0
	7,5%	33,3%	7,5%	27,8%	25,76%	17,27%	26,36%

As we can see (Table 9), it's possible to affirm that the teachers have experience with students with specific learning difficulties. Portugal and Germany teachers with more experience and Finland with less experience

## 5. Learner

### 5.1. English Level

Table 10. Leaner| English level

Partner	A1	A2	B1	B2	C1	C2
PT		50%	50%			
HU				100%		
DE			22.2%	44.4%	33.3%	
BG	7.7%	30.8%	61.5%			
LI						
FI			10%	70%		20%

As we can see (Table 10) learners have, mostly, a B1 and B2 English level. In Portugal and Bulgaria it's possible to see more difficulties with the English language as the level is lower than the rest of the partner countries.

## 5.2. Learning difficulties

Table 11. Learner| learning difficulties

Partner	Reading Difficulties	Writing Difficulties	Listening Difficulties	Speaking Difficulties
PT				
HU			2	
DE	5	5	2	3
BG				
LI	4	4	5	7
FI				

As we can see (Table 11), it's possible to affirm that Learners have, mostly, Reading, Writing and Speaking learning difficulties.

## 5.3. Learning difficulties due to

Table 12. Learner| difficulties

Partner	Difficulties in Attention	Hyperactivity	Autism or Social Behaviour Difficulties	Other
PT				
HU				
DE				
BG				
LI	7	3	3	1
FI				

As we can see (Table 12), only the *Lithuanian students* filled the questionnaire.

## Part II – Before Testing/Validation

6. Module to learn with during the SupEFL testing:

Partner	Modules
PT	5.Strategies for <b>better learning</b>
HU	1. <b>Reading and Listening:</b> the bite-sized idiomatic approach 3. Plain English Writing
DE	4. <b>Intercultural Communication and Motivation</b>
BG	2. <b>Memory:</b> Vocabulary Acquisition
LI	All modules
FI	All modules

7. Current **level of expertise/knowledge of the skills** that will be trained in the module (percentage)

Partner	1	2	3	4	5	6	7	8	9	10	Module
PT	<b>23.5</b>	11.8	0.0	5.9	0.0	<b>23.5</b>	11.8	11.8	5.9	5.9	5
HU	0.0	0.0	0.0	0.0	<b>33.3</b>	0.0	0.0	16.7	16.7	<b>33.3</b>	1; 3
DE	0.0	10.5	10.5	<b>21.1</b>	<b>36.8</b>	5.3	10.5	5.3	0.0	0.0	4
BG	0.0	3.1	0.0	9.4	<b>25.0</b>	12.5	<b>21.9</b>	6.3	3.1	18.8	2
LI	0.0	0.0	7.1	0.0	7.1	7.1	7.1	<b>28.6</b>	7.1	<b>35.7</b>	All
FI	0.0	0.0	13.0	17.4	13.0	8.7	8.7	<b>21.7</b>	<b>21.7</b>	17.4	All

8. The main things you would like to learn in the module

Partner	PT	HU	DE	BG	LI	FI
<b>Things to learn</b>	<ul style="list-style-type: none"> <li>-Spelling</li> <li>-Improve Speaking (3)</li> <li>-Improve Reading (3)</li> <li>-Motivation</li> <li>-Communication</li> <li>-Practical cases</li> <li>-More tools</li> <li>-More resources</li> <li>-More strategies</li> </ul>	<ul style="list-style-type: none"> <li>-Reading</li> <li>-Listening (2)</li> <li>-Writing</li> <li>-Tips and tricks</li> <li>-Idioms</li> </ul>	<ul style="list-style-type: none"> <li>-Body language</li> <li>-tips for cultural awareness</li> <li>- Different cultures (18)</li> </ul>	<ul style="list-style-type: none"> <li>-New techniques (9)</li> <li>-new tools (18)</li> <li>-Vocabulary (17)-</li> <li>Methodology (3)</li> <li>-Pronunciation (2)</li> <li>-New strategy (2)</li> <li>-Learning games</li> </ul>	<ul style="list-style-type: none"> <li>- Public speaking techniques</li> <li>-Reading (4)</li> <li>-Speaking (3)</li> <li>-Listening (2)</li> <li>-Conversation</li> <li>-Studying with other people</li> </ul>	<ul style="list-style-type: none"> <li>-to be more persuasive</li> <li>-Speaking(2)</li> <li>-Listening (3)</li> <li>Writing (3)</li> <li>-Reading (3)</li> <li>-Help students to remember</li> <li>-online resources and exercises</li> <li>-Communicate (2)</li> <li>-Memory</li> <li>-Vocabulary-Recommendations</li> <li>-Teaching culture</li> </ul>
<b>Module</b>	5	1; 3	4	2	All	All



Most of the respondents identified the four skills: reading, writing, speaking and listening, but some of them emphasized the recognition of different cultures and its limitation in talking with others (DE). Subjects from Bulgaria stressed the importance of new tools, new techniques and methodologies, new vocabulary and pronunciation.

In regard to Modules tested by the Hungarian partner, the qualitative results collected from the different target groups (learners and teachers) is summarized in the following table:

	Learner	Teacher
<b>Module 1 - Reading and Listening: the bite-sized idiomatic approach (HU)</b>	<ul style="list-style-type: none"> <li>✓ better listening skills</li> <li>✓ I understand the text, The listening will be better</li> <li>✓ Better listening skills</li> <li>✓ Easy and fluent Reading + to understand what I read + learn useful expressions</li> <li>✓ Easy understanding of the text + better vocabulary + understand the speaker</li> </ul>	<ul style="list-style-type: none"> <li>✓ I have many students with dyslexia and I would like to help them. Anything that could support their learning is important for me.</li> <li>✓ How to improve my students' reading, how to improve their writing skills, How to improve their listening and speaking skills.</li> <li>✓ I would like to have any tool to help my students.</li> <li>✓ new methods to improve these skills</li> <li>✓ how I can help my students in these skills. + what are the suggested methods</li> </ul>
<b>Module 3 - Plain English Writing (HU)</b>	<ul style="list-style-type: none"> <li>✓ I have very few experience with writing in English, I need any help.</li> <li>✓ the proper usage of the words</li> <li>✓ better spelling   Spelling better</li> <li>✓ better writing skills   To write better   Using the right expressions when i write   Writing of text</li> <li>✓ Good vocabulary</li> <li>✓ Good spelling</li> </ul>	<ul style="list-style-type: none"> <li>✓ Teach the students to write and spell acceptably.</li> <li>✓ Improve students' spelling. Improve writing skills, to make the students write at all.</li> <li>✓ Have to help my students to be better writers.</li> <li>✓ Anything what can support writing skills.</li> <li>✓ How to improve writing skills.</li> </ul>

## 9. Participants agreement with the following statements

a) The overall training will be worthwhile (1 strongly disagree to 5 strongly agree) (f)

Partner	1	2	3	4	5
<b>PT</b>	-	-	4	<b>9</b>	4
<b>HU</b>	-	.-	1	-	5
<b>DE</b>	1	-	5	<b>8</b>	5
<b>BG</b>	-	-	-	6	<b>26</b>
<b>LI</b>	-	1	-	3	<b>10</b>
<b>FI</b>	-	2	3	<b>11</b>	8

The great majority of the participants considered that the training will be worthwhile.

b) The objectives defined are important (f)

Partner	1	2	3	4	5
<b>PT</b>	-	-	1	7	<b>9</b>
<b>HU</b>	-	-	-	1	5
<b>DE</b>	1	-	5	8	5
<b>BG</b>	-	-	-	10	<b>22</b>
<b>LI</b>	-	1	1	4	<b>8</b>
<b>FI</b>	-	1	4	<b>12</b>	6

Most of the respondents agreed with the importance of the objectives.

c) The contents defined are relevant (f)

Partner	1	2	3	4	5
<b>PT</b>	-	-	3	<b>8</b>	6
<b>HU</b>	-	-	1	1	4
<b>DE</b>	1	-	4	<b>9</b>	5
<b>BG</b>	-	-	-	11	<b>21</b>
<b>LI</b>	-	1	-	3	<b>10</b>
<b>FI</b>	-	1	3	<b>11</b>	8

They considered that the contents defined are relevant.

d) I will feel more confident to learn English with the Self-Help Training (f)

Partner	1	2	3	4	5
<b>PT</b>	-	-	4	5	<b>8</b>
<b>HU</b>	-	-	1	-	5
<b>DE</b>	2	-	6	<b>7</b>	2
<b>BG</b>	-	-	1	9	<b>22</b>
<b>LI</b>		1	1	1	11
<b>FI</b>	-	2	<b>11</b>	8	5

Most of the subject are confident to learn English with Self-Help Training.

e) I will become better prepared to understand and use English with the Self-Help Training (f)

Partner	1	2	3	4	5
<b>PT</b>	-	-	5	5	<b>7</b>
<b>HU</b>	-	-	2	-	<b>4</b>
<b>DE</b>	2	-	<b>5</b>	<b>5</b>	4
<b>BG</b>	-	-	1	9	<b>22</b>
<b>LI</b>	-	1	-	2	<b>11</b>
<b>FI</b>	-	1	<b>10</b>	8	5

Most of them indicated that they will be better prepared to understand and use English with the Self-Help Training.

f) I will apply what I will learn to the way I communicate with others (f)

Partner	1	2	3	4	5
<b>PT</b>	-	-	4	6	<b>7</b>
<b>HU</b>	-	-	-	-	<b>6</b>
<b>DE</b>	1	-	3	<b>8</b>	7
<b>BG</b>	-	-	-	12	<b>20</b>
<b>LI</b>	-	1	1	3	9
<b>FI</b>	-	1	7	<b>9</b>	7

The great majority of the participants agree with the six statements. However, only a few participants (less than 5) from Germany, Lithuania and Finland showed disagreement.

## Part III – After Testing/Validation

### 10. Module learned during the SupEFL training

Partner	Modules
PT	5.Strategies for <b>better learning</b>
HU	1. <b>Reading and Listening</b> : the bite-sized idiomatic approach 3. Plain English Writing
DE	4. <b>Intercultural Communication and Motivation</b>
BG	2. <b>Memory</b> : Vocabulary Acquisition
LI	All modules
FI	All modules

### 11. Participants' agreement with the following statements

- a) The overall module was worthwhile (1 strongly disagree to 5 strongly agree)

Partner	1	2	3	4	5
PT	-	-	5	8	4
HU	-	-	-	4	2
DE	1	-	-	6	12
BG	-	-	-	6	26
LI	-	-	-	2	11
FI	-	-	3	8	13

The great majority of the participants **strongly agreed** that the training was worthwhile.

- b) The overall module was well organized (1 strongly disagree to 5 strongly agree)

Partner	1	2	3	4	5
PT	-	-	2	12	3
HU	-	-	-	1	5
DE	1	-	-	6	12
BG	-	-	1	7	24
LI	-	-	-	3	10
FI	-	-	1	10	12

The great majority of the participants **strongly agreed** that the module was well organized.

- c) The average time spent on the module was adequate (1 strongly disagree to 5 strongly agree)

Partner	1	2	3	4	5
PT	-	2	8	4	3
HU	-	-	-	3	3
DE	-	-	5	4	10
BG	-	-	1	18	13
LI	-	-	-	3	10
FI	-	2	7	11	4

The majority of the participants **agreed** and **strongly agreed** that the module was adequate. Participants from Portugal, involved in the testing of module 3, Strategies for Better Learning, revealed a moderate position (classification of 3) in regard to considering the module adequate.

- d) The structure of the module was suitable. (1 strongly disagree to 5 strongly agree)

Partner	1	2	3	4	5
PT	-	-	3	12	2
HU	-	-	-	4	2
DE	1	-	-	6	12
BG	-	-	2	23	7
LI	-	-	-	3	10
FI	-	-	4	11	8

The great majority of the participants **agreed** that the module was suitable. Only one participant from Germany disagreed with the statement, this is in regard to the evaluation of module 4 „Intercultural Communication and Motivation“. We consider this an isolated case.

- e) The objectives of the module were met (1 strongly disagree to 5 strongly agree)

Partner	1	2	3	4	5
PT	-	-	2	7	8
HU	-	-	-	4	2
DE	-	-	1	5	13
BG	-	-	4	22	6
LI	-	-	-	3	10
FI	-	-	3	11	11

The great majority of the participants **agreed** and **strongly agreed** that the objectives of the module were met. No participant disagreed with the statement.

- f) The contents of the module were well addressed (1 strongly disagree to 5 strongly agree)

Partner	1	2	3	4	5
PT	-	-	-	14	3
HU	-	-	-	2	4
DE	1	-	-	6	12
BG	-	-	2	21	9
LI	-	-	1	2	10
FI	-	-	2	11	10

The great majority of the participants **agreed** and **strongly agreed** that the contents were well addressed. Only one participant from Germany disagreed with the statement, this is in regard to the evaluation of module 4 „Intercultural Communication and Motivation“. We consider this an isolated case.

- g) The contents of the module were pertinent (1 strongly disagree to 5 strongly agree)

Partner	1	2	3	4	5
PT	-	-	1	8	8
HU	-	-	-	2	4
DE	1	-	-	5	13
BG	-	-	4	21	7
LI	-	-		3	10
FI	-	-	2	11	10

The great majority of the participants **agreed** and **strongly agreed** that the objectives of the module were met. Only one participant from Germany disagreed with the statement, this is in regard to the evaluation of module 4 „Intercultural Communication and Motivation“. We consider this an isolated case.

- l) The resources of the module were, in general, clear and appropriate (1 strongly disagree to 5 strongly agree)

Partner	1	2	3	4	5
PT	1	2	1	8	5
HU	-	-	-	3	3
DE	-	-	-	11	8
BG	-	-	1	17	14
LI	-	-	-	1	12
FI	-	-	2	11	11

The great majority of the participants **agreed** and **strongly agreed** that the resources of the module were, in general, met. Three participants, however, disagreed with the statement, this is in regard to the evaluation of module 3 „Strategies for Better Learning“, tested by the Portuguese partners. We consider this data is not very relevant, as the majority of the participants in this country (13) agreed or strongly agreed with the statement.

- m) The interface of the module was user friendly (1 strongly disagree to 5 strongly agree)

Partner	1	2	3	4	5
PT	-	-	5	7	5
HU	-	-	-	2	4
DE	1	-	1	5	12
BG	-	-	-	12	20
LI	-	-	1	1	11
FI	-	-	1	7	16

The great majority of the participants **strongly agreed** that the interface was user friendly. Only one participant from Germany disagreed with the statement, this is in regard to the evaluation of module 4 „Intercultural Communication and Motivation“. We consider this an isolated case.

- n) The activities of the module helped me to improve my English language skills (1 strongly disagree to 5 strongly agree)

Partner	1	2	3	4	5
PT	-	-	4	8	5
HU	-	-	-	3	3
DE	-	-	4	7	4
BG	-	-	1	15	16
LI	-	-	-	2	11
FI	-	2	11	7	3

The great majority of the participants **agreed** that the activities of the module helped them to improve his/her English language skills. Several participants (f=11) from Finland, which evaluated all the modules, classified this statement with a 3, and two participants referred that they disagreed with the statement.

- o) I became better prepared to understand and use English with the module (1 strongly disagree to 5 strongly agree)

Partner	1	2	3	4	5
PT	2	1	3	7	4
HU	-	-	-	5	1
DE	-	1	5	5	4
BG	-	-	2	17	12
LI	-	-	-	3	10
FI	-	2	8	9	4

The great majority of the participants **agreed** that they became better prepared to understand and use the English with the module. However, a few number of participants, from Portugal, Germany and Finland, showed disagreement with the statement, classifying it with a number 2 or even 1.



- l) I increased my motivation to learn / use the English language (1 strongly disagree to 5 strongly agree)

Partner	1	2	3	4	5
PT	-	-	4	5	8
HU	-	-	1	3	2
DE	1	-	4	6	5
BG	-	-	1	28	3
LI	-	-	-	2	11
FI	-	1	10	6	6

The great majority of the participants **agreed** that they increased their motivation to learn / use the English language. Several participants, mainly from Finland, showed a midterm position in regard to their agreement with the statement, classifying it with a number 3.

- m) I will apply what I learned to the way I communicate with my friends (1 strongly disagree to 5 strongly agree)

Partner	1	2	3	4	5
PT	-	-	5	8	4
HU	-	1	-	2	3
DE	1	-	2	7	9
BG	-	-	1	24	7
LI	-	-	-	1	12
FI	-	1	6	7	10

The great majority of the participants **agreed** and **strongly agreed** that they will apply what they learner to the way they communicate with their friends.

- n) I would recommend the module to my friends (1 strongly disagree to 5 strongly agree)

Partner	1	2	3	4	5
PT	-	-	3	6	8
HU	-	-	-	2	4
DE	1	-	1	5	12
BG	-	-	-	17	15
LI	-	-	-	2	11
FI	-	2	3	8	11

The great majority of the participants **strongly agreed** that they would recommend the module to their friends. Only 3 participants disagreed with this statement, which is not very significant, when compared to the global results for this item.

## 12. What was most useful in the module? |

Live Session/ Platform/Audio, Idiom/ Content, Activities/ Strategies/ Online Tools/ Learn when I Want

Partner	Platform	Audio/ Idiom	Live Session and Group work	Content Activities	Learn when I want/ and more	Strategies techniques method	Clear Nice	online tools	Resources
PT	4		5		3	3	2		
HU		6		2					2
DE	3			6	9				
BG	9			6	1	10		25	6
LI		1			1	4	2	1	
FI	2	3		2	7		1	2	6
<b>TOTAL</b>	<b>18</b>	<b>9</b>	<b>5</b>	<b>16</b>	<b>21</b>	<b>17</b>	<b>5</b>	<b>28</b>	<b>14</b>

Some qualitative data, based on the answers from the participants to the questionnaires, is presented in the following part:

About the platform, in general, and the content, activities, illustrations:

- “The **module was interesting**. This is something that could be used in the classroom” (DE)
- “**User friendly**, well designed, relevant **activities, drawings, content** and activities. The overall module was worthwhile.” (DE)
- “Learning about **the structure** of a good presentation and signposting, focusing on the importance of body language (which I already knew but will be more aware of now), and warming up before presentations to feel more relaxed (good tips).” (FI)
- “Introducing **apps and sites** that can be helpful in learning English” (FI)
- “I liked the **illustrations/text combination**. Material was nicely organized and presented” (FI)
- “the new online tools” (BG)
- “new techniques” (BG)
- “online tools; online dictionaries; flash card tools” (BG)
- “navigation” “Interface”
- “Having audio recordings at hand from speakers of different dialects.” (HU)
- “The overall choice of idioms is good. Most of the stories are well-thought-out, to the point and easy to understand. The cartoons are also an essential part of structure, greatly helping the learning process.” (HU)
- “the platform” (PT)

In regard to Modules tested by the Hungarian partner, the qualitative results suggested the following in regard to the different target groups (learners and teachers):

	<b>Learner</b>	<b>Teacher</b>
<b>Module 1 - Reading and Listening: the bite-sized idiomatic approach (HU)</b>	<ul style="list-style-type: none"> <li>✓ Everything was useful</li> <li>✓ Listening practice</li> <li>✓ I liked the different accents. It is one of my main problem that I can't understand the speaker</li> <li>✓ The short stories helped to improve my vocabulary</li> <li>✓ I liked the cartoons</li> <li>✓ Short texts were not boring, I could listen to them easily, I liked the different accents.</li> </ul>	<ul style="list-style-type: none"> <li>✓ The listening to different accents and knowing which one is which accent.</li> <li>✓ Everything. I can use it very well to help my learners.</li> <li>✓ Nothing, I could mention</li> <li>✓ The whole module is a very good tool to improve the reading and listening skills. Thanks.</li> <li>✓ I can use these stories in my teaching, too.</li> <li>✓ The short stories are perfect for the learners to remember the meaning of an expression.</li> </ul>
<b>Module 3 - Plain English Writing (HU)</b>	<ul style="list-style-type: none"> <li>✓ There were many useful ideas and the activities helped to practice.</li> <li>✓ The practice part</li> <li>✓ I could create templates for different letters. The templates. However the whole module is great</li> <li>✓ I liked the part where I could write and then check what the good was.</li> </ul>	<ul style="list-style-type: none"> <li>✓ The templates for the different writing situations.</li> <li>✓ EVERYTHING.</li> <li>✓ I liked all the material, but especially the structure for writing. It was very clear and I can use it well.</li> <li>✓ I prefer the template part. My learners need ready materials to use.</li> <li>✓ Everything. There were a lot ways to improve writing skills. I think that is the best.</li> </ul>

### 13. What was least useful in the module?

#### **Module 1 - Reading and Listening: the bite-sized idiomatic approach (HU)**

##### **Learners:**

- ✓ Everything was useful
- ✓ Nothing
- ✓ Nothing
- ✓ I can't mention any, everything was useful.

##### **Teachers:**

- ✓ I missed the testing. The learners should get feedback on their achievements.
- ✓ Nothing I could mention.
- ✓ There were very few information on the method. Well, it is for learners, but also teachers are a target group, and teachers wants to know more on the methods.
- ✓ I would add some questions for the learners to check themselves, how they have learned the lesson.

### Module 2 - Memory: Vocabulary Acquisition (BU)

- ✓ Strategies (14)
- ✓ N/A (3)
- ✓ Strategy (3)
- ✓ Video (3)
- ✓ Games (2)
- ✓ Learning games (2)
- ✓ don't know
- ✓ methodology
- ✓ new methodology
- ✓ some approaches
- ✓ video introduction

### Module 3 - Plain English Writing (HU)

- ✓ Nothing (2)
- ✓ Some of the chosen idioms were perhaps more exotic than is useful at this level.
- ✓ Some of the tips are perhaps a little over-the-top or less relevant (e.g., about "Strengthening the relationship"), but maybe it's just me.
- ✓ All the accents were quite the same.
- ✓ For me the audio material did not add very much, but I can easily imagine that it really helps a lot of people. So, mine is probably just a minority view. More importantly, I would devise the structure a bit differently. Presently the idioms are completely independent of each other and come in alphabetic order. If the idea is that the learners should go through the whole set (not just having a bite here and there), it might be worth restructuring the material so that the later stories contain some idioms from earlier ones in a systematic way. This would help solidifying the idioms already seen. There are occasional examples of this strategy (as in "An oddball"), but it is not used consistently. (Of course, if the independence of the idioms is to be preserved for some reason, then this suggestion should be ignored.)
- ✓ Nothing
- ✓ Everything was useful | everything was useful.
- ✓ Nothing, I could mention.
- ✓ Nothing, I can use all the ideas and materials.
- ✓ I liked all the tasks. They are different, but all useful.

### Module 4 - Intercultural Communication and Motivation (DE)

- Too long (6)
- Nothing (4)
- I am not sure about the connection with language learning. Isn't it a stand alone?
- I can't think of anything. Maybe more vocabulary is needed for language learners.
- Why do I have to fill out questions about my English language skills? I am not sure that this module is suitable for people with a low level of language proficiency.
- How will this be applied to language learners. I am still not sure about this.

- It might be too long. Is there a shorter module? What about learners with real difficulties, are they expected to read through all of this?
- I was missing video explanations
- It's long and a lot to read
- It's a lot of information. I need more time.
- It's very long. I need more help with the vocabularies. I did not know many words.

#### **Module 5 - Strategies for better learning (PT)**

- ✓ Nothing (12)
- ✓ More time (3)
- ✓ Too much information (2)

#### **All Modules - (FI)**

- ✓ the video (4)
- ✓ writing process (2)
- ✓ n/a
- ✓ The basics of delivery I knew already quite well (but of course the training should start with that).
- ✓ The more introductory beginning up to 2.5.
- ✓ I don't know nothing
- ✓ definitions
- ✓ versatility, style indicators, adjectives
- ✓ The activities in learning on your own were maybe not that relevant
- ✓ No comment for this
- ✓ The methodology
- ✓ NA
- ✓ Good collection of idioms
- ✓ The ppt for RoboBraille and the presentation below did not work
- ✓ The first chapters were about things I knew before. The style shifting was a bit difficult to understand
- ✓ The exercises, meaning there could be more of them

#### 14. What tools and techniques did you learn in the module?

##### **Module 1 - Reading and Listening: the bite-sized idiomatic approach (HU)**

###### **Learners:**

- ✓ It is good to practice the listening, because I can improve in it.
- ✓ The short stories are very useful to remember the words and expressions.
- ✓ Listening and more talking type
- ✓ The small bits of learning is quite motivated. And also the cartoons make the learning easier and fun.
- ✓ The bit method is very good. Small bits of text can help to better English.
- ✓ To learn small bits.

###### **Teachers:**

- ✓ To connect the expressions to stories.
- ✓ Stories are very useful to make learners remember the expressions.
- ✓ Using stories to improve the vocabulary is a great method.
- ✓ Nothing was new for me, but very useful
- ✓ Short stories are useful to learn expressions.

##### **Module 2 - Memory: Vocabulary Acquisition (BU)**

- ✓ flashcards (4)
- ✓ online tools | online self-learning | online tools; word games
- ✓ flashcards;
- ✓ new techniques
- ✓ vocabulary
- ✓ strategies
- ✓ flashcard use
- ✓ language learning games
- ✓ new tools; flashcards; how-to self-learn
- ✓ flashcards;
- ✓ memorizing new words
- ✓ flashcards;
- ✓ new techniques
- ✓ new strategies
- ✓ online tools and dictionaries
- ✓ new online tools

##### **Module 3 - Plain English Writing (HU)**

- ✓ Using stories to make a point/illustrate the meaning of an expression; multisensory approach (audio+text+picture); having fun can help with motivation (funny cartoons, witty stories).

- ✓ The concept of plain English. - To use reformulation exercises targeting specific issues to improve writing skills.
- ✓ This module gave me some new information, but didn't really improve my skills. (that always comes down to practice)
- ✓ do not really understand the question. (I certainly learned some new idioms.)
- ✓ Good cartoons and interesting stories.
- ✓ Short and clean answer, or anything like this (for the short answer;))

**Learners:**

- ✓ The template is a good idea, I create some to learn the writing
- ✓ can find better expressions, and styles
- ✓ I learned to use the better style. I learned how important can be the word usage
- ✓ it is good to know that what type of word usage is appropriate
- ✓ For the different situations I have to find the good expressions

**Teachers:**

- ✓ To use templates for the learners
- ✓ The different writing styles to teach. student doesn't realize that it is a practice when writes the different letters and e-mails.
- ✓ Teach how to write, in different situations.
- ✓ The effect of the ready materials. Learning language is first of all mimicking and copying others.
- ✓ The style how you write is important.

**Module 4 - Intercultural Communication and Motivation (DE)**

- ✓ Intercultural dimensions (2)
- ✓ To understand different cultures (2)
- ✓ To be more motivated in speaking English with from from other cultures
- ✓ Intercultural dimensions and approach.
- ✓ How to interact with different cultures
- ✓ Intercultural skills and techniques
- ✓ How to motivate people interculturally
- ✓ Understand intercultural/cultural dimensions & Differences
- ✓ To communicate with people from different cultures
- ✓ How to deal with people from different cultures
- ✓ About cultures
- ✓ Intercultural skills
- ✓ How to assess cultures
- ✓ Many intercultural tools and techniques.
- ✓ Tools for intercultural communication.

**Module 5 - Strategies for better learning (PT)**

- ✓ Nothing (3)
- ✓ Cooperative work and taking notes (2)
- ✓ Group work (4)
- ✓ Strategies (3)
- ✓ Case-study
- ✓ Different strategies and techniques
- ✓ Check my pronunciation of the words/ mental maps to organise language acquisition
- ✓ Resources and strategies
- ✓ Activities

**All Modules - (FI)**

- ✓ Geo-spatial and narrative memory
- ✓ Warming up, structuring your presentation (e.g. summarising, signposting), focusing on
- ✓ body language and using your voice
- ✓ Some strategies listed in 2.7 and 2.8. New apps and sites for reading and games.
- ✓ Idioms
- ✓ How to organize my writing, using arguments, the use of checklists, the tips to intrinsic motivation, the steps to Self-Regulated Learning, the priority matrix, the mind maps and the concept maps.
- ✓ Making learn to listen better and to pronounce words with different accents
- ✓ How to create my own flashcards, how to create mind maps, use words in a sentence to memorise it and understand it better
- ✓ Avoid nominalisation
- ✓ Visible and invisible elements, style shift, stereotypes
- ✓ Cross-cultural communication activities, cultural activities, Direct versus Indirect cultures implications
- ✓ Style shifting, assessing the communication style
- ✓ I am not sure I learnt anything new
- ✓ I learned a lot new idioms
- ✓ New idioms
- ✓ Formulas and instructions
- ✓ Mind maps, pictures and diagrams
- ✓ Different communication and social styles, style shifting
- ✓ Seven steps of preparation
- ✓ How to adapt in different situations and how to analyse my own behaviour better.



## 15. What did you find innovative in the module

Partner	Platform	Nothing	Active methods   Group work	Content Activities	Learn	audio/idiom	Images cartoons	Technology /tools	Tips	Total
PT	3	6	2		2		1	1	1	16
HU				3		2	1	2		8
DE	15			2	4		2			23
BG	27		2	1			14			44
LI	2		3	1	5			2		13
FI	4	8		3		3	4	3	1	
<b>TOTAL</b>	<b>51</b>	<b>14</b>	<b>7</b>	<b>10</b>	<b>11</b>	<b>5</b>	<b>22</b>	<b>8</b>	<b>2</b>	<b>--</b>

Some qualitative results from the participants, about what they found most innovative in this project, are presented in the following section:

- ✓ “I have never seen something like this before.” (DE)
- ✓ I also like the fact that it is for free. It's a good resource. (DE)
- ✓ I have never seen a similar self-help module before. Great idea! (DE)
- ✓ Nice design and layout. (DE)
- ✓ The bite sized idiomatic approach and the pictures were very nice” (FI)
- ✓ “The video presentations were good and provided a different method from just reading, it was easier to focus and absorb the information. Also the structure was quite easy to follow and logical.” (FI)
- ✓ “easy navigation” (BG)
- ✓ “ interface” (BG)
- ✓ “funny cartoons” (BG)
- ✓ “Developing reading skills through short snippets with illustrative cartoons; also, having readily at hand audio recordings from multiple dialects to help with listening skills.” (HU)
- ✓ “Having multiple accents to listen to (the base idea is great)” (HU)
- ✓ “techniques was new form me, Activities also” (LI)
- ✓ “Active Methods” (PT)

In particular, the Modules tested by the Hungarian partner, suggested the following qualitative results, in regard to the different target groups (learners and teachers):

	Learner	Teacher
<b>Module 1 - Reading and Listening: the bite-sized idiomatic approach (HU)</b>	<ul style="list-style-type: none"> <li>✓ To connect learning the expressions to short stories.</li> <li>✓ different readers voice</li> <li>✓ the bits method</li> <li>✓ the nice cartoons and the bit method</li> <li>✓ not teaching, but giving opportunity to use and learn</li> </ul>	<ul style="list-style-type: none"> <li>✓ To listen to different accents</li> <li>✓ The different accents.</li> <li>✓ The cartoons and the short stories together.</li> <li>✓ The illustrations.</li> <li>✓ the different speakers method is new, and very useful innovation.</li> </ul>
<b>Module 3 - Plain English Writing (HU)</b>	<ul style="list-style-type: none"> <li>✓ The practice is interactive</li> <li>✓ The practice part</li> <li>✓ The practice area</li> <li>✓ The place where you could work and then check how you solved the task</li> <li>✓ Lots of practice and the checklist. I shall use it.</li> </ul>	<ul style="list-style-type: none"> <li>✓ The part where the learner can practice to convert the text.</li> <li>✓ The possibility to rewrite the sentences.</li> <li>✓ The activities.   Many activities can help the practice.   The activities.</li> </ul>

## 16. What could have been done differently in the module?

Partner	Structure	Nothing	diction ary  vocabul ary	Method   Conten  Activ.	Videos (more)	SubTitles Videos	platfor m	sentenc es (shorter )	More time	idiom languages Levels	questio naires	Total
PT		12				2		1	3			18
HU				3	1			1		4	1	10
DE			6	2	7			8		6		29
BG	1	18	2	2	8		1					32
LI	1	9		1	1		1		1			14
FI		9	3	7	1		1	2			1	24
<b>TOTAL</b>	<b>2</b>	<b>48</b>	<b>11</b>	<b>15</b>	<b>18</b>	<b>2</b>	<b>3</b>	<b>12</b>	<b>4</b>	<b>10</b>	<b>2</b>	<b>--</b>

In regard to what could be improved in the project, according to the participants opinions, the following suggestions emerged from the questionnaires:

- “For learners with dyslexia would be difficult to follow - **the level is quite high** but the learning difficulty will almost make it impossible to follow. It would be better to transfer the module in a video format so that these special learns could follow.” (DE)
- “More **vocabulary** for language learners and some tips on how to use this in the class-room.” (DE)
- “we need a **shorter** version for people with language difficulties. This is more suitable for native speakers and persons that are fluent. “ (DE)

- “ I am dyslexic I had problems sometimes with the long text in the sections. A **video explanation** would have been helpful.” (DE)
- “It was **very long** so perhaps could be divided into smaller sections. There were 14 chapters, so they could have been placed under different headings (4-5 chapters each?), so that the trainee does not feel like they have to do the whole module at one time but there would be natural breaks.” (FI)
- “The **questionnaire** in 7.2 does not work, it says I have already answered it even though I have not.” (FI)
- “Audio quality could be improved, in some texts the **vocabulary** is too difficult for A2.” (FI)
- “more video lessons” (BG)
- “help/embedded dictionary” (BG)
- “But maybe I'd have chosen a more interactive / challenging final section, e.g., listening to a recording and filling in missing words (?). Or having just the texts with the target idiom being blanked out, which the learner needs to guess.” (HU)
- “Maybe it would be useful to include a list of some open-source resources that may be helpful” (HU)
- “c) The assumed minimal level A2 and the use of certain expressions might not be consistent with each other” (HU)
- “ It’s necessary more time” (PT)
- “ It’s important to subtitle the videos” (PT)

In particular, the Modules tested by the Hungarian partner, suggested the following recommendations, based on the different target groups (learners and teachers):

	Learner	Teacher
<b>Module 1 - Reading and Listening: the bite-sized idiomatic approach (HU)</b>	<ul style="list-style-type: none"> <li>✓ It would be good to have a test at the end.</li> <li>✓ more text to listen</li> <li>✓ some question or tasks would be good to check what I learned</li> <li>✓ nothing, that is good</li> <li>✓ I can't mention anything, it was good.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I would add a testing option to the module.</li> <li>✓ I would be happy with a test or q questionnaire to check the learning.</li> <li>✓ Nothing, it is good as it is</li> <li>✓ Learners would like to have feedback on their learning. I suggest adding a test or any tool for a feedback.</li> <li>✓ As I mentioned, something to check the learning would be great.</li> </ul>
<b>Module 3 - Plain English Writing (HU)</b>	<ul style="list-style-type: none"> <li>✓ More interactive practice</li> <li>✓ Nothing, more practice</li> <li>✓ Nothing, it is good like this   Nothing, that is good, very useful</li> <li>✓ It is good, useful</li> </ul>	<ul style="list-style-type: none"> <li>✓ Nothing.     Nothing, it is good as it is.   Nothing.</li> <li>✓ Maybe something on the spelling problem area would be useful, too, but basically the whole module is excellent as it is.</li> <li>✓ Nothing</li> </ul>

One final comment and feedback made by one of the participants (teacher), in regard to the Reading and Listening Module (M1) is presented next:

- A person who learned English in a classical British way, and an American person should both consistently do each audio recording. The audio recordings should be assigned to different levels.
- I don't like the font type much.
- The quality of the audio recordings should be enjoyable. This doesn't mean that there cannot be any background noise etc. But its quality should be good, because it can get very annoying during a long period of learning.
- Each audio recording has an accompanying picture that is connected to the topic of the text. This is good, because it narrows down the topic. It would be much more efficient, if a live person were to be doing the talking, perhaps even two people talking in a dialogue, but the point is to be able to see all of the person's gestures as they speak. Of course, showing pictures as supplemental material beside this is fine. At the bottom of the video, you could use the method employed in karaoke programs, in which you can see where in the text the part you just heard is located. This is important because this way the learner can also see the pulse of the text in a virtual way. It's easier to experience the internal rhythm of the language this way. When the learner is good at listening comprehension,

this picture and audio recording method can be employed, but for a long time, it's just not sufficient.

Based on the several suggestions pointed out by participants during the testing and validation phase of the training course, the modules were improved and changes were introduced where possible and necessary.

### 17. How would you assess your level of expertise/knowledge of the skills after this module?

Partner	1	2	3	4	5	6	7	8	9	10
PT	0	0	5.9%	5.9%	17.6%	23.5%	5.9%	29.4%	5.9%	5.9%
HU	0	0	0	0	0%	0%	16.7%	16.7%	33.3%	33.3%
DE	0	0	0	0	0	5.3%	26.3%	31.6%	36.8%	0
BG	0	0	0	0	3.1%	12.5%	25%	37.5%	3.1%	18.8%
LI	0	0	0	0	0	0	0	15.4%	15.4%	69.2%
FI	0	0	0	4.3%	4.3%	13%	21.7%	30.4%	17.4%	8.9%
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>5.9%</b>	<b>5,1%</b>	<b>8.3%</b>	<b>13.57%</b>	<b>19.12%</b>	<b>26,83%</b>	<b>18,,65%</b>	<b>27.22%</b>

## Conclusions

The evaluation of the online training, based on the target group's feedback, was the main objective of the piloting and validation phase. Based on the results from the questionnaires, applied before and after the testing, the evaluation of the seven *online* educational modules (plus Flashcards) was considered, in general, **very positive**. Quantitative and qualitative evidence was collected by each partner in regard to the level of satisfaction and suggestions for improvement of the self-study programs, presented by both teachers and learners.

The overall evaluation of the modules can be summarized by a SWOT analysis, identifying its strengths and weaknesses, as well as the opportunities and threats found during the testing and validation phase:

## SWOT analysis of SupEFL Modules

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• the <b>illustrations/text combination</b>.</li> <li>• <b>Material</b> was nicely organized and presented</li> <li>• navigation” “Interface”</li> <li>• I have never seen something like this before</li> <li>• I also like the fact that it is <b>for free</b>. It's a <b>good</b> resource.</li> <li>• Great idea</li> <li>• Nice design and layout.</li> <li>• The bite sized idiomatic approach and the pictures were very nice</li> <li>• easy navigation and interface</li> <li>• funny cartoons</li> <li>• Using stories to make a point/illustrate the meaning of an expression; multisensory approach (audio+text+picture); having fun can help with motivation (funny cartoons, witty stories).</li> <li>• new techniques and strategies</li> </ul>	<ul style="list-style-type: none"> <li>• It's important to <b>subtitle the videos</b>”</li> <li>• It was <b>very long</b></li> <li>• The <b>questionnaire</b></li> <li>• “ I am dyslexic I had problems sometimes with the long text in the sections. A <b>video explanation</b> would have been helpful.”</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>• it would be useful to include a <b>list of some open-source resources</b> that may be helpful</li> <li>• The <b>minimal level A2</b> and the use of certain expressions might not be consistent</li> <li>• a more <b>interactive / challenging final section</b></li> <li>• more video lessons</li> <li>• Developing reading skills through short snippets with illustrative cartoons; also, having readily at hand audio recordings from multiple dialects to help with listening skills</li> <li>• Having more accents to listen to (the base idea is great</li> </ul>	<ul style="list-style-type: none"> <li>• It's necessary more <b>time</b></li> <li>• Audio quality could be improved</li> <li>• This module gave me some new information, but didn't really improve my skills. (that always comes down to practice)</li> <li>• Audio quality could be improved, in some texts the <b>vocabulary</b> is too difficult for the respective level assigned for that module</li> </ul>

The main **strengths** of the SupEFL modules are related to its innovative nature, the resources available, its layout and interface, the strategies and techniques, original stories and cartoons, easy navigation, friendly interface, self-assessment surveys, among others that were presented earlier in this report.

One of the **opportunities** of the online SupEFL training is the fact that it is free and therefore, available for anyone who is interested in improving their English skills. Anyone can practice and use the modules, as they are independent modules, which aim to support learners with difficulties in reading, writing, listening and speaking. The open access also allows any other organization (public or private) to take advantage of the available resources and strategies.

The **weaknesses** pointed out are mainly related to some of the difficulties, such as the lack of time to complete the modules due to their length (this is also related to the short period of time available during the testing, which could have influenced the participant's answers). Some other feedback related to the need to include subtitles in the videos, more video explanations, less text in some sections, are some of the weaknesses pointed out in the testing / validation of the modules.

The last category of analysis, aimed at analyzing the **threats**, is somewhat related to the weaknesses found out. In addition, some participants also mentioned that the English level required to successfully complete the modules, which is a B1, might be too demanding for some of the learners completing the modules. This conclusion might not be applicable to all partner countries, as differences in social and cultural backgrounds of participants may influence the participant's opinions.



## Annex 1 – Testing/Validation Questionnaire

### SupEFL Training – Testing/Validation Questionnaire

This project - SupEFL - is aimed at people who are learning English and have specific learning difficulties, independent of the severity. Learners who have significant difficulties in one or more of the four language systems in their mother tongue (reading, writing, listening and speaking) will inevitably experience difficulties in learning a foreign language. Those who have difficulty in most or all of the four language systems are likely to experience the most problems in learning English.

Besides this target group, the project also aims at teachers and the educational institutions who they work for, as secondary target group.

We kindly ask to you participate in the validation of the SupEFL Training by answering this questionnaire. This questionnaire is anonymous. Confidentiality will be respected.

#### Part I - General information

**5. Gender:**

- Female  
 Male  
 Prefer not to say

**6. Age:**

- 18 to 25  
 26 to 35  
 36 to 45  
 46 to 55  
 + 55

**7. Participant:**

- Learner (if you are a learner then skip question 4)  
 Teacher (if you are a teacher then skip question 5)

**8. If you are a teacher, please indicate:**

**8.1. How many years have you been teaching or training?**

- 0 to 5  
 6 to 10  
 11 to 15  
 16 to 20  
 21 to 25  
 26 to 30  
 + 30

**8.2. What experience do you have working with people with specific learning difficulties?**

- 1  2  3  4  5  6  7

(Please rate from 1 to 7, where 1 states that you have no experience and 7 states that you have great experience).

**9. If you are a learner, please indicate:**

**9.1. English Level (see Appendix with Common European Framework of Reference for Languages):**

- A1 Beginner (Basic User)
- A2 Elementary (Basic User)
- B1 Pre-Intermediate (Independent User)
- B2 Intermediate (Independent User)
- C1 Upper-Intermediate (Proficient User)
- C2 Advanced (Proficient User)

**9.2. Do you think you have any of the following learning difficulties:**

- Reading Difficulties
- Writing Difficulties
- Listening Difficulties
- Speaking Difficulties

**Due to:** (please specify cause)

- Difficulties in Attention
- Hyperactivity
- Autism or Social Behaviour Difficulties
- Other: \_\_\_\_\_

**Part II - Before Testing/Validation**

**10. Indicate the Module you will be learning with the SupEFL Training:**

- Reading and Listening
- Memory: Techniques to Learn Vocabulary and Improve your Memory
- Writing
- Motivation: Intercultural Communication and Motivation
- Learning: Strategies for Better Learning
- Speaking: Interpersonal Communication
- Public Speaking

**11. How would you assess your current level of expertise/knowledge of the skills that are trained in this module?**

1  2  3  4  5  6  7  8  9  10

(Please rate from 1 to 10, where 1 states that **you have no knowledge/lots of difficulties** and 10 states that **you are an expert/have no difficulties**).

**12. List the three main things you would like to learn in the Module:**

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**13. Please state how much you agree with the following statements, by rating from 1 to 5, where 1 states that you *strongly disagree* and 5 states that you *strongly agree*.**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The overall training will be worthwhile.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The objectives defined are important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The contents defined are relevant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I will feel more confident to learn English with the Self-Help Training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I will become better prepared to understand and use English with the Self-Help Training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I will apply what I will learn to the way I communicate with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Part III - After Testing/validation**

10. Indicate the Module you will be learning with the SupEFL Training:

- Reading and Listening
- Memory: Techniques to Learn Vocabulary and Improve your Memory
- Writing
- Motivation: Intercultural Communication and Motivation
- Learning: Strategies for Better Learning
- Speaking: Interpersonal Communication
- Public Speaking

11. Please state how much you agree with the following statements, by rating from 1 to 5, where 1 states that you *strongly disagree* and 5 states that you *strongly agree*.

	1	2	3	4	5
The overall module was worthwhile.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The overall module was well organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The average time spent on the module was adequate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The structure of the module was suitable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The objectives of the module were met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The contents of the module were well addressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The contents of the module were pertinent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The resources of the module were, in general, clear and appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The interface of the module was user friendly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The activities of the module helped me to improve my English language skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I became better prepared to understand and use English with the module.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I increased my motivation to learn / use the English language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I will apply what I learned to the way I communicate with my friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would recommend the module to my friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. What was **most useful** in the module?

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13. What was **least useful** in the module?

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14. What **tools and techniques** did you learn in the module?

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15. What did you find **innovative** in the module?

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16. What could have been **done differently** in the module?

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17. How would you assess your **level of expertise/knowledge** of the skills **after this module**?

1  2  3  4  5  6  7  8  9  10

Please rate from 1 to 10, where 1 states that **you have no knowledge/lots of difficulties** and 10 states that **you are an expert/have no difficulties**.

Thank you for your participation!  
SupEFL Team



Common European Framework of Reference for Languages - Self-assessment grid

		A1 Basic User	A2 Basic User	B1 Independent user	B2 Independent user	C1 Proficient user	C2 Proficient user
Understanding	Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
Speaking	Spoken interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
Writing	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

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