



OVERALL REPORT PILOT TESTING

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Overall Report

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1 ABOUT THE NATIONAL PILOTS

1.1 Background

According to what was said in the project, the draft products of the Work Package 3 and 4 have been tested; this testing has been done with language teachers, care professionals and caregivers/migrants, including those working in the care work sector. More than 3 language teachers per country and 30 migrant workers have been taking part in the pilot phase.

The aim of this Pilot was to check the relevance of the developed materials, teaching approach and usefulness of the learning materials; 5 videos per country have been developed and one unit covers a specific topic plus an intercultural unit that presents issues to each country's culture.

1.2 Methodology

Before the pilot testing, a short training for language teachers had to be carried out in order to prepare teachers for the pilot. Once the Pilot was done, feedback from the pilot testing was collected on the basis of 3 types of questionnaires: 1 for language teachers, 1 for migrant learners and 1 for Care Professionals. These questionnaires were done in the target languages of each of the partners participating in the project in order to facilitate the feedback from participants.

The pilot test was carried out in a classroom setting and also with self-directed learning. On the basis of the results of these questionnaires, country reports were produced by each of the partners.

The results of the pilot tests carried out will help to modify as much as necessary the final version of the TLC PACK materials and videos including the intercultural Units.

1.3 Pilot Testing: a brief summary

The following six partners have carried out a Pilot test in their countries. They have tested the developed learning materials (vocabulary, exercises, grammar, writing and speaking, and also the Intercultural Unit) until March of 2015. The partners participating in the Pilot testing are as follows:



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- P1.-VHS Cham from Germany
- P2.-Linguapolis. - University of Antwerp, from Belgium
- P3.-IDEC Consulting, from Greece
- P4.-IFI, Instituto de Formación Integral, from Spain
- P5.-ASEV, from Empoli, from Italy
- P6.-LEAP, form United Kingdom

The developed TLC Pack materials were designed and produced with the final purpose being to:

- Introduce migrants to e-learning and self-directed study specifically to learn in this case the language of the country where they live, study and work.
- Enhance the language skills of migrant caregivers and those planning to work in this sector.
- Offer the learners various means of learning such as videos reflecting real life situations at work, the corresponding audio files, related exercises, grammar, etc., all of these being adapted to levels A2 to B2/B2 of the CEFR, Common European Framework of Reference for Language.

Each partner was responsible for producing a specific unit and a unit based on intercultural understanding among learners. Once these materials were finally approved by partners they were introduced and presented to L2 teachers, migrants and care professionals in each country and in several pilot sessions. The national pilots were carried out in the different countries from **December 2014 until February 2015**.

Teachers who attended the Pilots had a common background of teaching migrants with a professional teaching experience between 4 and 7 years.

TLC pack materials were also presented for evaluation to **caregiver organizations and care professionals**. These were very representative entities in the health care sector or in serving and attending the elderly.

Migrants presently working in the care sector or wanting to work in it in the near future together with other migrants who want to acquire a foreign language or to improve the skills they already have joined the pilot sessions and contributed to its success by testing and evaluating the different materials: videos, guides, exercises, intercultural unit and the methodology being used.

Learning took place in **several different environments**. Some of the learning took place with language teachers in a classroom setting with desks and chairs while other courses took place in computer labs where the learners were able to visit the TLC Pack platform and test the exercises.

The pilot sessions were held in the form of seminars, conferences and workshops. The estimated time of the sessions was from between 6 and 8 hours and the aim was to check the relevance of the developed materials, teaching approaches and usefulness of the said materials.



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1.3.1. Pilot session with migrant caregivers/learners

Caregiver learners were enthusiastic about the pilot. They were very pleased with the fact that they could test and evaluate the materials and give their feedback through questionnaires in order to contribute to the final version of the TLC Pack materials and videos including the intercultural units.

The **student's linguistic levels** ranged from A2 to B1. Pilot **testing usually took place** in a classroom setting both at the partners' premises and in public adult learning centers.

In a few cases learners were invited to independently study and test the media; in these cases, links to the material were sent out to a number of language learners. In other cases language teachers together with learners tested the materials, videos with subtitles and without, grammar exercises, vocabulary and exercises.

In all these sessions, migrants tested the materials; they analyzed the different videos, the proposed exercises and debated about the intercultural unit and the importance of being introduced to the national cultures and issues using digital contents. Finally they evaluated them and the methodology being used through the questionnaires, which were translated into national languages.

A total of **140 caregiver learners participated in the Pilots**. Their comments, suggestions and advice are very valuable for the project and have been taken into consideration as can be seen in paragraph 2.- FINDINGS OF QUESTIONNAIRES FOR CAREGIVERS /LEARNERS

1.3.2. Pilots with Care professionals

Care professionals came from schools for migrants and from care giving institutions (hospitals and nursing homes for aged persons) working with old people. Also, some came from hospitals and care/nursing homes. In some cases, the care centre launched a call from among their staff members to voluntarily participate in a pilot session for TLC Pack. In these cases, they could attend the Pilot during their working hours. This strategy was very successful and eventually 17 participants attended the session.

In other cases these professionals came from foundations, associations and NGO's providing training and job placement services for migrants already working as caregivers or for those who wanted a new position in this booming sector. Care professional were knowledgeable about the needs of this target group due to the fact that they have been working with them for many years, placing them after the training both in hospitals or care homes for the elderly.

The Pilot sessions were very successful and involved **a total of 19 participants**. Care professionals were involved in the analysis of the materials of the units and the issues and items seen in the Intercultural Units.



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Their comments, suggestions and advice were very valuable for the project and have been taken into consideration as can be seen in paragraph 3.- FINDINGS OF QUESTIONNAIRES FOR CARE PROFESSIONALS

1.3.3. Pilot sessions with L2 Language Teachers

As a general rule, a short **seminar for language teachers** took place previous to the Pilot in order to prepare them for the pilot test. **Teachers attending had** different experiences and came from different fields. Some of the teachers were already working as foreign language teachers. In these cases, they represented important organisations in their countries. Others just wanted to start a new experience in the teaching field.

In some countries the Pilot with teachers took place in seminars or workshops. In these seminars language teachers together with learners were participating in the evaluation of the materials. They tested the different modules and the Intercultural Units. Both teachers and learners tested the materials, videos with subtitles and without them, grammar exercises, and vocabulary exercises. Information was shared with learners about how to use the materials, the platform and written materials.

Teachers were really interested in this project and in the Pilots and they found them very useful and helpful for migrants in order to get familiar with the language and their daily tasks as caregivers. These professionals who were teaching migrants and, especially, persons working as care givers or who are planning to work as such in the near future participated in the Pilot sessions very enthusiastically.

In one case, an adult learning centre was selected as the basis of the classroom-based testing. One teacher was instructed in using the TLC Pack material according to the project guidelines. During the classroom testing each video was presented to the class twice to give the maximum opportunity to follow and understand the dialogues. In addition to the teacher running the classroom-based pilot testing, additional teachers participated in the pilot testing to support the migrants.

The materials that were tested in the Pilots in language courses focused specifically on migrant caregivers at levels A2-B1/B2. The intercultural materials were tested in language courses at the A2 and B1 level.

A total of **29 teachers** participated in the Pilot. Their comments, suggestions and advice were very valuable for the project and have been taken into consideration as can be seen in paragraph 4.- FINDINGS OF QUESTIONNAIRES FOR LANGUAGE TEACHERS

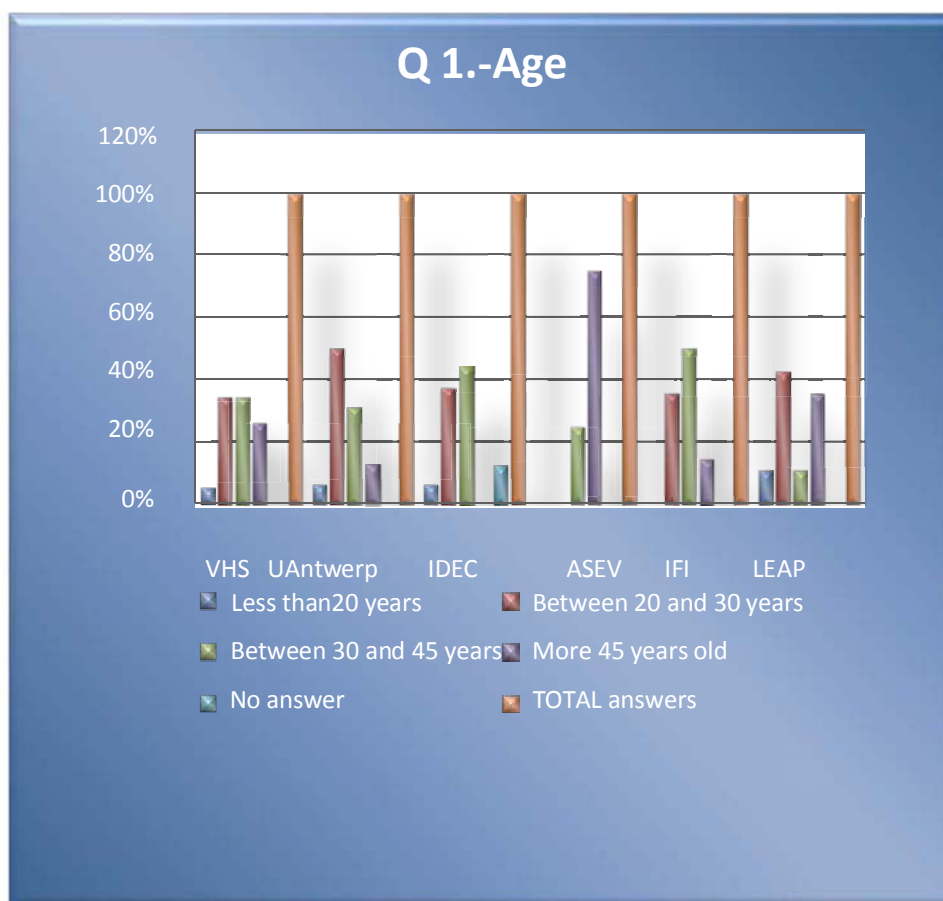
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2 FINDINGS OF QUESTIONNAIRES FOR CAREGIVERS/LEARNERS

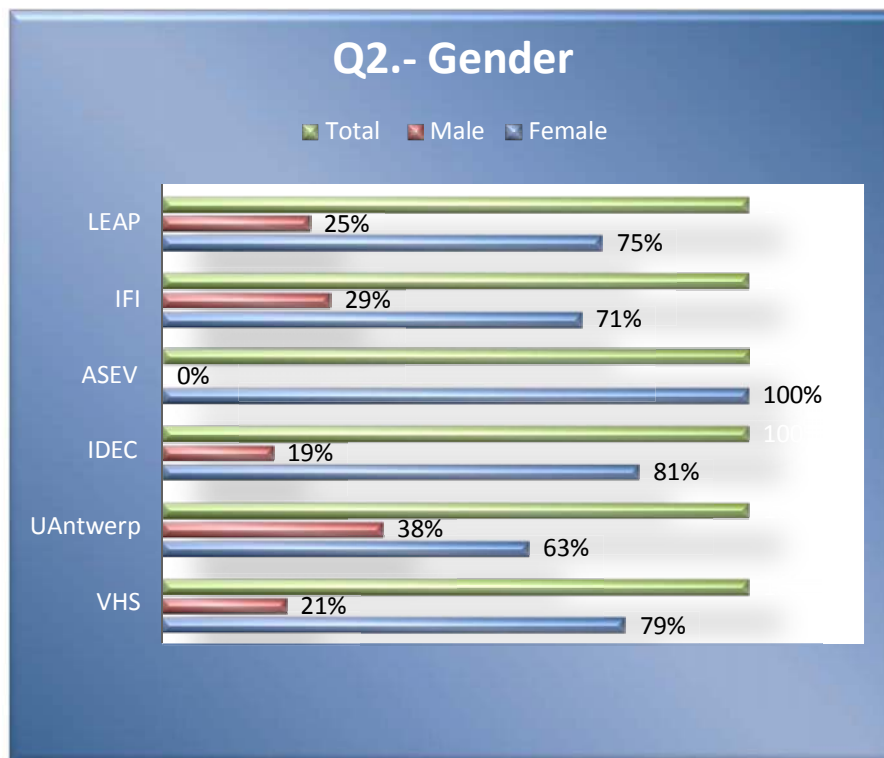
The Caregivers questionnaire was divided into 2 main sections:

- ✓ **Personal data**
- ✓ **Evaluation of the materials**

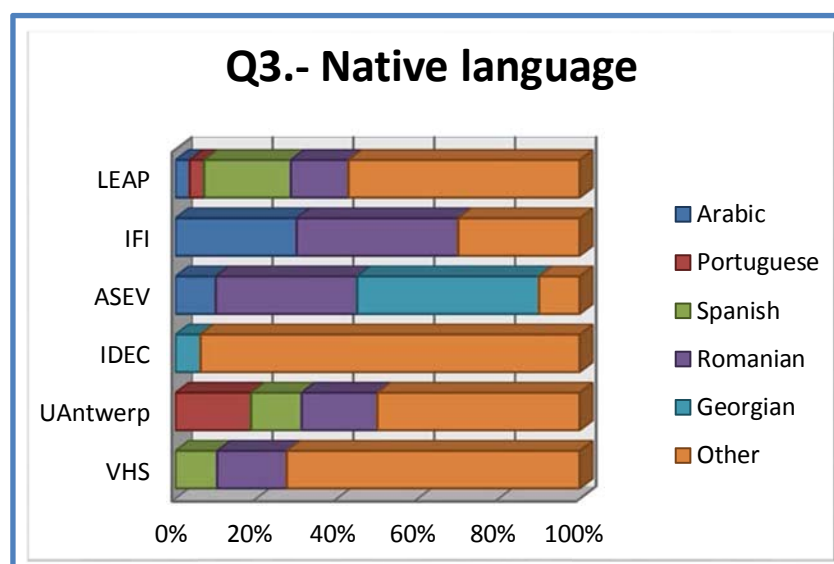
The total results regarding the section “**Personal Data**”, **questions 1 – 4** are presented below; the majority of the participants were adults, between 30 and 45 years old.



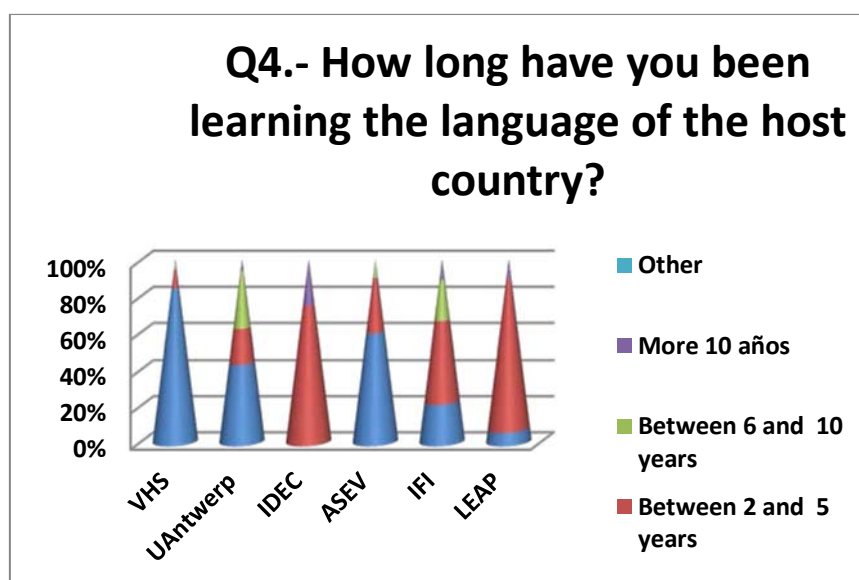
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As seen in the above chart, the majority of participants were females in each of the countries.



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The section of the questionnaires named **“EVALUATION OF THE MATERIALS”** contains questions 5-14 in which learners evaluate the different materials that were presented to them.

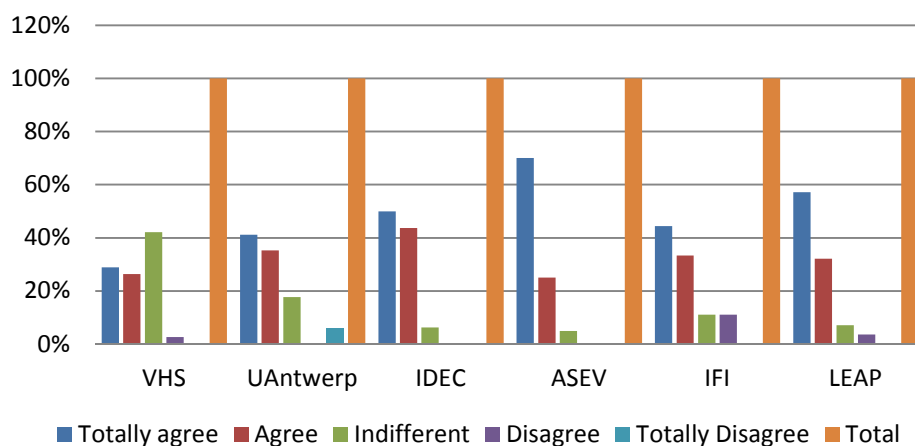
For this purpose they could use the following evaluation scale:

- 1 -Totally disagree
- 2- Disagree
- 3- Indifferent
- 4–Agree
- 5–Totally agree

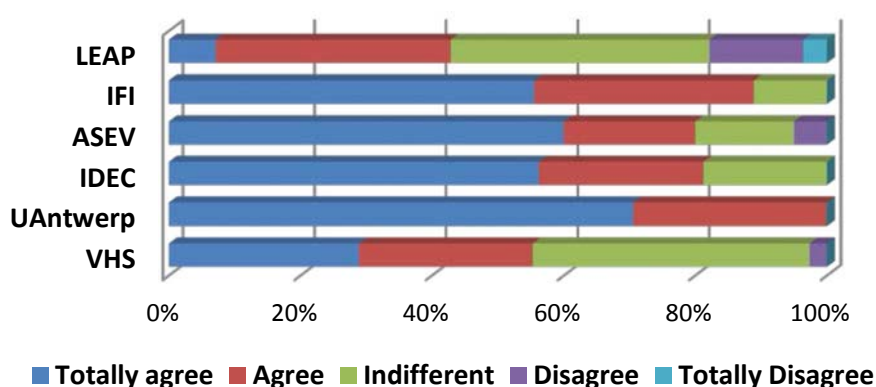
In the following charts the results of these evaluations can be seen by question, participating organizations and the percentage obtained in each scale.

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Q 5.-The TLC Pack was helpful for me to better my language skills

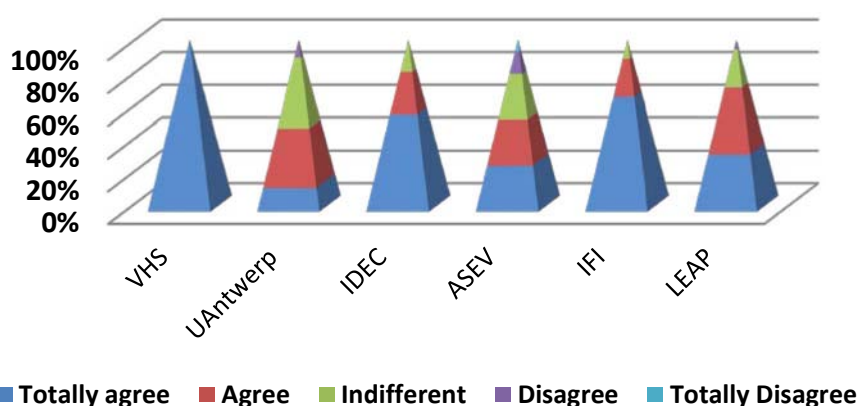


Q6.-The TLC Pack reflect my daily activities?

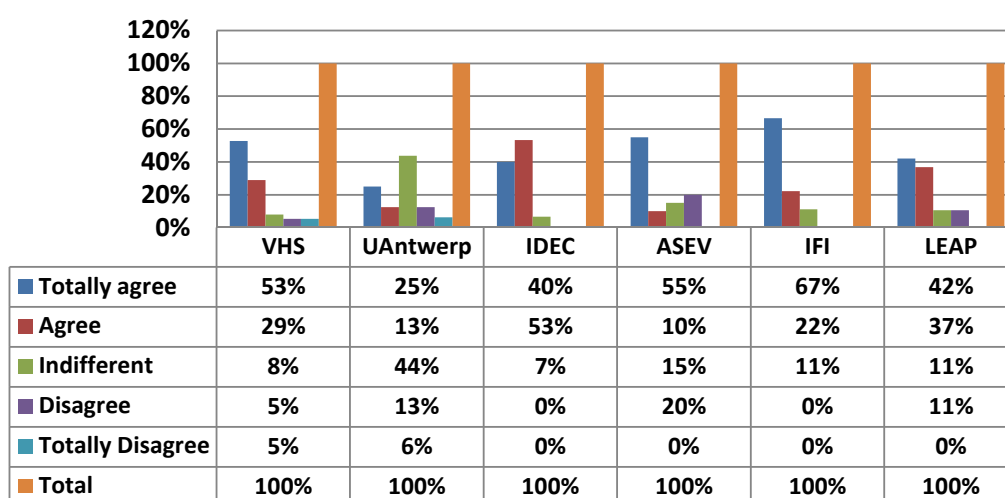


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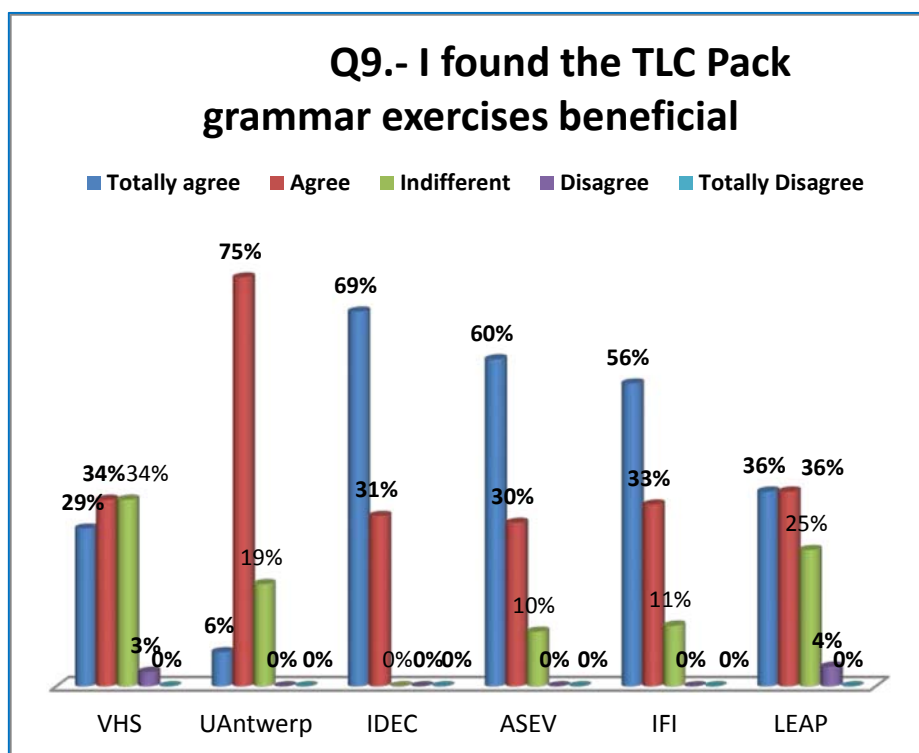
Q7.- Have you used the Intercultural Unit?



Q8.- I was able to learn new vocabulary from the dialogues

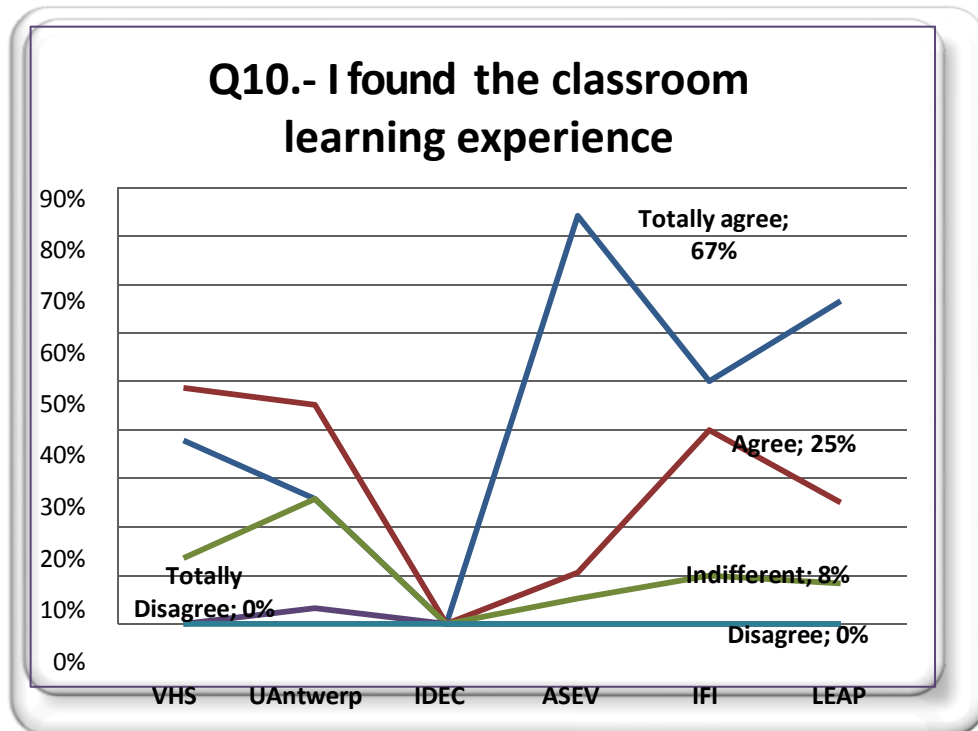


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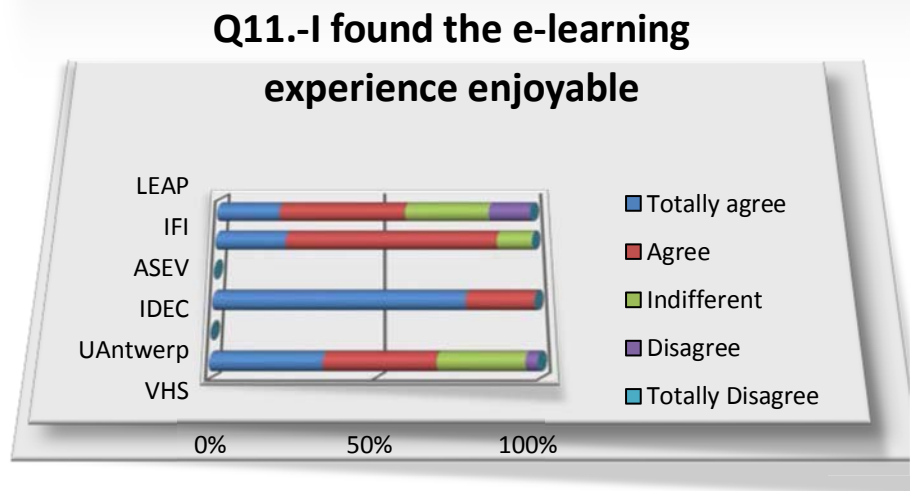


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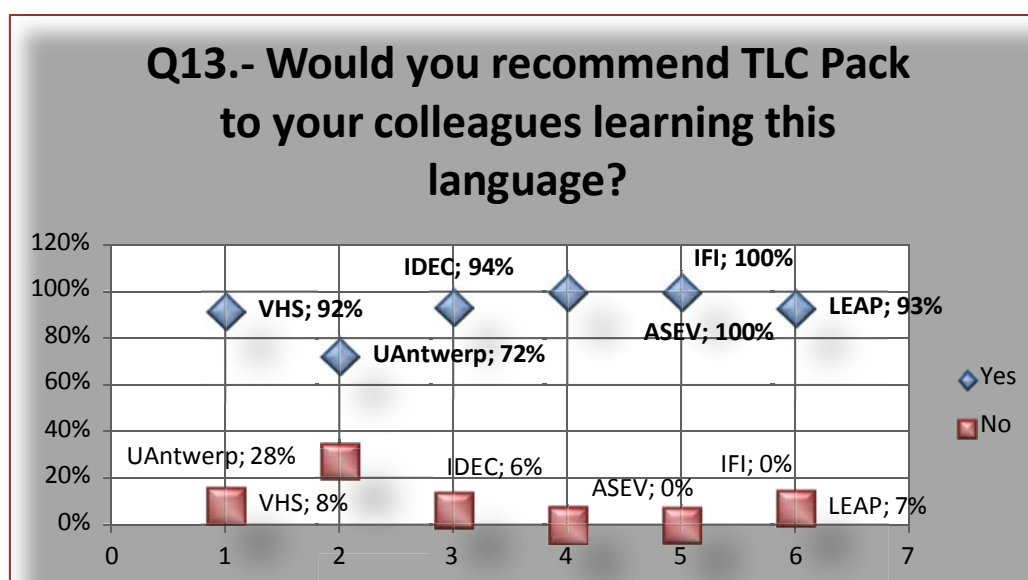
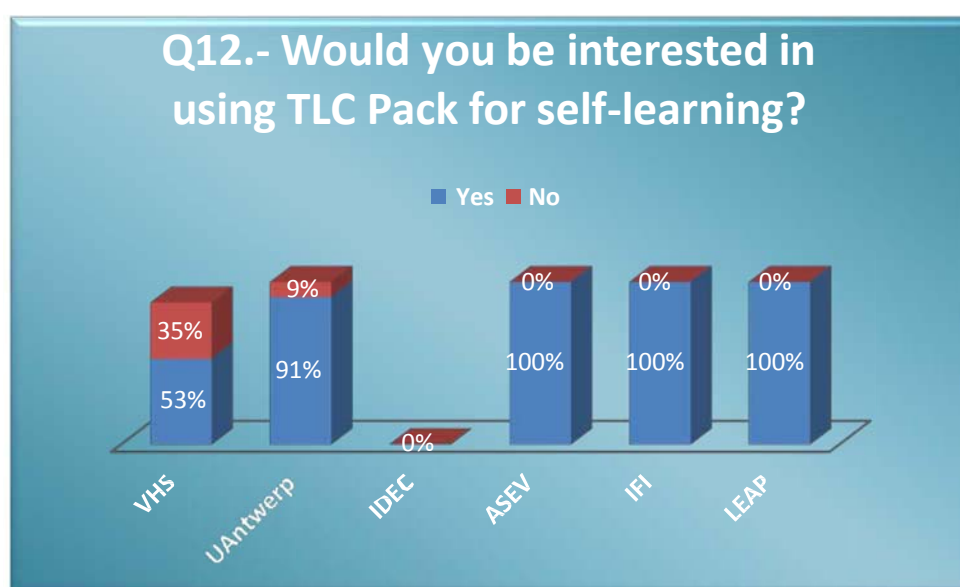
Regarding testing TLC Pack materials in a classroom setting:



Regarding the TLC PACK materials for self-learning:



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Finally, regarding question 14: **What would you like to add to the TLC Pack manual?**

The answers were from:

- It is excellent material.
- Everything was very good.
- I have enjoyed it a lot!
- It was o.k.

To:

- More video is needed.
- There should be less text in the videos.
- More exercises are needed
- Do the tests on a computer.

With some suggestions:

- Speaking should be slower in some videos.
- Short and easy dialogues are necessary.
- The listenings should be longer.
- Not only dialogue, but also monologues and / or narratives are also needed.

3 FINDINGS OF QUESTIONNAIRES FOR CARE PROFESSIONALS

The Care professional questionnaire was also divided into 3 main sections:

- ✓ **Personal data**
- ✓ **Evaluation of the materials**
- ✓ **Open questions**

The section “**Personal Data**”, questions 1 – 4, was asking for:

- **Information regarding gender**
- **Type of work institution**



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- **Profession**
- **Number of years working in the profession.**

The information regarding the section **“PERSONAL DATA”** is presented in the following paragraphs:

P1.-VHS

A total of **4 professionals** attended the session. Three of the professionals work directly with a senior home, as well as one with a school (Geriatric School of Bad Kötzting). One expert also works in the intensive care sector. The experts have a variety of backgrounds: a registered caregiver, a nurse, an adult education trainer and a certified teacher.

P2.-Linguapolis (U. of Antwerp)

Linguapolis provided questionnaires to care professionals but unfortunately none of them had the time to fill them out. However, we had and still have regular contact with care professionals on several occasions: in preparation of and after the pilot and throughout the writing of the dialogues and when filming the dialogues in the care centres. Furthermore, our developers went also twice to care centres for job-shadowing experienced care givers throughout their daily routine.

P3.- IDEC:

A **total of six care professionals** participated in the Pilot Session. **Four were female and two** were male. Four of them were working in a hospital (one as a director/responsible for caregivers, one as a nurse and two are working in a care/ nursing home). All of them have a lot of experience ranging from 10-15 years.

P4.-ASEV:

Two professionals attended the session; **one male, and one female**. The male tester has been working as a caregiver for 6 years after attending a Professional course. The female is a nurse who has been working in a nursing home for over 20 years.

P5.-IFI:

Four professionals came to the Pilot session: **three female and one male**. The male professional was the director of an enterprise providing services to older people and the females were working placing migrant caregivers in elderly peoples' houses to take care of them or in care centres helping elderly people living there. All of them have been working with care givers for more than 6 years.

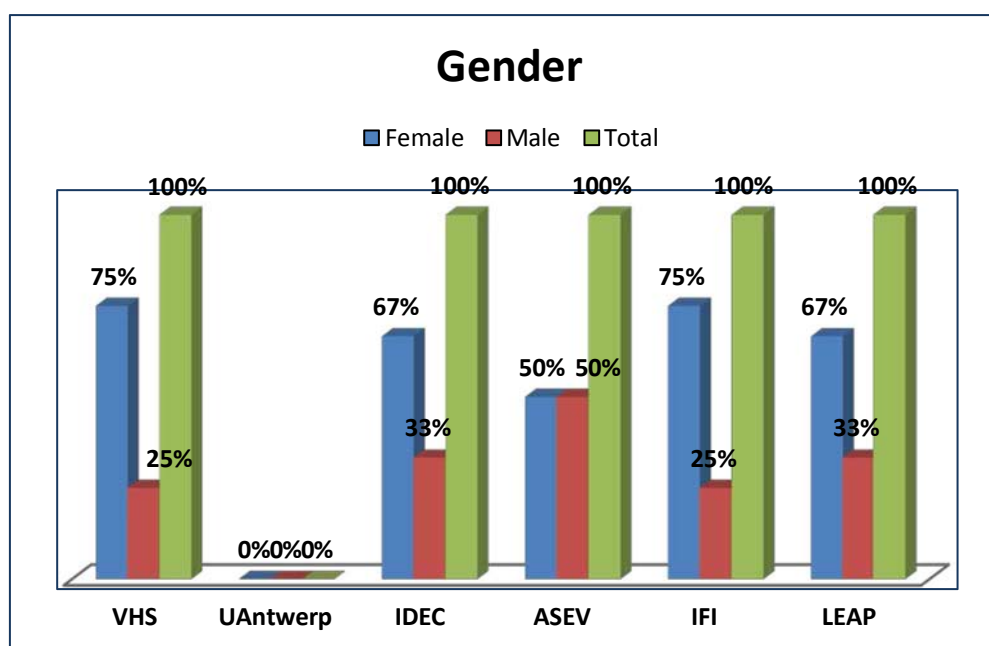
P6.-LEAP:

Three professionals attended the session. **Two female and one male** coming from a nursing home/care home, working for more than 6 years in the sector.



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Regarding the section **“WHAT DO YOU THINK ABOUT THE MATERIALS?”** care professionals could evaluate the materials by answering questions 4 – 11 according to the following evaluation scale:

- 1 – Totally disagree.
- 2 – Disagree.
- 3 – Indifferent.
- 4 – Agree
- 5 – Totally agree

Also they needed to answer the section called **“OPEN QUESTIONS”** by answering these 2 questions:

- **Q12. - How do you evaluate the TLC Pack Manual as a whole?**
- **Q13. - What would you improve in the manual? Please leave your suggestions here.**

In the following matrix we present a summary of these findings by partner and with an indication of the number of participants in these evaluations.

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SUMMARY OF THE FINDINGS

Nº of Professionals	P1.-VHS	P2.-UAntwerp	P3.-IDEC	P4.-ASEV	P5.-IFI	P6.-LEAP
	4		6	2	4	3
REGARDING MATERIALS (questions 4-11)	FINDINGS					
	Teachers feel strongly that the materials are typical of scenarios and dialogues in the caregiver sector.	Care professionals opinions were Incorporated in the preparation of and after the pilot but they not filled in their questionnaires.	Feedback was taken from different institutions in the care sector: from a hospital and a care/nursing home.	They stated the quality of the material from a professional point of view and its adherence with the everyday work of a caregiver and its usefulness.	The materials presented are engaging for the learners. These help learners to acquire specific and professional language skills.	Layout and design of the TLC Pack resources are appropriate. The nature of the intercultural unit is representative of the cultures.
	Vocabulary and use of Language is appropriate.					
	Materials are helpful and attractive to learners in the sense of the methodology, layout and design. Materials were assessed positively from the experts.					
The intercultural issues are relevant to migrants						



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Open Questions:	P1.VHS	P2.UAntwerp	P3.IDEC	P4.ASEV	P5. IFI	P6.LEAP
Q12.-How do you evaluate, globally, the Manual TLC PACK?	Materials are definitely interesting for migrants, but there should be more instructions on how to use the materials; the materials are good, well-structured, straightforward and easy to use; Sometime the language is a bit difficult.		In general, there was good feedback on the learning materials of TLC Pack: Well structured and good as a whole		The materials are good, well-structured, and easy to use.	Generally good, particularly as a free resource.



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Open Questions:	P1.VHS	P2.UAntwer	P3.IDEC	P4.ASEV	P5.IFI	P6.LEAP
Q13.-What would you improve this manual?	In the instructions it should be mentioned that the learners should have headphones in order to use the audio					Content that is more closely linked with day to day activities such as feeding and dressing.
	Sometimes older persons have prejudices and are very close-minded about what nationalities or genders can care for them. It is not easy to communicate for migrants in such situations since they lack the necessary vocabulary or language skills. It would be helpful to address such subjects in the communication unit but also perhaps in other units as well.					Concentrate on caring for less able residents.



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4 FINDINGS OF QUESTIONNAIRES FOR LANGUAGE TEACHERS

The Care professional questionnaire was also divided into 3 main sections:

- ✓ **Personal data**
- ✓ **Evaluation of the materials**
- ✓ **Open questions**

The section “**Personal Data**”, questions 1 – 3, was asking for:

- **Gender**
- **Type of institution you teach at**
- **How long you have been teaching?**

The information regarding section “**PERSONAL DATA**” is presented in the following paragraphs and it is completed with a chart:

P1.-VHS:

A total of **four teachers** provided feedback in the form of a questionnaire. All of the teachers were **female** and work in the adult education centre. One of the language teachers is also responsible for organising German language courses and has had experience collaborating with senior homes to develop a language course for their migrant workers. Two of the teachers also have specific experience in teaching migrants working in the caregiver sector. All of the teachers **have had more than three years of experience teaching and two have even had more than fifteen years.**

P2.-UAntwerp:

A total of **3 teachers** provided feedback: **2 female, 1 male**. One teacher is coming from “House of Dutch”, one is teaching in a college – university and the last one is teaching in a caregiver’s organization. **The average teaching experience is between 6-15 years.**

P3.-IDEC:

Eight teachers answered the questionnaires. They were both men and women working in the university, in an adult training centre, in secondary education as well as in a centre for social care.

P4.- ASEV:

The pilot session involved **3 teachers, 2 females and 1 male** with different experience and fields of occupation.

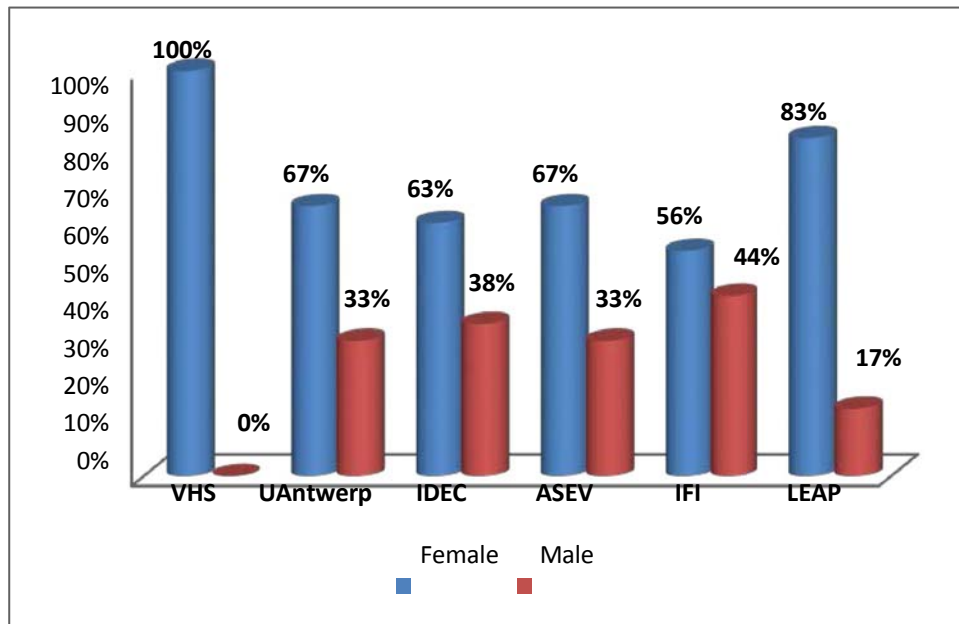
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P5.IFI:

Eight teachers participated in the pilot session: **3 male and 5 females**. Six of the participants are teaching at CEPAs- Adult Learning Centres and have long experience working with migrants as most of them have been teaching for **more than 5 years**. One teacher came from an NGO, 1 from an Association working with migrants and the last one from a non-profit foundation working for the coexistence and social cohesion of the migrants.

P6.-LEAP:

A total of **3 teachers** participated in the Pilot. **2 Female and 1 Male**: two teachers were from College or university; 1 from a Secondary school; 1 from a Primary school; 1 from an Adult education centre and 1 was an Educational consultant. The average experience working with migrants is **from 2 to 15 years**.



Regarding the section **“WHAT DO YOU THINK ABOUT THE MATERIALS?”** L2 Teachers could evaluate the materials by answering questions 5 – 11 according to the following evaluation scale:

- 1 – Totally disagree.
- 2 – Disagree.
- 3 – Indifferent.
- 4 – Agree
- 5 – Totally agree



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They also needed to answer the section called **“OPEN QUESTIONS”** by answering these 2 questions:

- Do you think that the TLC Pack manual as a whole has been assessed positively by learners?
- In what aspect is the TLC Pack Manual different from the other teaching material you have used?

In the following matrix we present a summary of these findings, by partner and with an indication of the number of participants in these evaluations.

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FINDINGS OF QUESTIONNAIRES FOR LANGUAGE TEACHERS

Nº of LANGUAGE TEACHERS	VHS	UAntwerp	IDEC	ASEV	IFI	LEAP
	4	3	8	3	8	3
REGARDING MATERIALS (questions 5-11)	FINDINGS					
	<p>All teachers agree strongly that the TLC Pack materials help migrants learn occupational-specific terminology. Regarding levels of the exercises: levels are appropriate but dialogues were often very complicated. Types of exercises are also well-varied. The vocabulary list at the end of the unit could be presented more clearly. Videos are well done.</p>	<p>Teachers agree that the resources help learners to acquire specific and professional language skills. The content is mainly B1-B2, but the Tasks could be adapted to the A2-level. The vocabulary list at the end of the unit could be presented more clearly. Videos are well done.</p>	<p>Vocabulary covers the theoretical knowledge as well as the practical. Good variety of different dialogues in different circumstances.</p>	<p>TLC pack resources are linked to real situations. Resources are not too heavy on grammar or theoretical aspects</p>	<p>TLC pack resources are very well connected to real work contexts of caregivers. Teachers believe that language and exercises are appropriate for the language levels presented in the project.</p>	<p>TLC Pack activities, videos and exercises are very engaging for the learners and the vocabulary list is helpful and relevant for learners.</p>

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	VHS	UAntwerp	IDEC	ASEV	IFA	EEAP
Open Questions:	FINDING					
Do you think that the TLC Pack Manual as a whole has been assessed positively by learners?	Teachers agreed that the materials were well liked by their students – especially those already working in the caregiver sector. The types of exercises are also well mixed.		It provides the basic knowledge of the language but is also structured in a way that the learners meet the needs of the profession.		It is a very useful tool as a support material for classroom training.	Students enjoyed the activities and found the resources interesting and useful and felt they made substantial and structured progress on key grammar points and aspects of communication.

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	VSH	UAntwerp	IDEC	ASEV	IFI	LEAP
Open Questions:	FINDING					

In what aspect is the TLC Pack Manual different from the other teaching material you have used?	Teachers found that the videos are well done with regard to the fact that the learners can imagine what it is like to be a caregiver; the videos are very authentic; the materials are all very lively and different than the typical book learning which is intriguing for young learners; the intercultural package included subjects with good tips, especially for gender roles and body language.	It uses more authentic materials and 'functional' writing tasks. It offers a whole pack: dialogues, exercises, videos and vocabulary all in one.	TLC-Pack Unit and Intercultural Unit materials are better than existing materials: more interactive, well structured and better oriented to the daily communication needs of a caregiver.		Contents are adequate to the daily realities that migrants are currently experiencing in our country. Contents are focused on real work situations. The units and videos (You Tube channel is great!) are very short so they are really easy to follow and use by students.	Learners like the contents a lot because they are different from the usual methods presented in the textbooks. The ones included in TLC are more personalized. Some of the grammar forms show a different use in comparison with the ones we usually find in the textbooks. You Tube videos were engaging. Contexts are realistic and therefore very appropriate for adult learners.
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5 DEVELOPMENT OF THE LEARNING MATERIALS: SUGGESTIONS AND RECOMMENDATIONS

Below we want to summarise the suggestions received from the questionnaires. These suggestions are presented regarding the 3 groups of participants, i.e. teachers, caregivers/migrants/learners and care professionals.

5.1 Suggestions

From teachers:

- More authentic materials should be used for the reading exercises.
- Improvement of the graphical aspect of the resources is needed.
- The writing exercises should be more ‘functional’.
- The vocabulary lists in the Intercultural Units have currently limited added value for the learner and should be revised.
- The teachers might improve the manual with their professional experience.
- Include more “slang” terminology in the dialogues, but also stress the importance of learning the standard language.

From Learners:

- Intercultural Unit: some learners agreed that it helped them to understand behaviours / different situations;
- Others believe that it should be more realistic.
- The materials need more visual resources, graphics and photos.
- More interactive exercises would be useful.
- The vocabulary list is problematic since the writing appears too large and users have to scroll down rather far to see all the vocabulary.

From care professionals:

- The further development stages should also include close collaboration with language teachers and experts in order to make sure the materials are high quality.

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5.2 Recommendations

From language teachers:

- Create more open-ended tasks that have the potential to go beyond the TLC Pack material, making use of other online or real-world media.
- More contents related to real-world scenarios.
- Consider introducing role-play to present and learn vocabulary.
- Consider how diagrams might be used to assist in explaining technical elements such as grammar points.
- The grammar exercises could provide more steps in progression to support learners
- Inform learners about the need for headphones in order to use the audio.

From learners:

- The video materials have to be more visual, with more shots in the real places and less texts.
- Videos should not be too long.
- Videos should reflect the realities of care work in different contexts, which includes considering capabilities and motivation of people in care.
- Include other listening exercises and/or links to other available media.
- The intercultural competence unit should present relevant contents regarding social and professional situations.

From care Professionals:

- Ensure that future units reflect the more common aspects of work in the care sector, presenting a more realistic portrayal of care facilities and residents.
- Reconsider the content and relevance of the intercultural competence unit.
- Review the design and layout of the TLC Pack manual and video files in order to make sure the materials are of a high quality.



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5.3 Feedback regarding the videos

Regarding the feedback on the developed videos we want to point out the following findings, but also mention that these comments do not refer to each of the videos:

- a) Contents in general are very good and teachers and learners were very pleased with them.
- b) Overall the scripts and dialogues are of good quality
- c) Units and videos should be created with the support from caregiver professionals and caregivers in order to ensure authentic materials and that these materials incorporate their feedback.
- d) Videos should include age appropriate actors to play the roles in order to avoid big differences between the real age and that of the character.
- e) Video should have subtitles but also without subtitles and audio file.

Regarding the Intercultural Unit:

- a) Videos are considered too long, and in some cases they have too much text.
- b) Videos should address caregiver scenarios and should be linked to the intercultural unit which should also include caregiver scenarios.
- c) Materials in general need more visual resources, graphics and photos
- d) The content of the intercultural units should be related to the sector



Overall Report

6 ANNEXES

6.1 Different Model of Questionnaires being used during Piloting

6.2 National Reports from Partners



“TLC: Teaching Language to Caregivers – Pack”

LifeLong Learning Programme, KA2 - Language

Nº 54336-LLP-1-2013-1-DE-KA2-KA2MP

QUESTIONNAIRES

Piloting Questionnaire for L2 Teachers

We kindly ask you to fill in this questionnaire. It will help us to evaluate and improve TLC Pack Manual.

PERSONAL DATA		
Q 1	What is your gender?	<input type="checkbox"/> Male <input type="checkbox"/> Female
Q 2	Type of institution you teach at	<input type="checkbox"/> private language school <input type="checkbox"/> secondary school <input type="checkbox"/> college - university <input type="checkbox"/> Care giver association <input type="checkbox"/> other
Q 3	How long have you been teaching the second language for migrants?	<input type="checkbox"/> 1 -2 years <input type="checkbox"/> 3-5 years <input type="checkbox"/> 6-10 years <input type="checkbox"/> 10-15 years <input type="checkbox"/> more

Answering the questions below, please use the following evaluation scale:

1 – Totally disagree; 2 – Disagree; 3 - Indifferent; 4 –Agree; 5 – Totally agree

WHAT DO YOU THINK ABOUT THE MATERIALS?						
		Grading				
		1	2	3	4	5
Q5	The TLC PACK helps learners to acquire specific or professional language skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q6	The language usage in the TLC PACK dialogues / exercises is appropriate to the language levels A2 to B1/B2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Explain:				

Q7	The TLC Pack Manual addresses relevant intercultural issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q8	The activities, videos and exercises, are engaging for the learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q9	The vocabulary list is helpful and relevant for the learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q10	Tick the parts of the modules you think are elaborated well from the methodological point of view?	Dialogues <input type="checkbox"/>	Exercises <input type="checkbox"/>	Vocabulary page <input type="checkbox"/>	Grammar <input type="checkbox"/>	
		Explain:				
Q11	Tick the items you would improve in the manual.	Layout and form <input type="checkbox"/>	Type of exercises <input type="checkbox"/>	Presentation of dialogues <input type="checkbox"/>	Presentation of vocabulary <input type="checkbox"/>	Presentation of grammar <input type="checkbox"/>
		Explain:				
OPEN QUESTIONS						
Q15	Do you think that TLC Pack Manual as a					

Project No 543336-LLP-1-2013-1-DE-KA2-KA2MP

	whole has been assessed positively by the learners? Explain.	
Q18	In what aspect is the TLC Pack Manual different from the other teaching material you have used?	

Thank you very much for your participation!

Signature

Piloting Questionnaire for migrants

We kindly ask you to fill in this questionnaire. It will help us to evaluate and improve TLC Pack Manual.

PERSONAL DATA		
Q 1	What is your age?	
Q 2	What is your gender?	<input type="checkbox"/> Male <input type="checkbox"/> Female
Q 3	What is your native language?	
Q 4	How long have you been learning the language of the host country?	

Answering the questions below, please use the following evaluation scale:

1 – Totally disagree; 2 – Disagree; 3 - Indifferent; 4 – Agree; 5 – Totally agree

EVALUATION OF THE MATERIALS						
		Grading				
		1	2	3	4	5
Q 5	The TLC PACK was helpful for me to better my language skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 6	The TLC Pack represents a typical nursing situation or reflects my daily activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 7	Have you used the intercultural unit?	<input type="checkbox"/> Yes			<input type="checkbox"/> No	
	The intercultural unit helped me to understand behaviours / different situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q8	I was able to learn new vocabulary from the dialogues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q9	I found the TLC PACK grammar exercises beneficial.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q10	If you tested TLC PACK in the classroom: I found the classroom learning experience enjoyable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q11	If you tested TLC PACK for self-learning: I found the learning experience enjoyable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q12	If you did not use the materials for self-learning, would you be interested in using TLC Pack for self-learning?	<input type="checkbox"/> Yes			<input type="checkbox"/> No	
		Explain:				
Q13	Would you recommend TLC Pack to your colleagues learning Spanish?	<input type="checkbox"/> Yes			<input type="checkbox"/> No	
		Explain:				
Q14	What would you like to add to the TLC Pack manual?					

Thank you very much for your participation!

Piloting Questionnaire for Professionals

We kindly ask you to fill in this questionnaire. It will help us to evaluate and improve TLC Pack Manual.

PERSONAL DATA	
Q 1	What is your gender? <input type="checkbox"/> Male <input type="checkbox"/> Female
Q 2	Type of institution you work at Nursing home <input type="checkbox"/> Training organisation <input type="checkbox"/> Own company <input type="checkbox"/> Care giver association <input type="checkbox"/> other
Q 3	What is your profession
Q 4	How long have you been working in your profession? 1 -2 years <input type="checkbox"/> 3-5 years <input type="checkbox"/> 6-10 years <input type="checkbox"/> 10-15 years <input type="checkbox"/> more <input type="checkbox"/>

Answering the questions below, please use the following evaluation scale:

1 – Totally disagree; 2 – Disagree; 3 – Indifferent ; 4 – Agree; 5 – Totally agree

WHAT DO YOU THINK ABOUT THE MATERIALS?						
		Grading				
		1	2	3	4	5
Q4	The content of the unit represents situations typical to work in the caregiving sector.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q5	The dialogues / videos situations are typical of exchanges between a caregiver and care receiver.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q6	The vocabulary and language used in the dialogues reflect typical situation in the caregiving sector.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q7	The TLC Pack intercultural unit represents typical situations which can cause cultural misunderstanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q8	The TLC PACK dialogues with videos and exercises could be engaging for the learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q9	In your opinion, the TLC PACK can help the migrants acquire language relevant to this line of work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q10	The vocabulary list is helpful and relevant for the caregiving sector.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q11	The layout and design of the TLC PACK are appropriate and user friendly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OPEN QUESTIONS						
Q12	How do you evaluate the TLC Pack Manual as a whole?					
Q13	What would you improve in the manual? Please leave here your suggestions.					

Thank you very much for your participation!

 Signature

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