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# DELIVERABLE 5.2: QUESTIONNAIRES AND INTERVIEW MANUALS

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## 0 INTRODUCTION

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Once the DigLin software for Dutch, English, Finnish and German is finished and participating teachers are familiar with its functions, it will be field tested in the literacy lessons of around a total of 20 classrooms for approximately three months. Learners will work with the software for one hour a day, in total 50 hours.

The field testing will begin in all four countries simultaneously. It aims to assess the learning software with a focus on all its components. In order to track learners' development and gather learners' and teachers' opinions on the software, different methods will be used for a triangulated approach. Aside from logfiles and video recordings that document learners' steps whilst working with the software, both learners and teachers will be asked to fill out a questionnaire and participate in interviews at different stages of the field testing.

## 1 QUESTIONNAIRES

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In order to evaluate the prototype system and its usefulness in the literacy classroom, all participants will be asked to complete three questionnaires. For reasons of validity, these will be presented at different stages of the learning process, after 10, then 25 and finally after 50 hours. The questions mainly refer to teachers' and learners' opinions regarding specific components of the learning software and its usefulness in terms of effects on learners' development.

### 1.1 LEARNER QUESTIONNAIRES

The questionnaires for participating learners, that are part of the DigLin software, will automatically appear on the computer screen after the defined time periods. There will be an audio message the learners can listen to in their mother tongue, which explains the reason for stopping the learning activity and which tells them to consult the teacher, who will then be asked to show the learners how to proceed with the questionnaire and to make sure that they finish it.

#### *Offered mother tongues*

Dutch version: Arabic, Berber, Moroccan Arabic and Somali  
English version: Arabic and Bengali (Sylheti dialect)  
Finnish version: Arabic and Somali  
German version: Arabic and Kurdish

The four audio questions are also presented in the target language so that teachers will be able to understand as well. Each question is available in the learner's mother tongue and accessible through pressing a button. Further support is given by screenshots of the elements of the DigLin software. The three questionnaires are identical. The assessment will be based on scales of emoticons coordinating with 1 (like a lot) to 5 (like the least).

## 1.2 TEACHER QUESTIONNAIRES

A link to a questionnaire will be sent to the teachers via email after 50% of their learners in have completed their first questionnaires. In each of them, teachers will be asked to assess 28 aspects of the learning software and its implementation on a scale from 1 to 5 (but not with emoticons). The same applies to the second questionnaire. The third questionnaire will take place on the day of the interview (see *Section 2 Interview Manuals*).

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## 2 INTERVIEW MANUALS

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For gaining more insight into details of the learning process, short interviews with all participants will follow after the third questionnaire.

### 2.1 LEARNER INTERVIEWS

Learners will be interviewed in their mother tongue. Based on their answers in the questionnaires, they will be asked for more details. Questions for learners that have agreed on being videotaped might refer to actions found in the video material as well. The interviews will consist of a brief warm-up (5 minutes), the main interview (20-30 minutes) and a debriefing phase (5 minutes).

#### QUESTIONS

##### Focus on learners' coping with the software

- According to your answers in the questionnaire you (don't) like working with the learning programme - why is that?
- Did you have any difficulties? If so, which?

##### Focus on learners' learning process

- In what way do you think working with the learning programme has helped you improve your reading skills?
- According to your answers in the questionnaire you (dis)like exercise type X the most - why is that?

##### Focus on learners' motivation and autonomy

- According to your answers in the questionnaire you (don't) have fun while working with the learning programme - why is that?
- Did you use the learning programme outside of the classroom? Why (not)? If not, would you like to have the possibility to use it outside of the classroom?

### Focus on individual learning behaviour details

- Based on video recordings and logfiles: individualised questions regarding certain observed actions. For example: Why did you usually choose to start your learning sessions with exercise 3?

## 2.2 TEACHER INTERVIEWS

Teachers' interviews will immediately follow the third questionnaire. They are partly based on recordings of learners interacting with the computer and pose questions regarding observed learner actions. The follow-up interview then aims to find more specific information about why learners used the software the way they did, what learning processes and goals could be achieved, what the levels of their motivation and autonomy were, and also how they used the the software in their teaching. The teacher interviews will consist of a brief warm up (5 minutes), the main interview (30-40 minutes) and a debriefing phase (5 minutes).

### QUESTIONS

#### Focus on learners' coping with the software

- How did learners cope with the software?
- How did learners use the materials?
- Have you noticed a development in your students' way of approaching the software?

#### Focus on learners' learning process

- According to you, what did the students learn by working with the software?
- Does the material contribute to achieving learner goals? Which goals for example?
- Which components of the CALL/ASR material - such as the exercise types, the sound bar, pictures etc. - do you rate as more and less conducive to learning how to read?

#### Focus on learners' motivation and autonomy

- How easily do students stop trying?
- To what extent have learners become more autonomous (or not) than at the beginning of the project?
- How do the materials contribute to increasing motivation?
- Have you noticed a positive attitude towards the materials?

#### Focus on teachers' way of implementing the software

- How did you implement the software in your classes?

### Focus on individual learning behaviour details

- Based on video recordings: According to you, why do learners use the material the ways shown in the videos?

### Overall assessment

- Which suggestions do you have for enhancing the CALL/ASR material? What do you think is missing? What would you improve?