

L2M

WP7 Overall Report on Pilot Course

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Executive Summary

This overall report shows the development and results of the piloting course corresponding to the project “Mothers and Children in L2” taken place in the country partners Italy, Austria, Sweden, Cyprus and Spain during the months from February to June 2015. A total of 56 mothers and 62 children have been benefited by the course, with a total duration of between 36 and 46 hours.

The report is based on the information and evaluation of the trainers as well as the participant’s opinion about the project, which was recorded through the classroom observations and conversations, the teacher’s journal reflections and the course assessment survey.

All partner countries were expected to implement a L2 Course for Mothers that focused on improving the integration of migrant mothers of children aged 2-6 in the local society, enhancing their communication skills in the L2 in various topics of their everyday life.

The course covered the following topics: basic ICT skills, food and nutrition, shopping and cooking, family and citizenship, health education and leisure activities for children. Some partners added topics like alphabet and basic grammar in Cyprus.

We can draw the conclusion that the pilot project was a success. It can be said that the most positive effect of the training is the self-esteem and confidence gained from the practicality of the course contents for their everyday lives and the time spent with mothers in similar situations, creating a safe and comfortable environment for integration and interaction between different communities.

The overall view of this pilot course is that the concept works well, even though some adjustments may be needed, i.e. a longer duration of the course, more instructional materials or a reorganisation in the teaching of the topics. More suggestions and more detail with respect to these recommendations are provided in this report.

Introduction

Learning a foreign language can be an enriching experience for everyone. Language is not only a communication system, as well as cultural code that give information about cultural norms, values, traditions and rules of behaviour. Foreign language skills allow a deeper understanding of other cultures and lifestyles, open horizons, promote intercultural communication and help us overcome our personal and national barriers.

If we only focus on vocabulary and grammar or pursue a rigorous curriculum, learning languages can become a dull and boring experience, leading to lower motivation and desire to participate. But learning can be motivating, exciting and interesting, if not only addresses the transfer of knowledge but also develops new skills, if the classes follow the students' needs and are tailored to their interests.

The five countries that compose the partnership implemented an L2 course for migrant mothers of children aged 2-6 in their country, adapting to and reflecting the characteristics of the different target groups. A common curriculum was used though each partner adjusted it and developed additional instructional material based on the needs of the group of mothers in their country and the specifics of the context in each partner country.

In particular we needed to put the methodology into practice, in order to evaluate the effectiveness of the techniques suggested and the efficacy of the materials prepared (i.e. flashcards, posters, videos, etc...)

Despite their very different linguistic and academic levels, the response of the mothers and children to the training has been very good, showing much interest at indoor and outdoor sessions and acquiring also a very high level of knowledge.

Desk-based Research.

Participants data table

COUNTRY	MOTHERS TRAINED	MOTHERS AVERAGE AGE	MARITAL STATUS	EDUCATION
ITALY	10	32,4	6 married 4 single	Primary school: 30% Secondary school: 50% University degree: 20%
AUSTRIA	13	30.07	9 married 4 single	Primary School: 23% Secondary school: 62% University: 15%
SWEDEN	10	29,4	9 married 1 single	Primary school: 50% Secondary school: 50% University degree: 0%
CYPRUS	12	33,3	10 married 1 single 1 divorced	NOT AVAILABLE
SPAIN	11	32	11 married	Primary school: 18% Secondary school.: 18% TVET: 18% University degree: 46%

COUNTRY	YEARS IN THE COUNTRY	COUNTRY OF ORIGIN	NUMBER OF CHILDREN ATTENDING THE COURSE /MOTHER	SEX OF CHILDREN
ITALY	Average 4,25	Bangladesh and Nigeria 3, Afghanistan, Morocco Pakistan and Sudan 1	10	M: 6 F: 4
AUSTRIA	+2 years: 100%	Turkey 9, Afghanistan, Bulgaria, Romania and Syria 1	NOT AVAILABLE	NOT AVAILABLE
SWEDEN	2-5 years: 9 6-10: 1	Iraq 4, Syria 3, Romania, Somalia and Thailand 1	12	M:3 F: 9
CYPRUS	6-10 years: 12	Bulgaria 3, Romania and Ukraine 2, China, Moldova, Kazakhstan, Philippines and Russia 1	12	M: 6 F: 6
SPAIN	2-5 years:4 6-10: 6 10-15: 1	Morocco, Senegal, Moldova and Ukraine 2, Cameroon, Romania and Tanzania 1	15	M: 11 F: 4

Course organization

The recruitment of the mothers was done reaching out to network of schools, NGOs, civic society organizations; parent's associations from groups of immigrants taking part in various programs; from schools with high migrant population; by advertising the course among the mothers whose children usually attend to non-profit organization's activities; for one's partner organization.

Every partner selected the participants. Considering the possibility that some of the mothers could not end the course, the partners selected groups around 10-15 participants. Two groups were selected in Austria because of the big demand created. The women with the highest necessity to take part in the training due to their knowledge of L2, their personal life situation and other factors involved, were selected in the first place.

Every course took place twice a week, taking 1.5 to 2 hours per lesson. Italy, Spain and Cyprus held the sessions in the afternoons whereas Austria and Sweden set the course time in the mornings. Sweden had also four sessions in the evenings. Spain scheduled the outdoor sessions during the mornings due to the fact that they were mainly visits to public institutions.

Most of the courses were taught from March to May except the Italian and Cypriot pilot courses, which started on February and finished in June respectively.

Cyprus and Spain used a language proficiency self-assessment survey in the beginning and at the end of the course to compare their assessment of their language proficiency before and after the course implementation.

Functional aspects

In general the mothers were very punctual and most of them attended classes on a regular basis, especially in Austria, Sweden and Cyprus. The punctuality and attendance was not flawless for all the participants in Italy and a bit irregular in Spain, but all the participants showed a positive attitude and a strong motivation to learn since the beginning.

The spaces were suitable in Austria, Sweden, Spain and Cyprus but not in Italy. They were going to use a big room divided in two parts (one for activities with children and the other one for learning activities that the mothers should do alone) but unfortunately they were finally allowed to use that room only one day per week. To have a stable room is essential for the success of the course, as it gives the trainees a sense of safeness and stability, which is very important especially for learners that are not used to attend training. As the Italian report explains, this becomes even more important with children, who need to have a stable context to be quiet and peaceful.

Most of the groups of mothers and children were together during the sessions. In Spain the course gave mothers the opportunity to be taught alone in the first hour, focusing on the more specific aspects that required further explanations and giving them the opportunity to raise any questions they had. The second hour allowed mothers and children to study together in a more playful and practical way, in order to reinforce the theoretical concepts. Austria suggested this methodology in its report.

The trainers

The trainers elected by most of the partners were language teachers to develop the topics and pedagogues to take care of the children although they both often worked together. There was also a language pedagogue chosen by Cyprus and a computer specialist in Austria and Sweden to teach the ICT skills.

In Spain the pedagogue taught the topics and worked with mothers and children all together (during the second part of the classes) while the assistant paid individual attention to two mothers and there was also a social assistant to take care of the children during the first unit.

Teaching aids used on sessions

The main materials used by all partners were:

- Flashcards: to work with vocabulary of every didactical unit, as well as real images taken from newspapers and advertising leaflets to encourage conversation among participants.
- Videos: found on the Internet or of own production, a good resource to practice the listening ability with the help of the images and also introducing cultural issues.

Italy stimulated the learning process with songs, drawings and movement games, which could ensure at the same time children's amusement and mothers' learning. These activities were inspired in two techniques called "Total Physical Response" and "Affective Humanistic Approach" based on respect, meaningful communication and work in pairs and small groups.

In Cyprus, trainers created PowerPoint presentations, worksheets, dialogues, role-plays and game-based activities such as matching, jigsaw and charades. Austria introduced a lot of body language, as well as a hand puppet, proofed to be a very good method for both mothers and children.

Sweden used invited guests to help out with the Health topic and Spain elaborated vocabulary sheets and dossiers about different themes.

Difficulties during learning sessions

About the mothers:

The partners met two main difficulties during the development of the pilot course. On the one hand, the background of the mothers was very different in terms of past education and knowledge of the language. This situation created great disparity in relation to its motivation and learning rhythm, even if the entry level was the same. On the other hand, there were several problems related to the presence of the children. In Italy and Sweden mothers found it difficult to focus on the learning part when they demanded attention, worrying also about them to behave properly.

Besides this, in Austria mothers had difficulties with their children concerning the social interaction with other children.

A couple of mothers in Cyprus faced personal problems at home, with a negative impact in their motivation and concentration.

In Spain, mother's lateness made impossible to start the classes on time during the whole course. The lateness on signing the authorization for videos and photos was another problem too.

About the trainers:

Trainers had to deal with the difficulties related to the very different backgrounds of the mothers. The instructional material provided through the project was not sufficient to cover the heterogeneity among the group of trainees in terms of language skills or educational level, making very difficult for the trainers to create own materials or adapted exercises. Trainers needed to be able to handle a multicultural group of learners and needed thus to be aware of each mother's background, so as to choose instructional material and teaching methods that would not make any of the mothers uncomfortable

In Italy there were mothers with specific learning disabilities, that's why they used different sensory channels. According to its report, we have to take into account that is not possible to plan everything in detail when working with children. From the pedagogue's point of view, the main challenge was to establish a relationship of empathy and trust not only between the teacher and children but also among the children themselves. Language and symbolism was the main reason of conflict among the kids.

In Sweden one difficulty the trainers faced was the need from the participants to ask and discuss problems which were time consuming and not related to the training. In Cyprus, the fact that most of the mothers did not consent to their children being photographed or video recorded meant that a lot of the mother-child interaction could not be documented.

In Spain, the most noteworthy difficulty was the need of individual attention, in all classes, by two of the mothers. Their illiteracy and low level of oral expression in Spanish required individual support and an assistant in everyday classes.

Outdoor sessions

All partners held outdoor activities except Cyprus. Mothers worked during the morning or in the afternoon, while others had to look after their children so they were not able to carry out any activities out of the classroom.

In Italy participants asked to change the schedule and have more indoor sessions. However, they had an interesting meeting on the occasion of the local elections, where foreigners had the opportunity to vote for their representatives. Candidates came to class, met the women and explained their programs. It was a good initiative with the aim of making the participants aware of their rights as citizens and to encourage them to participate in the public life of the town.

In Austria outdoor sessions were held twice in the course of the program, once to visit the playground and one at the end of the classes, going out together in order to reflect upon the learning in a relaxed atmosphere. Mothers and children enjoyed a lot this session.

In Sweden there were three outdoor sessions planned and two were performed: a field-trip to the wet-lands, to view the wildlife and an educative virtual ride in a submarine and helicopter, much appreciated by the children. The second outdoor activity was a stroll in the Tivoli Park reflecting what had been hard to understand and what had been easier on the day.

In Spain, several outdoor sessions were organized as a complement of the theoretical training. These activities were performed during the mornings because many of them consisted on visiting civic centers and public administrations. In particular, participants obtained first-hand knowledge of the services offered by CEFEM, a nearby social center where mothers are able to take free computer classes, as well as Maria Cristina's and Juan Carlos Calderon's civic centers, the Woman's Office, the Adult School or the Immigration Local Center. During their visit to the Local Development Agency they participated in a formative session on job

search and job search methods. The visits included also the Council House, greeted by Santander's Mayor, and the local market.

In addition, two outdoor activities were carried out with the children: a guided visit to the Maritime Museum of Cantabria and another to the Magdalena Palace and its mini-zoo.

Distance learning

In Italy most of the distance learning was based on the ICT basic principles addressed during the lessons, and consisted of e-mail activities with the trainer and with the other trainees. They wanted to favor the interaction among them and to establish relationships and friendship that could continue after the ending of the course.

In Austria the distance learning was provided by giving the mothers certain duties. All the mothers did their preparations, staying in contact with the trainer via e-mail or other media such as WhatsApp and discussing about their experiences afterwards.

In Sweden, the report explains that open and distance learning offers a number of advantages to both learners and to providers of opportunities for learning, overcoming problems of physical distance for learners and teachers geographically separated. However, there is no information about what kind of activities had been done as distance learning.

In Cyprus the trainers assigned activities to be completed at home in addition to the face-to-face sessions. They usually included online resources for review, study and then complete a simple activity based on them through the email accounts that they created in class.

In Spain homework was given and corrected afterwards in the classroom. Trainers gave out reading and understanding leaflets about official exams and services offered in the Adult Education Centre, information about the Immigration Local Center workshops and activities and directions on how to use medicines when taking medication. Distance learning included also the distribution of city street maps and vocabulary sheets to fill and checking emails to download and print photos.

Field Research

Methodology

Fortresses

In **Italy**, the course development highlighted significant strengths of the methodology used:

The opportunity to bring the children to school is a great help to the mothers, who are often unable to participate into training initiatives because no one else can take care of them.

The topics addressed during the lessons were closely connected with their everyday life and thus encouraged their interest and active participation, while raising their motivation to overcome the difficulties and complete the training.

The course setting and methodology was specifically made to valorise their being women and mothers, contributing to enhance their self-esteem.

The communicative approach used during the lessons encouraged the development of the speaking ability, which is the most important for the target group.

The affective-humanistic approach was a good choice in order to ensure the establishment of a positive and fruitful atmosphere and which allows to have a low dropout rate.

The use of specific techniques as the “Total Physical Response” and, in general, the use of movement allowed trainers to involve the children in the learning activities and helped the learning process of those women who had more difficulties to deal with written texts. Language learning can come from a vast variety of inputs: games, songs, videos, images... and not only by traditional texts.

Another crucial aspect of the course was the intercultural learning. It made mothers and children from very different cultures, nationalities, ages or education levels feel they are facing similar challenges.

The great advantage offered by the methodology is the opportunity to turn off the affective filter and achieve a significant learning. This is connected to the idea that low anxiety classes are better for language acquisition.

The course organization is designed to meet their logistic and learning needs and the topics are of practical utility, the level of anxiety is low and the self-esteem is fostered.

In Austria the fortresses are related to the teaching aids and the techniques used during the sessions:

The use of flashcards proved not only to be a very good method to draw the children's and mothers' attention to the current topic, but also served as a very good method for repetition and continuity.

Children's songs and rhymes worked out very well. The practical as well as the outdoor sessions improved the L2 according to the everyday needs and situations of the mothers and children. They all got a feeling of success and were motivated to improve their language skills more and more.

The use of body language, role plays with a hand puppet or among the mothers were far more effective than the videos. Both mothers and children found great fun, speaking, repeating and memorizing the L2 in a playful manner.

In Sweden, the course highlighted the topics encountered by the mothers on a daily basis, making it easier for them to identify themselves with the content in the course. This in turn led to a greater engagement and motivation to be active during the classes.

The way the course was conducted and its open and friendly atmosphere stimulated the mothers felt more secure to open up themselves, towards the teachers and to their fellow participants, increasing their self-esteem and confidence.

The focus has been on the verbal part of language, speaking and listening, as a base for continuous language learning.

The mothers appreciated the fact that the group consisted of women only, and their children, as opposed to many other training programs. This led to an even more

open learning situation where the cross-cultural effects were very present and utilized by the participants.

The course is also an efficient method for integration and interaction between different communities.

In Cyprus, by comparing the pre-implementation and post-implementation results, there were some gains accomplished through the L2M Course for Mothers.

The mothers were overall very satisfied with their experience, with the course material, with what they learned throughout the course in terms of the units covered and with the trainers.

The course helped the mothers to gain confidence communicating with supermarket employees, with the doctor and pharmacist, with the school, and most importantly- the part they considered to be the hardest- with government agencies, immigration officials and the officers at different governmental agencies where application and forms need to be completed.

They also appreciated that the trainers responded to their request for basic grammar to be included in the course, as this way they felt more confident in helping their children through the early stage of first grade in primary school.

Mothers liked the videos used in the course and how the trainers integrated materials that their children enjoy to see. Each mother received a tablet upon completion of the course and they all expressed also their gratitude as they learnt how to use the tablet.

The psychological support that mothers received along the course was highly appreciated. This provided them an opportunity to get away from their daily house routine and be integrated in the local society, but also for providing them an opportunity to meet other mothers who share similar experiences and thus create a support group for each other.

In Spain, the topics and contents developed were very interesting for both mothers and children because they were very practical and related to their everyday life and routine, encouraging them to participate and get involved into the proposed activities.

The learning method, combining verbal explanations with visual support, is a great strength. Flashcards aimed to work with the vocabulary of every didactical unit and videos from the Internet and those specially recorded for the program were found very useful to explain the subjects.

Outdoor sessions have allowed mothers and children to visit different parts of the city they had never visited. Most of them moved only around their neighbourhood and didn't know the city and its streets. Thanks to these outdoor activities, they have been able to have an approach to their host city and enhance their integration in its society.

The interrelation between mothers and children from different countries is a great way to encourage cooperation and collaboration among migrant mothers, by sharing their experiences.

Weaknesses

In Italy:

Such a course requires more time to be developed and to allow the achievement of the mother's learning goals. The presence of the children can slow the carrying out of the activities and often make necessary some breaks.

The presence of the children made also difficult to plan every lesson in detail, because the trainers must always take into account that they cannot impose activities and that a great flexibility is needed.

For some participants the presence of the kids represented an obstacle because of the noise and the slowness of some activities which are unavoidable in such a course. A great ability of the pedagogue is necessary to face this problem, who needs also to be able to avoid as much as possible the conflicts among the children and keep them as calm as they can.

The course requires a specific setting that allows the carrying out of the lessons. This is related to the resources and equipment but at the same time must ensure the safe and joyful presence of the children.

The age of the children should be homogeneous, because it's not easy to involve successfully in the same learning game kids of 3 and 6 years old.

Intercultural issues can also create difficulties. Different cultures have different attitudes towards some topics (i.e. the human body), towards the trainers and towards the children (i.e. how to address your kid's conflict with a peer). The trainers must be careful with everything and notice if there is something that makes the participants uncomfortable, and get a compromise between the course organization and the women expectations.

In Austria:

The sequence of the units and modules as provided in the concept is not ideal for the training. The introduction into the ICT skills should be put towards the end of the training. The use of the computer then could serve as an ideal way to repeat and reinforce the studied contents, while the unit dedicated to family and citizenship should be straight at the beginning of the course.

The heterogeneity of the mothers in terms of language skills and education level was a big weakness. Trainers have to deal with this situation adapting different types of material and exercises, trying out what works out best before making a clear decision.

In Sweden:

The duration of the course is perceived as too short. This idea is supported by both teachers and participants. Teachers see as desirable another 20 to 40 hours of training, as well as more use of flashcards and videos (on a proper level).

More practical information (how much time is needed for preparation, implementation of method) will be useful too from the teacher's point of view.

In Cyprus:

The mothers felt that the course was very short for the material covered and that they would have liked to have more hours face-to-face and more time allotted per unit. In their view, a longer course would also give them the opportunity to focus more on reading and writing, skills they will need to have when their children attend the first grade of primary school.

Some of the mothers expressed the wish to have more grammar incorporated in the course. Even though they realized the course focused more on communication and increasing their communicative skills in Greek, they felt that in this way they would be more prepared to help their children once they start attending primary school.

Mothers would have preferred to have two groups in the course and be divided into a beginner and a more advanced level. Both groups would still like to cover the same topics, and they would still like to interact with each other, but they felt they all would benefit more if the instructional material was designed in a way that would allow for more basic activities and more advanced activities.

In Spain:

The different language skills and educational levels made that what was relevant and new for some mothers was at the same time basic and well known by the others. A better selection is necessary in order to obtain a more homogeneous group.

Taking into account the so many different educational levels and knowledge of the learners, a single trainer is clearly insufficient. Having two trainers was essential in the pilot course and we also needed supporting staff to take care of the children during the course.

The instructional material provided for the course, both practical and theoretical, isn't enough to ensure a good development of the lessons.

Questionnaire answered by mothers

The following questionnaire is part of the actions of the L2M training. Our interest includes improving the quality of the training offered. Your opinion will be of great help. The questionnaire is **anonymous**. Your responses are **confidential** and will only be used for the purposes of this project.

Thank you for your participation!

Date		Questionnaire number	
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A. GENERAL INFORMATION	
Age	<input type="checkbox"/> 16 to 30 years <input type="checkbox"/> 31 to 45 years <input type="checkbox"/> More than 45 years
Mother tongue	_____

B. OBJECTIVES OF THE COURSE			
Please mark with a cross (x) what extent you agree with in the following statements			
	1 Low	2 Medium	3 High
1. Relevance and Practicality for ordinary life			
2. Realism and Effectiveness			
3. Clarity and Simplicity of the goals to achieve			
4. Proper adaptation of the activities to the purpose of the course			

C. STRUCTURE AND ORGANIZATION OF THE COURSE			
Please mark with a cross (x) what extent you agree with in the following statements			
	1 Low	2 Medium	3 High
1. The course is well organized			
2. The schedule is appropriate			
3. Its development is simple and comprehensible			
4. The duration of the course is correct			

D. FACILITIES AND MATERIAL			
Please mark with a cross (x) what extent you agree with in the following statements			
	1 Not enough	2 Right	3 Too much/many
1. Clarity of concepts and understanding simplicity			
2. The materials (vocabulary sheets, sample cards, medical prescriptions, etc...) were suitable and based on real life			
3. The videos on the Internet (songs and short animated cartoons) were suitable and useful for you and your children			
4. Our elaborated videos were useful and based on your daily routines with your children			
5. The classroom was adequate (enough room, natural light, open air, comfort, acoustics)			

Here are a number of concepts covered in the course. Please indicate if you have the concepts clear.

		1	2	3
		Low	Medium	High
1	TICs: basic concepts and Skype			
2	Food and drinks. New eating habits and learning about a balanced diet.			
3	Shopping. Types of money, different products and simple conversations at the supermarket.			
4	Parts of the body.			
5	At the doctor's: basic vocabulary and elementary conversations.			
6	Family Tree and Relatives. How to introduce yourself.			
7	Citizenship and official requirements in the host country.			
8	Leisure time: animals and playing activities for children.			

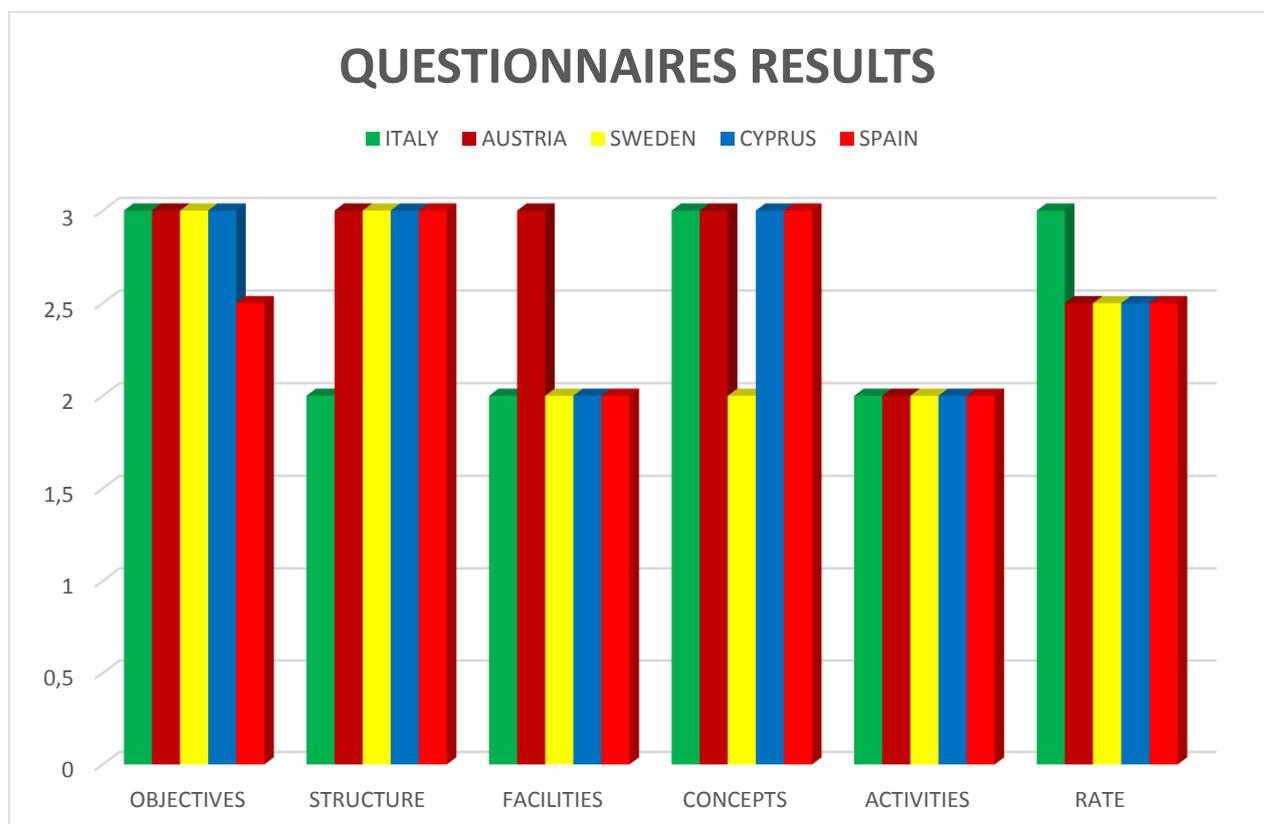
E. ACTIVITIES				
Please mark with a cross (x) the closest option to your point				
		1 Not enough	2 Right	3 Too much/many
1	Individual activities have been			
2	Group activities have been			
3	Explanations about the activities have been			
4	The length of the activities has been			
5	Trainers' personal support when performing has been			
6	Developed activities helped me to a better understanding of the concepts and official language			

	1 Very poor	2 Below average	3 Average	4 Above average	5 Excellent
RATE THE WHOLE COURSE					

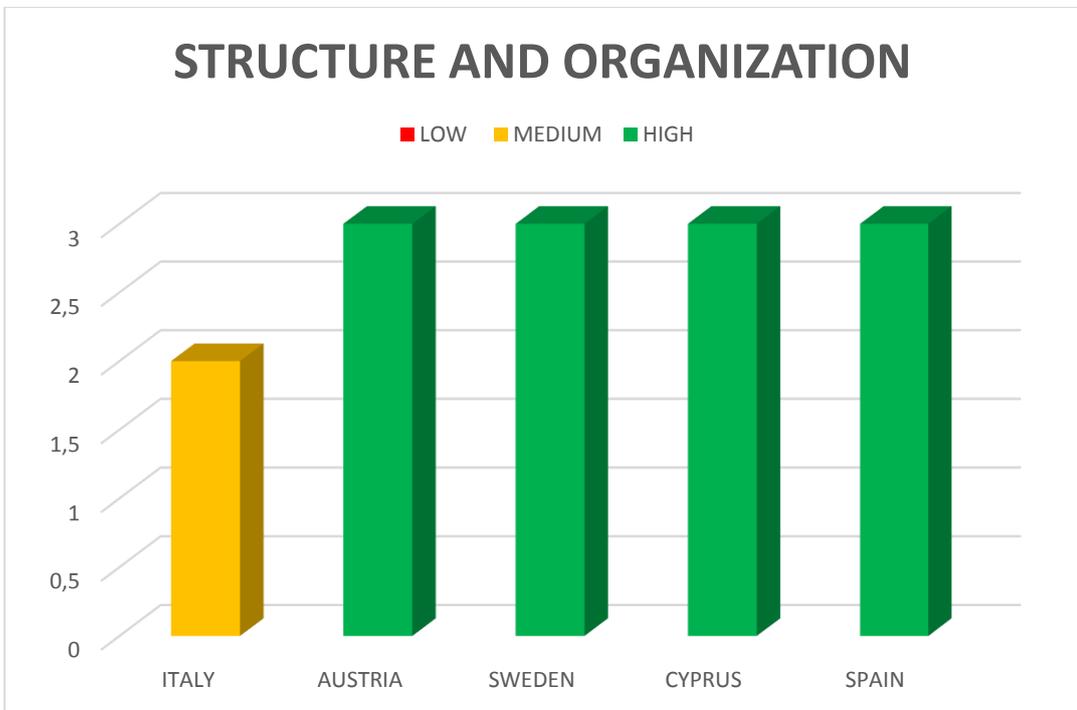
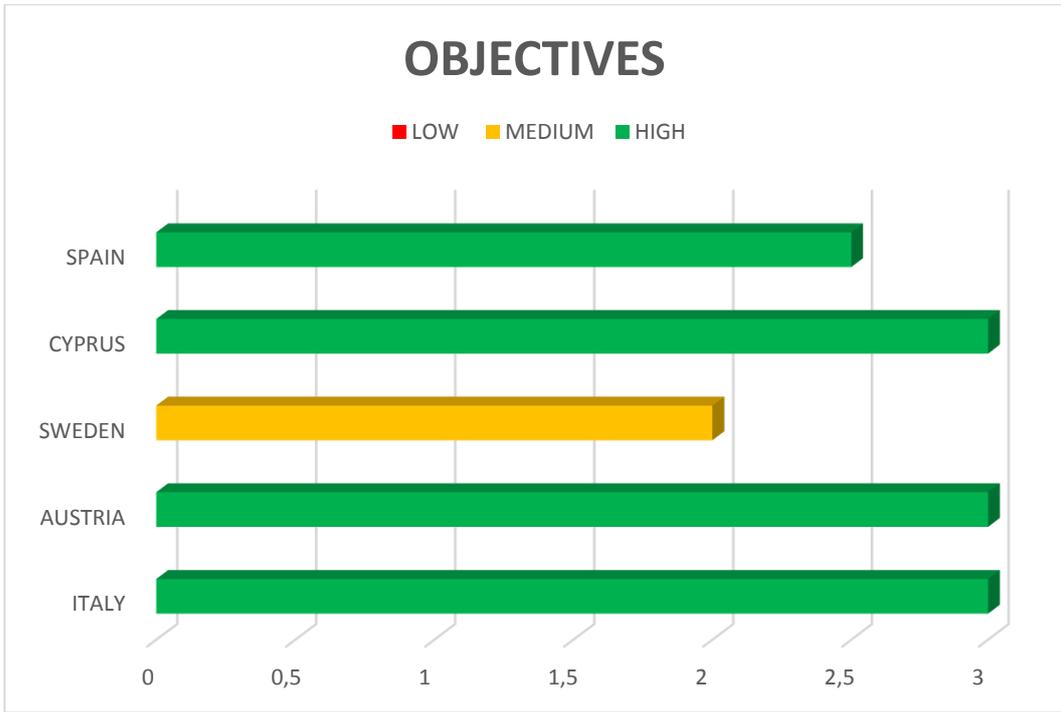
WE WOULD LIKE TO KNOW HOW TO IMPROVE THIS TRAINING SO ANY SUGGESTIONS OR IDEAS ARE WELCOMED
Thanks for your feedback

Results of the questionnaires answered by mothers

COUNTRY	Objectives	Structure and organization	Facilities and material	Concepts covered	Activities	Rate the whole course
ITALY	High	Medium	Right	High	Right	Excellent
AUSTRIA	High	High	Too much	High	Right	Above average
SWEDEN	High	High	Right	Medium	Right	Above average/Excellent
CYPRUS	High	High	Right	High	Right	Above average/Excellent
SPAIN	Medium/High	High	Right	High	Right	Above average/Excellent

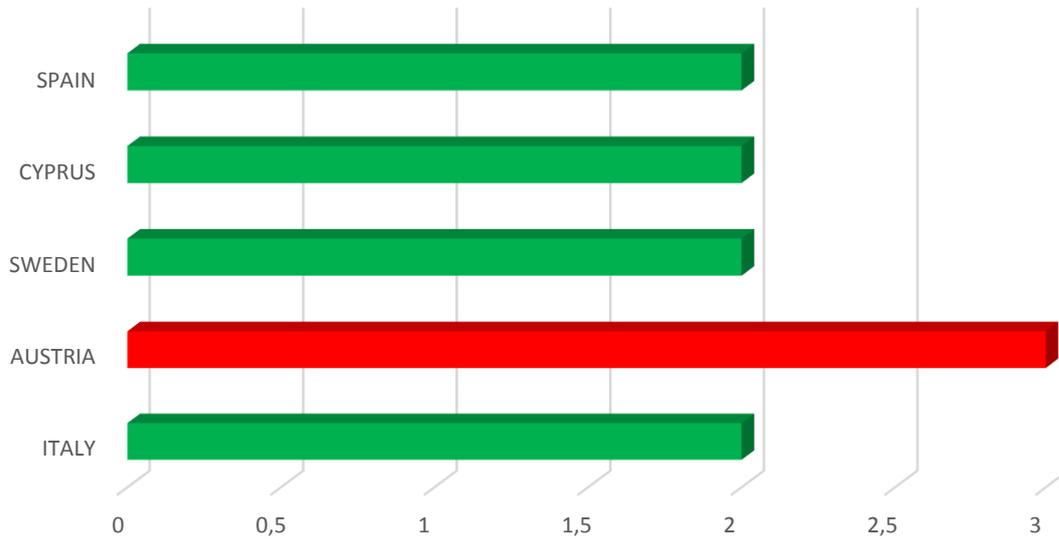


1= LOW/ NOT ENOUGH 2= MEDIUM/ RIGHT 2,5= ABOVE AVERAGE 3= HIGH/TOO MUCH



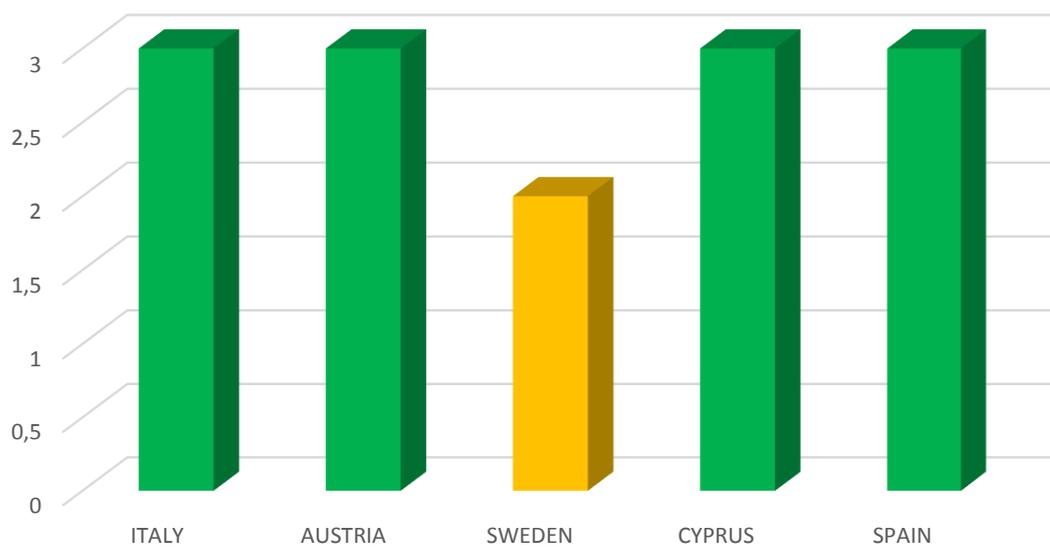
FACILITIES AND MATERIALS

■ NOT ENOUGH ■ RIGHT ■ TOO MUCH/MANY



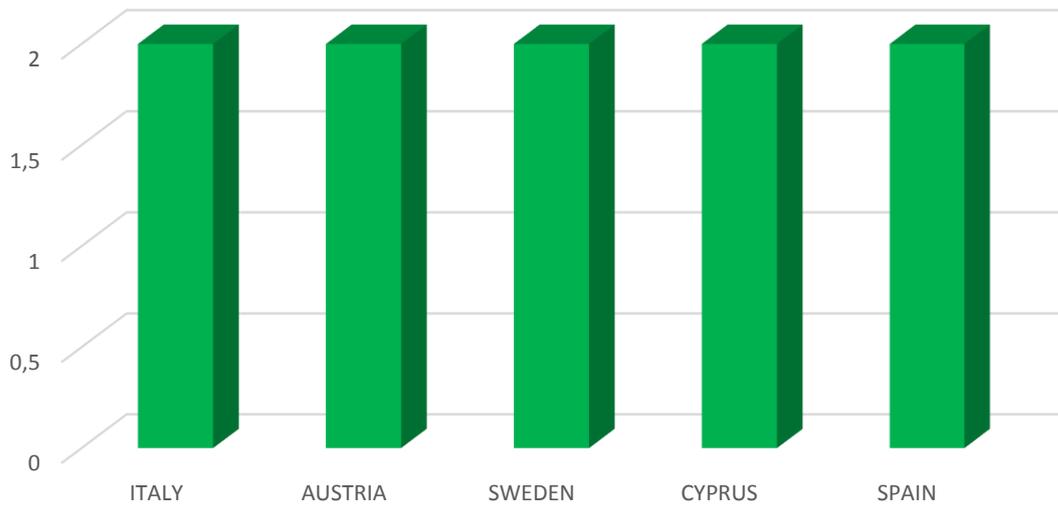
CONCEPTS COVERED

■ LOW ■ MEDIUM ■ HIGH



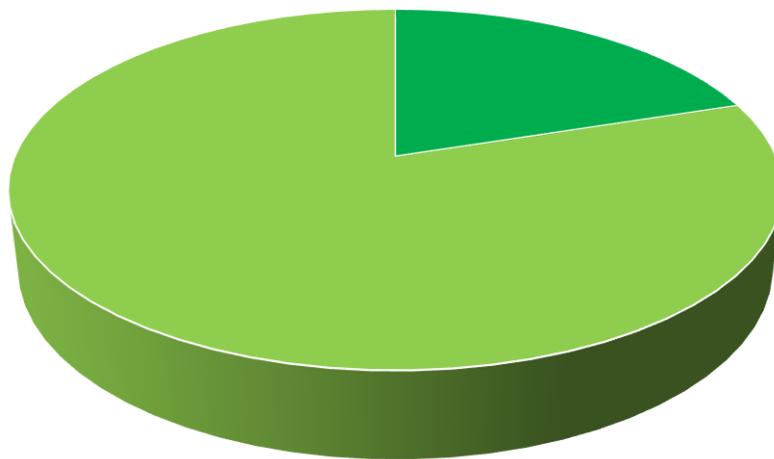
ACTIVITIES

■ NOT ENOUGH ■ RIGHT ■ TOO MUCH/MANY



OVERALL RATE

■ EXCELLENT ■ ABOVE AVERAGE ■ AVERAGE ■ BELOW AVERAGE ■ VERY POOR



About the open-ended questions

The questionnaires filled by the mothers after the end of the course were completed with this last section, also important to give ideas and suggestions in order to improve the training in future editions.

In Italy, participants noted that the course should last more (all the school year if possible), the room for ICT should be bigger and for 2 participants the children disturb the lessons too much.

In Austria, in order to improve the training, mothers suggested to divide the group from time to time so they can also study on their own while children are being taken care of. Furthermore, they suggested to do more dialogues and especially dialogues at the local authorities.

In Sweden, mothers made a positive assessment of the instructional material provided and its impact on the children, especially visual materials such as pictures and videos. They asked for more pictures and videos, as well as more time for social interaction.

In Cyprus the mothers were overall very satisfied. They expressed their interest in the topics, related to their needs and the issues with which they need to deal in their everyday life. They insisted in including more grammar and the Greek alphabet too, as they need to understand it well so as to help their children with correct spelling and pronunciation. Trainers responded to mothers' requests during the whole course, incorporating for example the mothers' native language in the learning process. This helped mothers feel more involved in the course material and thus they acknowledged the trainers. They expressed their gratitude for the tablet they were given and for the psychological support that they received.

In Spain the mothers were very satisfied with the trainers because, on the one hand, they allowed a more individualized attention and, on the other hand, they noticed a significant improvement in their knowledge of language of the host country.

Conclusions

The results of the questionnaires handed out to the mothers at the end of the pilot course in order to let them state their own opinion about the training and their level of satisfaction. Taking into account the results we have presented below, the following conclusions can be drawn:

The objectives were got in every country. Mothers appreciated the relevance and practicality of the course for their everyday life, its realism and effectiveness, the clarity and simplicity of the goals to achieve and the proper adaptation of the activities to the purpose of the course.

Most of the mothers think that the course was well structured and organized. However, the duration of the course was understood as an aspect which should be improved.

About the facilities and materials provided most participants think they were right. Mothers liked the materials as well as the emplacement of the course, considering that they were suitable, based on real life and useful for their children.

Concepts were clear and highly covered for most of the mothers in every country. The main exceptions were the units about citizenship and ICT skills, which were not enough to the mothers due to the facts that they are basic beginners in the management of new technologies and that they need to know their rights and duties in order to integrate themselves better in the host society.

In all the countries the activities were considered as right. Mothers were satisfied with both outdoor and distance training activities, as well as the support received by the trainers.

The course was successful in all the countries. On the whole, participants highly appreciated the training and valued it between above average and excellent (50% each). This is a very high rate if we take into account that it was a pilot course.

Recommendations

Based on the results of the data analysis collected through the questionnaires and in combination with the desk-based research, several recommendations can be made that should be taken into consideration for any similar follow-up course. Most of them are related to the structure and organization of the course and can be summarized in the following list:

Structure and organization of the course

- The course should last more time for all the countries. All of them think the pilot course should have been longer to gain deeper understanding and knowledge of the topics taught. This longer duration should perhaps be spent on the mothers without their children, enhancing their possibilities to reach the learning objectives.
- It's necessary to form homogeneous groups not only because of language but also by the levels of interests and education. If the group of mothers doesn't have the same needs some can finally express disinterest and miss classes.
- The classes should be small enough to provide the personal attention each student needs. Moreover, teachers and training providers should jointly aim at developing a feeling of respect, trust and partnership among all participants. In such comfortable environment, where everyone feels like a part of the whole, their self-confidence will rise and will become aware of the fact that they can keep up with the group and reach their objectives in language learning.
- Units should be held with mothers and children in the first place, but from time to time the group should be divided as well in order to give the children the chance to relax a bit and mothers the chance to study on their own and focus on topics that are important to them only.
- The sequence of the sessions could be changed talking about the family tree and introducing oneself in the beginning. Many participants will feel

more comfortable participating in classroom activities after they know their trainers and peers.

- Cooperation with local institutions and charity organizations to help especially in the recruitment phase. It should be taken care that the women taking part in the training are in a stable situation. Social aspects play a very important role in the training and both women and children who had just come out of a crisis situation might won't be able to benefit from the course.

Facilities and materials

- The setting should be adequate and safe both for language teaching and for children's games.
- The instructional material provided during the pilot course was not sufficient. All the partners would have preferred to have more material available so in the future it would be necessary to provide more materials. These new materials need not only to be suitable to different levels of knowledge but be beneficial, educational and challenging for all mothers.
- The methodology of the training is good, but it could be improved by making use of theatre methods such as role plays, also with hand-puppets. The use of body language should be central too. There are several elaborated methods that could be made use of and adapted to the learning of mothers together with their preschool children, such as PDL (Psychodramaturgie Linguistique), the Artigal Method, the Affective Humanistic Approach or the Total Physical Response.
- The use of different sensorial channels such as music, pictures or videos should be intensified.

Concepts and activities covered

- The module about citizenship in the host country should provide more contents. Dialogues at local authorities, advisory centers or job centers have been requested by mothers.

- ICT lessons should be diversified by levels and provided towards the end of the course, making use of the computers to reinforce and repeat its contents.

- The activities developed in the classroom should be based on its difficulty level and competence. Trainers should also be flexible, changing the lesson in progress if it's not working or adding any other that is considered important.