



IndyLan



Co-funded by the
Erasmus+ Programme
of the European Union

IndyLan

Mobile Virtual Learning for Indigenous Languages

Project Reference: 2019-1-UK01-KA204-061875

Intellectual Output 3

Pilot Testing Report

Written by: Ainhoa Blanco Rivero, Asociación Moviéndote

With contributions from Katerina Strani, Marja-Liisa Helenius and Kristoffer Hætta.

Date: 22/12/2021



Table of contents

1. Overview of pilot testing: method and data collection	4
1.1 Method	4
UK (Cornish, Gaelic and Scots)	5
Spain (Basque and Galician).....	5
Finland (Saami).....	6
Norway (Northern-Saami).....	6
1.2 Questionnaire design	7
UK (Cornish, Gaelic and Scots)	7
Spain (Basque and Galician).....	8
Finland (Saami).....	8
Norway (Northern-Saami).....	9
2. Analysis of the pilot testing questionnaire	10
2.1. Participants	10
UK (Cornish, Gaelic and Scots)	10
Spain (Basque)	10
Spain (Galician)	11
Finland (Saami).....	11
Norway (Northern-Saami).....	11
2.2. Initial general feedback.....	12
UK (Cornish, Gaelic and Scots)	12
Spain (Basque)	13
Spain (Galician)	13
Finland (Saami).....	13
Norway (Northern-Saami).....	14
2.3. Vocabulary section.....	15
UK (Cornish, Gaelic and Scots)	15
Spain (Basque)	17
Spain (Galician)	19
Finland (Saami).....	19
Norway (Northern-Saami).....	21
2.4. Phrases and Dialogues section.....	22
UK (Cornish, Gaelic and Scots)	22



IndyLan



Co-funded by the
Erasmus+ Programme
of the European Union

Spain (Basque)	24
Spain (Galician)	24
Finland (Saami).....	25
Norway (Northern-Saami).....	26
2.5 Aural Comprehension section.....	26
UK (Cornish, Gaelic and Scots)	26
Spain (Basque)	27
Spain (Galician)	28
Finland (Saami).....	28
Norway (Northern-Saami).....	29
2.6 Grammar section	30
UK (Cornish, Gaelic and Scots)	30
Spanish (Basque and Galician)	32
Finland (Saami).....	34
Norway (Northern-Saami).....	35
2.7 Culture section	35
UK (Cornish, Gaelic and Scots)	35
Spain (Basque)	37
Spain (Galician)	37
Finland (Saami).....	38
Norway (Northern-Saami).....	38
3. Overall conclusions and recommendations.....	39
UK (Cornish, Gaelic and Scots)	39
Spain (Basque)	42
Spain (Galician)	43
Finland (Saami).....	43
Norway (Northern-Saami).....	45

1. Overview of pilot testing: method and data collection

The purpose of this report is to provide the context and results of the pilot testing of the [IndyLan project](#) (Mobile Virtual Learning for Indigenous Languages). The pilot testing carried out in all partner countries constitutes the project's [final Intellectual Output \(IO3\)](#), which is the pilot testing report for all project languages, and for all languages of the app.

Following the completion of Intellectual Outputs 1 (needs analysis) and 2 (the app), each partner carried out pilot testing of the app with native speakers and learners of the main and support languages. The users downloaded the app and provided feedback via a questionnaire and in some cases via email (the app directs users to the project account info@indylan.eu). The findings have been summarised and categorised in national reports, which have been used to produce this project report. The present report will be given to the Finnish partner to update the app with the requests received and in accordance with the recommendations herein. Changes will be made as necessary, and the app will be officially launched at National and International Dissemination Events. National multiplier events will take place in all partner countries, and the final dissemination event will take place in Cornwall (or online in case of Covid-19 omicron restrictions) at the end of January 2022.

1.1 Method

The pilot testing stages were as follows:

1. **Testing of the app in-house with native speaker staff.** This phase of the testing did not use a set questionnaire, and the in-house staff used a shared Google doc where they reported bugs and problems. A considerable number of problems were resolved in this way (e.g. missing images, errors in audio, typos), which means that the testing with external users would focus on the usefulness, effectiveness and user-friendliness of the app. We captured more meaningful feedback in the next phase by resolving glaring technical issues in the first phase of internal testing.
2. **Development of a feedback form template in the form of a questionnaire.** The English version is provided below.



IndyLan



Co-funded by the
Erasmus+ Programme
of the European Union

3. **Feedback questionnaire distribution, data collection and data analysis.**
4. **Country reports** (Finland, Norway, UK and Spain).
5. **Project report** drafted by Asociación Moviéndote (the present report), which includes recommendations on changes to be made or bugs that need to be fixed.

UK (Cornish, Gaelic and Scots)

The duration of the internal testing (1) was two months, and the duration of the testing with external users (3) was three weeks. The questionnaire for the testing with external users was distributed via the following channels:

- the UK database of stakeholders, which includes contacts for Cornish, Scots and Gaelic, but also non-language-specific stakeholders working on minority languages, language revitalisation and policy, education, academia, local politics etc.
- social media (Twitter and Facebook).
- Schools and universities via our professional networks

This intellectual output, and indeed this research, received full ethical approval from Heriot-Watt University. Respondents were given information about the project and were ensured of the confidentiality of their personal information and of their right to withdraw consent at any point. A screenshot of the consent page is provided below, in English and in Gaelic.

Spain (Basque and Galician)

The testing of the IndyLan application in Basque and Galician was carried out for one month, during November 2021.

The testing was carried out in different formats. On the one hand, the possibility of participating in this testing phase was openly published through the announcement on social



IndyLan



Co-funded by the
Erasmus+ Programme
of the European Union

networks. On the other hand, we directly contacted stakeholders such as language teachers at university and language centres.

In addition, we collaborated with a Galician teacher at the EOI Jesús Maestro in Madrid, and he tested the application with his students, both Galician students of the most basic level (A1) and the highest level (C1). We have been in continuous contact with this teacher during the month-long testing period by text message, email and video call.

The participants freely decided to test the IndyLan application and give us their opinion. Moreover, the questionnaire in which we have collected feedback from the participants of the testing is anonymous and the record of their responses does not contain any personally identifiable information about them. Instead, it will only be used to make improvements and changes to the IndyLan application.

Finland (Saami)

The Finnish team conducted the piloting online. Learnmera sent the piloting questionnaire to many Saami language and culture organisations, as well as other cultural organisations, such as Spanish and Scottish associations in Finland, and many adult education institutions and other contacts. The Finnish team also shared the questionnaire online in nearly 80 Finnish and international and other related Facebook groups. However, there were not many respondents to the questionnaire, even though there was some interest and correspondence – e.g. Saami Education Institute in Finland asked for more information about the project.

Norway (Northern Saami)

Many of the testers were contacted directly, while others were approached through social media, and others heard about it from friends and contacted us directly. People with various levels of Saami language skills and people with zero Saami language skills were the target groups.



IndyLan



Co-funded by the
Erasmus+ Programme
of the European Union

The testers were instructed to test every single function and exercise in the app, take notes of all bugs and errors they discovered while using the app. After they were done with the testing, they answered the questionnaire.

The testers weren't given a set timeframe. Afterwards, we got feedback from them that it took them about two hours on average to test the app and finish the questionnaire.

Many of the testers also sent us notes and screenshots via email with all the bugs and errors they found while testing the app. They were instructed to send the feedback directly to us, because they were taking notes in either Norwegian or Saami.

The questionnaire did not ask for any names or other personal information that could be used to identify who completed it. It was completely anonymous.

1.2 Questionnaire design

The questionnaire was divided into the following sections: participant information; general feedback about design and user-friendliness of the app; Vocabulary; Phrases and Dialogues; Aural Comprehension; Grammar; Culture; General suggestions for improvement.

UK (Cornish, Gaelic and Scots)

The UK questionnaire was only distributed in English. There was a Gaelic version, but no Scots or Cornish versions, as the internal testing with Scots and Cornish showed that these users would be happy to fill in the English version. Due to the wide distribution of the English version, other languages were also represented, and learners or users of the other languages of the app responded. The question on which languages you speak and which you wish to learn has helped to sort out the respondents by language.

The English version of the questionnaire can also be found as an appendix at the end of this document.



IndyLan



Co-funded by the
Erasmus+ Programme
of the European Union

The online English version can be found here: <https://forms.gle/T6nT9XjsGsCcknfr6> and the online Gaelic version can be found here: <https://forms.gle/XQARaUcNc3Jvkatw5>

Spain (Basque and Galician)

In order to carry out the testing of the IndyLan application in Basque and Galician, we did the following: first, we explained the IndyLan project (its objectives, the link to the website, etc.); then, we presented the IndyLan application together with a link to download it both on Google Play and Apple Store; and finally, we sent an evaluation form so that they could give us feedback once they had gone through the app.

To distribute the testing questionnaire, we created a Google Forms in Spanish, so that both those who know Basque and Galician and those who do not know it and want to learn it could answer it. In the following sections, the analysis of the testing results for Basque and Galician will be presented separately as these have been very different. Users of both languages are very different and that the places where these languages are spoken are geographically separated.

The online Spanish version for Basque testing can be found here: <https://forms.gle/JEgukjjZCz39T9Yx5> and the online Spanish version for the Galician testing can be found here: <https://forms.gle/u2psaUB5SpoZ4m286>

Finland (Saami)

The English version of the questionnaire was used, as explained above: <https://forms.gle/T6nT9XjsGsCcknfr6>



IndyLan



Co-funded by the
Erasmus+ Programme
of the European Union

Norway (Northern-Saami)

The questionnaire was designed after the template that was provided by the project coordinator. We added some pictures with the text to make it more understandable. The Saami and Norwegian questionnaires that were used for the Norwegian report were created with Typeform, and were available online:

Norwegian questionnaire: <https://saamicouncil.typeform.com/to/rkq8fncQ>

Northern-Saami questionnaire: <https://saamicouncil.typeform.com/to/S5fUpfKY>



IndyLan



Co-funded by the
Erasmus+ Programme
of the European Union

2. Analysis of the pilot testing questionnaire

2.1. Participants

UK (Cornish, Gaelic and Scots)

The number of participants were 32 in the English version of the questionnaire and 7 in the Gaelic version of the questionnaire, so 39 in total. Of these 30 were learners, 7 were trainers and 2 stated “interested party” and “testing the app” without specifying why. All the respondents in the Gaelic version of the questionnaire were learners.

20 respondents tested the app in Android version, and 19 tested the app in iOS, so there was a very good balance in this respect. Nobody tested the app on both systems.

It is evident from the table above that users tested multiple languages (39 users, but 52 tests). As expected, most of the respondents tested Cornish (18 users), Gaelic (12 users) and Scots (10 users), with users also testing Basque (3), Galician (3) and Northern Saami (3). It is noteworthy that 3 users tested language combinations that did not include English but decided to fill in the English questionnaire (Spanish → Basque, Spanish → Galician and Finnish → Northern Saami).

Spain (Basque)

The testing of the Basque version of the app involved 20 people; half of them were students but we have also counted on trainers. Ages ranged from 18 years old to over 45 years old. One participant has studied Bachelor while 47% of the participants have a university degree and other 47% have a postgraduate or master's degree. 74% of the participants have used the iOS version of the app while 26% have tried the Android version.

When trying the app to learn Basque, 4 people did it from English to Basque and 18 did it from the Spanish language.

Spain (Galician)

The testing of the Galician version of the app involved 10 people (5 students, 5 trainers) plus two whole classes of language school students. Ages ranged from 18 years old to over 45 years old. 60% of the participants have a university degree, while 40% have a postgraduate or master's degree. 60% of the participants have used the iOS version of the app while 40% have tried the Android version. When trying the app to learn Galician, 3 people did it from English to Galician and the rest did it from the Spanish language.

Finland (Saami)

Based on the 8 responses to the questionnaire, all the respondents were trainers, 6 from an EU country, 2 from a country outside of the EU. Most respondents had an undergraduate or postgraduate degree. All respondents spoke English and 3 of them spoke Finnish and 2 Swedish. 6 respondents used an iOS device for testing, 2 respondents used an Android device.

The respondents tested a variety of the languages: 3 respondents tested mainly Northern Saami, 1 tested mainly Scots, 1 tested mainly Basque, 1 tested mainly Cornish, and 2 respondents tested all of the languages.

Norway (Northern-Saami)

There were 20 participants, ranging in age from 18 to 45+. They were mostly students and some trainers. Participants tried out English > Saami and Norwegian > Saami languages.

14 of the 20 were on iOS/iPadOS, with the rest on Android.

All the participants were from an EU country, but with Norway included as an EU country.

Most participants who took the questionnaire spoke English, Northern-Saami and Norwegian, and some only spoke Northern-Saami and Norwegian.



IndyLan



Co-funded by the
Erasmus+ Programme
of the European Union

Almost everyone tested Both English > Northern-Saami and Norwegian > Saami, only a few only tested Norwegian > Saami.

2.2. Initial general feedback

Respondents were asked to rate the overall design of the app from 1(poor) to 5 (excellent).

UK (Cornish, Gaelic and Scots)

The overwhelming majority of respondents (31/39) rated the overall design of the app 4 or 5. Interestingly, those users who rated the overall design of the app highly (4 and 5) were iOS users.

15 users rated the overall design of the app Excellent (5)

16 users rated the overall design of the app (4)

6 users rated the overall design of the app (3)

2 users rated the overall design of the app (2)

No users rated the overall design of the app Poor

The overwhelming majority of respondents (32/39) rated the user friendliness of the app 4 or 5. There were 2 users who rated the app poorly in terms of user friendliness but did not provide a justification. The ratings for user friendliness were as follows:

19 users rated the user friendliness of the app Excellent (5)

13 users rated the user friendliness of the app (4)

5 users rated the user friendliness of the app (3)

1 user rated the user friendliness of the app (2)

1 user rated the user friendliness of the app Poor (1)



IndyLan



Co-funded by the
Erasmus+ Programme
of the European Union

When asked about missing images, users identified a few missing images and sent screenshots. These have already been dealt with. Users did not identify any wrong answers or any other errors, which demonstrates that the internal testing worked very well.

Spain (Basque)

In general, users found the application to be well designed and easy to use (most participants rated this aspect 4-5/5), although two people rated 2/5 the easiness to use the application. One respondent commented that in general, it is difficult to start learning. In order to search for lessons that teach the basics, he/she was picking and choosing lessons looking for what he/she could understand to start with, and this is a bit frustrating and not very pedagogical.

We have been recommended to put an introductory section for people starting from 0, that is to say, for complete beginners. In terms of common bugs, there are some iOS versions where no audio can be heard, for example in version 14.2.

Another respondent stated that she/he would like to be able to save his/her progress in his/her profile and to be able to practice on his/her mistakes. The star that appears in the subcategories are not marked and do not allow to see visually how they are progressing.

Spain (Galician)

In general, users found the application to be well designed and easy to use.

In terms of common bugs, there are some iOS versions where no audio can be heard, for example in version 14.2.

Finland (Saami)

The overall design of the app on a scale of 1-5 was rated very highly, 5 respondents gave it the top rating (5) and 3 respondents rated it as very good (4). The app was also rated as very easy to use by most respondents (5) and quite easy to use by 1 respondent (4).



IndyLan



Co-funded by the
Erasmus+ Programme
of the European Union

As for detecting errors, there were no missing images detected by the respondents, except in the “Pharmacy” section in the Northern Saami section.

In terms of wrong answers, none were detected. In terms of other issues, the following comments were provided:

“I did not come across any wrong answers except that in the section 'Cooking Verbs' there were a lot of nouns.” (Saami)

“There were a few issues, such as that in some of the picture exercises, the multiple-choice options are in the support language (Finnish) and the actual Saami word given under the picture, which makes the exercise very easy. The multiple-choice options should be in the language learned (Saami).” (Saami)

“The pronunciation audios did not work.” (Basque)

Norway (Northern-Saami)

General design of the app avg. score was approx. 3.6 out of 5

Ease of use avg. score was approx.: 4.4 out of 5

Generally, the participants seemed to like the overall design and use of the app. The ease of use is great, as there aren't many buttons to press and they're big.

Participants suggested that instead of in English, the Select target language menu should be in the language you chose at the Select support language menu.

Some participants found the navigation somewhat confusing sometimes, as you had to press a category or exercise twice before getting into it. E.g., when selecting exercise mode, select Aural Comprehension, and then you must select Aural Comprehension once again. Also, when you are finished with the exercise, you must press Back button twice, because it sends you to the sub-exercise menu.



IndyLan



Co-funded by the
Erasmus+ Programme
of the European Union

Swipe gestures were also missed. E.g., swipe left to go back. This is a common swipe gesture for apps in iOS at least.

There were spelling errors, audio/text mismatching and picture/text mismatching that still needs to be corrected. That will be dealt with after this report.

2.3. Vocabulary section

UK (Cornish, Gaelic and Scots)

17 respondents rated the Vocabulary exercises Very useful (5)

13 respondents rated the Vocabulary exercises (4)

9 respondents rated the Vocabulary exercises (3)

The Vocabulary section that participants liked best was flashcards – 7 respondents commented on this:

“Flashcard - because you can hear the word, see the word in the language and get the translation

Flashcards. A really great way to learn

Flashcards

Flashcards, I like visual clues

I liked best the vocabulary exercises with images, I would've liked also the vocabulary exercises with pronunciation audios if they had worked

I liked the flashcards because I am a visual learner. The images were very nice. The matching exercises were also very useful.

The picture cards are very good for beginners and easy to repeat.”



IndyLan



Co-funded by the
Erasmus+ Programme
of the European Union

Respondents also commented that exercises that use images because they help build a strong connection with the meaning of the word rather than its English equivalent.

Multiple choice was also popular, as well as matching, and write the words. One user commented that the best section was "Body parts since it contained words that we use on a daily basis, more or less." Another user's favourite exercise was "Choose the letters" because there were images and audio to help.

The exercise that respondents liked the least was 'Write the word', which one user suggests should be renamed 'Spelling. Interestingly, some of the above exercises also featured in the list of exercises that respondents liked the least. For example:

- Matching. Especially Scots - matching exercises - as a lot of the words are the same in English and Scots. It's a bit repetitive.
- Multiple choice with image felt least useful, as I found myself looking at the image and the English (ie cutting out the language I was learning altogether!). I feel the language you are learning needs to be highlighted, or text needs to be bigger (or it needs to be above the image).
- Write the word because it not always easy to remember the right spelling. There is nothing to help you if you get stuck halfway through and doesn't have an option to see the correct answer. I found write the word section without an image silly as it was the same as the listening comprehension section
- Aural comprehension - difficult to hear. Also, you don't see the word in Cornish, only the translation in English.
- Multiple choice with image - seems largely redundant with flash cards
- Animals, I don't know why.
- No least favourite exercise but felt that Select translation, Multiple choice with image and Multiple choice with words all felt the same.

Any errors in the vocabulary section?

Three errors were identified and have been dealt with.



IndyLan



Co-funded by the
Erasmus+ Programme
of the European Union

Overall, the overwhelming majority of respondents (31/39) rated the Vocabulary section with a 4 or 5.

16 respondents rated the Vocabulary section Excellent (5)

15 respondents rated the Vocabulary section (4)

8 respondents rated the Vocabulary section (3)

Recommendations included introducing more topics, increasing the number of sections and in general adding more content. Other recommendations included:

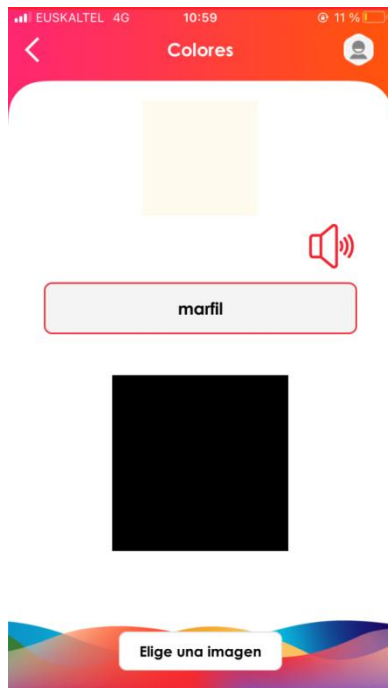
- Giving students the opportunity to recap on any incorrect answers
- Add author/writer, publisher and printer to the vocabulary were also mentioned.
- It would be great also if sections where you had to complete a task (e.g choose the letters) let you stay on the screen you'd finished so that you could replay the sound and see the full answer rather than being taken straight into the next screen.
- taking examples from different areas of Scotland would give a wider range of Scots words.
- More beginners' content.

Spain (Basque)

Participants generally found this section complete, dynamic and entertaining.

In the excel where all the vocabulary appears it is classified by levels (A1, A2, B1...) but then in the app it is classified by thematic categories, not by levels of difficulty, and several participants have told us that they would like to know the difficulty of each category, especially for beginners, where to start.

In the colours exercise there is always one square that is bigger than the other, although it has nothing to do with the correct answer:



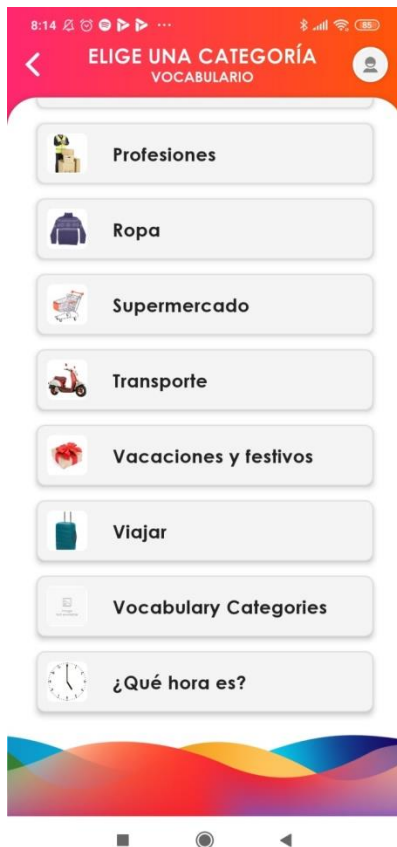
“Vocabulary categories” needs to be translated into Spanish (this is also applicable for Galician):



IndyLan



Co-funded by the
Erasmus+ Programme
of the European Union



Spain (Galician)

Although the participants generally found this section dynamic and entertaining, the Galician teacher with whom we have collaborated to test the app in Galician has told us that the vocabulary in Galician is very complex because there are many words that can be said in different ways and that there are many false friends with Spanish, so we have revised everything again (written words and audios), we would have to upload it all again.

In the excel where all the vocabulary appears it is classified by levels (A1, A2, B1...) but then in the app it is classified by thematic categories, not by levels of difficulty, and the participants have told us that they would like to know the difficulty of each category, especially for beginners, where to start.

Finland (Saami)



IndyLan



Co-funded by the
Erasmus+ Programme
of the European Union

The usefulness of the Vocabulary exercises was rated quite highly, as very useful by 3 participants (rating 5) and as quite useful by 5 participants (rating 4).

The exercises the respondents liked best were especially the flashcards / picture cards mentioned by most respondents, as well as the culture and history section mentioned by 2 respondents. Some comments as follows:

“Choose the letters, because it helps with also the writing.”

“Culture and history - it was informative and I enjoyed reading the information.”

“I liked best the vocabulary exercises with images, I would've liked also the vocabulary exercises with pronunciation audios if they had worked”

“I liked the flashcards because I am a visual learner. The images were very nice. The matching exercises were also very useful.”

“The picture cards are very good for beginners and easy to repeat. The cultural information is also nice and interesting.”

In terms of the exercises the respondents liked the least, several mentioned matching exercises. Comments included:

“Scots - matching exercises - as a lot of the words are the same in English and Scots.”

“The phrases because it's hard to remember them without knowing the meaning of the words independently. It would be a good idea to add some more exact translation of the phrases.”

“I found write the word section without an image silly as it was the same as the listening comprehension section”



IndyLan



Co-funded by the
Erasmus+ Programme
of the European Union

No errors were detected in the Vocabulary section in any of the languages. The overall rating of the Vocabulary section was high, 5 respondents gave it the top rating (rating 5) and 3 respondents gave it a very good rating (rating 4).

As suggestions, there was a request to fix the audios and the following comment:

“Not really, the great variety of picture exercises and other vocabulary exercises makes it easy to drill the words.”

Norway (Northern-Saami)

Overall avg. score of this section was: 3.6 out of 5

Avg. Usefulness score: 4 out of 5

The least favourite exercise appeared to be Listening comprehension, while the most popular exercise was Choose the image.

Comments:

- I liked Matching because it's an easy, effective, and fun way to remember the words.
- I liked the Listening comprehension the least because I must listen carefully, the volume was low sometimes and I had to press the speaker button to listen. I wish the audio played automatically and then I can press the speaker button if I want to hear the audio again.

The errors they mostly found was mismatching of text/audio, spelling mistakes, hyphenation errors etc.



IndyLan



Co-funded by the
Erasmus+ Programme
of the European Union

2.4. Phrases and Dialogues section

UK (Cornish, Gaelic and Scots)

Again, the majority of respondents (26/39) rated the usefulness of the Phrases and Dialogues very highly (4 and 5). Specifically:

16 respondents rated the usefulness of the Phrases and Dialogues section Excellent (5)

10 respondents rated the usefulness of the Phrases and Dialogues section (4)

8 respondents rated the usefulness of the Phrases and Dialogues section (3)

2 respondents rated the usefulness of the Phrases and Dialogues section (2)

1 respondent rated the usefulness of the Phrases and Dialogues section Poor (1)

What respondents liked the most was that the Phrases and Dialogues section was, again, the Flashcards. Users commented that the Phrases and Dialogues section was good for practising language in situ, which can be tricky with language apps. Other useful aspects included:

“At a restaurant - very useful

Dialogues, emergency, multiple choice, because it is very needed.

Putting sentences in order, great practice. I also like being able to hear the sentences spoken

Flashcards for phrases were fine

Everyday life as I found it more recognisable

I love the dialogues because I could just listen. If there was something I didn't get, I could repeat that line.”



IndyLan



Co-funded by the
Erasmus+ Programme
of the European Union

The exercise that respondents liked the least was multiple choice within dialogues. One user commented “The dialogues themselves would be better if there was a translation option.”

Three errors were identified, and these have been dealt with.

Overall, respondents rated the Phrases and Dialogues section highly (21 / 39 respondents rated this with a 4 or 5) but this number is not as high as in previous sections, and there were respondents who rated this with 3 or below.

10 respondents rated the Phrases and Dialogues section Excellent (5)

11 respondents rated the Phrases and Dialogues section (4)

8 respondents rated the Phrases and Dialogues section (3)

2 respondents rated the Phrases and Dialogues section (2)

2 respondents rated the Phrases and Dialogues section Poor (1)

Recommendations were useful, and it seems that those unhappy with this section were asking for a translation of the texts in Dialogues, clarity and instructions in tasks, and more content.

“Put some clear instructions on what you're meant to do in the exercise

Include a translation of the texts in Dialogues! and maybe add images to the flashcards section

In phrases would be good if the back button took you to the previous question instead it takes you to the main menu

More types of exercise for example, listening to the opening phrase then choosing a response from multiple choice.

more native Scots speakers needed, some of these felt artificial

These were separate sections in my app and the phrases were fine, but the dialogues were a bit lacking in context, or clarity over what to do with them.



IndyLan



Co-funded by the
Erasmus+ Programme
of the European Union

This section needs more work, more content and scoring. Also tasks.”

Spain (Basque)

Several respondents stated that the phrases category is the one they liked the most.

Some respondents have reported that she/he found this category the most difficult because it is not translated from the Spanish and if you don't know the language you don't understand it (maybe we should indicate that this category is more appropriate for people who already know something about the language and not for beginners).

Spain (Galician)

Images are missing for two categories:





IndyLan



Co-funded by the
Erasmus+ Programme
of the European Union

Finland (Saami)

The Phrases and Dialogues section was considered quite useful, 4 respondents gave it the top rating (rating 5), 3 respondents rated it as quite useful (rating 4) and one respondent as somewhat useful (rating 3).

In terms of the exercises they liked most, dialogues, emergency, multiple choice were mentioned, because they were very useful. One respondent replied:

“They were all good, but the level was too high for me. I am sure it is useful for more advanced speakers of Saami.”

The exercises the respondents liked the least were the more difficult ones without translations, text and multiple choice exercises:

“Without the translations one must have a quite good level of the target language to understand. In the multiple choice section it was difficult to know what to do without support language prompts”

“Text. Couldn't work out how to convert the text into English”

No errors were detected by the respondents in this section. One respondent commented:

“Just couldn't work out how to convert the audio of Cornish into English so that I knew what it was. Probably my mistake”

The overall rating for the Phrases and Dialogues section was fairly high, 3 respondents gave the top rating (rating 5), 3 respondents rated it as good (rating 4) and 1 respondent as somewhat good (rating 3). The only suggestions for improvement were that there could be more audio.



IndyLan



Co-funded by the
Erasmus+ Programme
of the European Union

Norway (Northern-Saami)

Overall avg. score of this section was: 4.4 out of 5

Avg. Usefulness score: 4.4 out of 5

The least favourite exercise was Text, while the most popular exercise was Multiple choice.

Comments:

-I found Multiple choice is more challenging. The Text exercise is probably more useful for new beginners.

-I liked the Text exercise the least because it was not interactive. It was just listening and reading.

The majority of the participants said there weren't enough exercises, two was not sufficient. It was also reported that there were typos, and the audio quality wasn't always good. Some mismatched audio/text that needs to be corrected.

2.5 Aural Comprehension section

UK (Cornish, Gaelic and Scots)

The Aural Comprehension section was not envisaged in the beginning of the project, and it constitutes an extra session that we decided to add as a result of the needs analysis. This proved to be a good idea, as respondents found the exercises very useful overall:

13 respondents rated the Aural Comprehension exercises Excellent (5)

9 respondents rated the Aural Comprehension exercises (4)

5 respondents rated the Aural Comprehension exercises (3)

2 respondents rated the Aural Comprehension exercises (2)

2 respondents rated the Aural Comprehension exercises Poor (1)

Not all 39 respondents answered this question.



IndyLan



Co-funded by the
Erasmus+ Programme
of the European Union

The feature that respondents liked best were words and sentences, and they particularly liked that they could repeat these as part of the aural comprehension tasks. One respondent commented “All of them! Oh gosh this is my favourite section. Having all those words spoken for me to hear- that was so valuable.”

There was consensus amongst respondents that the section they liked the least was numbers. There were also some problems with the audio, which have been resolved. When phones or tablets are on silent mode, the audio does not play – but this is standard.

Overall, respondents rated the Aural Comprehension positively:

10 respondents rated the Aural Comprehension section Excellent (5)

12 respondents rated the Aural Comprehension section (4)

5 respondents rated the Aural Comprehension section (3)

3 respondents rated the Aural Comprehension section (2)

2 respondents rated the Aural Comprehension section (1)

Recommendations included adding more content and subsections, including short instructions of what to do in each exercise. Other recommendations included:

- Some more exercises, maybe also with pictures
- Maybe an advanced section with faster conversations- native speakers go pretty fast!
But then ...
- Speakers should speak slower. They are speaking faster than most Cornish speakers.
- It would have been helpful to me to be able to enter numerals in response to spoken numbers - as it was, I felt I was playing Hangman

Spain (Basque)

For some respondents the audios do not work (which may be due to the version of the device they are using).

Quite a few respondents found the numbers exercise difficult as they have no clue about the options compared to the other two exercises, so we could indicate that this exercise is for those who have some prior knowledge.

The "Words" button at the bottom of the page needs to be translated:



Spain (Galician)

In this section there are users for whom the audios do not work (probably due to the version of device they are using the app with) and another user had the app closed.

Finland (Saami)

The usefulness of the Aural Comprehension section was mainly highly rated, 3 respondents gave it the top rating (5) and 3 respondents rated as very useful (rating 4). One respondent had trouble understanding the section, so they rated it as not very useful (1).



IndyLan



Co-funded by the
Erasmus+ Programme
of the European Union

As to the exercises they liked the most, here are some comments:

“The Sentences and words were very good with the audio files”

“The exercises were very good, though there wasn't as much variety in this section”

“Words, good level.”

“Not understanding this section at all”

The exercises the respondents liked the least were mainly the number and some words exercises:

“Numbers was difficult as there was no translation or even number to help”

“Numbers, because it was really difficult “

“words - most difficult as I don't speak Saami”

There were no errors detected by the respondents, although one of them had trouble navigating this section.

The Aural Comprehension section was mainly highly rated, 3 respondents gave it the top rating (rating 5) and 3 respondents rated as very good (rating 4). One respondent had trouble understanding the section, so they gave it the lowest rating (1).

In terms of suggestions, the only suggestion was to have more exercises, perhaps including pictures.

Norway (Northern-Saami)

Overall avg. score of this section was: 3.8 out of 5

Avg. Usefulness score: 3.9 out of 5

The least favourite exercise was numbers, while the most popular exercise was Sentences.



IndyLan



Co-funded by the
Erasmus+ Programme
of the European Union

Comments:

-I find that the Sentences exercise is the best because it's more useful to learn them. Then I get to learn to build sentences.

-I liked the numbers exercise the least because its very time consuming to write the long words. We usually don't write numbers with letters.

What to improve?

Multiple commented that it would be better to type numbers, instead of typing the numbers with letters. E.g. 72 instead of seventy-two. Some audio clips did not match with text. One suggests that it would be great to have an exercise to translate the sentences the other way around.

2.6 Grammar section

UK (Cornish, Gaelic and Scots)

The number of respondents was reduced in this section to 33. Users rated the usefulness of the exercises highly:

15 respondents rated the usefulness of the Grammar section exercises Excellent (5)

7 respondents rated the usefulness of the Grammar section exercises (4)

9 respondents rated the usefulness of the Grammar section exercises (3)

2 respondents rated the usefulness of the Grammar section exercises Poor (1)

Respondents stated that the exercise they liked best was multiple choice. Users also commented positively on the variety of exercises:

"I love that there were so many levels in this. From A1-C2. And each level has grammar sections that are different. So pronouns in one section, verbs in another- I like that variation.

"C2 (Proficiency)" because I'm already fluent and is useful for making sure I don't get too rusty."

The exercise that respondents liked the least was Fill the Gap. Users also found some of the exercises too difficult, and others wanted more content. Other comments included:

"Fill the gap - because you can get stuck a long time before getting the right answer, or get put off by the flashing red screen if you mistype a letter.

There was no translation and it was very difficult to know what to do without support language prompts."

No errors were found in the Grammar section.

Overall, respondents rated the Grammar section highly:

13 respondents rated the Grammar section Excellent (5)

10 respondents rated the Grammar section (4)

6 respondents rated the Grammar section (3)

3 respondents rated the Grammar section (2)

2 respondents rated the Grammar section (1)

Recommendations focused on providing explanation of grammar rules and of instructions for the exercises. One user commented that 'there is not much help if you get stuck', for instance. Other comments included:

“I think it might be good to have the standard English translation so we know what we're supposed to be trying to say. Or some sort of explanation with the choices because the grammar rules aren't explained.

It would be great if the answer didn't immediately disappear from the screen as soon as I type in the last letter, or select the correct multiple choice. It would be great for learning if it could be reinforced on the screen as the correct answer before moving on.

None. This is my favourite section! (But I'm an English teacher!)”

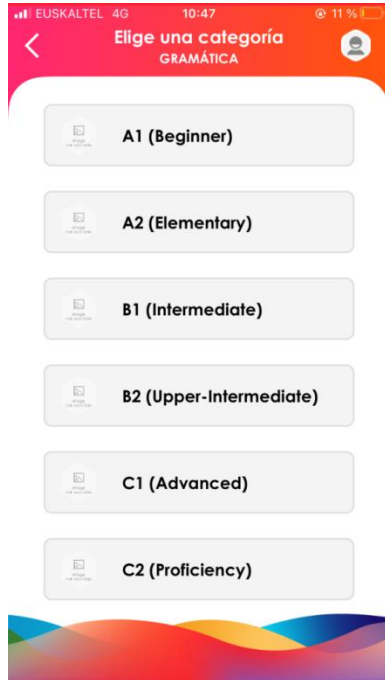
Spanish (Basque and Galician)

One participant pointed out that for beginners (A1) it is impossible to do the exercise without knowing anything about the language, that by logic or intuition they do not know how to put in order a sentence of a language they know nothing about.

In the category Grammar - Sentence transformation (Basque C1), it is not clear how to write the answer. Unless you write the correct letter, it does not let you continue writing. It would be better for learning, more pedagogic, if there was a possibility to add letters in case you don't know the answer, and not give the solution directly.

In the sentence completion exercises it only lets you complete them if you do it perfectly, if you fail even in a comma, it marks it as incorrect and it is frustrating. Also, it could be given hints/clues instead of just saying the correct answer directly.

The categories of the levels are in English instead of in Spanish (applicable also for Galician):



Instructions are in English (applicable also for Galician):



Finland (Saami)

In the Grammar section, there was more disparity in the ratings for usefulness of this section. 3 respondents gave the top rating (rating 5), 1 respondent considered it quite useful (rating 4) and 2 respondents somewhat useful (rating 3). 1 respondent considered it as not very useful (rating 1).

As to the exercise the respondents liked the most, multiple choice was mentioned. The exercise they liked the least was not clear, but several respondents mentioned that the exercises were very difficult. This may affect their rating of the usefulness of this section. Some comments include:

“There was no translation and it was very difficult to know what to do without support language prompts.” (Northern Saami)

“They were all very difficult”

The overall rating for the Grammar section was still high, half of the respondents evaluated it with the top rating (rating 5), the rest gave ratings such as 3,2, and 1.

Some suggestions for improvement included:

“More explanation and perhaps some grammar notes on in the support language”
(Northern Saami)

“For instance in Adjectives "fill the gap". It might be good to have choices.” (Scots)



IndyLan



Co-funded by the
Erasmus+ Programme
of the European Union

Norway (Northern-Saami)

Overall avg. score of this section was: 4.6 out of 5

Avg. usefulness score: 4.1 out of 5

Least favourite exercise was Fill the gap, while the most popular exercise was Multiple-choice.

Comments:

-I like the Multiple-choice exercise better because it's more of a hassle to write the missing words manually.

-I liked the Multiple-choice exercise, but I feel that there should be more exercise modes to choose from.

What to improve?

Add more exercises. There were only two exercises to choose from, and Multiple-choices was the only exercise at C1 and C2.

There were no other errors reported in this section.

2.7 Culture section

UK (Cornish, Gaelic and Scots)

As with the above sections, the majority of respondents found the exercises in the Culture tab useful. However, there were 3 users who rated the usefulness as poor. Specifically:

10 respondents rated the usefulness of the Culture exercises Excellent (5)

8 respondents rated the usefulness of the Culture exercises (4)

9 respondents rated the usefulness of the Culture exercises (3)



IndyLan



Co-funded by the
Erasmus+ Programme
of the European Union

2 respondents rated the usefulness of the Culture exercises (2)

3 respondents rated the usefulness of the Culture exercises Poor (1)

There was only one type of exercise for this section, and users commented that they particularly liked Cornish Mining Heritage, reading about festivals, information and background about Saami languages, and the poetry section.

When asked which exercise they liked the least, users commented on the lack of content in the target languages (e.g. no text in Cornish or in Gaelic). There is much more to cover in culture. One user stated "It felt like I was being tested on my ability to understand an English text, which seemed unnecessary". Another user stated that the information could be there for reading purposes only and that there was no need for multiple choice.

No errors were spotted.

When asked to rate the Culture section overall, the majority of respondents rated this section positively, but there was a sizeable minority that rated the app 3 and under, perhaps for the reasons stated above. This means that it is imperative to make the recommended changes and add content in the target languages. Specifically:

10 respondents rated the Culture section Excellent (5)

7 respondents rated the Culture section (4)

12 respondents rated the Culture section (3)

2 respondents rated the Culture section (2)

1 respondent rated the Culture section Poor (1)

Recommendations included providing the culture section in the target languages, more target language content and more visuals. Specific recommendations included:

"Texts about different dialects of Scots and regions

Excerpts from cultural events in the Cornish language with subtitles.



IndyLan



Co-funded by the
Erasmus+ Programme
of the European Union

Add Cornish literature and place names

URLs open in the app itself rather in the phone browser. This means it's not possible to bookmark a page easily.

There's probably a way to vary learning and assessing activities for the section, but I'm not sure how. I think if the links in the section could be clickable, that would be lovely for more in-depth research for folks wanting to know more.

Perhaps offer more in depth / advanced sections for those who have some existing knowledge”

Spain (Basque)

This section has been very positively evaluated, it has turned out to be very interesting and current, and it is perfect for someone who wants to live here and be able to do and be part of the Basque culture. In addition, they have also highlighted the fact that you can see the information in other languages in case you don't understand all the text in Basque.

We have been suggested that the term "tradition" should be reviewed because it might be more appropriate to call it "habits".

Spain (Galician)

There are users who have had problems with the app in this section, because some of them had a blank screen at some point and others had the application close.

In the Culture section, as every time you enter a topic the exercises appear arbitrarily, it seems that there is only one exercise for each topic and users may not enter again that topic because they don't know that there are more and they only learn about one of them.



IndyLan



Co-funded by the
Erasmus+ Programme
of the European Union

Finland (Saami)

The Culture section was also quite highly rated. Half of the respondents gave the top rating (5) and others found it quite useful (rating 4) or somewhat useful (rating 3).

As to the exercises they liked best, everyone found all the exercises and reading about culture very interesting.

As to the overall rating of the Grammar section, half of the respondents gave the top rating (5), two rated this section as quite good (rating 4), 1 person as somewhat good (rating 3).

Some suggestions include:

“It would be better to see the support and target language texts together for comparison”

“More visuals”

Norway (Northern-Saami)

Overall avg. score of this section was: 3.5 out of 5

Avg. usefulness score: 3.4 out of 5

The majority of the participants commented that they liked this section. The content was interesting and the ones who know about Saami culture beforehand could confirm that the information given is correct.

When asked about which exercise they like the most and the least, they commented that there was only one exercise. Some found the exercise a bit dull since there was no pictures or audio.

No other errors were reported.



IndyLan



Co-funded by the
Erasmus+ Programme
of the European Union

Comments:

-When they were reading about the Duodji culture, the exercise only asked two simple questions and they are very easy to guess only using common sense. I wish there were more questions.

- Although reading about the culture is fascinating, there were no pictures or other visual aids to enhance the experience.

What to improve?

-Add more content, maybe add sub-content under the existing categories.

-Add pictures, audio, and the text-to-speech ability.

-More content

-More exercises

3. Overall conclusions and recommendations

UK (Cornish, Gaelic and Scots)

Respondents were asked what they liked the most about the app at the end of the questionnaire. The answers were varied, and it seems that different users liked different parts of the app: aural comprehension, dialogues, grammar, culture and history.

Users appreciated the broad range of exercises and variety of the material. One user commented that the app is “non-competitive, doesn’t give too much information at once, so you can learn at your own pace.”



IndyLan



Co-funded by the
Erasmus+ Programme
of the European Union

Users also commented on the attractiveness of the app, the visuals, the excellent images and flashcards, and the fact that it is user-friendly, however others pointed out the complexity in navigation and the fact that they were “lost” a few times.

Cornish, Scots and Gaelic users seemed to find the app particularly helpful, and what users seemed to like the most was the potential for language revitalisation and the promotion of minority languages.

- It's fun to use and very easy to use. An excellent addition to the existing apps for Cornish.
- Being able to do little bits of practice on grammar on my phone love that you can hear Cornish spoken clearly
- It's great to have the beginnings of a resource for learning the Scots language, it was easy to use.
- I like Phrases and Dialogues because I feel that other Gaelic learning services do not have many things like that.
- Awesome! Intuitive navigation and polished presentation, good content from all I've seen so far. I'm hugely impressed and excited to explore more deeply.
- The concept of providing learning materials for minority languages, and the chance to dip into whichever sections seemed the most interesting. I liked the idea of having cultural information, though that needs more developing.
- It is interesting that it will hopefully encourage people to learn a range of languages.
- Coverage of languages that aren't represented in other similar apps/systems!
- The fact that we protect indigenous languages.

What respondents liked the least was the lack of a scoring system and a progression bar or indication of where you are in the app. Users also commented on the complexity of the menus and navigation, lack of clarity on instructions, and the lack of content in some areas (e.g. culture). Also:

“Lack of acknowledgement of other varieties (difficult to do)

- For Scots in particular: Draw vocabulary from a wider range of Scots speakers, especially from across the country. conveying concepts rather than word for word translation would be better. e.g. rather than bairn leave for maternity leave I think 'she's aff oan leeve haein a bairn' would be more likely. or 'it's gey dreich' for it's raining."

Overall, respondents stated that they learned useful vocabulary that they'd never come across before when using the IndyLan app, they refreshed and expanded on some grammar, and most will keep using it. Two users commented:

- The future for Gaelic is looking better every day!
- Scots is alive - we need to keep trying!

Overall, this pilot testing report has shown that the app has value and strong potential and is useful for its intended purpose of promoting and revitalising indigenous and endangered languages, at least for Scots, Gaelic and Cornish, which are the focus of this report. Respondents engaged with the app and with the testing meaningfully and helped fix some bugs that were not picked up by the internal testing. More importantly, the testing with external users helped to identify the following recommendations:

- 'Choose the letters' should be called 'Spelling'
- Aim for easier navigation by introducing a progress bar or similar
- It needs a back button to the user can toggle between the exercises and the menu.
- How To Use This App page that you can reach by a button icon at the bottom of every page.
- Introduce a scoring or reward system
- Introduce more content, particularly in the culture section
- Add content in the target languages in the culture section. This is the least developed section of the app as it seems, but the one with the most value and the app's unique 'selling' point.
- See further specific recommendations in the relevant sections above.



IndyLan



Co-funded by the
Erasmus+ Programme
of the European Union

This report will feed into the Intellectual Output 3 (IO3) project report which will include testing in all languages and partner countries. Once all recommendations are compiled into one report, we will be making the necessary changes before the app's official launch in the multiplier events.

Spain (Basque)

The external text has been very valuable in complementing the internal testing carried out earlier among the project partners. In this way, we have been able to collect feedback from Basque teachers, people who use Basque and those who do not know Basque and are interested in learning it.

After testing the app in Basque, we believe that the application can be greatly improved with minor changes for its final version.

The people who participated in the testing of the IndyLan app in Basque consider that in general it is very positive that it contains information about the place where the language is spoken, and that it provides the option of learning different languages in a playful way. In addition, the app contains a wide variety of exercises and is suitable for all levels.

As for aspects that could be improved, the participants suggested that the exercises should be explained beforehand and that all the exercises should indicate the level to which they correspond. They also explained that in some sections there are many different exercises to do and in others there is only one, so there is no balance in this respect.



IndyLan



Co-funded by the
Erasmus+ Programme
of the European Union

Spain (Galician)

The external text has been very valuable in complementing the internal testing carried out earlier among the project partners. In this way, we have been able to collect feedback from Galician teachers, people who use Galician and those who do not know Galician and are interested in learning it.

After testing, we believe that the application can be greatly improved so that its final version is ready.

Users have found the application to be useful and entertaining, that it has many and varied exercises and that it covers many topics that can be used on a daily basis. However, they also commented that as it is so complete there is a lot of information, and although this is a value of the application, they feel that you can get lost in it.

The participants in the testing phase of the IndyLan application reported that they have learned about both the language and the Galician culture, and that it is very interesting. They also highlighted the fact that the application can be used from and in several languages.

Finland (Saami)

Overall, the results were quite positive. The overall design was highly rated and the majority of users found it easy to use and navigate. The usefulness of each category was quite highly rated, the Vocabulary section and the Culture section were seen as the most useful. As for Grammar and Aural comprehension sections, the rating was high but some of the Grammar exercises were seen as quite difficult and for very advanced learners, and the problem with the Aural comprehension was there were some audio files that did not work in some languages.

What respondents liked most about the IndyLan application overall was that there were so many different categories and types of exercises. The variety of material and different topics



IndyLan



Co-funded by the
Erasmus+ Programme
of the European Union

make it easy to drill vocabulary and grammar. Respondents also liked the use of images and audio, as well as learning about the cultures. Flashcards were seen as a very useful and interesting exercise. Some users also mentioned the usability of the application was very good.

Some comments include:

“Learning about the different cultures and history.”

“The general idea and the vast categories with many different types of exercises, very good! I'll definitely use it once the audios are available.”

“The usability was good. It was pleasant to navigate and attractive to look at. The images were excellent.”

“I liked the variety of the material, it makes it very easy to drill the vocabulary and practice grammar. The variety of topics is also great, there is a lot of material to learn. The exercises were also versatile and not easy to get bored.”

“The fact that we protect indigenous languages.”

What the respondents liked the least were that the level was quite difficult, so the learners need to have quite a high level of the specific languages. Some answers were seen as repetitive by some respondents, and some of the audio did not work.

Some feedback includes:

“To use the app sections phrases and dialogues ad grammar with no previous experience of the target language would be difficult.”

“I didn't have many problems, it worked very smoothly. The only problem was that my level of Saami is not that high, so it was difficult to evaluate some of the features”



IndyLan



Co-funded by the
Erasmus+ Programme
of the European Union

What the respondents felt they learned using the app was mainly new vocabulary and some things about the cultures. Some comments include:

“New vocabulary in different languages”

“I learned new words and some things about the Saami culture”

“That some words can be guessed if you speak Finnish or Swedish”

Norway (Northern-Saami)

The app was generally well received by the participants. The Phrases and Dialogues section and the Grammar section received the highest overall scores, while the Culture section received the lowest.

Participants who already speaks Northern Saami were very positive that there now is an app to learn Northern Saami at this level.

When asked what they liked best about the app, they had a variety of responses. One commented *“The fact that there are so many different topics and sections was appealing to me. As a result, I didn't get bored. I can repeat the exercise many times, and it rarely asks me the same questions.”* One who speaks Saami commented *“It was exciting and enjoyable to sharpen up my Northern Saami language skills.”* Another comment *“the graphical interface in the app was clean and simple, which was great.”*

When asked what they liked the least about the app, there was again various small things they commented on. Some of them found navigating through the various topics and exercises to be a bit frustrating due to the unnecessary sub-sections and sub-exercises that don't need to be there because there was only one option anyway. This made some of them lose interest. It was also easy to get lost in the menus because of that. One commented *“What I disliked most was that it didn't have the ability to show me what exercises I have finished. There is no progress bar either”*. And one commented *“There wasn't much to complain about, other than the small errors here and there needed to be fixed”*.



IndyLan



Co-funded by the
Erasmus+ Programme
of the European Union

Recommended improvements comments:

- Correct all the small errors.
- Add a progress bar or an indication on which sections you have finished.
- On the exercises, specify the level of difficulty.
- Add swipe navigation gestures.
- Remove unnecessary sub menus.
- Add more content. Especially in the Culture section.
- When typing, it should not be necessary to include a space when spelling the words.
- Add the ability to only turn off typing sound.

Overall, the pilot testing was a success. The users reported any remaining errors, typos, or other issues that are simple to fix but hard to identify on your own. Which is one of the main purposes of pilot tests. We received very useful feedback on what we should add, change, or improve.

We had some difficulty getting people to test the app and report back to us, so there are only 20 participants instead of the 25 we had hoped for. However, we believe the participants did a good job and were very thorough in their testing, so we are happy with the results, and we feel confident that the feedback we got was sufficient and we covered most of the errors. We will fix all the errors that were reported to us, as envisaged and in consultation with the Finnish partner who is responsible for the technical side of the app.

*



IndyLan



Co-funded by the
Erasmus+ Programme
of the European Union

Appendix

English version of the questionnaire

16/11/2021, 15:32

IndyLan: Mobile application testing questionnaire

IndyLan: Mobile application testing questionnaire

Project number: 2019-1-UK01-KA204-061875

Your feedback on the mobile application

* Required

1. Email *



IndyLan



Co-funded by the
Erasmus+ Programme
of the European Union

16/11/2021, 15:32

IndyLan: Mobile application testing questionnaire

The IndyLan project

IndyLan is developing a mobile application designed specifically for users to learn not only some of Europe's endangered languages but also more about the cultures of the people who speak these languages. The IndyLan application will help speakers of English, Spanish, Norwegian, Swedish and Finnish to learn and practise Gaelic, Scots, Cornish, Basque, Galician and Saami, all endangered at different degrees.

The app contains around 4,000 vocabulary items (both terms and expressions) in about 100 categories. The modes available are: Vocabulary; Phrases; Dialogues; Grammar; Aural Comprehension; Culture. There is audio for all vocabulary, phrases, dialogues etc. Most of the items are illustrated for easy concept recognition. The app includes a dedicated Culture tab with texts, music and images, where users will be able to learn more about the heritage and culture of the people speaking the selected endangered languages. At IndyLan, we do not see languages as separate from their speakers.

Our vision is for the IndyLan app to contribute to endangered language learning and revitalisation so that these languages remain alive and relevant in contemporary societies and economies.

This project is funded with support from the European Commission, Erasmus+ KA2: 2019-1-UK01-KA204-061875

The Coordinator is Dr Katerina Strani, Associate Professor, Department of Languages and Intercultural Studies, Heriot-Watt University, email: A.Strani@hw.ac.uk



[http://youtube.com/watch?](http://youtube.com/watch?v=o1TRnVSAYBU)

[v=o1TRnVSAYBU](http://youtube.com/watch?v=o1TRnVSAYBU)

About this questionnaire

The goal of this questionnaire is to get real user feedback and make improvements before the final launch. We appreciate your help in this testing phase.

All questions marked with an asterisk * require an answer.

About privacy

This questionnaire is anonymous.

The register of your answers does not contain any personal information about you or information that will allow to identify you.

16/11/2021, 15:32

IndyLan: Mobile application testing questionnaire

2. Informed consent *

«I have read and understood the information about the goal and privacy policy of the questionnaire, and wish to answer voluntarily to the following questionnaire.» If you agree with the following declaration and wish to participate in this study, select "I agree"

Mark only one oval.

I agree

Mobile app testing feedback

About you:

3. 1. Are you... *

Mark only one oval.

- A trainer
 A learner
 Other (please specify)

4. If you selected 'Other' above, please specify here:

5. 2. Age *

Mark only one oval.

- 18-25
 26-35
 35-45
 Over 45
 Under 18

16/11/2021, 15:32

IndyLan: Mobile application testing questionnaire

6. 3. Nationality *

Mark only one oval.

- From an EU country
- From a country outside of the EU (includes the UK)

7. 4. Education *

Mark only one oval.

- High school diploma
- Undergraduate degree
- Postgraduate Diploma or Master's Degree
- PhD
- Other

8. 5. Languages spoken *

About the app:

9. 1. Did you use the Android or iOS version? *

Mark only one oval.

- Android
- iOS
- Both

16/11/2021, 15:32

IndyLan: Mobile application testing questionnaire

10. 2. Which language(s) did you test? (tick all that apply) *

Check all that apply.

- English --> Cornish
- English --> Gaelic
- English --> Scots
- English --> Basque
- English --> Galician
- English --> Northern Saami
- Spanish --> Basque
- Spanish --> Galician
- Norwegian --> Northern Saami
- Swedish --> Northern Saami
- Finnish --> Northern Saami
- Other (please specify below)

11. If you ticked 'Other' above, please specify here

12. 3. How would you rate the overall design of the app from 1 (poor) to 5 (excellent)? *

Mark only one oval.

	1	2	3	4	5	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

13. 4. Was the app easy to use and navigate? Please rate user-friendliness from 1-5 *

Mark only one oval.

	1	2	3	4	5	
Difficult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Easy

16/11/2021, 15:32

IndyLan: Mobile application testing questionnaire

14. 5. Were there any missing images? If yes, please specify and provide screenshots if possible. You can send screenshots with an explanation to info@indylan.eu *

15. 6. Were there any wrong answers? If yes, please specify and provide screenshots if possible. You can send screenshots with an explanation to info@indylan.eu *

16. 7. Were there any other errors? If yes, please specify and provide screenshots if possible. You can send screenshots with an explanation to info@indylan.eu *

Vocabulary section

16/11/2021, 15:32

IndyLan: Mobile application testing questionnaire

17. 1. How useful were the exercises? *

Mark only one oval.

	1	2	3	4	5	
Not useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very useful

18. 2. Which exercise did you like best and why? *

19. 3. Which exercise did you like least and why?

20. 4. Were there any errors in the Vocabulary section? If yes, please specify and provide screenshots if possible. You can send screenshots with an explanation to info@indylan.eu

16/11/2021, 15:32

IndyLan: Mobile application testing questionnaire

21. 5. How would you rate the Vocabulary section overall?

Mark only one oval.

	1	2	3	4	5	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

22. Any recommendations to improve the Vocabulary section?

Phrases and Dialogues

23. 1. How useful were the exercises? *

Mark only one oval.

	1	2	3	4	5	
Not useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very useful

24. 2. Which exercise did you like best and why?

16/11/2021, 15:32

IndyLan: Mobile application testing questionnaire

25. 3. Which exercise did you like least and why?

26. 4. Were there any errors in the Phrases and Dialogues section? If yes, please specify and provide screenshots if possible. You can send screenshots with an explanation to info@indylan.eu

27. 5. How would you rate the Phrases and Dialogues section overall?

Mark only one oval.

	1	2	3	4	5	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

28. Any recommendations to improve the Phrases and Dialogues section?

Aural Comprehension

16/11/2021, 15:32

IndyLan: Mobile application testing questionnaire

29. 1. How useful were the exercises?

Mark only one oval.

	1	2	3	4	5	
Not useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very useful

30. 2. Which exercise did you like best and why?

31. 3. Which exercise did you like least and why?

32. 4. Were there any errors in the Aural Comprehension section? If yes, please specify and provide screenshots if possible. You can send screenshots with an explanation to info@indylan.eu

16/11/2021, 15:32

IndyLan: Mobile application testing questionnaire

33. 5. How would you rate the Aural Comprehension section overall?

Mark only one oval.

	1	2	3	4	5	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

34. Any recommendations to improve the Aural Comprehension section?

Grammar

35. 1. How useful were the exercises?

Mark only one oval.

	1	2	3	4	5	
Not useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very useful

36. 2. Which exercise did you like best and why?

16/11/2021, 15:32

IndyLan: Mobile application testing questionnaire

37. 3. Which exercise did you like least and why?

38. 4. Were there any errors in the Grammar section? If yes, please specify and provide screenshots if possible. You can send screenshots with an explanation to info@indylan.eu

39. 5. How would you rate the Grammar section overall?

Mark only one oval.

	1	2	3	4	5	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

40. Any recommendations to improve the Grammar section?

Culture

16/11/2021, 15:32

IndyLan: Mobile application testing questionnaire

41. 1. How useful were the exercises?

Mark only one oval.

	1	2	3	4	5	
Not useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very useful

42. 2. Which exercise did you like best and why?

43. 3. Which exercise did you like least and why?

44. 4. Were there any errors in the Culture section? If yes, please specify and provide screenshots if possible. You can send screenshots with an explanation to info@indylan.eu



16/11/2021, 15:32

IndyLan: Mobile application testing questionnaire

45. 5. How would you rate the Culture section overall?

Mark only one oval.

	1	2	3	4	5	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

46. Any recommendations to improve the Culture section?

Overall

47. What did you like the most about the IndyLan application and why?

48. What did you like the least, or what was the main problem with IndyLan application and why?



16/11/2021, 15:32

IndyLan: Mobile application testing questionnaire

49. Any overall suggestions for improvement?

50. What did you learn by using the IndyLan application?

Thank you for your participation in the testing phase! Your feedback will help us create a tool that is useful in promoting endangered languages and the cultures of their speakers.

This content is neither created nor endorsed by Google.

Google Forms