



Pilot evaluation

14 March 2023

Pilot

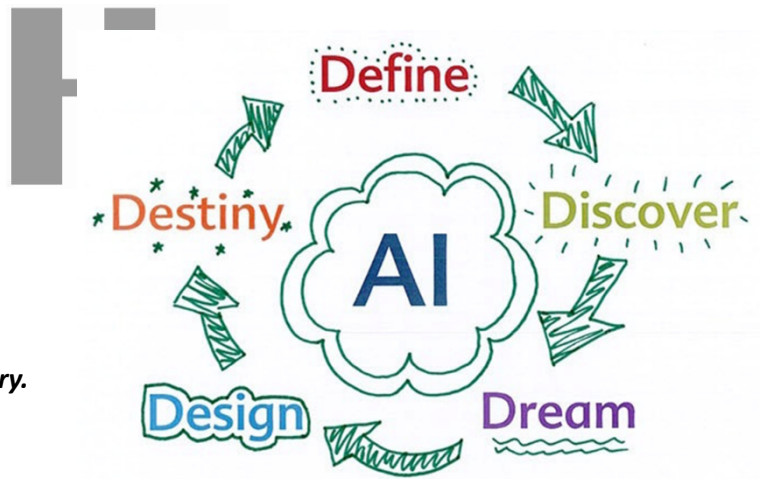
Strategy / strategies	Artwork
Pilot block nr.	7
Country	Greece

Evaluated by

Teacher/ trainer(s)	Piyi Karavia, Eleni Papadopoulou
Co-evaluator I	
Co-evaluator II	

Group

Number of learners	average 6
Oral skills learners (in terms of LASLLIAM Framework)	A2-B1
Written skills learners (in terms of LASLLIAM Framework)	A1-A2



How did it go?

We use the 5 steps of *appreciative inquiry*.

1. Definition

The focus of our inquiry / evaluation is: *Does the strategy based intervention work?*

2. Discovery

By asking questions we discover: What were the strong points of the intervention? (e.g. positive effects on language learning, learning skills, group processes, attendance, etc)

Give examples of strong points, if possible try to think of different results of the interventions:

A. What turned out to be positive effects of the *Learning activities* during class?

Learners were inspired and motivated by:

- Music (especially songs with rousing rhythm and repeated simple lyrics)
- Dance and body movement in general
- Playing instruments
- Joyful atmosphere
- Use of first language

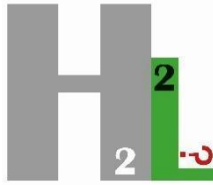
Moreover the assistance of specialists (artists) proved to be very effective as possibly all the activities concerning music and painting (not literature) could not be organised by the teachers that well.

B. Do you have an idea of the *output* of learning activities? That is: did you see (some) progression with the learners regarding skills to use the strategy/strategies or improved language/literacy skills, or...? (No is also an answer!)

We noticed a high level of memorization during the activity of guessing and learning the lyrics of a song that had repeated simple words and a rousing rhythm. At the same class dance created a joyful atmosphere that may -just assuming- helped the cognitive process.

C. Do you have the impression that learners transferred the strategies to their daily life independent from the assignments they took home from class? In other words; did learners report on using strategies autonomously?

No, we didn't have any feedback.



- D. Did you and/or your learners notice *Impact* on daily life by what they gained from the activities and learning output and outcome (A-C)? What is the effect of A, B and C?

The only relevant experience is that when we met a student once, after the pilot, he joked by repeating a part of the lyrics of one song we worked on, which means he was impressed by the class and the song and kept it in his memory.

3. Dream

What would the ideal situation look like? (Dream big)

A longer (more than 30 hours) structured programme would be ideal as it would give learners the opportunity to be more deeply involved in all the art aspects that this pilot contained. Alternatively a more focused pilot (just in painting or music) would also be ideal. For example lyrics seem to work efficiently for the L2 acquisition therefore it would be a good idea to dedicate a whole 30-hour block to this.

In any case the active participation of artists in the learning procedure would be essential for the success of a course like that.

4. Design

What is needed to reach or take steps towards the ideal situation? (Be specific)

Design of a curriculum with the criteria, goals and content mentioned above.

5. Destiny

How to empower, learn, adjust, improve, sustain?

Maybe a more deep work on how to offer learners the tools to a more autonomous learning through artwork outside the classroom would have a point. This is something we may have left behind in the implementation of this pilot.

