

USER TESTING IN SCHOOLS



French and German as a Second Language • Belgium & The Netherlands • 2025-2026

Before our products are ready to be incorporated into lessons and language courses, we conduct thorough testing. This involves brainstorming sessions with teachers, iterative feedback rounds with linguists, educators, publishers, and UX designers, and ongoing input from learners themselves. We make changes, test again, and keep refining until we get it right.

This report presents data from two user testing sessions carried out in secondary schools in Belgium and the Netherlands where students practiced speaking French and German with Linguineo's voicebot.

84 Total students	45 L2 French	39 L2 German	2 Schools
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Context

Setting

User testing took place in two schools, one in the Netherlands and one in Flanders, Belgium, where Dutch is the language of instruction. French is the main second language (L2) across Flemish schools and is introduced in primary school, typically in the fifth year (age 10-11). German is offered as an additional modern language option in the Netherlands, usually introduced in secondary school (age 12-14)

The two schools were located in Ghent (BE) and Amersfoort (NL).

Learners

Results come from **84 learners**: 45 students learning French as an L2 in Belgium, and 39 students learning German as an L2 in the Netherlands. Students were between 12 and 15 years old.

Classes and procedure

Students used school computers in their regular classroom setting. They either brought their own headphones or were provided with a pair by the school. A member of the Linguineo team briefly explained the activity to students in Dutch (the language of instruction) describing it as an opportunity to practice their spoken French or German using a conversational technology.

Students were directed to Linguineo's testing environment, asked to log in with a demo account, and invited to start a conversation with the voicebot. Teachers and team members were available to help with any technical difficulties during login or setup.

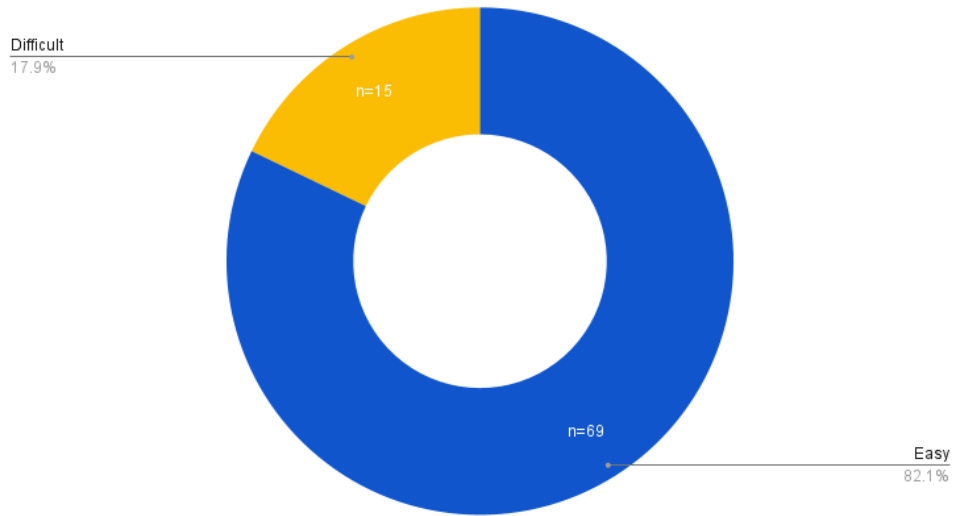
After completing the conversation, students filled in a short questionnaire covering ease of use, speaking anxiety, feedback usefulness, and open-ended perceptions on what they liked and what could be improved.

Results

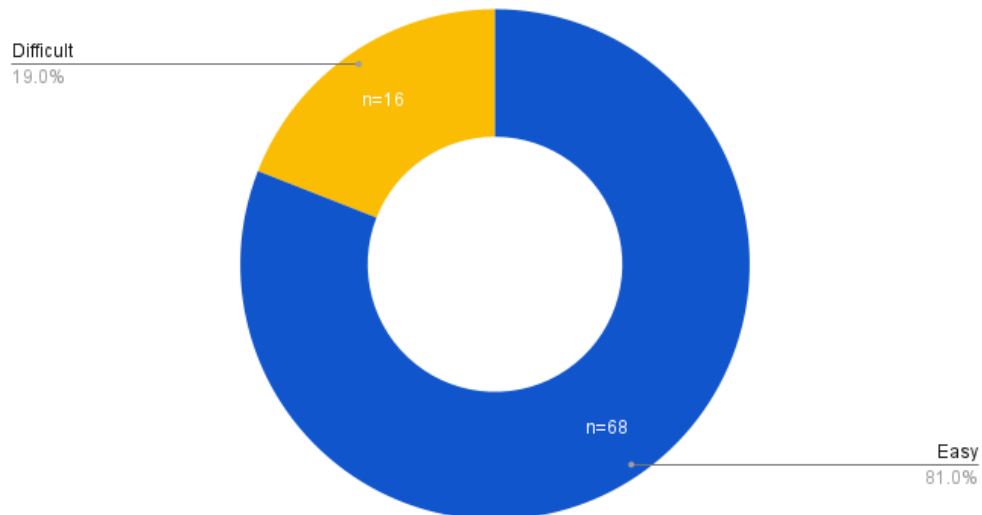
Ease of Use

Overall, students found the voicebot straightforward to use for the first time. The majority had no difficulty getting started: **82.1% (n=69)** found that starting the conversation was easy, and **81% (n=68)** said starting the voice recording in the platform was easy to use as well.

How easy did you find it to start a conversation with the voicebot?



How easy did you find it to start a voice recording?

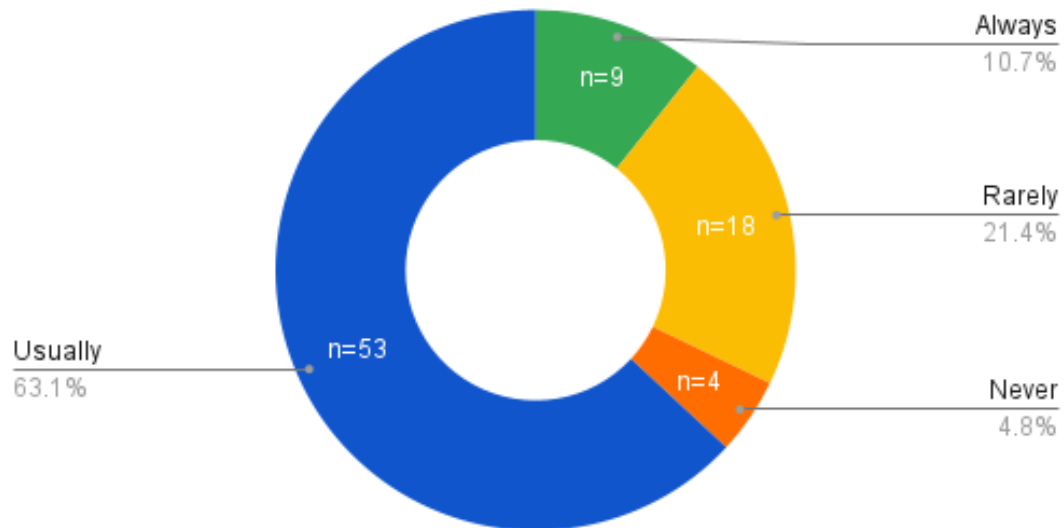


The voicebot was also able to understand students' speech in most cases. In total, **73.8% (n=62)** of students felt the bot understood them well; 10.7% (n=9) said it understood them always, and 63.1% (n=53) said usually. Some students (21.4%, n=18) felt the bot understood them only sometimes, and 4.8% (n=4) said it rarely understood them.

Where comprehension difficulties did arise, these were frequently linked to initial technical issues: some school computers required audio settings to be configured before use, and some headphones were initially faulty. Once these were resolved,

students were able to interact with the voicebot without further issues. This suggests that providing a brief technical checklist to teachers ahead of the session would reduce friction and maximize conversation time.

Did you feel that the voicebot understood you well during the conversation?



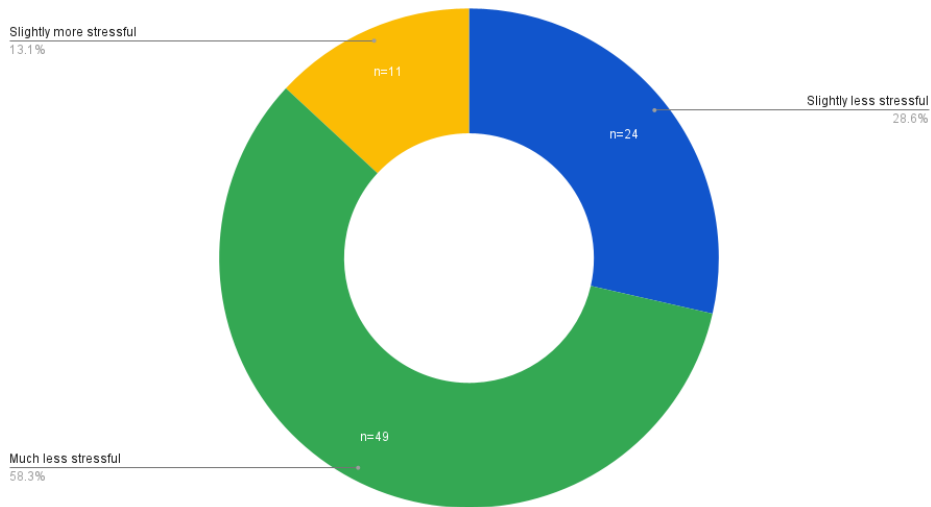
Speaking Anxiety

Students found speaking to a voicebot in their L2 less stressful than speaking to a person. A total of **86.9% (n=73)** said it was **less stressful** to talk to the bot than to a person, with 58.3% (n=49) saying it was much less stressful and 28.8% (n=24) slightly less stressful. Only 13.1% (n=11) found it slightly more stressful, and none of the students said talking to the bot was much more stressful than talking to a person in their L2.

This is consistent with research on computer-mediated communication and dialogue-based language learning, which suggests that interaction with a chatbot can significantly lower anxiety and promote L2 speaking practice in the classroom.

“That it has no judgment on what you say.”

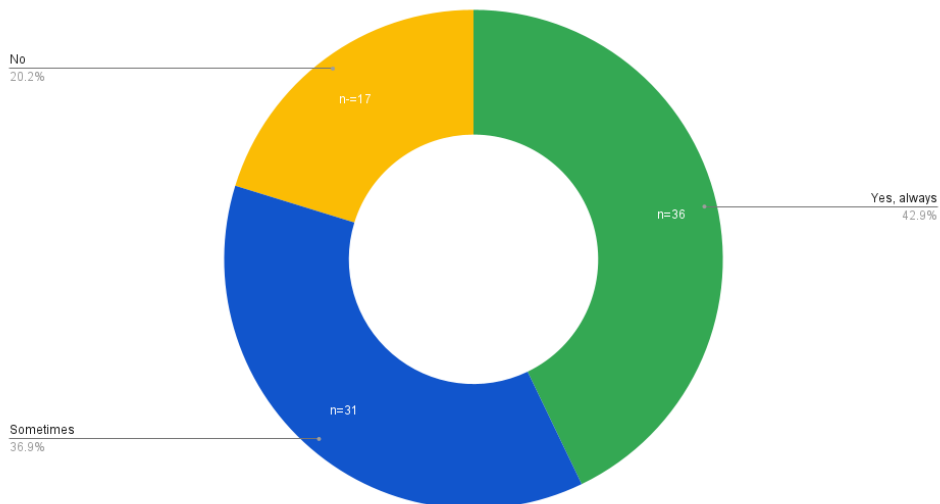
How stressful do you find speaking with a voicebot, compared to speaking with a person in real life?



Corrective Feedback

Most students used the corrective feedback provided by the voicebot and found it valuable. When asked whether they read the feedback, **79.8% (n=67)** said they read it always or sometimes, while 20% (n=17) said they did not.

Did you read the feedback provided by the voicebot after a voice recording?



Of those who read the feedback, **87.5% (n=49)** found it useful. Students who found it valuable mentioned that it helped them identify their mistakes, understand what went wrong, and see how they could improve.

The small group who responded to why they did not read the feedback noted that they had not noticed there was any.

This is a useful pointer for implementation and design. For instance, teachers could direct learners' attention to the feedback feature before beginning a conversation, or to use later as part of post-task reflection.

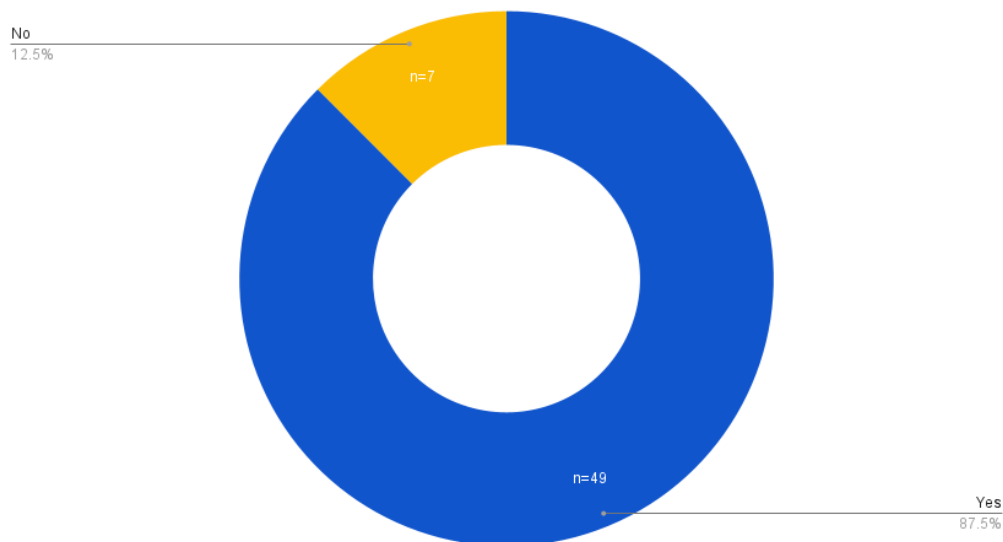
A few students commented on the feedback:

"I found it useful that if I used a wrong word, he said the right word. Was not useful if I did not understand why it was wrong."

"This way you could see what you pronounced very well and where there were still mistakes."

"I found it useful because then I knew what my mistake was."

If you read the feedback, did you find the feedback useful?



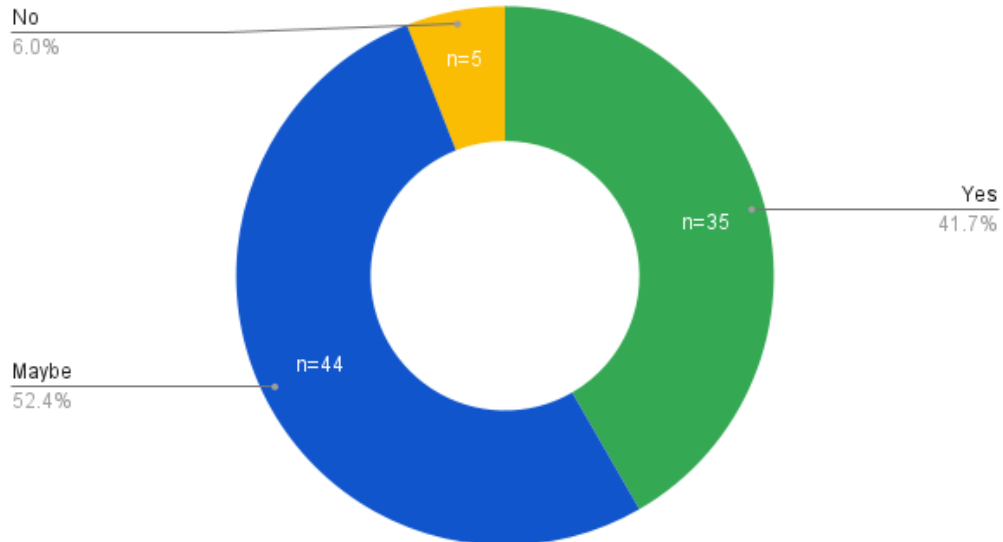
Improving Student's French and German

The large majority of students believed that practicing with the voicebot could help them **improve their spoken language**. **91.1%** thought it would help them improve their speaking, with 40% (n=18) saying yes and 51.1% (n=23) saying maybe. Only 8.9% (n=4) did not think they would improve.

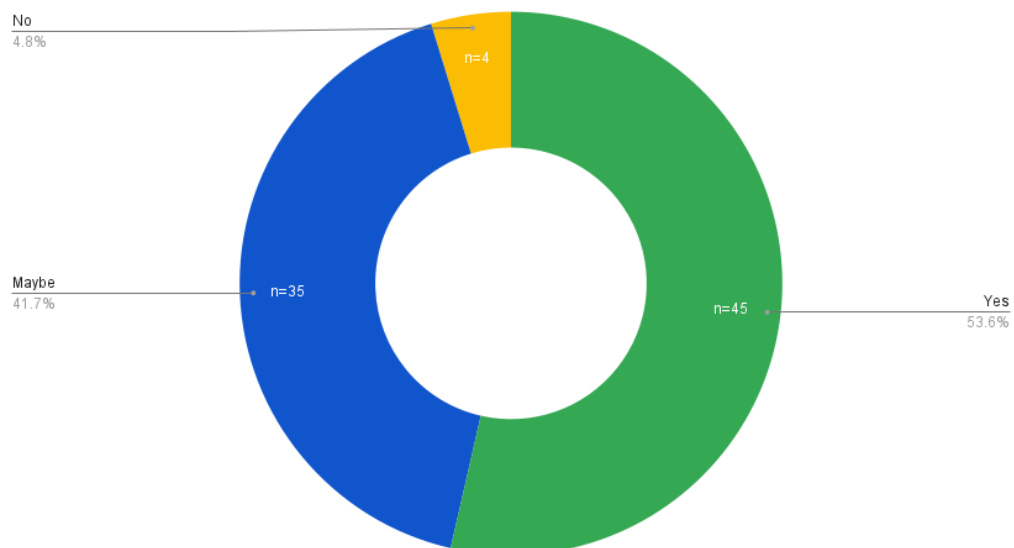
A similar picture emerged when students were asked whether practising with the voicebot could help them perform better in oral tests: **91% (n=80) believed they would improve their grades**, with 53.3% saying yes and 37.8% saying maybe. The small group who said no (8.9%, n=4) tended to be the same students who had

experienced technical difficulties during the session, suggesting that a smooth setup experience may influence students' perception of the tool's value.

Do you think you will learn to speak French/German better by practising with the voicebot?



Do you think you can get a higher grade on a speaking test by practising with the voicebot?



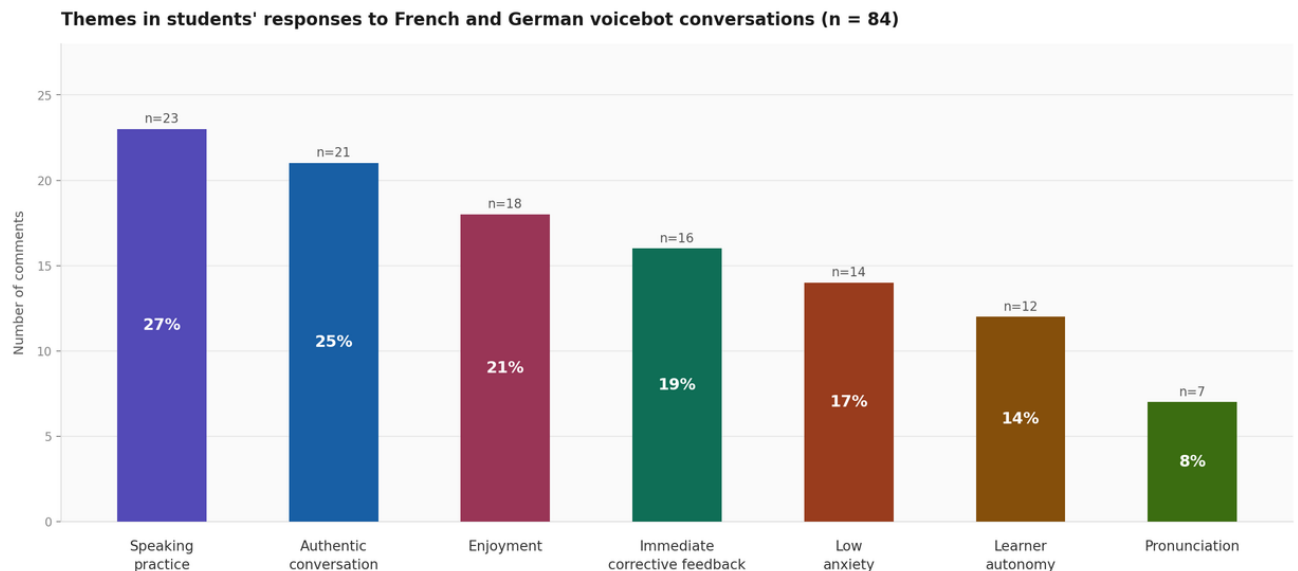
Students from both schools commented on how using the bot helped them practice their speaking:

"Yes, because I never speak French and I really see myself using this."

"I liked that you don't necessarily have to talk to someone in real life and that you get a tip if your pronunciation is wrong. I also found it quite fun to do, so I would like it if this were added to the German subject."

What Students Liked and Found Useful

When asked what they liked and found useful about their conversation with the voicebot, the thematic analysis of open-ended responses revealed 7 themes, several of which echoed the findings above.



Speaking practice (27%, n=23). The most prominent theme was that students valued the opportunity to practice speaking aloud in their L2. Many responses pointed to the benefit of being pushed to produce spoken language in a low-stakes environment.

"I found it fun and useful because then you can practice on speech."

"That we could really talk to the voicebot and that he understood us well when we made mistakes."

"That you can always practice and it is not against a real person."

Authentic conversation (25%, n=21). Several students experienced the exchange as a genuine conversation rather than a classroom exercise. This sense of authenticity appeared to increase engagement and motivation.

"I liked it because you felt like you were talking to him."

"That's someone you don't know and that makes it more interesting."

"It was nice that the robot responded with follow-up questions and not a completely different question than the one before."

Enjoyment (21%, n=18). A notable group of students found the activity fun.

Enjoyment was expressed spontaneously and often enthusiastically, suggesting this kind of conversational practice has strong engagement potential.

"It made my day"

"I found it very enjoyable and entertaining, and meanwhile you practise your German, so win-win"

"it was quite fun and it could give good answers"

Immediate corrective feedback (19%, n=16). Students appreciated receiving real-time corrections during their conversations. Being able to see mistakes as they happened, rather than after the activity, was also perceived as motivating and instructive.

"That you could see what you said wrong and what you said right."

"It was quite useful for the voicebot to correct you if necessary."

"If you give a wrong answer, he corrects it, and that is very nice because then you can learn from your mistakes."

Low anxiety (17%, n=14). Students noted that they could practice their French or German without the social pressure of speaking in front of a teacher or classmates. This is one of the most consistently reported benefits of conversational AI in language learning.

"This is how you learn to speak French without having to be ashamed."

"It is useful to practice briefly without stress."

"It is less stressful because there is no face attached."

Learner autonomy (14%, n=12). Students valued being able to listen back to what they had said, take their time to answer, and try again, forms of control over the chatbot interaction that are not always available in face-to-face speaking practice.

"It's nice that you know how to say something and you can listen to yourself again."

"That he gave me time to answer."

"It is fine if you make mistakes and I also had a quiet moment to think."

Pronunciation (8%, n=7)

A smaller group specifically valued the pronunciation-focused dimension of the conversation, both the opportunity to hear themselves and the feedback on how some words were produced.

"It was useful that you could see which words were mispronounced."

"That your pronunciation can get better."

Suggestions for Improvement

When asked for tips to make the voicebot more enjoyable or useful, 43 out of 84 students (51%) had no suggestions, where 35.7% (n=30) actively wrote “no”, and 14.3% (n=12) left the field blank. Among those who did give a suggestion, three themes emerged.

- **Speech recognition** (n=15, 18%): Students noted that the voicebot sometimes struggled to understand them and occasionally produced unexpected responses. Some mentioned difficulty being understood when speaking in a noisy environment.
- **Design and features** (n=15, 18%): Students suggested improvements to the visual interface, including adding an avatar or profile picture, making the platform more colorful, and generally making the tool feel more student friendly. All available options at Linguineo, depending on what educators ask for.
- **Conversation options** (n=14, 17%): Students requested more variety in the questions asked, longer interactions, and greater flexibility in topics, moving beyond a single fixed theme per conversation. This is also already available when having full access to our content.

Key Takeaways

These results are encouraging for the use of voicebot technology in secondary L2 classrooms. Several findings stand out:

- The conversations were **easy to use** for almost everyone, even on their first try, with little to no instructions.
- Talking to a voicebot was **significantly less stressful** than speaking to a person, a meaningful finding for students who experience anxiety with L2 speaking.
- Most students **used and valued the corrective feedback**, finding it helpful for understanding and improving their language in real time.
- Students overwhelmingly believed the tool could help them **improve their spoken language and test performance**.
- Open-ended responses revealed genuine **enjoyment and engagement**, with many students appreciating the conversational, low-pressure format.

Technical issues, primarily outdated audio drivers or faulty headphones, affected a small number of students and likely influenced some of the less positive responses. These are straightforward to address through a brief pre-session technical checklist and are not inherent limitations of the voicebot itself.

Student suggestions for improvement were constructive and actionable, centering on strengthening speech recognition for L2 speakers, interface attractiveness, and conversational variety. It is worth noting that many of these features are already part of our full product suite, and the testing was conducted on a test-environment.

Overall, this user testing suggests that Linguineo's voicebot is positively received by secondary school learners as a tool for L2 speaking practice: accessible, motivating, and genuinely useful in a real classroom context.