



Education and Culture DG

Lifelong Learning Programme



# EVALUATION REPORT

Pilot results and SMEs' feedback.



Language and intercultural needs  
of SMEs in  
the hospitality and leisure sectors







# EVALUATION – QUESTIONNAIRE

## RESULT

### Assumption

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The following report is based on the results of a survey concerning the piloting course targeted by SMEs professionals in the hospitality and leisure sector, who deal with international clients. The Polish and German Partners evaluated the blended e-learning English course on level A2, while the Spanish partners offered an A1 English course. 29 responses from Poland, 21 responses from Germany and 4 responses from Spain were received, which makes 54 questionnaires in total. The questionnaire is structured as follows:

- The first nine questions refer to the participants' background and learning habits,
- While questions 10-18 refer to the different aspects of the course and its outcomes, like how would you evaluate the quality of the materials, or was the course suitable for the target group and state of knowledge.
- The last question offers the chance to give some further comments.

The aim of the survey is to get feedback of the course's strengths and weaknesses. Moreover the results should show, if some changes have to be made, or if the next step - going online - can be prepared.

Before the results will be presented, the specific context has to be mentioned: The Polish partner's participants (29) were younger and therefore still used to attending classes. In Germany two pilot courses were organized, a smaller one attended by 9 people working at one hotel, and a bigger one containing 12 employees from a wide range of companies. In Poland only mixed courses with participants from different sectors/companies took place.

Concerning the evaluation results of the A1 course two aspects must be taken into account:

- Firstly, it is another course level holding its own difficulties.
- Secondly, there were fewer attendances (4), hence less feedback.



# Analysis

## Question 1 and 2: Age and Gender

### Poland

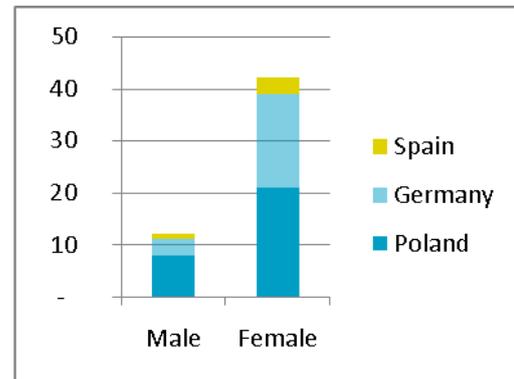
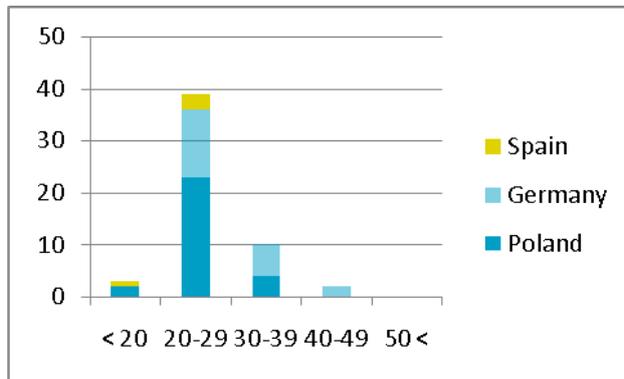
Most participants are female and younger than 30.

### Germany

Participants are mainly female, but the age ranges from younger than 20 up to 50 years old.

### Spain

Again more women than men participated in the course. Like in Poland the participants are young, no one is older than 29.



Taking all three evaluations together the figure shows that most participants are between 20 and 29 and are female.



**Question 3: Why have you participated in this blended e-learning course**

**Poland**

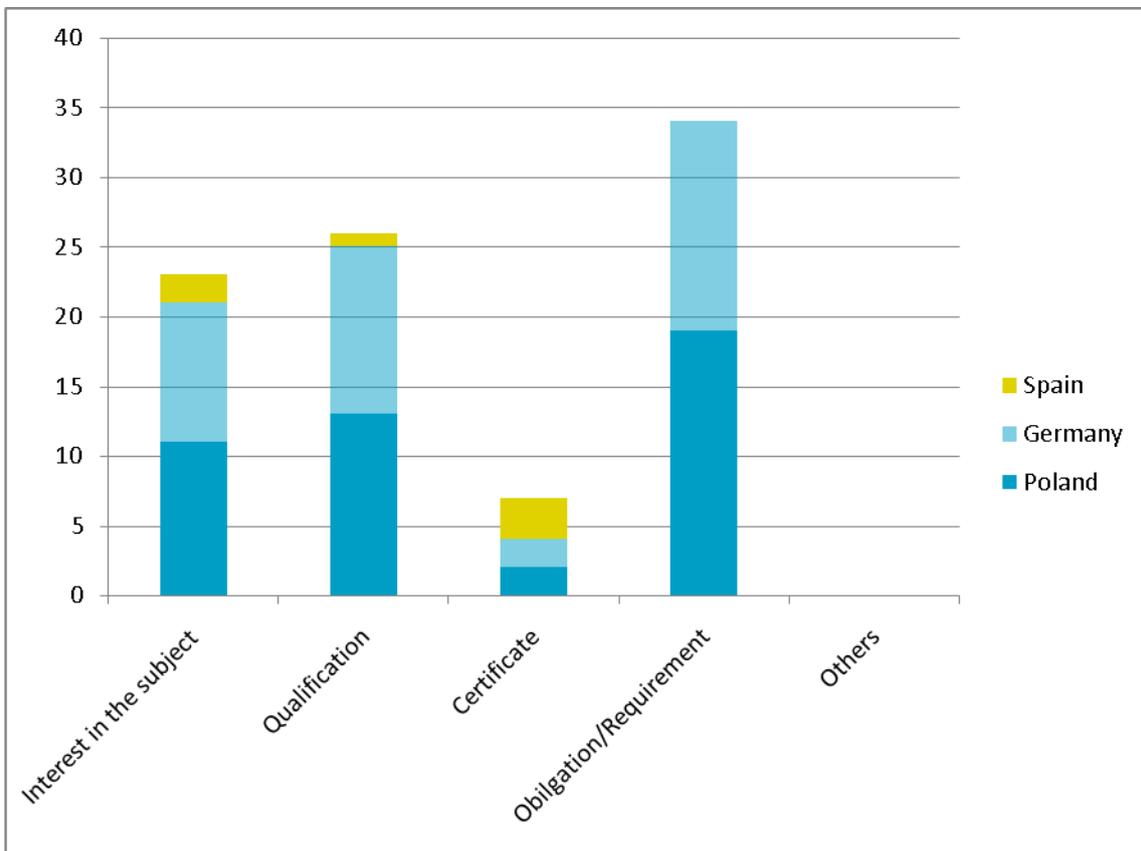
The main reason for participation is the necessity of taking part in a language course. Furthermore, 'interest of subject' and gained qualification motivated the participants.

**Germany**

In Germany the situation is similar: The necessity of learning a foreign language motivated the applicants to participate. Furthermore, 'interest of subject' and the possibility to gain a qualification motivated the participants.

**Spain**

Interest in learning a language and the possibility to gain a certificate motivated the Spanish students to take part.





Question 4-6, 11-13 and 15-18 are evaluated differently. While all the other figures show the percentage of the chosen answers, here the quality is demonstrated. The interviewee could choose from 'very good' to 'weak'. Therefore 1 stands for 'very good', 2 stands for "quite good", 3 stands for "sufficient" etc. So questions marked with 'very good' are multiplied by 1, 'good' is multiplied by 2, 'sufficient' is multiplied by 3 and so on. The sum is added up and divided by the participants' amount. The result indicates the average chosen answer. If 2,5 is the result, the overall satisfaction is between good and sufficient.

#### **Question 4: How would you evaluate your experience in using a computer?**

##### **Poland**

The participants are asked about their general computer skills. The Polish seem to be exceptionally good in this field. Nearly everybody ticks 'very good'. Using the above mentioned method the overall data states an average mark of 1,66. This means that the interviewees judge their computer skills as 'good' or even as 'very good'.

##### **Germany**

The German participants evaluate themselves as 'good', this results in an average mark by 1,76. Hence the computer experience is seen as slightly less developed than the experience by the Polish participants.

##### **Spain**

The Spanish participants seem to be inexperienced in computer skills, which is demonstrated by an average mark of 3,5. One fact has to be taken in account these numbers show how the participants assess their computer skills, that doesn't necessarily mean that the numbers indicate their actually computer skills.



**Question 5: Please, evaluate your ability and experience in using the following:**

**Poland**

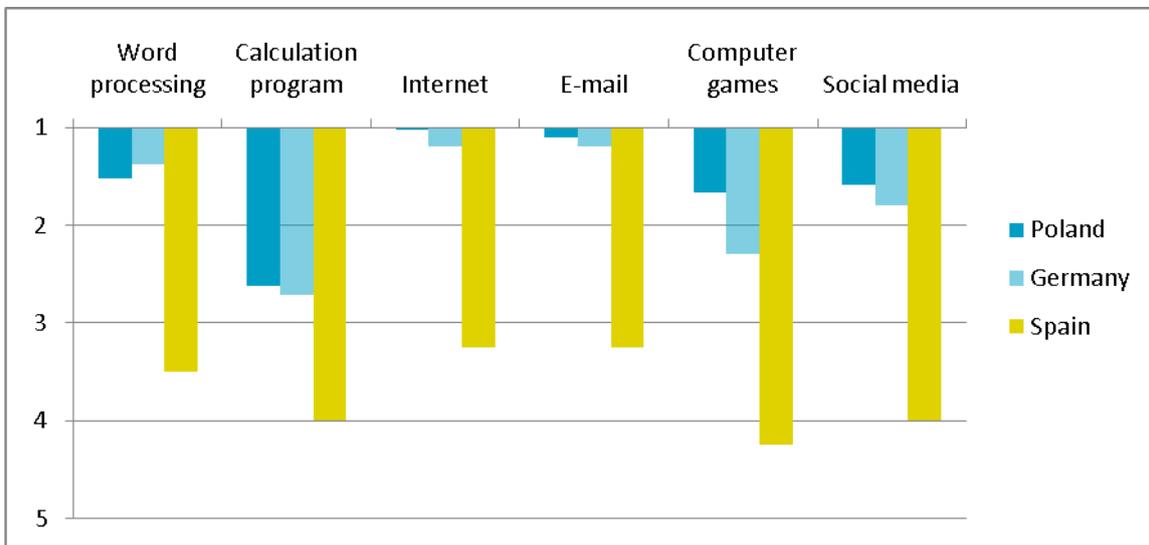
In using the internet (1,0) and e-mail (1,1) the participants are exceptionally experienced, while using calculation programs (2,62) seems to be most difficult.

**Germany**

Germans are also less trained in using calculation programs (2,71) but feel comfortable in writing e-mails (1,19) and surfing the net (1,19).

**Spain**

This group not only lacked language but also computer skills. Like with the other countries calculation programs are less used than the rest.



**Question 6: Please, evaluate your previous language skills in English:**

**Poland**

English language skills are assessed as good (1,9). Most tick 'quite good' and 'sufficient', very few selected 'moderate' and 'weak'.

**Germany**

Hardly any difference can be found in the precognition of English, which is estimated as 'good' (1,95). In contrast to the Polish participants most Germans selected just 'good'.

**Spain**

Naturally, as beginners placed at an A1 course the previous language skills were identified as weak.



**Question 7: How did you acquire your language knowledge?**

**Poland**

As expected, most participants learnt English at school.

Interestingly, there are quite many studying by themselves and are attending language courses.

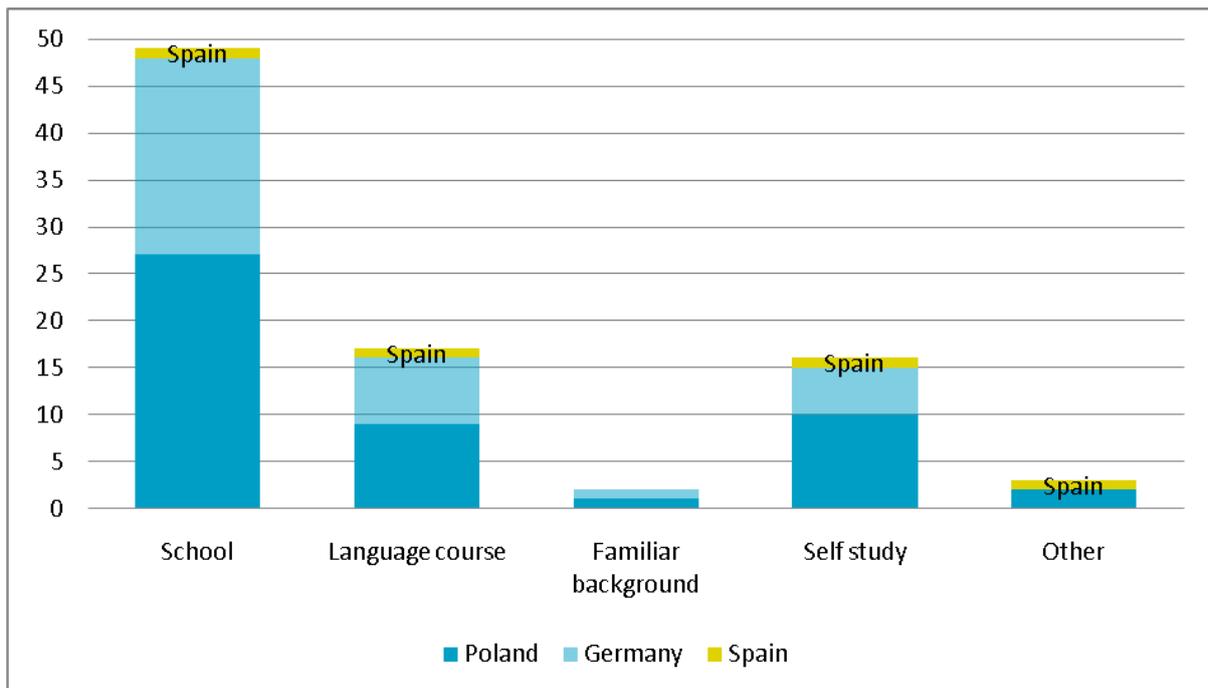
Unfortunately, some selected 'others' but didn't give a further indication; a possibility could be learning abroad or having a partner from abroad.

**Germany**

Every participant has learnt English at school. Many improved their skills in attending language courses and self-study. In contrast to the Polish participants more Germans attended courses, while the others studied on their own. It would be interesting to find out, if this variation is due to an economical, infrastructural or cultural difference.

**Spain**

Four participants and four answers, everybody has acquired the language knowledge differently: One in a language course, one at school, one studied on his own, and one didn't specify it at all.

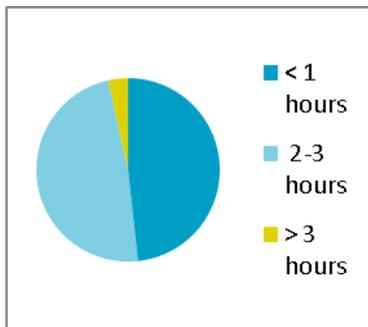




**Question 8: How much time do you have at your disposal for e-learning at home?**

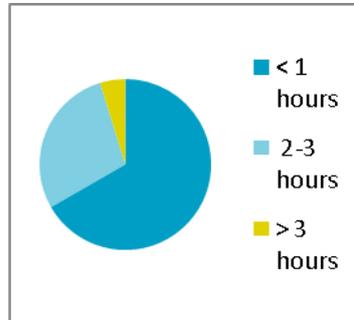
**Poland**

The learning habits seem to be quite different. Most learn up to 3 hours a week at home.



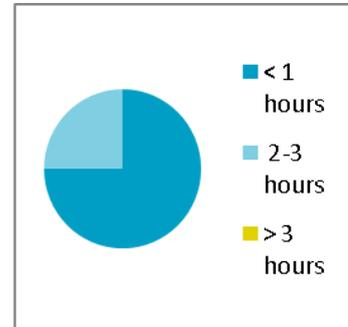
**Germany**

Most Germans learn less than an hour a week, a few more and less study more than 3 hours.



**Spain**

Most Spanish have learnt less than an hour a week. Just one studied more.





**Question 9: How much time do you have at your disposal for e-learning at workplace?**

**Poland**

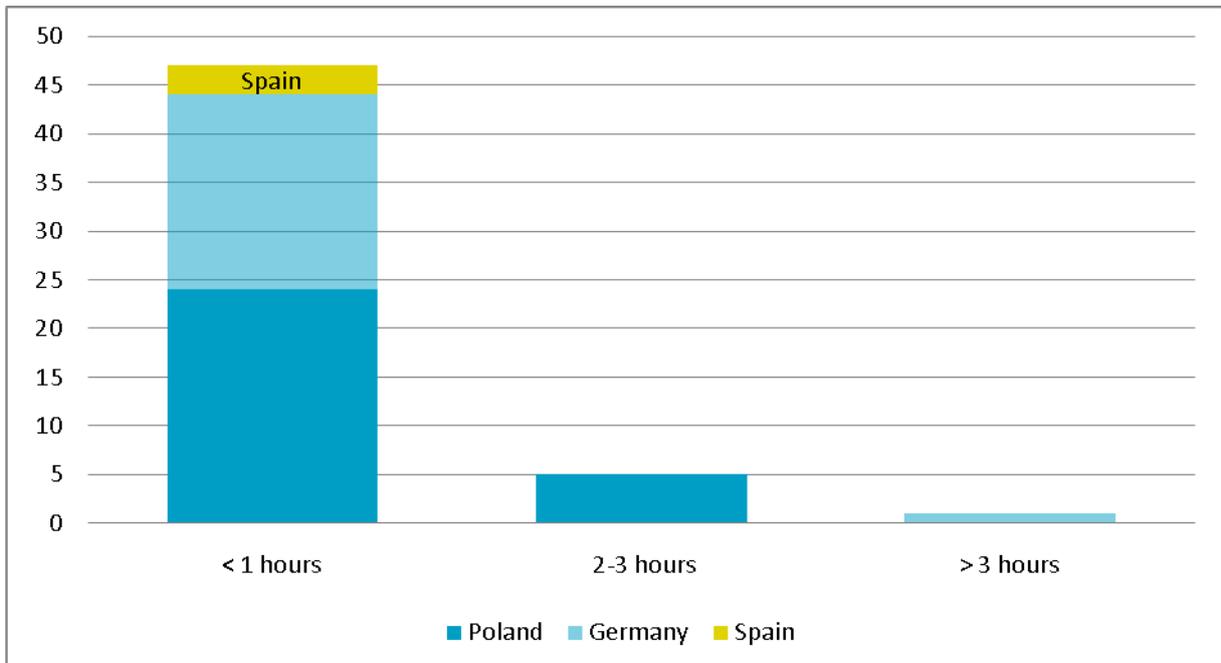
Most get less than an hour a week for learning at work. Just a few are provided with 2-3 hours. The question is: Does the manager not allow them to take more time? Does the workload prevent them to take more time? Or, is the course so sufficient that participants don't need to take more time?

**Germany**

Most of the participants get less than one hour to study. In contrast to the Polish participants none uses 2-3 hours but a few have more than 3 hours at their disposal.

**Spain**

Every participant got less than an hour to study at their workplace. The question remains the same is it due to the manager, the sufficiency of the course, or the workload?



**Question 10: The modules' blend of learning modes was suitable for my learning needs. If yes, please mark all relevant answers.**

Everybody found the learning modes suitable. The reasons are stated below.

**Poland**

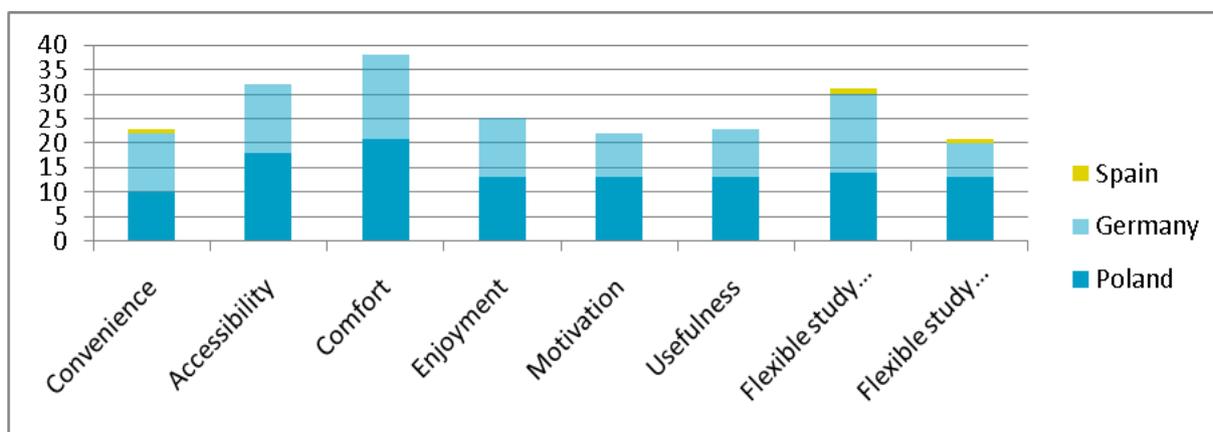
Accessibility and comfort are the main reasons for suitability.

**Germany**

Comfort and flexibility are the main reasons for suitability.

**Spain**

Not comfort but convenience is chosen as a reasons for suitability.



**Question 11: There was a clear link between the online materials/ resource and in-class revision sessions.**

**Poland**

Everybody agreed that there is a strong connection between the online materials and in-class revision. Most selected 'agree', some 'strongly agree', and just two 'neither/nor', but none has marked something less. The average mark is 1,73.

**Germany**

Again, all the participants have seen a clear link between the online materials and in-class revision sessions. Just one person selected 'neither/nor' and the rest something better, therefore the average approval lays at 1,8.

**Spain**

The interviewees confirm a clear link between the online materials and in class revision sessions. (Ø1,7).

**Question 12: The online learning experience made this a more interesting module.**

**Poland**

The question if the online learning makes the module more interesting, was clearly answered by yes, having an average mark of 1,83.

**Germany**

Most agree on the online learning experience makes the course more attractive. Apart from thrice 'strongly agree' and one 'neither/ nor', everybody choose 'agree' (Ø 1,9).

**Spain**

It was ambiguous, if the online experience made the course more interesting. The one half agreed the second half disagreed. (Ø 2,75).

**Question 13: The topics studied have increased my ability to understand and speak in English at a basic level.**

**Poland**

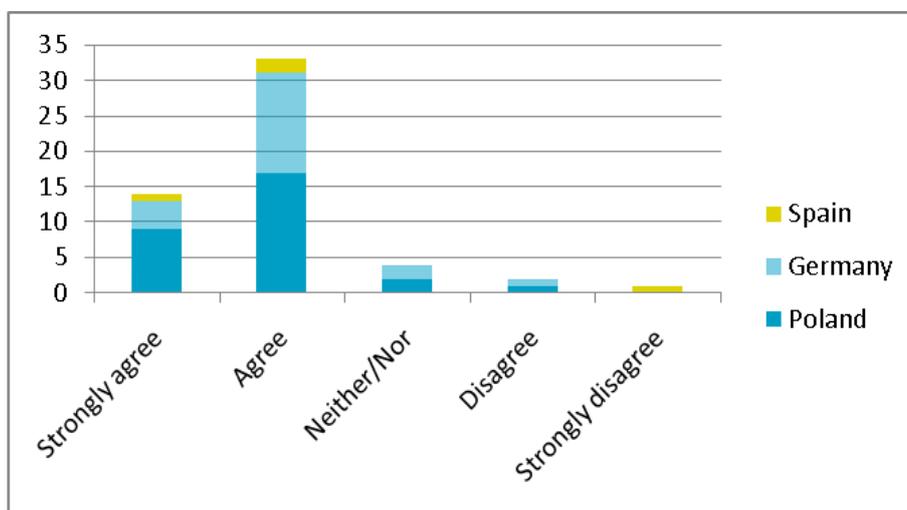
As the following statistic data states most of the interviewees agree on improving their speaking and understanding skills, with an overall approval of 1,83.

**Germany**

The average has agreed on having improved their speaking and understanding skills.

**Spain**

The average agreed on having improved apart from one participant, who chose 'strongly disagree'.





**Question 14: What did you like about this module’s online learning materials?**

**Poland**

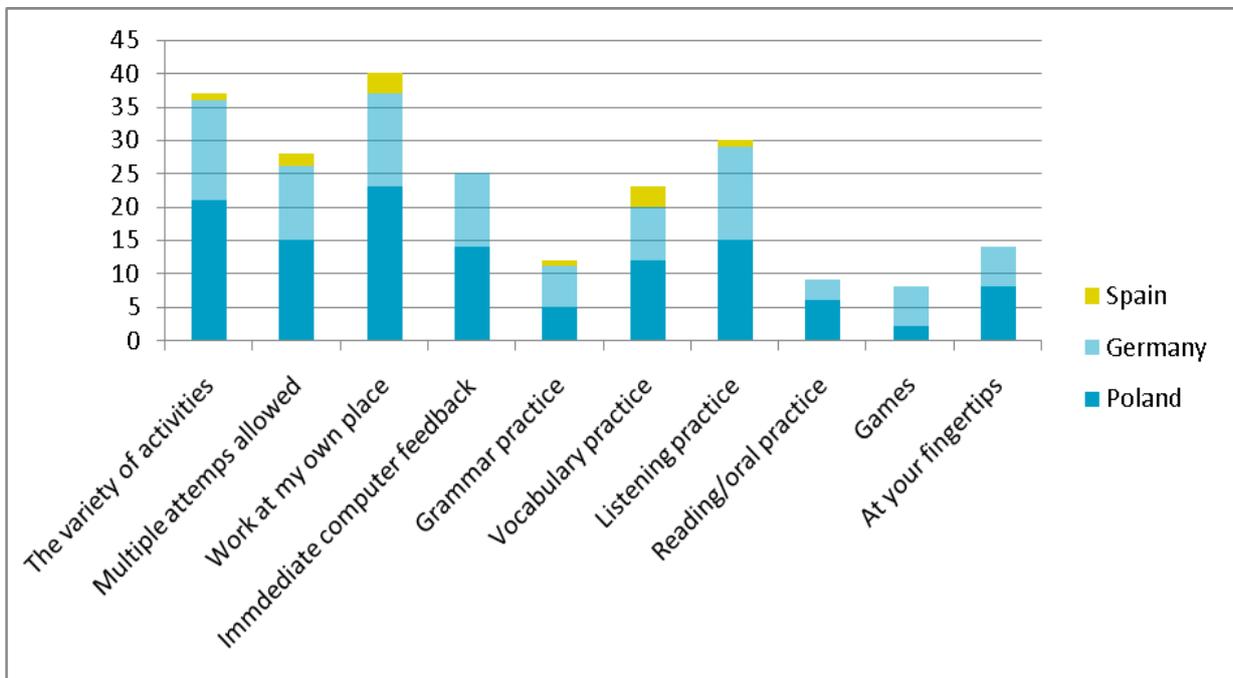
The variety of exercises and selectable workplace is most appreciated by the attendants. Furthermore, multiple attempts, immediate computer response, vocabulary and listening practice was enjoyed.

**Germany**

Apart from the variety of exercises and selectable workplace the listening practice is liked best. Multiple attempts and immediate computer feedback was appreciated.

**Spain**

Working at the own place and vocabulary practice was most valued. Still multiple attempts, variety of activities, grammar and listening practice was acknowledged.

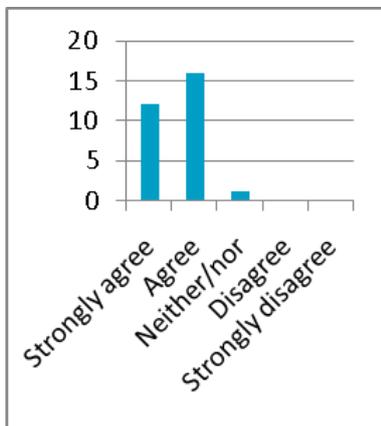




**Question 15: The activities' instructions were easy to follow.**

**Poland**

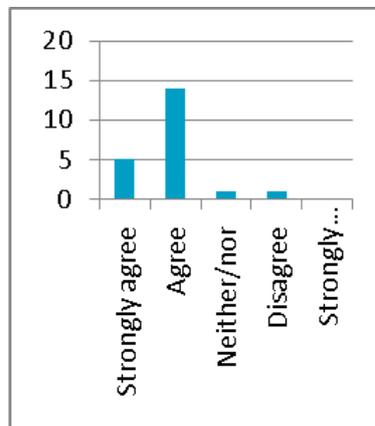
Apart from one everybody else 'agrees' or 'strongly agrees' on easy to follow instruction. (Ø 1,62)



**Germany**

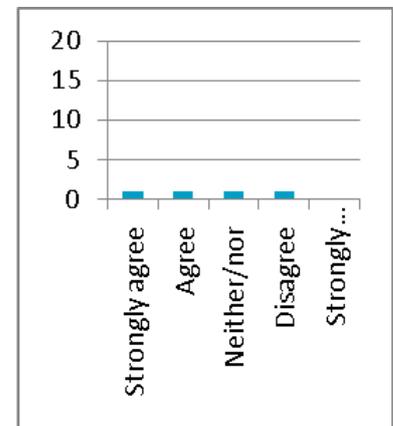
90 % confirm that the instructions are easy to follow. Apart from one who is undecided and one person disagrees.

(Ø 1,9)



**Spain**

The range goes from 'strongly agree' to 'disagree'. (Ø 2,5)



**Question 16: I have found the links in the 'WebQuest' areas useful.**

**Poland**

Most of the participants have decided for 'agree' or 'neither/ nor', which gives an average mark of 2,31.

**Germany**

'Agree' is mainly selected. Still the average mark is 2,43, because some have chosen 'disagree'. Without a given reason, one can just speculate: Maybe WebQuests are an unfamiliar way of learning, the quality is not good enough, or the participants prefer a different type of learning.

**Spain**

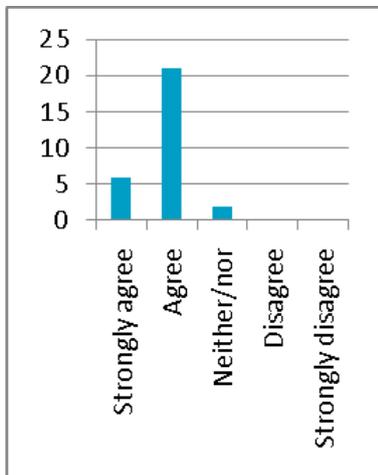
Two of the three filled in questionnaires were marked as 'strongly disagreed'. This might indicate that the students on A1 level were overextended with the WebQuests. Indeed, this was confirmed by the Spanish teachers.



**Question 17: I have gained confidence in my ability as an independent learner as a result of studying this module.**

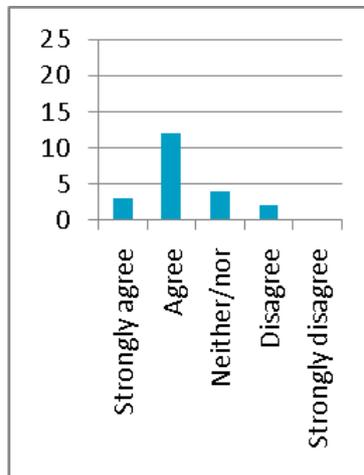
**Poland**

The result clearly states that the course improves the participant's self-study skills.



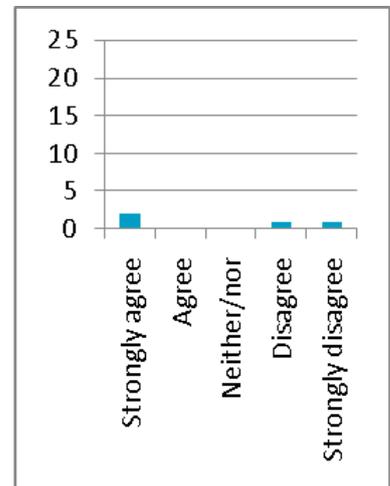
**Germany**

Although six are skeptical towards self-study, the average mark is 2,24. The question is: Do they connect language learning just with school, or did they not improve because they are used to studying on their own?



**Spain**

Just three of four participants replied and didn't experience any gained confidence in their ability as an independent learner. Why so? Were they already experienced as independent learner or doesn't the course improve the ability?





**Question 18: I found the computer based assessments better than the traditional writing assessments/ face to face oral assessments.**

**Poland**

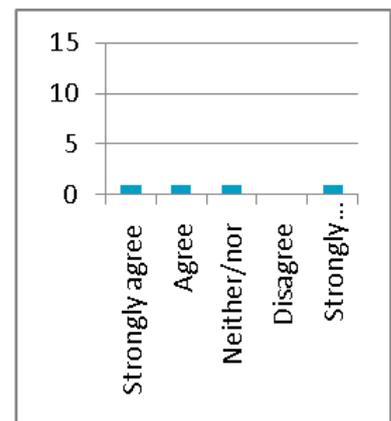
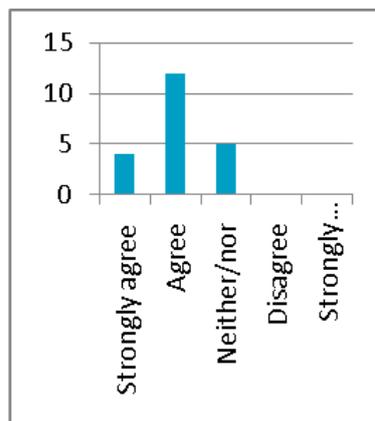
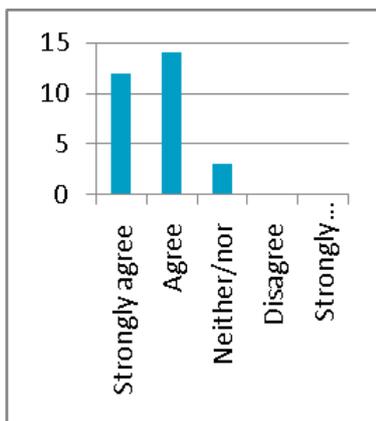
There is a strong confirmation that the electronic assessments are seen as better than the conventional ones. (Ø 1,86)

**Germany**

76 % 'agree' or 'strongly agree' that the computer based assessments are better than the traditional ones. However, 5 people give no preference. (Ø 2)

**Spain**

The question was equally marked from 'strongly agree' to 'strongly disagree'. (Ø 2,75)

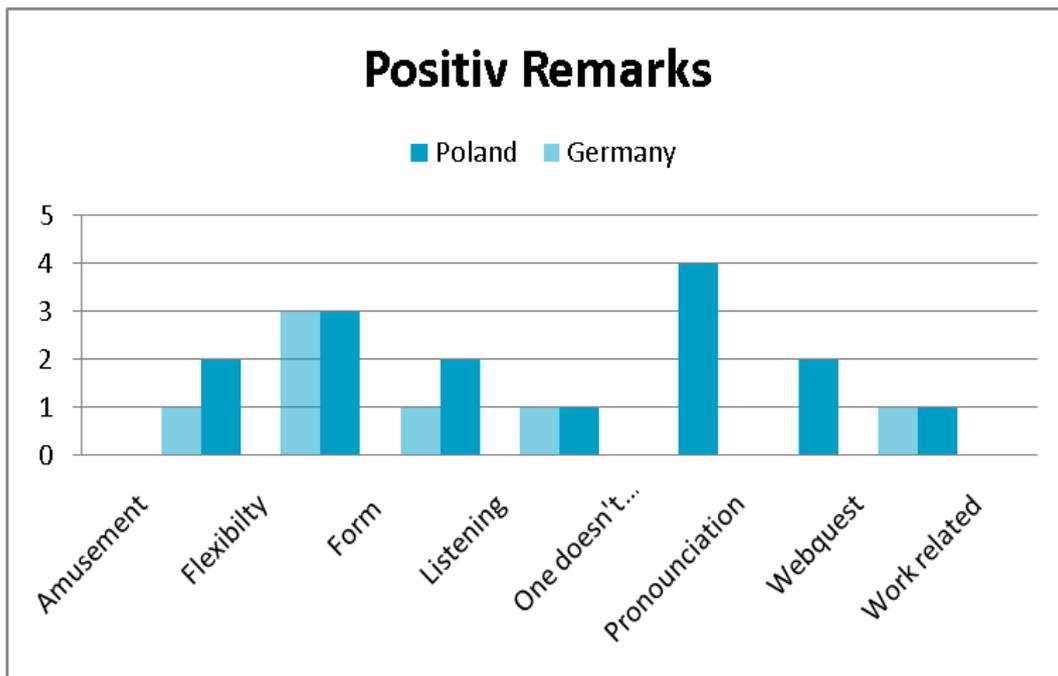




**Question 19: Please, use this space for any other comments or suggestions you may wish to make...**

The last question offered the participants the chance to give further comments about the course.

From 29 Polish interviewees 25 took the opportunity to comment. Most of the remarks are positive: Quite a few emphasize the possibility to listen to native speakers, to get an overview of different accents. Furthermore, people enjoy the way of learning, or write that the WebQuest or the possibility of reading and listening is enjoyable and helpful. Another aspect pointed out is the flexibility, e.g. by choosing the own pace, but also in being able to choose time and place. Just one person stated: “There is no stress when making mistakes in front of the teacher and group”. Meaning especially for shy people blended e-learning offers a possibility to improve the language skills in a known and safe environment.



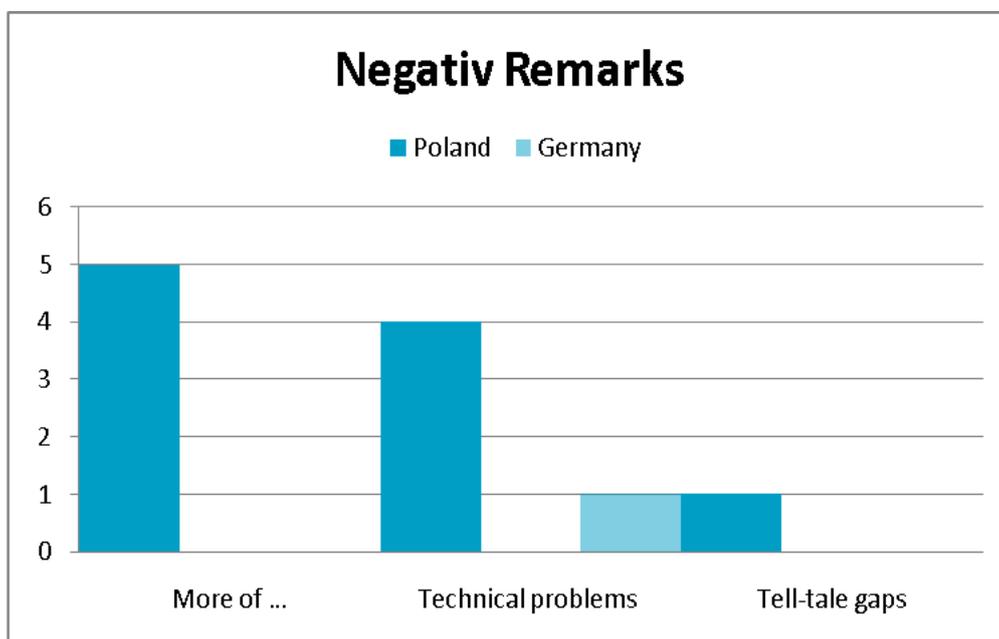
As negative was seen that the fill-in exercises are too easy because the length of the gap suggests which word must be taken, furthermore just one right answer is accepted.

(These are features of the Xerte, and the suggestions were passed to the authors of the software.)



Some made technical suggestions like wrong answers should be indicated with a red x, the WebQuest weren't overall accessible (These could only be individual cases, depending on computer configuration or the speed of internet connection.) and the word 'include' mustn't be bold. (An individual Xerte software problem, too.)

Many participants have suggested, that there should be more variation, e.g. films, grammar, listening comprehension etc. But this also confirms that the participants showed a great interest in the course.



Unfortunately, there were just 8 German responses. One stated that very much paper was needed for printing, which was the only negative remark. The particular participant completely misunderstood the idea of blended e-learning. Apart from that three enjoyed the flexibility, while the WebQuest, the form of e-learning and the possibility to listen and read the text at the same time were underlined by one participant each. And the last interviewee mentioned to us that the course is "...good amusement during the night shift."

The Spanish feedback emphasizes that the teachers were competent but the online material was too complicated. Furthermore, it was criticized that the final exam was not content related.



## Summary

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The evaluation of the participants' background indicates that they are mostly female and between 20-29 years. They are motivated to study because language skills are required. Most are computer experienced. But the background in studying languages shows a great variety and the overall study time was less than an hour a week.

The result of the questionnaire's second part shows that the Polish gave better marks than the Germans and Spanish. Maybe that is because the Polish felt more confident with e-learning, which reflects the age structure of the two groups of respondents.

The results of the Spanish must be seen independently, because it was an A1 course.

However, if one adds up all three evaluations the general result was more than positive. The average marks stops with 1,85 - translating the result in a British school mark it would be a B+, which is visualized by the green line in the chart below.

Firstly, there are two aspects which were not rated as high as the rest in the feedback responses, namely, WebQuest (Q.16) and the question relating to an increased confidence as an independent learner (Q.17). Regarding the WebQuest opportunities for further learning, the results indicate national differences in perception in addition to this tool being better suited to learners at an A2 level. The responses to Q.17 follow a similar trend to those of Q.16.

Secondly, many aspects like comprehension of the instructions were positively evaluated.

Thirdly, at the start of the project, partners argued that blended e-learning courses should be created because of the lack of flexibility preventing employees from improving their language skills. The survey results from Q.10 clearly indicate that accessibility, comfort and flexibility are the most valued features of the courses; hence, the initial assumption has been validated.



Finally, the course's suitability was seen as most effective; therefore the main goal to create an English language course targeted to SMEs professionals in the Hospitality and Leisure Sector is successfully carried out.

In conclusion the piloting program was successful and the start of the course is recommended.

