



## FIRST EUROPEAN REPORT

PROYECTO NUMERO 2009-1-ES1-LEO05-10338



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## II/ PARTNERSHIP

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## I / OBJECTIVES AND METHODOLOGY

The main objective of the “English The Saint James Ways” project is to offer managers, owners and employees of rural tourist accommodation establishments along the Saint James Way the right tools for the specific language training they need to improve their personal and professional communication skills. The methodology involves transferring the results and products of an earlier Leonardo da Vinci project - Taxi Drivers (2006) - which has been very well received throughout Europe.

The project will achieve the following specific objectives:

- Foster English language learning among professionals in the rural tourism sector who need to speak the language in order to carry out their professional responsibilities.
- Facilitate access to training by offering innovative apprenticeships based on ICT.
- Facilitate the transfer of new developments in innovative practices for language learning

The core of the project is English language training course, which will be developed and implemented in different steps, with contributions from all the partners.

The following European report is the result of activities, meetings and tasks realized during the first phase of the project. Pilgrims, but mostly Staff members in tourist establishments along the Saint James Way had to respond to a questionnaire in order to identify their specific communication needs and general level of English language knowledge.

The outcomes of the reports are :

- assessment of the target group's current need for language training (English) in three countries.
- practical information in order to develop language training models specifically adapted to the needs and characteristics of the target group, customised to their levels of knowledge of English and the cultural, environmental, historical setting, etc.
- development of new training media and tools using new training technologies, applying these to the needs identified among the group of workers, employees, managers and owners of rural establishments located on the way of Saint James.
- increased access to on-line training through the development of a technology platform

Once the European report is finished , language training models will be developed and specifically adapted to the characteristics of the target group, customised to their levels of competence in English and including specific references to the cultural, environmental, historical



setting of their specific section of the Saint James Way. Then each partner involved in the project will select a target group among the employees of rural establishments on the Saint James Way to experiment directly with the English course. The Project's activities will last 24 months, starting from October 2009 until September 2011.



### III/ PARTNERSHIP

The project, led by Conexia S.Coop, based in the Basque region of Spain, involves seven partners from Spain, Italy, France, the Netherlands and Belgium.

#### CONEXIA S. COOP – MONDRAGÓN / SPAIN



Conexia belongs to the Mondragon Corporation, the 8th largest industrial and services group in Spain. It was set up in 2003 to meet the demand from the emerging worldwide eLearning market.

We specialise in the development of digital content for language learning and are based in Spain and operate mainly in Latin America as well as Spain itself.

Our star product is an online General English Course consisting of 5 levels from Beginner to Advanced which meets the specifications of the European Common Framework. We also produce ad-hoc applications to client specifications. We have worked on numerous European and National Innovation and Development Programmes.

#### MANDAS / CERDEÑA / ITALY



The town of Mandas is historically connected to the granting to Don Pedro Maza of the first Dukedom of the Spanish crown in Sardinia, the 23 of December 1614. The local municipality, for this reason, has promoted several network of towns, like "Titulos" (a union among the old ancient Sardinian feuds dating back to the Spanish –Catalan domination); and the Program Agreement "Bias de fidi: Santu Jacu" (way of faith: Saint James" in Sardinian language).

"Santu Jacu" is a Program agreement concluded by seven towns of the Region Sardinia: Mandas (the town leader of the project), Soleminis, Cagliari, Goni, Ittireddu, Noragugume, Nughedu Santa Vittoria, Orosei and Perdaxius. This project has the aim to create an itinerary, called "Bias de fidi :il Cammino di Santiago in Sardegna ("Way of faith: the Saint James Ways in Sardinia). This itinerary will emphasize the economic, historical and environmental peculiarities of these territories.



## ALFMED / PERPIGNAN /FRANCE



The partner located in France is the language school Alfméd in Perpignan. ALFMED has been founded in 2004; the company has three core businesses:

1. teach French as a Foreign Language;
2. give foreign language training to companies and individuals;
3. participate in EU initiatives.

The philosophy of ALFMED stands upon quality and competences:

ALFMED received the FLE (French as Foreign Language) Quality Award, issued by the French Ministry of Education and Foreign Ministry. The FLE Quality Award is issued after an audit that includes 109 rigorous criteria based on cultural and linguistic immersion, teaching, management and facilities. To this day, ALFMED is the first language center to have obtained this prestigious distinction in the whole of the Languedoc-Roussillon region.

## ANCI IDEALI / BRUSSELS / BELGIUM



ANCI IDEALI, the European Foundation of Cities, was formed by ANCI in December 2006. Its main objective is to strengthen the role of Italian cities at European level, asking for more urban policy and instruments to the EU Institutions.

### Improving its role in Europe

An international profile improves a city's competitiveness.

ANCI IDEALI encourages member cities to rediscover and use their historical patrimony, cultural attractiveness, businesses, research centres and innovative experiences to present themselves in Europe.

### Enhancing competences

ANCI IDEALI will give local authorities the know-how to improve their administrative action through training on specific European Commission programmes and technical assistance to prepare appropriate communitarian projects.

### Establishing relations and partnerships

The wide network of relationships established in Europe by Ideali is an opportunity and a starting point to create new partnerships between Italian and European cities, to compare innovation and governance experiences, to learn from positive European examples and to make known the successful Italian cases.



Study trips, experiences exchanges, benchmarking among administrative models will be promoted to foster cooperation among European cities.

#### DECLERQ ESTUDIOS EUROPEOS / VILLANUEVA DE LA CAÑADA / SPAIN



Asesoría Declerq SI Estudios Europeos is a specialized organisation in management of European projects. It has participated in many projects under the LLP programme as well as in programmes from others DG of the EEC (Daphne, Smes, employment, etc) . In the last 5 years it has been the partner , in charge of quality, management and evaluation plans of many projects. It has also participated to the producing of European quests, studies and reports, for many projects related with ICT, languages, (like "Taxi Drivers" under the Leonardo da Vinci Programme) , Vocational Training ("formaagri" and "safer" also under the Leonardo Programme) , etc.

#### VIRTUA / ALICANTE / SPAIN

Virtua is a Project Development Center and our aims or objectives are multimedia materials, programming and web design, corporate design and computer applications  
We belong to the Department of Computer Languages and Systems of Alicante University  
Virtua started ten years ago.

Our main client is Cervantes Institute and our main project from the beginning has been AVE which is Aula Virtual Español- which means Virtual Classroom of Spanish.

This is a didactic environment to learn Spanish online



#### URREMENDI / GERNIKA / SPAIN

Urremendi is the Rural Development Association that under the Law 10/1998 of Rural Development works in Busturialdea's County, Historical Territory of Bizkaia in the Basque Autonomous Community. Busturialdea is formed by 20 councils with a total population of 42,000 inhabitants, of whom about 30,000 are concentrated in the 2 main towns heading the County, Bermeo and Gernika. The rest of Municipalities (18) are considered almost entirely rural. The Urremendi Rural Development Association aims to provide an avenue of participation among different socio-economic actors both public and private and administrations to achieve the following objectives:

- a) To ensure and promote sustainability and multifunctionality of Busturialdea's County agriculture and the whole of its rural environment:
- b) To preserve the fundamental distinguishing features of rural areas.
- c) Promote the improvement of competitiveness of agriculture.
- d) Increase the competitiveness of enterprises and economic structures in rural areas
- e) Integrating rules and conduct of the various administrations.
- f) Maintain the ownership of the development of rural areas in its population or in the entities of the own areas.



- g) Recover, conserve, develop and disseminate the natural, historic and cultural and linguistic heritage of rural areas.
- h) Improve land use planning.
- i) To promote a social culture that perceives the values of rural areas.

In summary, tries to meet the basic needs of the rural areas in Busturialdea's County of at least the following specific subjects or targets: Territorial Planning, Agriculture and Forestry, diversification of the economic fabric of rural areas and job creation , Education and Culture, Health, Housing, Infrastructure, Environment and Tourism.

## ENDURANCE / AMERSFOORT/ NERDERLANDS



Endurance offers practical training to help improve the functioning of participants. From language training, via commercial and communication skills to management training for leaders. Also how to overcome physical complaints through the prevention of sick-leave through to dealing with aggression. In short Endurance can offer this knowledge, not only for the hospitality branch, but also for the retail, care, education and training sector as well as for (semi) government organisations.

Endurance offers practical training, directed at the needs of the participants, at any location in and outside the Netherlands, and includes a final certificate or diploma.

Endurance is active, both nationally and internationally, in the following markets: Hospitality; hotels, catering, leisure, marine sports and tourism; Retail; Care; (Semi)government.

Sustainability and synergy. The philosophy of Endurance is based on this. Endurance is a young professional, innovative and adaptable partner for development and training questions concerning employees, managers and organisations in the branches stated above.

We aim for a close relationship with our contractors. Co-operation, practical orientation and quality are key issues. Our services provide your organisation with the opportunity to invest in personnel with lasting qualities.



### III/ Information about the offer of specific Training centres and specific English language courses for Saint James Ways facilities/ accommodations. See annexe 1

FRANCE	SPAIN	ITALY
<p>We found only seven language schools in France that offer specific language training to professionals who work in tourism and hotel business/gastronomy; either on site, online or self-study. Nevertheless, on close inspection, the offer appears to be very limited indeed. Clearly, however, it was not easy to find specific courses for English language training for this sector. Some particular training can be organised within a solely Hotel group but would not target the pilgrim profiles. Still this situation is very punctual. The search results came mixed with some offers for hotel schools in general or for English courses offered in English-speaking countries.</p> <p>Our conclusion is that there is a need for the course we are planning which is not currently being filled in most of France</p>	<p>We found about a dozen courses of potential interest in some big cities around Spain, one listed as online and another listed as self-study. Nevertheless, on close inspection, the offer appears to be very limited indeed: most of the courses were offered in 2009 or earlier and did not appear to be repeated. There is especially one particularly interesting online offered in Madrid for workers in the Hospitality sector. The organizing entity may be interested in incorporating English the Saint James Way and we will contact them as part of our dissemination activities. Clearly, however, it was not easy to find specific courses for English language training for this sector. The search results came mixed with myriad offers for hotel schools in general or for English courses offered in English-speaking countries.</p> <p>Our conclusion is that there is a need for the course we are planning which is not currently being filled in most of Spain.</p>	<p>There isn't, in Sardinia, specific English language training , dedicated to the operators of rural tourist accommodation establishments or specific English courses for STRUTTURE CHE ACCOLGONO PELLEGRINI. We need to turn to other Italian regions to find some specific English course in the tourism sector.</p> <p>We have gathered most information on the Net, because we were unable to meet the training agencies in person.</p>



#### IV /Information about the Information about demand for training and final users of the projects.. (associations, trade unions, guilds and cooperatives)- See annexe 2

It is very important for the success of the project to have an extensive list of the potential final users of the outcome: public or private pilgrims' shelters, rural accommodations establishments, associations of pilgrims and friends of the Saint James Way, specialist travel agencies, etc., and more importantly, to find out their opinions and needs.

During the first Transnational Meeting in Spain, the members of the consortium had agreed on a methodology and divided up the search among all the partners in such a way as to allow us to obtain and manage a great deal of information. The search was conducted largely on-line via the many sites related to the Saint James Way itself and the sector in general. The previous knowledge of the partners who currently work in the tourist sector was invaluable at this point. The final result of the search is a list with details of service providers and users along the Saint James Way.

Once the list of users and providers was established, we set about conducting the surveys to find out what the demand could be. We sent hundreds of emails inviting these establishments and associations to visit the Web page of the project and asking them to complete the questionnaires embedded in the Web page: one for providers and another one for users. These emails were followed up with phone calls where we explained who we are, what the project is about and why their opinion is valuable. Personal interviews were conducted in some cases, when and where it was possible.

FRANCE	SPAIN	ITALY
<p>We found 8 associations and trade unions in France that are related to the Saint James Way and that could benefit from the offers of specific language training.</p> <p>ALFMED has found 8 guilds and cooperatives on the Saint James Ways in France that could also make use of the offers of specific language training.</p>	<p>The final result of the search is a list of over 330 entries with details of service providers and users in Spain.</p> <p>Of 301 entities in our data base pertaining to Spain, the most significant categories are: 77 suppliers, 61 users or associations of users, and 69 other groups including tourist bureaus, Official Web sites, portals and travel agencies.</p>	<p>We have contacted the final users of the project by email and by telephone. Some of them were public corporations, associated with the municipality of Mandas in other projects like the one called "Bias de fidi. We have also used the Net and official web pages to contact other potential end users. We didn't have the chance to know the opinion of the Sardinian pilgrims, being the Saint James Ways in Sardinia, a pilgrimage route still unknown</p>



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and undeveloped. We further tried to know the opinion of the owners and of the pilgrims of the "via Francigena"(which is considered "The Saint James Ways" in Italian territories), but we didn't receive any reply from them. In conclusion , this first part of the work has been weakened by the difficulty to establish a direct communication with the final users of our project, because of the considerable distance between us.

Our final users are mainly represented by B&B and farm holidays we can find long the Saint James Ways in Sardinia: at the beginning we had to face their wariness and their skepticism while we were trying to explain them the aims of our project . Nevertheless they seemed to be interested in their involvement in the experimental stage of the courses.

Official Establishments (Municipalities, etc.): 10  
Tourist Associations: 5  
Associations of pilgrims: 10  
Associations, web pages, etc. about the Via Francigena: 5  
Beds and breakfast: 32  
Farm Holidays: 11  
Hostels: 14

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## VI/ QUALITATIVE INFORMATION

The questionnaire is a qualitative instrument for gathering information to establish the real position as regards the language-learning needs of Saint James Way facilities/ accommodations. The survey was conducted in some of the main countries along the Saint James Way (France, Spain, Germany, Portugal, Holland and Italy).

The appropriate language training modules will be drawn up on the basis of the results of the questionnaires and of other quantitative research actions carried out in the framework of the project by organisations from France, Spain, Italy and the Netherlands.

These contents will offer various levels of English-language teaching with contents as wide-reaching, useful and practical as:

- Aspects to do with the day-to-day activity of Saint James Way facilities/ accommodations
- Up-to-date information in English about the city where those people work (culture, leisure, gastronomy, art, tourism etc.)
- Aspects to do with major events that are going to be held in the city or country related to the St James Way

### Results of the surveys carried out:

This has been one of the biggest hurdles in the project so far. It is extremely difficult to convince suppliers to answer a survey and we are very grateful to those who did so. Even some of the providers contacted by phone on more than one occasion who promised to respond to the questionnaire failed to do so.

### **Information about the offer of specific Training centres and specific English language courses for Saint James Ways facilities/ accommodations. See annexe (3.1, 3.2, 3.3, 3.4, 3.5) for details of surveys**

FRANCE	SPAIN	ITALY
Suppliers: 17 responses Users: 11 responses	Suppliers: 27 responses Users: 25 responses	Suppliers: 16 responses Users: 0 responses



## SAINT JAMES WAYS - European Study on Linguistic Training Needs

Guide for Determining Training Needs SURVEY FOR SUPPLIERS

\* Required

### 1. BASIC INFORMATION

1.1 Country of person surveyed : \*

<input type="radio"/>	ES
<input type="radio"/>	FR
<input type="radio"/>	IT
<input type="radio"/>	BE
<input type="radio"/>	NL
<input type="radio"/>	CH
<input type="radio"/>	PT
<input type="radio"/>	D
<input type="radio"/>	Other: <input type="text"/>

1.2 Survey date: \* dd/mm/yyyy

1.3 Name of the person surveyed: (optional)

1.4 Contact: tel. no. or e-mail (optional)

1.5 Type of organization the person surveyed belongs to\*

Hospitality

- Manager
- Waged worker in public or private hostels
- Voluntary work in a public or private hostel
- Association of pilgrims' hostels, or rural tourist accommodation
- Sponsor of hostels or farm holidays
- Other:

1.6 Name of organization surveyed: (optional)



## . SPECIFIC INFORMATION : LANGUAGE NEEDS IN RURAL TOURISM

2.1 What languages do you speak? (You may choose more than one answer)

- Spanish
- French
- Italian
- English
- Other:

2.2 Generally speaking, how would you rate your level of English? \*( one answer only)

- inexistent
- I know a few word
- Basic elementary level
- Intermediate level
- High level
- Excellent level

2.3 Generally speaking, would you say that speaking English for rural accommodation personnel is...? (Please choose one answer only) \*

- Unnecessary
- Indifferent
- Expected
- Useful
- Essential

2.4 What is your opinion of the specific offer available (courses, training centers, materials) in the English language FOR THE TOURISM SECTOR? (Choose a maximum of two answers) \*

- I have no idea
- There is little offer and few specific means for the group
- The means available are inadequate
- There is sufficient offer and it caters for the group's needs
- A specific offer needs to be created for this group



2.5 Have you ever had a language communication problem and have you missed not being able to communicate in English? (Please choose one answer only) \*

- Never
- Sometimes
- Often
- Many times

2.6 Have you ever attended an English course and in particularly in the specific field of your work? (and not for personal interest) \*

- Yes
- No

2.7 Would you like to improve your English level? \*

- yes
- No

2.8 Do you think English helps or could help to improve your professional performance?

- Si
- No

If you answered NO to the question 2.8, please explain why not(Please choose one answer only)

- I would continue to provide the service in my own language as with any other customer
- I don't usually have foreign tourists
  
- I already speak English well enough
  
- I am not the one who have to speak in another language

If you answered yes to the question, 2.8, please explain why

- Yes, dealings would be more cordial. There would be greater communication
- Yes, it would avoid common misunderstandings and would improve mutual communication



2.9 Do you think you need English for... \* (Score from 1 to 5 according to the degree of interest: 1 a lot, 5 not much)

	1	2	3	4	5
Making reservations, checking in and out	<input type="radio"/>				
Understanding and answering questions on events, places of interest and cultural events	<input type="radio"/>				
Information on your geographic area	<input type="radio"/>				
Explaining the services you provide	<input type="radio"/>				
Holding a conversation with the guest	<input type="radio"/>				
Giving guests basic instructions such as, for example: You can use the kitchen, no noise after 9pm, etc	<input type="radio"/>				
Explaining how to reach a location (eg: turn left at the bottom of the Lane...)	<input type="radio"/>				
Solving problems in general, including basic first aid	<input type="radio"/>				

2.10 Do you think you could learn English in your workplace, if you had the equipment to do it?\*

YES

NO

I DON'T KNOW

OTHER :



2.11 What equipment do you have? (You may choose more than one answer) \*

- PC
- Internet connection
- Mp3
- PDA with internet connection
- 2G cell phone
- Mobile Phone 3G
- Other:

2.12 How much time do you think you could devote to studying an English course? \*

- More than 3 hours a week
- 3 hours a week
- 2 hours a week
- fewer than 2 hours a week

2.13 Would you study an English course using AN ON-LINE SYSTEM? \*

- YES
- No

2.14 Does organization/association distribute a leaflet or tourist information of any kind to guests, regarding local activities or events of interest? If so, in what language? \*

- In the local language
- In English
- Other:

2.15 What would you say is the best teaching method for LEARNING ENGLISH for them?

- Face to face (in class)
- Self-study (CD, manuals, INTERNET)
- On-line (e-learning)

2.16 If you run an organization with waged workers, what would you do to improve their language skills in English? (please, choose one answer only)\*

- None, information and training are each one's individual responsibility
- We would pay all or a part of a course in a local English school.
- We would provide dictionaries or practical guides/word lists in the languages needed
- We would commission an external body to develop specific material
- I don't have waged workers



2.17 Which aspects do you consider most important in an English course designed for RURAL TOURISM? \*  
RATE EACH OF THE FOLLOWING FROM 1 (NOT IMPORTANT) TO 5 (VERY IMPORTANT)

contents	<input type="radio"/>				
The topics involved	<input type="radio"/>				
The course is relevant to their work	<input type="radio"/>				
The materials used	<input type="radio"/>				
Timetable and location	<input type="radio"/>				
Access to the course, being instructive and easy to manage	<input type="radio"/>				
The length of the course, preferably short	<input type="radio"/>				
It should give more importance to pronunciation	<input type="radio"/>				
It should give more importance to speaking	<input type="radio"/>				
It should give more importance to comprehension	<input type="radio"/>				
It should give more importance to grammar and writing	<input type="radio"/>				
It should provide an indication of the level	<input type="radio"/>				



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reached at any given moment					
It should provide a minimal conversational	<input type="radio"/>				
It should be up to the students to choose the content, topics, levels, etc	<input type="radio"/>				

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## SUMMARY OF SURVEY RESULTS / users

SPAIN

FRANCE

ITALY

### TARGET GROUP

Pilgrim or pilgrim association or simply travellers who have done all or part of the route. Travel agencies who have some connection with the Camino.

People that have already stayed in a guest house

The majority of them have already experienced communication problems.

According to the results of the Survey

- | SPAIN   | FRANCE  | ITALY               |
|---|---|---------------------|
| <p>è 88% feel that English should be spoken in the hostels.</p> <p>è 52% feel that there is a basic level of English already in the hostels. 88% feel that English is advisable, useful or indispensable.</p> <p>è 64% feel that they have not had communication problems in hostel due to a lack of English speaking skills on the part of the supplier. This is only natural as we are dealing with Spanish pilgrims in Spain. For this reason we contacted English speaking pilgrims' associations in order to contrast their experiences.</p> <p>è 92% feel that accommodation workers would probably like to improve their level of English and 24 feel that it would enable them to</p> | <ul style="list-style-type: none"><li>• the level of English remains a basic level in the accommodation facilities (73 %)</li><li>• the staff has to improve in order to ensure easy exchange of information between customers and staff</li><li>• English is indispensable in the accommodation facilities (54 %)</li><li>• the offer of English training is not at all suited for hotel staff</li><li>• the accommodation facilities do not offer brochures in English (80 %)</li></ul> | <p>No responses</p> |

improve their service.

è 44% said that the establishments had brochures in English.

According to the users surveyed, English is important for the following (in order of importance, looking at the number of users who responded 4 or 5 out of a possible 5) :

- Explain their service and tell pilgrims about events of interest. Carry out a conversation with a guest.
- Give geographical information about the local area, tell pilgrims how to get to a location, and generally hold a conversation.
- Take care of reservations, registrations and billing and give instructions to guests
- Take care of problems in general, including first aid.

#### Technical support :

Users surveyed responded in the following way when questioned about the equipment they have observed where they have stayed:

PC 76%

According to the people interviewed English is important to (rank according to importance):

- give simple instructions like, for example: "You can use the kitchen, no noises after 21 pm..."
- have a conversation with a customer
- explain how to get somewhere
- take reservations, check in and bill a customer
- give first aid
- explain the provision of offered services
- give instructions concerning the region

#### Technical Support :

According to the interviewed people the accommodation facilities have a computer and access to the Internet at their disposal and could work on their English for more than 3 hours per week with e-Learning.

computer 64 %  
connection to the Internet 91 %  
Mp3 9 %

Connection to Internet 84%

Mp3 0 0%

PDA with connection to Internet 4%

2G phone 16%

3G phone 12%

Other 0 0%

NOTE: *People may select more than one checkbox, so percentages may add up to more than 100%.*

NOTE: Most users also feel that suppliers would be willing to do an on-line course and that they could devote 3 hours or more per week. However, most also feel that the best way to learn is in face-to-face classes. This is an objection still very prevalent in Spain and one we will have to overcome.

Aspects considered to be the most important according to the users' survey responses, in order of importance looking at the number of users who responded 4 or 5 out of a possible 5

- Relevance to sector and teach a minimum level of conversation.
- Speaking
- Comprehension and easy to use/ access
- The contents of the course

PDA with Internet connexion 0 %

2G phone 0 %

3G phone 9 %

Other 0%

NOTE: People may select more than one check box, so percentages may add up to more than 100%.

Important aspects of the English programme created for the rural tourism sector (rank according to importance):

- put in context in relation to the sector of activity
- acquire a minimal conversation level
- the content
- the learners can chose the content of the class
- Pronunciation, comprehension, oral expression

Most efficient method according to them: one-to-one lessons (36 %) or online with personalized lessons (45 %).



- The materials

### SUMMARY OF SURVEY RESULTS / users

#### SPAIN

Providers of accommodation on or near the Saint James Way in Spain. We have specifically excluded large hotels and hotel chains in order to center on rural tourism and pilgrims' hostels.

In general they feel that knowledge of English is useful or essential and in fact 69% say that they have had communication problems due to a lack of communication skills in English. Better use of English will help them to provide a better service, according to 88% of the providers surveyed

Although 54% feel that they already speak English at an Intermediate or Advanced level, the same people also feel that the general level is more likely to be elementary or lower, and 92% would like to improve their own level.

Reasons for learning English :

#### FRANCE

#### TARGET GROUP

Managers of guest houses and accommodation. As a result one can state that these managers have never taken English classes specified to their work in the accommodation sector. As a whole they feel that they have an intermediate English level (basic knowledge) and they wish to improve their English since they have already experienced problems. They think that English is very useful or even indispensable for the rural accommodation staff. They think that the staff in question has an intermediate level of English.

English would help them to improve their professional achievements by making the exchange with foreign customers easier.

Reasons for learning English:

- solve problems in general, including first

#### ITALY

As mentioned above, the Saint James Ways in Sardinia, is a pilgrimage route still unknown and undeveloped. We also had to face the absence of answers from the pilgrims of the "Via Francigena" (caused by the impossibility to meet them): for all these reasons our target of questionnaires is represented only by the owners of rural establishments. So that our potential end users are represented by 16 owners of small accommodation facilities located long the Saint James Ways in Sardinia. We are talking about B&B and farm holidays' owners situated in the towns of the Program Agreement " Bias de Fidi: Santu Jacu": Goni, Ittireddu, Mandas, Noragugume, Nughedu Santa Vittoria, Orosei, Perdaxius, Soleminis .

In reply to the question "Type of organization you belongs to"( question 1.5) the majority defined as "other "his organization: they are all owners of B&B and farm holidays, even those who define his organization as "hospitality" or "manager". In

- Carry out a conversation with a guest.
- Tell pilgrims how to get to a location
- Explain their service, give instructions, and take care of problems in general, including first aid.
- Tell pilgrims about events of interest.
- Give geographical information about the local area
- Take care of reservations, registrations and billing

Technical support :

Suppliers responded in the following way when asked about the equipment they have:

- PC 85%
- Connection to Internet 96%
- Mp3 19%
- PDA with connection to Internet 12%
- 2G phone 4%
- 3G phone 31%

NOTE: People may select more than one checkbox, so percentages may add up to more than 100%.

The amount of time they are willing to devote to learning English differed greatly from one supplier to another:  
More than 3 hours/week 19%

aid

- take reservations, check in and bill a customer
- explain the provision of offered services
- have a conversation with a customer
- give simple instructions like, for example: "You can use the kitchen, no noises after 21 pm..."
- explain how to get somewhere (turn left at the end of the street)

Technical support:

The accommodation facilities have a computer and access to the Internet. They would be willing to work on their English for more than 3 hours per week with e-Learning.

- PC 88 %
- Connection to Internet 82 %
- Mp3 24 %
- PDA with connection to Internet 96 %
- 2G phone 18 %
- 3G phone 6 %
- Other 0 %

NOTE: People may select more than one checkbox, so percentages may add up to more than 100%.

short, 100% of the interviewees are represented by family owned business, as confirmed by the reply to the question 2.16 *If you run an organization with waged workers, what would you do to improve their language skills in English? :* the majority of the interviewees said: "I don't have waged workers".

We asked than to the interviewees: *What languages do you speak? (question 2.0),* to evaluate the language knowing of our beneficiaries in the field of the rural tourism. It is clear that 50 % of the interviewees speak English, but now we want to know to what extent they use this language:

How would you rate your level of English?  
The majority of them don't exceed the basic elementary level:  
37% think they know a few words.  
12% think they only have a basic elementary English.

The first conclusion to be drawn from these results is that there is an evident lack of knowledge of the language among the owners in the sector of the rural tourism. The interviewees were than asked about their opinion about the language knowledge of their

3 hours/week 23%  
2 hours/week 38%  
Less than 2 hours/week 19%

85% are willing to study on-line.

Aspects considered to be the most important according to the suppliers' survey responses, in order of importance, looking at the number of users who responded 4 or 5 out of a possible 5

- Teach a minimum level of conversation.
- Relevance to the sector
- Speaking and easy to use/ access
- Comprehension and time/place of the course

Comparative analysis: Users and Suppliers in Spain:

Needs : We can detect a real level of need and also of desire to improve the level of English, especially in speaking situations

Contents : Oral communication with guests, especially relevant to the sector and to the particularities of each locality: events of

Most efficient method according to them: one-to-one lessons or online with personalized lessons.

Comparative analysis: Users and Suppliers in France:

Needs: One can notice an existing need and communication problems, English is the solution

Content: The classes have to be targeted and technical and personalized. The attention should be turned on the speaking and not on the writing. Put in situations, specific tourism and hotelier vocabulary, vocabulary to inform...

Technical support: It's e-Learning that seems to be the most suited support, in fact the demand for learning at work and with the help of a technical device is real.

Remark: This data is the synthesis of a survey. You can find the summary of this data on Google docs (data table, charts etc...) that can illustrate this survey.

Note: Despite the phone calls not many people

colleagues:

*Generally speaking, how would you rate the level of English amongst rural accommodation personnel?*

The majority agreed that the standard of English is very basic or non-existent. In reply to the question 2.3 *Generally speaking, would you say that speaking English for rural accommodation personnel is...?* 100% of the interviewees say that it is necessary .

The answers to the question 2.8 *Do you think English helps or could help to improve your professional performance?*

Only one interviewed replayed "No", because he speaks English very well, but the others think that speaking English would be helpful in their job and would help them avoid misunderstandings and confusion and enhance mutual understanding.

The majority of the interviewees agreed that English is "useful" and even "essential" in their work: according to this result we might think that the level of their English knowledge is adequate, on the contrary, they had to admit they had, sometimes, a language communication problem with tourists.

Only 25% of the users have an adequate English

interest, how to get to a location, the service, etc.

Technical support : There seems to be a generally sufficient level of access to Internet via PC or phone which will be ideal for an on-line course. The potential students have indicated willingness to study on-line.

*We also received a few replies from Australian and Irish pilgrims via their associations. In 2 of the 3 cases, the pilgrims do not feel that English language skills are necessary or useful, nor would they improve the service. Interestingly, they also feel that the general level of English is that "they know a few words". We suppose that the opposition to the use of English is due to an extreme desire to immerse themselves in the culture of the route and does not necessarily reflect the attitudes of many travellers.*

NOTE : *In spite of insistent telephone calls and emails to the suppliers and users in our data base, a very small percentage actually replied. We will take the data collected as representative of the situation and at the*

*have answered the questionnaire. This survey is therefore representative for only a very small part of the interviewed people.*

### SUMMARY OF THE RECOMMENDATIONS REGARDING THE ENGLISH PROGRAMME

After having analysed the results of the survey, we decided that the English classes should consist out of 8 different topics dealing with the most important vocabulary the staff of accommodation facilities along the Saint James Way need for their daily work. The learners should work on their competences concerning the tenses, oral and written communication.

According to these conclusions, it seems that the content of the course should be applied to the following topics:

- Taking reservations and charge
- Everyday life
- Sightseeing tour
- Eat, drink
- Health
- Weather
- Transport
- Service offer

level to face any communication problem in their job:

*Have you ever had a language communication problem and have you missed not being able to communicate in English?*

Never	4	25%	} 75%
Sometimes	6		
Often	6		
Many times	0		

*When we asked them "Would you like to improve your English level?"(Question 2.7), 93.75% of the interviewees answered "YES", even those persons with a high or intermediate English level.*

*We asked all the interviewees for their opinion of the specific offer available (courses, training centers, materials) in the English language FOR THE TOURISM SECTOR (Question 2.4). The aim was to discover whether the interviewees knew the state of the language teaching offering and English teaching centers specifically for the rural tourism sector. The majority think that there is not , in Sardinia, a specific offer in the field of the rural tourism, the others admit they have no idea.*

*In both cases, even determined to bridge their gap in the English knowledge, they would not*



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*same time we will be attune to any new information we may receive throughout the whole project.*

*Details about content of the English classes can be found in Annex 7*

know where to find an adequate offering. It could be for this reason they reply "NO" to the question 2.6 *Have you ever attended an English course and in particularly in the specific field of your work?*

The majority of our interviewees think that English is very useful in their job, especially to have an adequate communication with the tourists. When we asked them "Do you think you need English for..." (Question 2.9), they gave a score of 4 or 5 to all those specific situations like "making reservations", "explaining the services provided", and especially "holding a conversation with the guest".

We can now analyze the real willingness and the chance, for our users, to attend an English course. When we asked them: *Do you think you could learn English in your workplace, if you had the equipment to do it?*(Question 2.10): 56.25 % replayed "YES".

Currently the majority of our end users have a Personal Computer with internet connection( Question 2.11 *What equipment do you have?*), so that we might think he could learn English On-line, if they had the opportunity to do it.

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However , about this point of the questionnaire, we must meet a complete rebuff , as confirmed by the answer to the question 2.13 *“Would you study an English course using AN ON-LINE SYSTEM?”*: almost half of them replied in a negative way.

YES	9	56,25 %
NO	7	43,75 %

As regards the method , 81.25 % of our interviewees think that traditional systems (like “face to face”) are the best ones for learning a foreign language. We have to highlight a complete refuse for the “Self –Study” (0%) and a mild preference for the new teaching tools as “E-learning” (18.75%)

In conclusion, the majority of the interviewees would be ready to dedicate almost 3 hour a week to studying English:

Question 2.12 *How much time do you think you could devote to studying an English course?*

More than 3 hours a week	5	5
3 hours a week		6
2 hours a week		5
		31,5%
Less than 2 hours a week	0	

} 68,75



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Last but not least, we want to highlight that our interviewees consider “very important” all the aspects of a language course we asked them to evaluate :

*Question 2.17 Which aspects do you consider most important in an English course designed for RURAL TOURISM?*

The replies were absolutely clear:

Contents	81,25%	
The course is relevant to their work	87,5%	
It should give more importance to comprehension	81,25%	
It should provide a minimal conversational	81,25%	

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## CONCLUSIONS

During the second transnational meeting in Mandas, Italy, the members of the consortium conducted a brief S.W.O.T. (Strengths, Weaknesses, Opportunities, Threats) analysis of the project so far, in order to clarify our perception of the concepts, as well as to begin a reflection as to what we consider that we have done well or less well so far and what external forces we feel will affect the outcome of the project.

Using the information from all the sources we have gathered in the first phases of the project, we need to decide how to configure the specific English course:

- Platform : technical aspect
- Course level: one level or more than one?
- Course length: 10 hours, or longer or shorter
- Course contents: exercise types from a didactic viewpoint and taking into account the technical possibilities and limitations we face through the use of PCs or smart phones.
- Course contents: functional and linguistic elements to be incorporated
- Customization: how to customize the course contents for the specific needs of each learner, including local information about the Saint James Way
- Validation criteria



## STRENGTHS

Def: Examples of internal positive aspects in the country or sector. These are the human and material resources that exist and the local advantages.

A: Analysis of the strengths detected

R: Results of the reflections upon the quality : how to maximize the strengths?

FRANCE	SPAIN	ITALY
<p>A. Tourists prefer to go to somewhere where they can communicate with the staff, certainly in case of an emergency. This is why there is such an interest in learning English, with it comes to an increase in customers.</p> <p>R. The target group should be informed about the positive results on business an English course can have.</p> <p>A. Most of the target group want to learn English, even if only to have a basic grasp of the language. At the same time, many professionals in the target group speak another language and that makes it easier for them to learn or improve their knowledge of a third language, such as English.</p> <p>R: The Saint James Ways project envisages the creation of databases on institutions that represent the sector (cooperatives, companies, the self-employed, etc.). The need to speak English should be fostered, getting in touch directly with all the</p>	<p>A. We have a very good data base of rural accommodation suppliers and, to a lesser extent, users. Our data base is structured in a way that will be useful to us throughout the whole project..</p> <p>R. The target group should be informed about the project and encouraged to participate.</p> <p>A. We have a wide range of experience in the consortium which will help us do a good job in all aspects of the project</p> <p>R: We need to be actively involved in the project and to develop a good system of communication.</p> <p>A. Our data bases are available on-line for all the partners to consult and amend whenever they want.</p> <p>R. We can add to the data base as we accumulate more information.</p> <p>A. We have good system for validating the work by</p>	<p>A. The creation and the development of a data base about the possible end users interested in the project (owners, pilgrims, official agencies , etc.)</p> <p>R. The data base is a very useful tool, because it gathers all the information it is important for the project. It is clearly structured and it allows us and our partner to have an overall view of the information. In addition the data base could be updated or changed in any moment, in case of accidents or important news concerning our project.</p> <p>A. The experience of the partner in carrying out European projects.</p> <p>R. Some of the partners took part to another <i>Leonardo da Vinci</i> project (Taxi drivers,2006), which has been very well received throughout Europe. The aim of the "English The Saint James Ways" project is to apply the same methodology,</p>

groups through these representative organizations, and informing them directly of the existence of new materials developed specifically for them.

A. Almost 30 % already have a 2G or 3G telephone or a PDA with Internet access.

R. The target sector is strongly structured, represented and organized: that means that if some of the professionals could take the course, either using their own equipment or equipment provided in the project, it is more likely that they, in turn, would tell the rest of the group how interesting and useful the course is.

A. According to the language needs detected, the target group only needs to acquire a minimum standard of English to establish basic communication with their customers.

R. The training offering that will be made available through the project, aims to give insight into a series of terms and knowledge of English that, although basic, are wide-reaching enough to enable these people to fulfill the minimum requirements of communication in English.

all partners as we go along

R. The work plan for designing the course will have contributions from all the partners, either as designers or as validators.

the results and the products of the earlier European project in order to offer managers, owners and employees of rural tourist accommodation establishments, along the Saint James Way, the right tools for the specific language training to improve their personal and professional communication skills.

A. The opportunity to share the information gathered with each other

R. The databases are available online. All the partners can consult it, in order to confront the colleagues, to improve their own work and to revise whenever they want.



## WEAKNESSES

Def: The aim is to find examples of negative internal aspects.

The most important limitations or weaknesses have to do with points such as information, technology and the financial and human resources that exist, and that prevent advantage being taken of the opportunities or benefits.

A: Analysis of the weaknesses detected

R: Results of how to minimize the weaknesses

FRANCE	SPAIN	ITALY
<p>A: There is only a small offering of specific training in the English language. The need has not been identified so far.</p> <p>R: It is vital to make the language teaching centres aware that the target group has real and specific needs that have to be met with specific, made-to-measure actions and that the beneficiary group represents an important market.</p>	<p>A: We do not have a planned way of contacting with the official events related to the Año Jacobeo 2010. We should start to systematically plan for this starting now, even though the year is nearly finished..</p> <p>R: It is not too late to take advantage of the forums that have been set up and the publicity connected to the Jacobeo..</p>	<p>A. Mandas, and the rest of the towns of the Saint James ways in Sardinia, need to be included in an official itinerary.</p> <p>R. We need to divulge the existence of the Saint James ways in Sardinia through appropriate system of communication, in order to let it know to international pilgrims.</p>
<p>A: On the whole, the offering that exists is inadequate and does not adapt to the real training needs of the target group.</p> <p>R: Activities and training courses that are</p>	<p>A: We should have a better system of internal communication, rather than depending on simply sending emails to each partner. We can improve this now in WP 3. We can have a repository for</p>	<p>A. Few people know of the project.</p> <p>R. We neglected ,until now , to promote the project at a National or even regional level. We should organize an advertising campaign to give the project a better importance . This would be</p>

specifically adapted to the needs of the beneficiaries need to be developed and offered. The courses

- should be easy to use for PDAs and 2G/3G telephones, for use in the car
- contents of specific interest of the concerned group need to be developed,
- courses of about 3 hours a week should be put in progress and
- ways of enabling the group to be able to carry out the training from their workplace should be promoted.

A: The standard of English of the target group is very low (basic, intermediate)

R: The beneficiary group should be made aware that speaking English improves communication and image, and can help increase their customer portfolio.

A: The cost of acquiring the tools for online training is very high

R: It is important to try to reduce the costs of purchasing the materials needed for online training: PDAs and 2G/3G telephones. Possibilities of easy access to them:

- clinching agreements with telephone operators and with equipment distributors,
- apply to public organisations for grants and

documents and some video meetings before the next meeting in France.

R: One of the partners has been assigned this task.

A: Our Webpage is not very effective. We need to improve the accessibility (the name makes it difficult to find) and include more documentation about our findings and activities.

R: One of the partners has been specifically designated to deal with this..

A: We haven't managed the time the best way possible in the first part of the project, but with a better calendar of milestones we should improve this.

R: We have designed a step by step plan for the course design, validation and pilot test with milestones for each partner.

A: We need to do more dissemination activities in general

R: The project leaders will continue to insist on this aspect.

A: We didn't ask for the details of the suppliers' Internet connections. We don't know if they have broadband.

R: We can find out this information as we do the pilot tests and exploitation activities

useful, not only for our end users , but also for any possible supporter.

A: We need to improve the accessibility to our Webpage.

R: We need to improve the system of the search engine: our web site must be the first of the numerous results of each search about Saint James. At the moment it is quite difficult to find our web page (the name makes it difficult to find)

A: We haven't managed the time the best way possible in the first part of the project.

R: We have learnt from our mistakes and we will use them for our self improvement . We should have a better communication with our end users.



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subsidies,

-training centres could offer the possibility of renting the equipment needed for the training, etc.

A: We should have a template for our documents with all the partners' logos on it as well as the European ones

R: On partner is going to carry out this task.

A: We don't have a lot of information from foreign language speaking pilgrims in Spain.

R: This laguna has been addressed by our contacts with Pilgrims' Associations in Ireland, the USA and South Africa. We can continue to contact with other groups as part of our dissemination activities as well.

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## OPPORTUNITIES

Def. They are the external causes that can be a positive influence or that can be taken advantage of.

A: Analysis of the Opportunities detected

R: Results of how to maximize the Opportunities

FRANCE	SPAIN	ITALY
<p>A. The aims, results, methodologies and approaches of the project arouse the general interest of the target group and of the news media.</p> <p>R. Advantage must be taken of the opportunities that the project offers, disseminating the results of the project through the resources provided for by the partnership (press, seminars, databases, etc).</p>	<p>A. The Camino is more and more popular every year and this is even an Año Jacobeo. This is not a type of tourism that requires a great deal of expenditure and should not be too affected by the crisis, or it could even be a growth activity in the crisis..</p> <p>R. Advantage must be taken of the opportunities that the project offers, disseminating the results of the project through the resources provided for by the partnership (press, seminars, databases, etc).</p>	<p>A. The standard of English of the target group is very low.</p> <p>R. More than 50% of the owners contacted have only a basic standard of English . In this perspective, the Saint James project can be seen as a great opportunity to improve their knowledge of the English language or even to develop it: the 25% of the interviewees agrees that their standard of English is non –existent.</p>
<p>A. Information and communication technologies applied to training are becoming highly popular in France.</p> <p>R. It is important to make the target group aware that, in addition to using PDAs and 2G/3G phones for personal and professional purposes, thanks to the project they can use them for taking English language courses during working hours. The purchase of a device of these characteristics would</p>	<p>A We can contemplate tutoring or oral activities via Skype..</p> <p>R. This would be a way to make the courses more personalized and geared toward oral skills..</p>	<p>A. The majority of the suppliers is interested in participating to the experimentation stage of the English course.</p> <p>R. The majority of the suppliers want to catch the chance to improve their language knowledge.</p>
	<p>A. All of the suppliers seem to have internet</p>	<p>A. The existing offer is very small and still</p>



rapidly become cost-effective.

Accommodation staff needs training that is as motivating as possible and that consists of only a few hours' training. Information and communication technologies enable them to use them in their own time.

A. In the short and medium term, major sporting, cultural and leisure events will be held in France.

R. Advantage should be taken of these big events to carry out pilot tests and make innovative agreements that involve the target group, end users and training centres.

connections and PC's available..

R. On-line courses are picking up in Spain.

A We should try to find forums and entities interested in the Camino who would be interested in participating in the project.

R.This will help us to make the project better known.

A. Even people who can manage in English somewhat, unless they have an advanced level, are interested in improving. 92% of the providers surveyed in Spain say they would like to improve their level of English. 92% of the suppliers surveyed would like to improve their own level of English, even if they consider themselves as Intermediate or Advanced.

R:This should be a factor that will make the course more appealing to the target group.

A Better use of English will help them to provide a better service, according to 88% of the providers surveyed

R:The providers see the project as something positive for them.

A: 96% of suppliers surveyed have a connexion to Internet. Most have PC and 31% even have 3G phone.

unknown .

R. It is very difficult to find a specific English course for the tourism sector and especially in the field of rural tourism. Our project will help to plug this gap.

A. 75% of suppliers don't have never taken foreign language course in the specific field of their job.

R. Our courses could be the right kind of solution suitable for their professional needs, considered the specific contents and its adaptability to any target of possible user.

A. More than 90% of the suppliers would like to improve their own level of English and they think that "English helps or could help to improve their professional performance" .

R. We notice a positive attitude of all suppliers in the face of our project: even people who can manage in English with an intermediate or high level, are interested in improving.

A. 93,75% of the suppliers have internet connections and PC's available.

R. The suppliers seem to have all the technological tools to participate in these courses, especially in the first stage of the e-learning.

A. Mandas and the other towns of the project



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R: The wide use of new technologies will mean that more people will be attracted by a course of this type, especially as they are often located in rural communities.

A: The existing offer is very small and not well known.

R: We can fill a niche.

“Bias the fidi” have presented a feasibility study to evaluate the realization of new projects.

R. All the towns of the Program Agreement “Santu Jacu” are extremely interested in the continuity of the project. They have submitted to the Region of Sardinia a request for funding for several activities related to the Saint James Ways in Sardinia: the strengthening of the routes, the construction and the renovation of structures to be designed to the pilgrims and the development of workshops.

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## THREATS

Def: The threats are the problems, obstacles or external limitations and prevent or restrict the development of the sector or phenomenon

Ex. Possible external causes that explain why the target group does not speak English or does not want to have English classes.

A: Analysis of the strengths detected

R: Results of how to minimise the Threats

FRANCE	SPAIN	ITALY
<p>A: Lack of interest and need of the target group to make an effort to speak a language that is not their own.</p> <p>R: Steps should be taken and awareness-raising campaigns conducted to encourage foreign language learning. All jobs require refresher courses and ongoing training. The target group needs to be made aware that communication with the customer would be smoother that way. It is important to make the owner of the company, cooperative or trade union representative aware of this so that, in the first place, they realise the need to give their employees notions of English and so that, in the second place, they can motivate their employees.</p> <p>A: Problems of mentality. Many people in the group</p>	<p>A: It is very, very difficult to get the providers to answer the questionnaires and their geographical extension makes personal interviews inoperable..</p> <p>R: Within the scope of the hours in the project, we must keep insisting..</p> <p>A: Some of the foreign pilgrims surveyed were against speaking English in the hostels as it would diminish the cultural experience. However, this came from some people with a very strong interest and may not be shared by all..</p> <p>R. We need to try to widen the sample of foreign pilgrims contacted.</p> <p>A. Most users feel that the best way to learn is in face-to-face classes. This is an objection still very prevalent in Spain and one we will have to</p>	<p>A. We had to face a certain lack of interest by the target group, especially in the first step of the contact (e-mail).</p> <p>R. The lack of interest has been absolutely concrete: the suppliers have accepted to answer to our questionnaires with a certain distrust ( even though we have to say that this is an innate peculiarity of the ordinary Sardinian). In several cases, the backup of the Municipalities, of the Associations and of the Saint James confraternities would have helped to establish a better communication between us and our end users,</p> <p>A. We didn't have any kind of information about the pilgrims in Italy.</p> <p>R. As mentioned above, the Saint James</p>



think that it is not up to them to speak another language but for the customer to speak the national language.

R. It is up to the events, leisure, culture and sports organisations to take actions that stress the need for the user to feel at ease, understood and to be able to communicate with the target group. Added to that, the members of the project should, by means of training seminars and other information-spreading actions, perform an awareness-raising campaign during all the stages of the project and after it has ended (brochures, triptychs, stickers in the guest houses where the staff speaks English, etc.)

A. There is no explicit demand by users to communicate in a common language with the target group.

R: In the most important cities in France, sporting, cultural and leisure events of great importance are usually held permanently or from time to time which attracts a lot of visitors and travellers. Also, a lot of places are offering a lot of historical monuments. These organisations should be able to offer their clients guarantees that the accommodation staff has minimum standards of English and specialized vocabulary to be able to give pertinent information to customers.

overcome..

R: In spite of the prevalence of new technologies for other uses, some people prefer face to face learning. It is up to us to make good use of the pilot test to show them that the on-line course can be beneficial to them. .

Ways in Sardinia is an itinerary still undeveloped and almost unknown, for this reason we didn't have the opportunity to meet the pilgrims. We don't have any information from the "Via Francigena" pilgrims too.

A. 43,75% of the suppliers isn't interested in on-line system for studying English and more than 80% would prefer a traditional system (classroom) .

R. The majority of suppliers (especially B&B and farm holidays) is represented by old persons, with a certain difficulty in the relationship with new technologies . We think that a tutor online would be an essential presence to encourage and to support our future students.

